

2022 Annual Report to the School Community

School Name: Axedale Primary School (1008)



- 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 of the previous calendar year 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 2023 at 07:48 PM by Corrina Hartland (Principal)

- This 2022 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 27 April 2023 at 09:03 AM by Sonya Browne (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Axedale Primary School is situated 20kms from Bendigo and has served the community for 152 years since opening in 1870. The setting is a rural environment that is safe, attractive and provides a stimulating learning environment. The school has an enrolment of 102 students, with staff consisting of a Principal, 5.0 EFT teachers, 1 0.4 teacher, 3 part time Education Support Staff and 3 teachers who attend APS 1 day each per week. Class structures consists of a Prep/1, Gr. 1/2, Gr. 3/4 and 2 Gr. 4/5/6 classes.

Axedale Primary School promotes positive relationships between all students, staff, school and the wider community. We foster the development of self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. Axedale Primary School believes students, staff, parents and the wider community should model respectful relationships. Axedale Primary School promotes positive relationships between all students, staff, school and the wider community. We foster the development of self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. Axedale Primary School believes students, staff, parents and the wider community should model respectful relationships.

As part of our everyday language, we focus on four broad values:

- Respect
- Personal Best
- Resilience
- Co-operation

Together with the school's motto, 'Excellence Through Endeavour', we are continually reflecting on ways to enrich and expand the relationships that make our school community so special.

The school's socio-economic profile, based on families' occupations and education, is considered in the medium-low band which represents medium to high parent education level and medium to high socio-economic advantage.

Axedale Primary School's curriculum reflects the Victorian Curriculum framework, with specialist classes in the visual arts, physical education, performing arts, science, and a language other than English program (Indonesian).

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Axedale Primary School completed its 4 yearly Review. The Review process enabled the school to delve deeply into many aspects of learning, across all year levels. The Review Report recognises that many of the targets were partially met and identified future directions in the areas of literacy and mathematics, and student voice, agency and leadership.

In 2022 Axedale Primary School worked on its Strategic Plan goal of improving literacy and numeracy outcomes for all students. 2022 Annual Implementation Plan (AIP) targets focused on building staff capabilities in the teaching of literacy and numeracy, implementation of a Professional Learning Community structure (PLC) and strengthening staff understanding of Individual Education Plans (IEPs).

Throughout the year, the literacy learning specialist worked with staff to consolidate a consistent and best practice, whole school approach to the teaching of reading. By building staff knowledge and skills, this has enabled staff to strengthen their teaching practice and develop a consistent reading program of explicit instruction and differentiation. This work was supported by the Education Improvement Leader (EIL) and participation in Small School Community of Practice sessions where staff networked with staff from other schools. Student data reflects the work undertaken in reading with 36% of grade 5 students experiencing high relative growth in NAPLAN reading in 2022.

While a Tutor Learning Initiative (TLI) program was implemented early in 2022, employing staff across the year proved problematic. Several staff delivered the program, with significant periods where TLI staff were either unavailable or were needed as classroom teachers. Semester 1 TLI saw a focus on literacy, specifically reading, with the Semester 2 focus being on numeracy, specifically place value. 16 students participated in TLI in Semester 2. Assessments at the end of the semester indicate 2 students made no growth, 6 students made 6 months growth and 8 students made 12 months growth. Semester 2 TLI also had a focus on assisting students to thrive, with a focus on extending literacy and numeracy skills in students in years 5-6. A Professional Learning Community (PLC) cycle was implemented with the focus on developing staff knowledge of a PLC cycle and the impact a targeted whole school approach can have on student outcomes. In 2022, with a focus on inferencing when reading, 38 students were targeted throughout the cycle. Of the 33 students assessed at the completion of the cycle, 70% recorded a significant improvement.

Wellbeing

In 2022, Axedale PS continued to work on supporting student wellbeing as part of our strategic plan goals. Implementation of The Resilience Project for all year levels assisted students to develop their understanding and use of the four mental health strategies of gratitude, empathy, mindfulness and emotional literacy. Sessions and regular newsletter pieces were used to provide support to parents and carers.

