

2020 Annual Report to The School Community



School Name: St Kilda Park Primary School (2460)



- 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 2020 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 12 March 2021 at 01:22 PM by Neil Scott (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 30 March 2021 at 10:09 PM by Elisa Webb (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km from the Melbourne CBD.

As of August 2020, our student population was 369, a number that has grown slowly over the last five years. Our Student Family Occupation and Education Index (SFOE) of 0.1260 is way below the state median, reflecting a relatively affluent school community.

Due to a tightly controlled local enrolment zone, our enrolment projections indicate student numbers will remain roughly stable over the next five years.

The school's staffing profile consists of 15 classroom teaching positions and four part-time specialist teaching positions. We have an additional teacher who provides 'Reading Recovery' Literacy Intervention for our Year 1 students. There are also two Principal Class Officers, an Assistant Principal and Principal. There is a Business Manager and an Office Manager. There are five part-time Integration Aides to support our students with Disabilities and Impairments. Our staffing profile is remarkably stable which reflect a happy and committed staff. We have no staff members who identify as Aboriginal and/or Torres Strait Islander.

2020 represented the third year of our School Strategic Plan (SSP) This Plan was built around ensuring strong progress for all students in Reading, Writing and Maths through strengthening partnerships with the school community and building teacher capacity. However, the impact of the worldwide COVID-19 pandemic and the subsequent disruptions to our school operations and teaching and learning meant that much of our strategic improvement work was placed on hold for 12 months. Instead, we rightly focused on supporting our staff, students and families to negotiate the periods of remote learning and the wider restrictions and anxieties caused by COVID-19.

Regardless of wider events, we were keen to retain our vision of, and focus on, an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community.

We aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: Respect, Creativity, Enthusiasm and Resilience.

Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support.

Relationships in the school community underpin everything and enable us to build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and

community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

All staff members operate as a part of a Professional Learning Community and great emphasis is placed on teams closely working together to analyse student learning data to better understand the learning needs of our students and then to collaborate to ensure that precise teaching and learning takes place to allow all student to make progress.

The school community has a strong commitment to The Arts, both Visual and Performing, including a parent-run orchestra, choir and voice ensemble groups.

Our Library services the whole school by linking into the curriculum and encouraging students to borrow on a regular basis and our students have specialist Italian sessions each week.

Our Year Three and Four students are involved in an extensive Kitchen Garden Program. Literacy and Numeracy are focuses along with the development of knowledge and skills through an Inquiry Learning approach. Creating a Positive School Environment (CAPSE) and our Philosophy program are integrated into the Inquiry approach. Private music tuition is available as well as private tuition in tennis, chess and coding.

A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum incorporates the various teaching models of AusVELS ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

In many ways, our school was very lucky in 2020 to still be able to run a highly successful School Fete in early March, just prior to COVID-19 making such large community gatherings impossible. The event was a huge success and represented our school community at our very best. In a similar way, our students in years 5/6 and 3/4 were able to attend school camps to Canberra and Forest Edge at the very start and end of the year, bookmarking the disruption of COVID perfectly.

Many of our school events were however cancelled as a result of the pandemic – Celebration of the Arts, normally the highpoint of the school year, was not able to take place and nor were a range of other community social and fundraising events. For such a close-knit school community, these disruptions were difficult and we look forward to them hopefully resuming in 2021.

Framework for Improving Student Outcomes (FISO)

Our 2020 Annual Implementation plan was focused on the Framework for Improving Student Outcomes (FISO) Dimensions of 'Building Practice Excellence' and 'Parents and Carers as Partners'.

These dimensions had been identified in our School Strategic Plan developed during our School review that took place in 2017. This process identified our four-year strategic goals 'to ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year' and 'to strengthen the partnership with the school community to achieve the expected learning growth for all students'.

The realities of 2020 meant that our work in these areas was not as planned and we necessarily shifted our focus away from FISO to the immediate and pressing priorities caused by COVID. This work included establishing a system for Remote and Flexible Learning and ensuring the Wellbeing of our students, families and staff members during a highly stressful and uncertain time. This work represented a learning curve unlike anything we had seen before and brought the best out of our school community.

The FISO priority of 'Parents and carers as partners' was one that COVID inadvertently addressed in a highly meaningful way. The shift to learning from home meant that parents were able to see and be involved in their child's learning in ways previously unimaginable. Whilst this was incredibly challenging for parents and carers juggling their own jobs and lives, many have since reflected that they loved this direct window into their child's interests, work habits and approach to learning. A challenge for 2021 will be to try and retain this strong connection as the focus shifts back to on-site learning.

We also look forward to picking up the aspects of 'Building Practice Excellence' that we had planned to focus on in 2020 but did not. In particular an immediate priority will be to understand the impact that Remote learning had on student growth and to put strategies in place to ensure those students whose learning was negatively impacted are supported to catch-up.

