

2021 Annual Report to The School Community



School Name: Raywood Primary School (1844)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2022 at 11:55 AM by Lisa Duffy (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 May 2022 at 07:43 PM by Yolande Humphries (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Raywood Primary School is a small rural school located 15 minutes from Bendigo. In 2021 it had a student enrolment of 23. The staffing composition was two full-time classroom teachers (Year P/1/2 and year 3/4/5/6), a full time principal (with a minor teaching role), a part-time tutor who worked as part of the Tutor Learning Initiative (0.2), an Education Support (0.4) and a part-time business manager (0.76). In 2021, the school had no staff who identified as Aboriginal or Torres Strait Islander and no overseas students. All students have English as their first language.

Historically the majority of families have derived their income from farming but this is not the case for our current group of families who are either employed in Bendigo or come from lower socio-economic backgrounds. The school has a current SFO of 0.8 which has increased significantly over recent years.

Bus transport is available for the students of the nearby districts of Neilborough and Sebastian. Local children walk, ride their bikes or are driven to school.

The purpose of Raywood Primary School is to provide an education for our children that prepares them for a future in a rapidly changing society.

The School aims to work with our families and community to enable our children to become active, lifelong learners committed to personal success and being responsible citizens in a global community. We aim to achieve these outcomes by creating a dynamic learning environment that delivers an engaging, relevant and challenging curriculum. Raywood Primary School promotes a positive and inclusive school culture where respectful relationships exist between all staff, students and parents.

The beliefs which form the basis of our actions are:

- Each child is an individual.
- Co-operation and mutual respect for all.
- Strong community input into the management of the school.
- Respecting confidentiality.
- Fairness and equity.

In 2021, the school did not have a set of values that were adopted by the students, staff and school community (this work is currently underway in early 2022).

Framework for Improving Student Outcomes (FISO)

Raywood Primary School was in a review year with regard the school's Strategic Plan (2018-2021). The Key Improvement Strategies had been worked upon in previous years and 2021 was the year to ensure that these had been incorporated into the school's practices and programs. The Targets for Improving Student Achievement, Engagement and Wellbeing were transposed so that they aligned with the Annual Improvement Plan mandated goal for 2021 (which was set by the Department of Education in direct response to the repeated and extended moves to Remote and Flexible Learning in 2020). In Term 4 the school underwent a Whole-School Review which saw a new Strategic Plan be developed late in Term 4.

In 2021 Raywood Primary School had one over-reaching goal as stated in the Annual Improvement Plan this was the department mandated 2021 Priorities Goal that had the elements of Learning Catch Up and Extension, Happy, Active and Healthy Kids and Connected Schools.

In the 2021 Priorities Goal of Learning Catch Up and Extension it was stated that by December of 2021 the students who were identified as being 12 months below the expected level in Reading and Mathematics would achieve 12 months growth.

The 2021 Priorities Goal of Happy, Active and Healthy Kids stated that the Student Attitudes to School Survey will have scores of above 90% for The Sense of Connectedness and The Sense of Inclusion. The attendance target was to be at 90% attendance for all students.

The 2021 Priorities Goal of Connected Schools was set to show that The Student Attitudes to School Survey and the Parent Opinion Survey results in this area to be at 90% or above. The results for Parent Participation will show a score of 95% and above.

A commentary of how the school went with meeting each of these goals and targets is outlined in the relevant sections below.

Achievement

The students of Raywood Primary School in 2021 each showed learning progress in all of the key learning areas of English and Mathematics. In terms of our entire student cohort the school achieved expected or above expected growth in Reading and Viewing for 75% of students, with over 93% of our students at or above the expected standard in English overall. In the area of Number and Algebra the school had 95% of students make expected or above expected growth in the 12 month period, with 97% of our students at or above the expected standard for Mathematics. Remote learning was delivered by way of learning packs that were delivered to each student's home on a fortnightly basis. Students were able to show progress during this time, but it was problematic for teachers to use this achievement as a basis for commenting on learning achievement due to not knowing the degree of assistance that was provided to each student.