To further support wellbeing, Axedale PS used donated funds from a local Trust to top up funds to employ a School Chaplain for two days per week. The Chaplain supported students, in classrooms, small group sessions and one-to-one sessions. Support was also provided to parents and carers. Tier 2 funds were used to employ additional Education Support staff to work in classrooms assisting in the provision of reasonable adjustments to students requiring support.

Attitudes to School survey data continues to be positive, with 84% of students in years 4-6 reporting feeling connected to school and 89% of students in years 4-6 having a sense of inclusion in 2022. Both sets of data are equal to or above similar and network schools.

Engagement

In 2022 Axedale Primary School continued to work with families to ensure students attended school and actively participated in their learning. The school sent daily SMS messages to parents requesting them to notify the school of any absences, regular letters requesting unexplained absence explanations and emails / phone calls for students with absences longer than two days. The school worked closely with families to ensure any potential student engagement concerns were addressed promptly, promoting a home / school partnership.

School leadership and the Chaplain identified families requiring additional support to assist with student engagement. Regular check-in with these parents and students supported attendance and engagement.

Transition plans for students experiencing challenges attending school were implemented, with home visits scheduled for a small number of students.

Several families took the opportunity to take family holidays, which had been cancelled in 2021. This impacted on attendance data for some students. While attendance data for 2022 indicates an increase of students absent for 10-19.5 days, communication with parents indicate erring on the side of caution given the continued pandemic.

Axedale PS had an average absence rate of 17.7 days in 2022. While attendance data indicates a lower absenteeism rate compared to similar and network schools and the state, there was an

increase in numbers of students missing ten or more days of absence, with a significant increase in students missing twenty days or more. Strategies will be in place in 2023 to monitor student attendance.

Other highlights from the school year

Axedale Primary School had several high lights in 2022:

- * After 5 years of local fund raising, a roof over the netball court was built in late 2021, with the space maximised throughout 2022. The space allowed PE and sports sessions to be conducted all year, as well as providing a sheltered space for whole school and community events.
 - * A full camps program was conducted, with all students provided with the opportunity to participate. Students in prep had tea and activity night at school, grade 1 and 2 students experienced a one night camp at Camp Getaway and grades 4-6 students experienced a two night camp at Billabong Ranch.
 - * Several community events were conducted, ranging from family games nights, High Tea, Egg and Bacon Breakfast, musicians concert, Rock Band participation in Bendigo Blues and Roots Festival and Choir performing at regional Rotary function.
 - * Axedale Primary School Rock-a-roos Rock Band won the national Future Stars competition.
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Financial performance

Axedale Primary School maintained a solid financial position throughout 2022. The 2019-2023 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support programs and priorities. The financial Performance and Position report shows an end of year surplus of \$143 720. This amount includes \$75 000 for OSHC grant and \$ 14 500 for a Shade Sail grant. Money raised through the Golf Day, which was cancelled due to flooding, is also being held for the 2023 Golf Day.

Axedale Primary School received \$39 803 in Equity Funding, which was used:

- * to support classroom release for the Learning Specialist, enabling them to work across the school on identified priorities, to work with the EIL and to attend / participate in relevant professional development.
- * to purchase Guided Reading resources, mentor text and student 'take home' books
- * to support staff professional development.
- * to purchase and implement The Resilience Project
- * to support community engagement initiatives.

Disability Inclusion: Tier 2 money was used to employ staff to support students who require a reasonable adjustment and to purchase relevant resources.

Parents, Volunteers and Friends continued to be as proactive as possible, raising \$3555, with funds supporting classroom programs and general resources.

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 2.0 (FISO 2.0).

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 103 students were enrolled at this school in 2022, 40 female and 63 male.

0 percent of students had English as an additional language and NDP 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.