Achievement

In a School Strategic Plan built around the concept of learning growth (as opposed to simple achievement), we are committed to ensuring that every student makes a minimum of 12 months learning growth in literacy and numeracy each year.

The impact of COVID-19 on school operations mean that we have far less student achievement data to reflect upon from 2020.

The cancellation of NAPLAN testing means that we were unable to measure our collective progress towards the challenging targets we had set ourselves around student learning growth between the tests in Years 3 and 5.

The achievement data we do have available is the Teacher Judgements made against the Victorian Curriculum in December of 2020. These judgements allow us to understand the learning progress made in the 12 months from December 2019. Our Annual implementation plan target In 2020 was;

- 96% of students to make at least one Victorian Curriculum level progress in Reading
- 95% in Writing
- 97% in Number

Unsurprisingly, we did not meet these challenging targets as the disrupted year and lengthy periods of learning from home did have a negative impact on the learning of many students.

Our 2020 Teacher judgements show that, in the 12 months between December 2019 and December 2020;

- 80% of students made at least one Victorian Curriculum level progress in Reading
- 74% in Writing
- 73% in Number

These figures show the impact of COVID on learning outcomes and also the serious nature of the work ahead of us in 2021.

This student achievement data has been analysed in great detail by our School improvement Team and staff and a 'priority cohort' of students who did not make expected growth in Reading, Writing and Number during 2020 has been identified. This work will closely inform our AIP actions for 2021.

Engagement

Another goal from our School Strategic Plan is 'To strengthen the partnership with the school community to achieve expected learning growth for all students'. We aimed to measure progress towards this goal over four years by targeting improved Parent Opinion survey data for School improvement, Teacher communication, Effective Teaching and General Satisfaction. We also identified that student absences were a cause for concern and so set ourselves a target for the average absence days to be at or less than similar schools.

Whilst parent and carer engagement and involvement with our school looked very different in 2020, there was

surprisingly similar data to 2019 in our Parent Opinion data. Once again this data was excellent and shows a community engaged and happy with our school.

In all of the areas identified in our School Strategic Plan we exceeded our targets and were well above the results for similar schools, network schools and state averages.

One measure of engagement that we had set ourselves was a Strategic target to improve was student attendance at school and a reduction in the number of days absent per student. Whilst our data from 2020 was much improved (12 days absent per student compared with 16 in 2019), we do need to take into account the fact that students were not able to physically attend school for large parts of the year and so it is not useful to read too much into these comparisons. This area will remain a focus in 2021.

Our students in Years 4-6 once again completed the 'Attitudes to School Survey' to gather their views on a range of areas to do with their schooling. Whilst our data was broadly similar to 2019 and suggested areas of strength and areas for future focus, the Education Department have advised that, due to lower participation rates across the state and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups.

We understood that, during 2020, the many disruptions and transitions into and out of remote learning posed a risk to continued student engagement. We took this into account in our actions and worked closely with staff to ensure the program was designed in such a way to focus first and foremost on engagement and wellbeing with regular Circle Time sessions and opportunities for discussion and student voice. We believe this approach worked well to help our students navigate the challenges they faced.

Wellbeing

At St Kilda Park Primary School we aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

After a strong start to the year in 2020 built around our 'Creating a Positive School Environment' (CAPSE) program which embedded positive relationships and routines across the school and unpacked our school values, the challenges to wellbeing posed by COVID-19 meant we were required to show a high degree of flexibility and a stronger than usual focus in this area.

From the start of the disruptions caused by the pandemic in mid-March, wellbeing and empathy became central to our priorities.

During remote Learning, the school reached out to those students and families deemed to be 'at risk' and teachers were supported to identify students in their online classes who might not be coping so well with the lockdown restrictions and changes to their live caused by COVID. Upon the return to onsite learning, we focused primarily on the DET priority of 'supporting students' mental health and wellbeing'.

For our staff, dealing with the pandemic and the pressures this posed to their personal and working lives meant that their wellbeing was a clear priority. Having to learn new platforms and ways of teaching at such short notice was a highly challenging time and we ensured that curriculum days and staff meetings were spent engaging with mental health supports and working with the DET 'Wellbeing Webinars' series.

Financial performance and position

St Kilda Park Primary School finished 2019 in a strong financial position. Our Total Operating Revenue of \$3,697,260 comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds with a net operating surplus for the year of \$197,717, meaning that the school finished the year pleasingly with Total Funds Available of \$389,380.

Whilst these figures represent a school in a sound financial position they also reflect the fact that much of the 'Essential Student Learning Items' fees paid by parents at the start of 2020 was unable to be spent on the intended excursions, incursions and classroom items.