The 2021 NAPLAN results showed 100% of our Year 3 and 5 students achieve results in the top three bands for Numeracy which is well above the state average. NAPLAN Reading results showed that 75% of our Year 3 students achieved results in the top three bands and 83% of Year 5 students were in the top three bands for Reading- once again being significantly above the state average.

For the students who were identified as being 12 months (or more) below expected level and placed on the Tutor Learning Program the following applied:

Reading: Three out of the four students identified as part of the Tutor Learning Program made the expected growth in Reading and Viewing according to teacher judgements. The remaining student made reading growth but slightly under the expected level. It was felt that periods of Remote Learning impacted that particular student's reading growth.

Mathematics: All three students identified as part of the Tutor Learning Program made the expected growth in Number and Algebra according to teacher judgements

During Remote and Flexible Learning in 2021, the tutoring program went into hiatus, the students on the program completed work from home that was assigned to their competency level.

The 2022 focus is on continuing to monitor the progress of these students and to further provide them with focused teaching and access to tutoring should they be identified as being in need of additional support. The tutoring program will continue to run each Wednesday in 2022, with an expert teacher employed to fulfil the Tutor Learning Initiative role and to plan literacy and numeracy lessons that support our students who have been identified as most in need. The Tutor will liaise with each student's regular classroom teacher to develop Individual Education Plans with clear goals, strategies and targets. These plans will be monitored throughout the year.

Engagement

The Student Attitudes to School Survey results from last year showed the following in relation to engagement: Effective Teaching Practice for Cognitive Engagement for Students was at 98% positive responses. The breakdown of this domain into the four factor areas surveyed were Differentiated Learning challenge (98% positive responses), Effective Classroom Behaviour (98% positive responses), Effective Teaching time (96% positive responses) and Stimulated Learning (100% positive responses).

Emotional and Relational Engagement for Students was at 99% positive endorsement.

The attendance data for 2021 shows that 54% of our student had less than 9.5 absence days in 2021, with a further 32% having between 10 and 19.5 absence days. 4% of students had between 20 and 29.5 absence days. There were 11% of student who had more than 30 days absent (this equates to 3 students in total). The average number of absence days for students in Years P-6 was 16.1 which is similar to the state average.

During the periods of Remote and Flexible Learning in 2021 student absence was recorded via uEducateUs by each of the classroom teachers. The classroom teachers performed check-ins regularly via text message and online (senior grade only). The students were encouraged to contact teachers for assistance with work should they need it. The

dropping off and picking up of Learning Packs also served as an additional form of “check-in” with each of the families.

Student Voice and Agency will be prioritised in 2022 with our students being directly involved in selecting a set of core school values and ascertaining how these will apply to the classroom and beyond.

Wellbeing

Wellbeing had a strong focus at Raywood Primary School in 2021. Students and their families were well cared for and supported both financially, physically and mentally. The staff went the extra mile to ensure students attended school, were well fed, clothed and had the supports they needed to thrive.

The 2021 Survey Results showed the following in relation to Wellbeing:

Connectedness:

Student Attitudes to School Survey – Sense of Connectedness was at 99% positive endorsement, well above the state average of 80%.

Parent Opinion Survey- Student Connectedness was at 92% positive endorsement.

Parent Participation:

Parent Opinion Survey – The Module of Parent and Community Engagement showed the following positive endorsement responses for the factors of:

Parent Participation and Involvement- 77% positive responses, School Communication 83% positive responses and Teacher Communication 83% positive responses.

School Staff Survey - the Factor of Parent and Community Involvement was at 100%

These results were pleasing but still require some further efforts to achieve a higher rate of positive endorsements by parents .

In 2022 the school is going to allocate the Mental Health funding to the Active Schools Program to increase mental wellbeing via physical exercise and socialisation (outside of school time as well as inside school hours). The school will also train a staff member in the Berry Street Education Model and the learning will be brought back to staff with a view to incorporating more mental health and wellbeing practices into the school programs and ethos.

A move to an online Newsletter format is seen as a positive way to increase parent and community awareness of what is happening in our school and to hopefully increase involvement within the school.

Finance performance and position

Raywood Primary School's Operating Statement Summary for the Year ending December 2021 showed a net-operating surplus of \$2848. It is important to note that the revenue from the Student Resource Package is less than the expenditure, which placed the school in deficit for staffing but this was able to be covered by allocating a portion of the equity funding to help recover staffing costs.