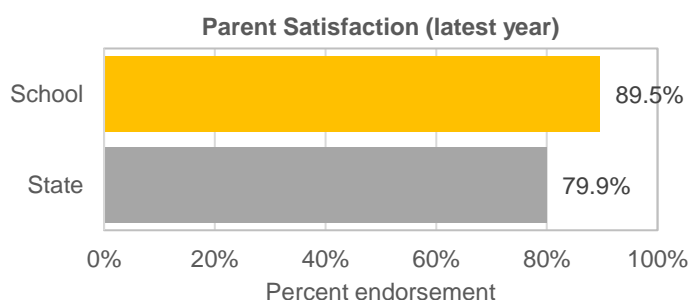
This school's SFOE band value is: Low - Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.5%
State average (primary schools):	79.9%



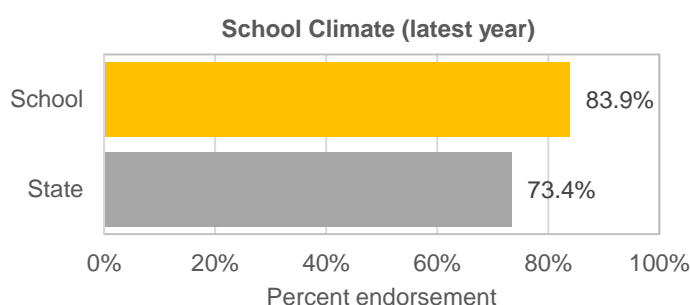
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	83.9%
State average (primary schools):	73.4%



LEARNING

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
(2022)

School percent of students at or above age expected standards:

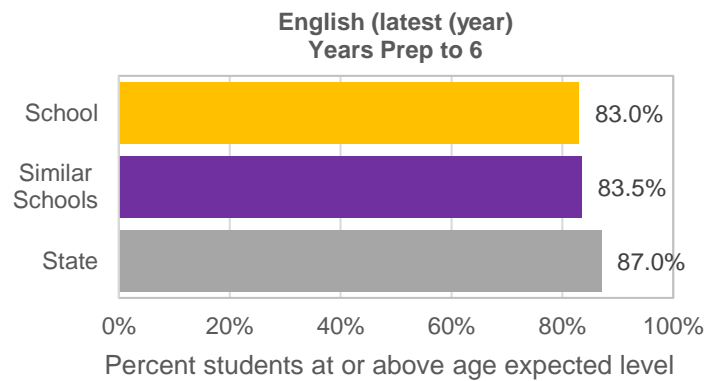
83.0%

Similar Schools average:

83.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

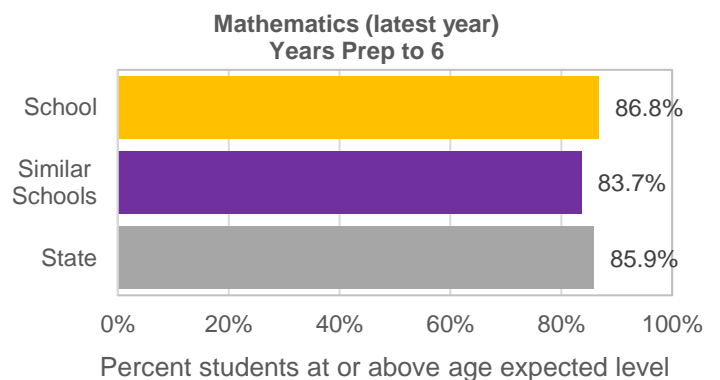
86.8%

Similar Schools average:

83.7%

State average:

85.9%



LEARNING (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.