Locally raised funds were made up of fundraising events such as an end of year raffle, Bunnings BBQ and a printing fundraiser. Also some donations were made to the school which were credited for excursions and student resources.

The school received funding as part of the Bushfire Preparedness Program for the 2021-22 fire season. Funds from this program have been used for arborist costs, gardening and grass management and CFA inspections. Whilst some funds were spent in the later half of 2021, the funds will continue to be spent in 2022 to help keep our school as prepared as it can be for a bushfire situation.

The school also received partial funds to cover the cost of the purchase and installation of a new shade sail structure to increase outdoor learning space (a smaller portion of this funding will be receipted in 2022 after installation). These funds were part of a Victorian Government Initiative following a return to school from the lockdowns and remote learning periods. The payment for these sails will take place in 2022.

In 2021, the Raywood Primary School Council did not enter into any contracts or agreements.

Raywood Primary School

For more detailed information regarding our school please visit our website at raywoodps.vic.edu.au

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 25 students were enrolled at this school in 2021, 12 female and 13 male.

0 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

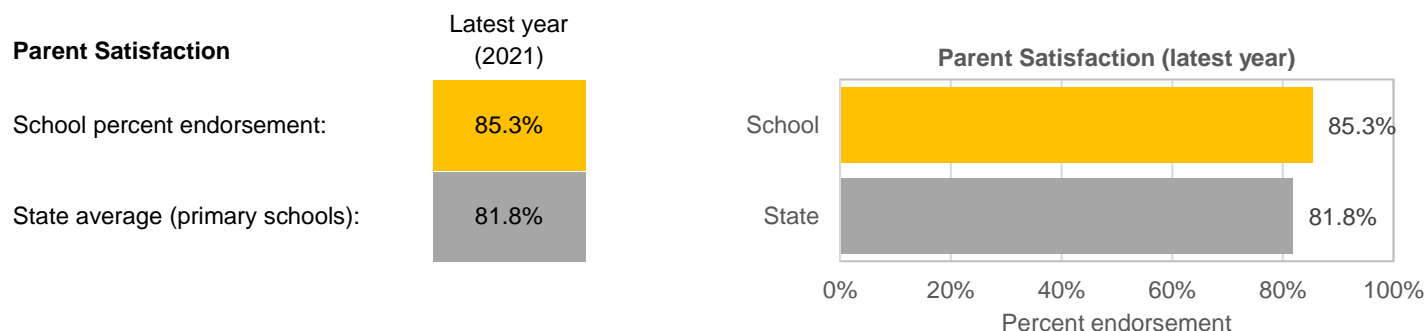
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

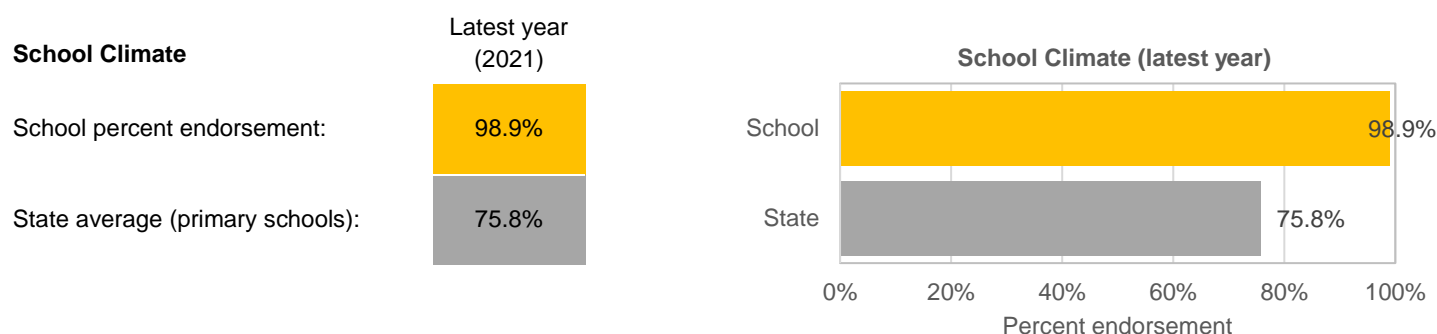


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

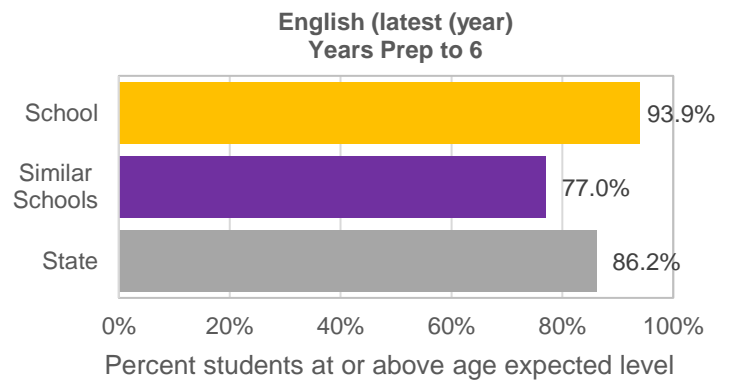
93.9%

Similar Schools average:

77.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

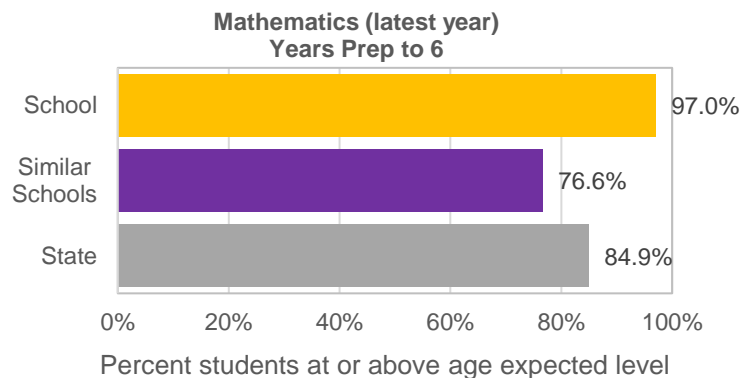
97.0%

Similar Schools average:

76.6%

State average:

84.9%



ACHIEVEMENT (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

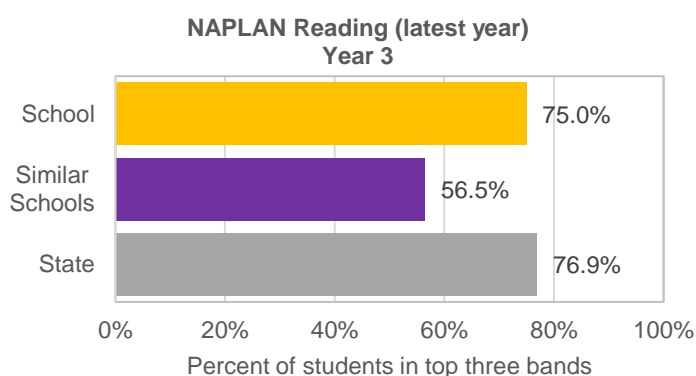
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

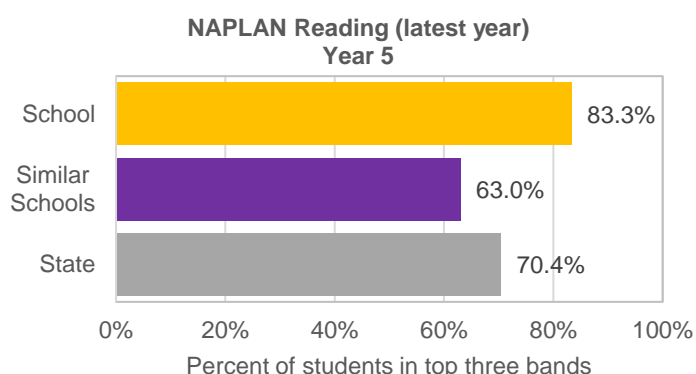
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	92.3%
Similar Schools average:	56.5%	59.0%
State average:	76.9%	76.5%