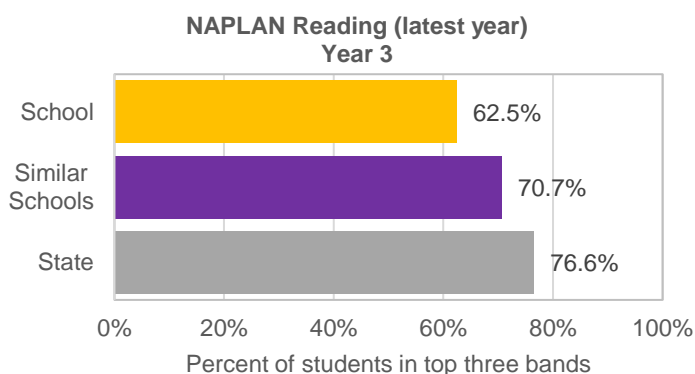
NAPLAN

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 2019, 2021 and 2022 data.

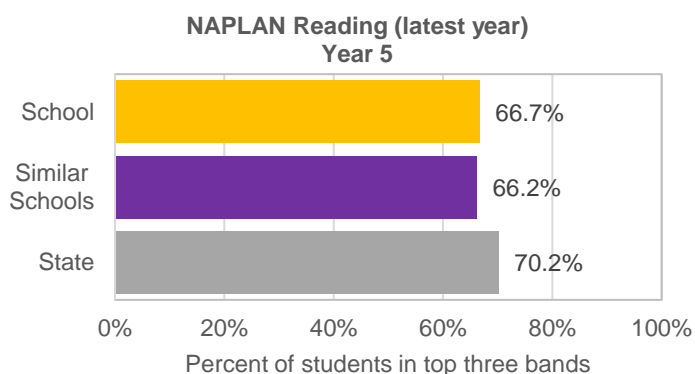
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	67.4%
Similar Schools average:	70.7%	70.1%
State average:	76.6%	76.6%



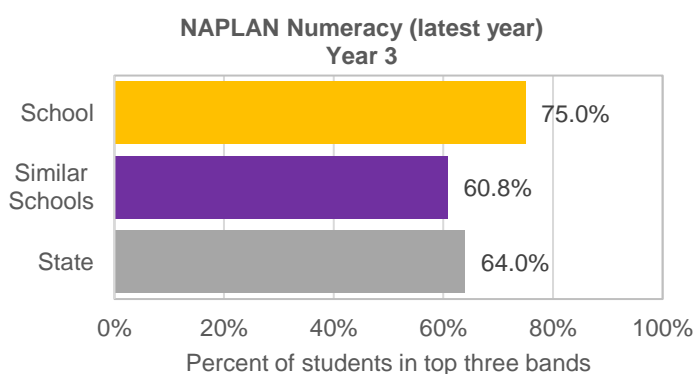
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	69.0%
Similar Schools average:	66.2%	66.7%
State average:	70.2%	69.5%



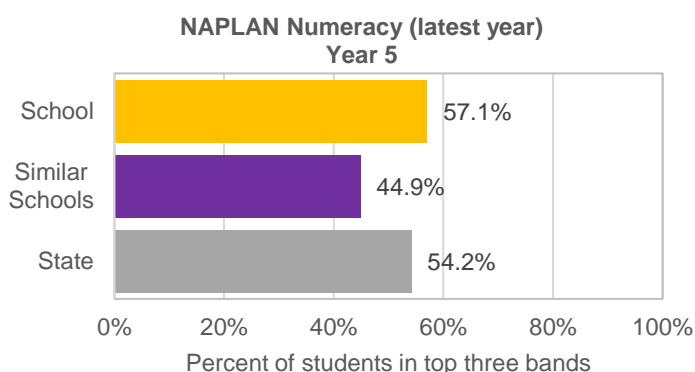
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	73.3%
Similar Schools average:	60.8%	62.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.1%	53.8%
Similar Schools average:	44.9%	51.6%
State average:	54.2%	58.8%