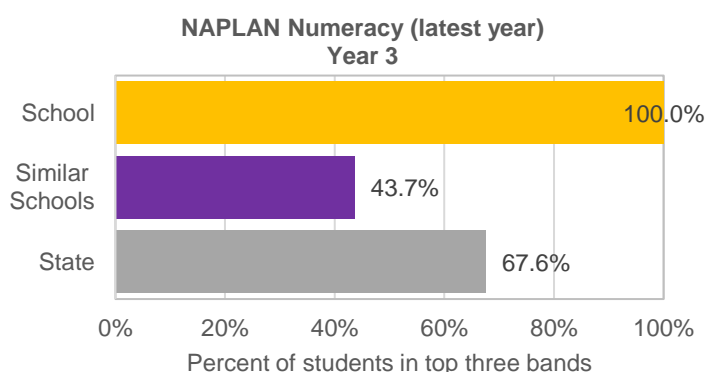
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	87.5%
Similar Schools average:	63.0%	53.6%
State average:	70.4%	67.7%



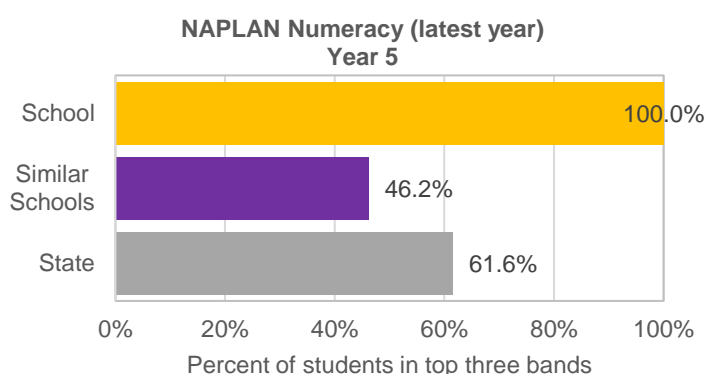
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	43.7%	52.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	46.2%	39.4%
State average:	61.6%	60.0%



ACHIEVEMENT (continued)

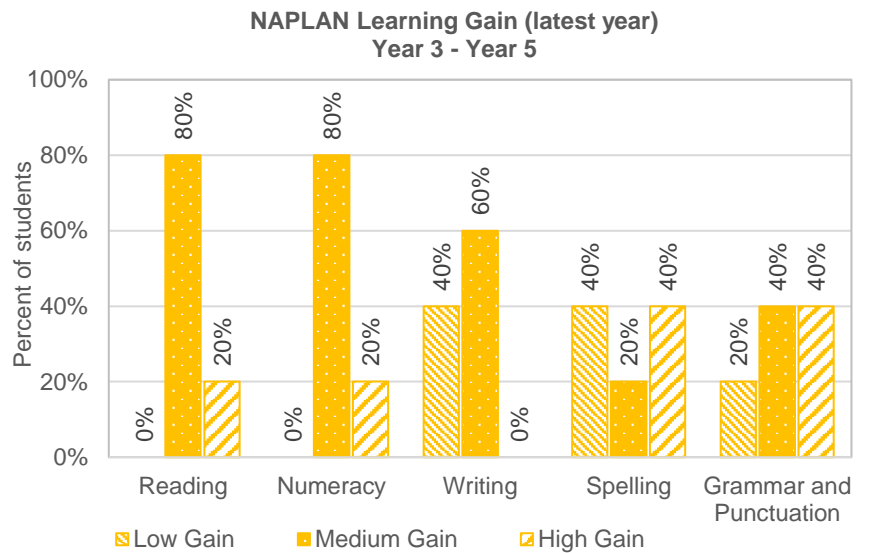
NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain

Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	80%	20%	23%
Numeracy:	0%	80%	20%	17%
Writing:	40%	60%	0%	15%
Spelling:	40%	20%	40%	18%
Grammar and Punctuation:	20%	40%	40%	16%



ENGAGEMENT

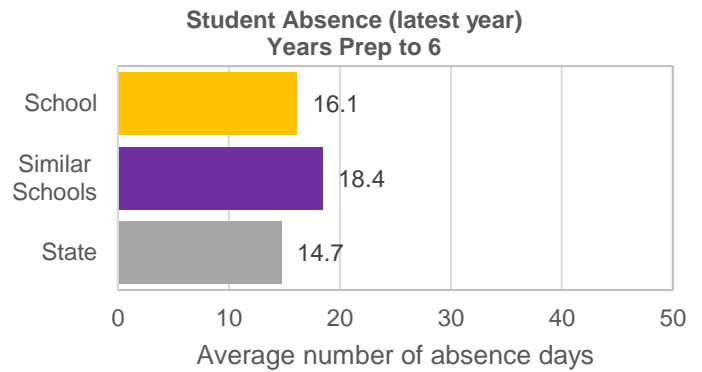
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	16.1	12.8
Similar Schools average:	18.4	17.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDP	NDP	NDP	87%	NDP	94%	93%

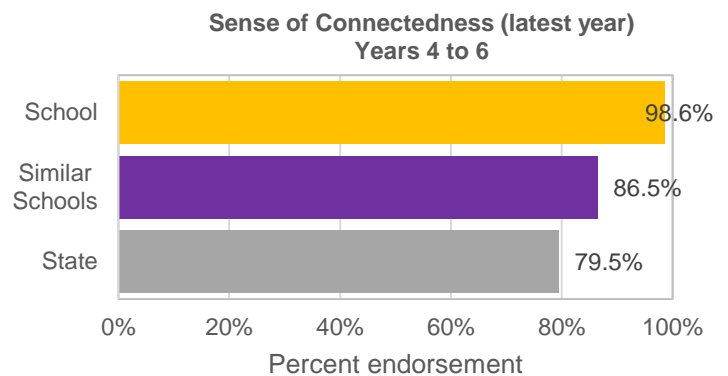
WELLBEING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	98.6%	99.4%
Similar Schools average:	86.5%	84.1%
State average:	79.5%	80.4%

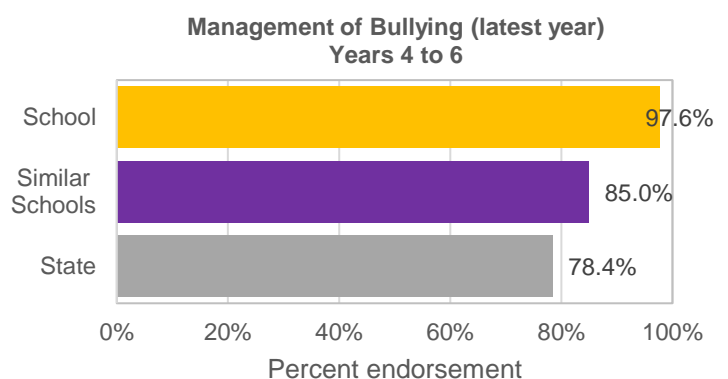


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	97.6%	99.0%
Similar Schools average:	85.0%	84.0%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$444,228
Government Provided DET Grants	\$122,220
Government Grants Commonwealth	\$5,604
Government Grants State	\$20,165
Revenue Other	\$2,286
Locally Raised Funds	\$4,738
Capital Grants	\$0
Total Operating Revenue	\$599,243

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,678
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,678

Expenditure	Actual
Student Resource Package ²	\$476,674
Adjustments	\$1,500
Books & Publications	\$1,400
Camps/Excursions/Activities	\$6,915
Communication Costs	\$1,161
Consumables	\$9,825
Miscellaneous Expense ³	\$3,071
Professional Development	\$3,024
Equipment/Maintenance/Hire	\$1,859
Property Services	\$38,750
Salaries & Allowances ⁴	\$39,419
Support Services	\$5,728
Trading & Fundraising	\$1,417
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,652
Total Operating Expenditure	\$596,394
Net Operating Surplus/-Deficit	\$2,848
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$199,857
Official Account	\$3,699
Other Accounts	\$0
Total Funds Available	\$203,556

Financial Commitments	Actual
Operating Reserve	\$17,750
Other Recurrent Expenditure	\$1,825
Provision Accounts	\$0
Funds Received in Advance	\$2,220
School Based Programs	\$161,288
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,380
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,800
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$196,263

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.