WELLBEING

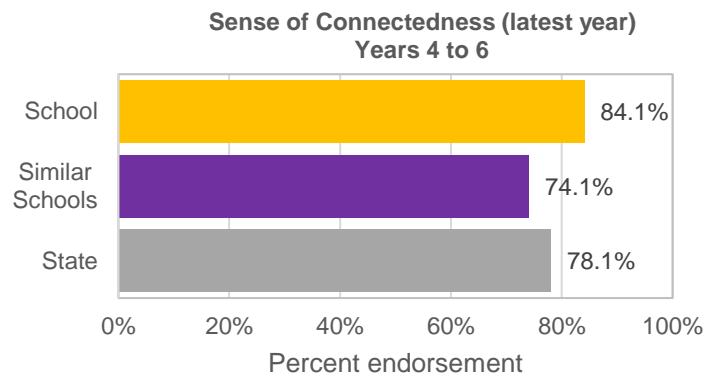
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	84.1%	84.9%
Similar Schools average:	74.1%	76.1%
State average:	78.1%	79.5%

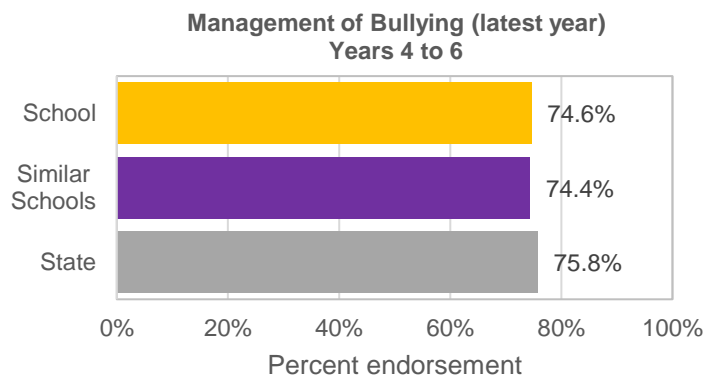


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	74.6%	79.5%
Similar Schools average:	74.4%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

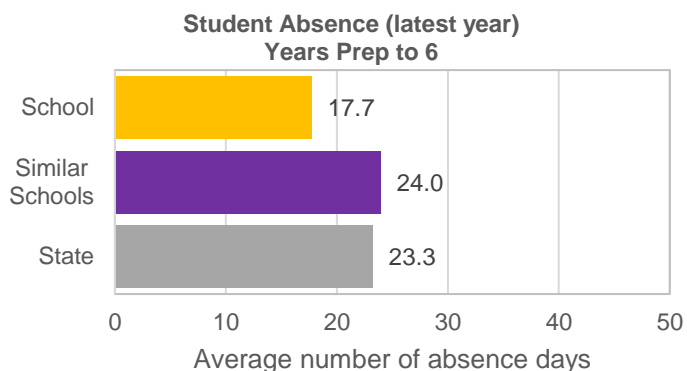
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.7	13.4
Similar Schools average:	24.0	17.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	93%	89%	93%	92%	90%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,229,941
Government Provided DET Grants	\$343,399
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$6,122
Locally Raised Funds	\$89,576
Capital Grants	\$0
Total Operating Revenue	\$1,675,638

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,803
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$39,803

Expenditure	Actual
Student Resource Package ²	\$1,136,350
Adjustments	\$0
Books & Publications	\$1,290
Camps/Excursions/Activities	\$43,248
Communication Costs	\$6,152
Consumables	\$27,110
Miscellaneous Expense ³	\$6,231
Professional Development	\$13,488
Equipment/Maintenance/Hire	\$7,284
Property Services	\$52,039
Salaries & Allowances ⁴	\$131,777
Support Services	\$600
Trading & Fundraising	\$94,225
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,609
Total Operating Expenditure	\$1,532,403
Net Operating Surplus/-Deficit	\$143,235
Asset Acquisitions	\$21,720

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$251,589
Official Account	\$12,880
Other Accounts	\$3,995
Total Funds Available	\$268,464

Financial Commitments	Actual
Operating Reserve	\$61,423
Other Recurrent Expenditure	\$1,611
Provision Accounts	\$0
Funds Received in Advance	\$90,440
School Based Programs	\$63,717
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$20,000
Maintenance - Buildings/Grounds < 12 months	\$14,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$255,191

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.