In response to this situation, and to support those families who have been financially affected by COVID-19, our School Council took the decision to carry these funds forward and apply them as a credit against student fees in 2021. This decision means that families will be expected to pay zero (or very small) school fees next year.

It also means that our total funds available will decrease over the course of 2021 as there will be far less money coming in from families through these fees.

We were incredibly lucky to be able to meet our locally raised funds and community fundraising targets in 2020 due to a combination of lucky timing (our major fundraiser school fete taking place just prior to COVID) and creativity and hard work from our fundraising sub-committee of School Council.

For more detailed information regarding our school please visit our website at
<http://www.skipps.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 377 students were enrolled at this school in 2020, 195 female and 182 male.

14 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) which takes into account parents' occupations and education.

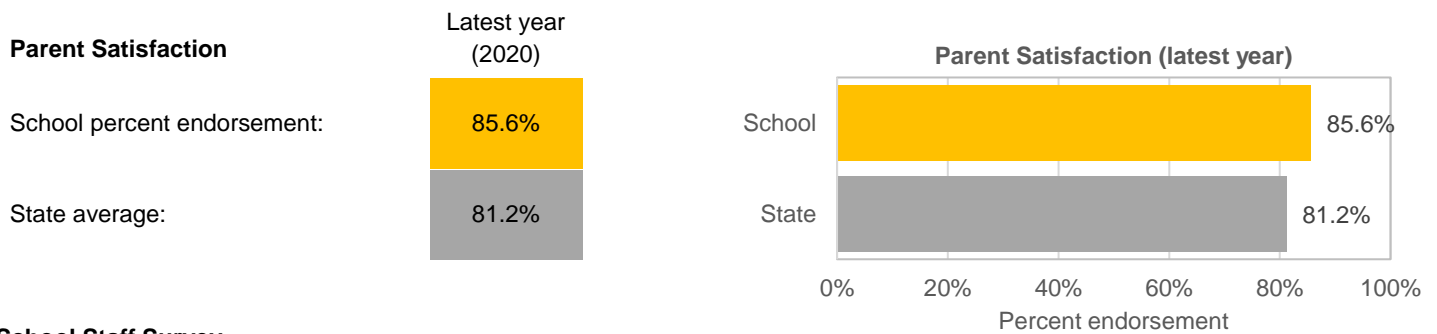
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

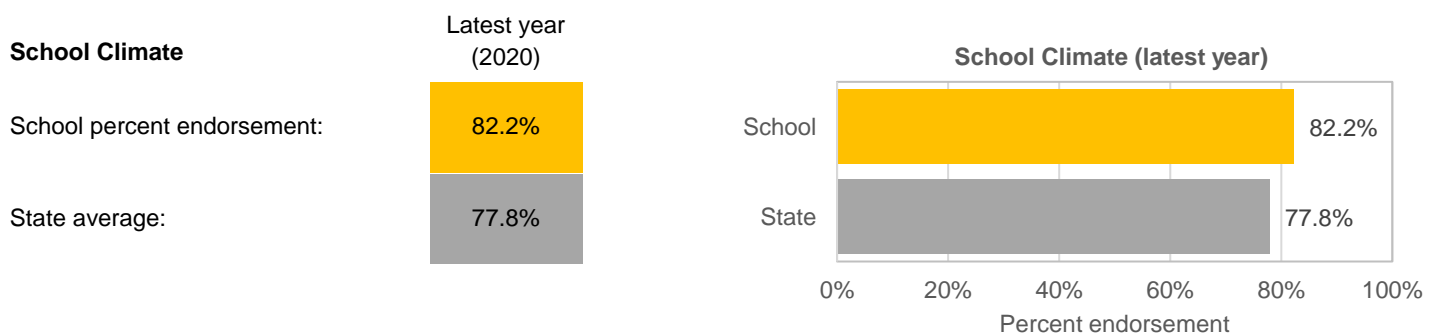


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

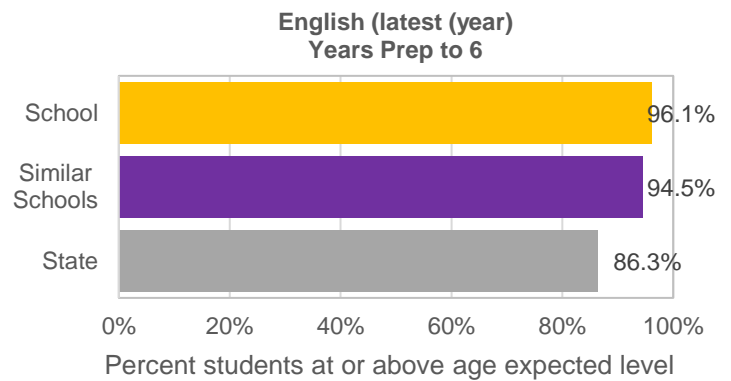
96.1%

Similar Schools average:

94.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

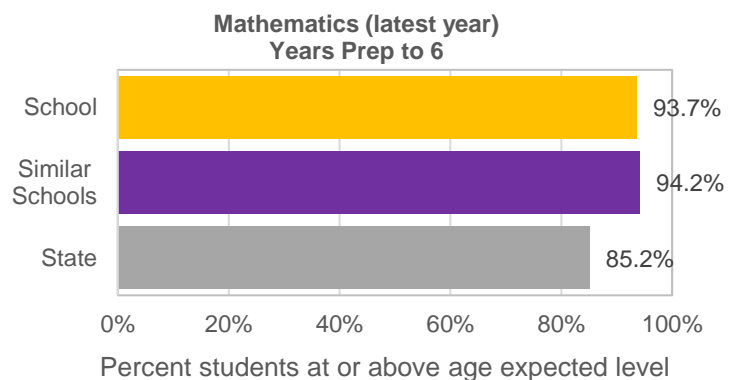
93.7%

Similar Schools average:

94.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result 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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

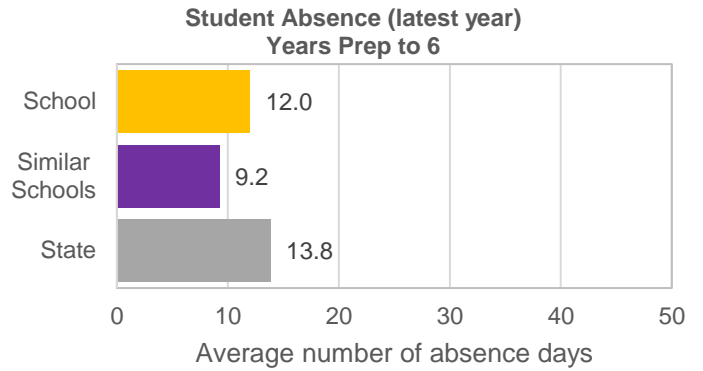
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.0	14.7
Similar Schools average:	9.2	12.7
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	94%	93%	94%	96%	94%	94%

WELLBEING

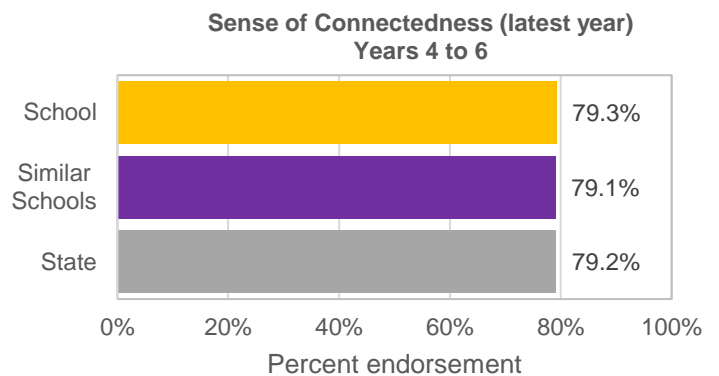
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	79.3%	81.3%
Similar Schools average:	79.1%	79.8%
State average:	79.2%	81.0%



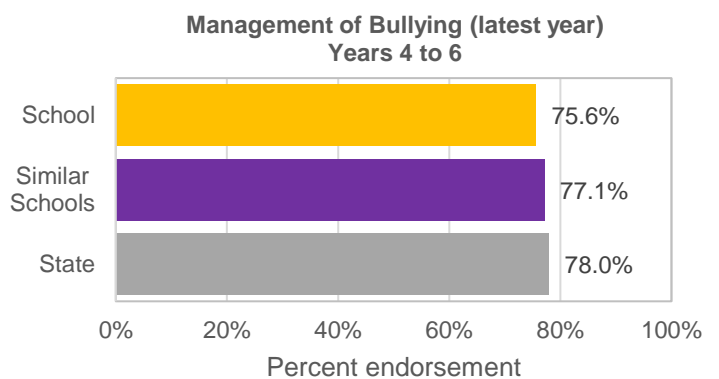
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	75.6%	76.7%
Similar Schools average:	77.1%	78.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$2,878,393
Government Provided DET Grants	\$330,515
Government Grants Commonwealth	\$27,083
Government Grants State	NDA
Revenue Other	\$4,739
Locally Raised Funds	\$456,531
Capital Grants	NDA
Total Operating Revenue	\$3,697,260

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,877
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$8,877

Expenditure	Actual
Student Resource Package ²	\$2,906,432
Adjustments	NDA
Books & Publications	\$1,086
Camps/Excursions/Activities	\$130,811
Communication Costs	\$11,112
Consumables	\$79,473
Miscellaneous Expense ³	\$19,201
Professional Development	\$16,431
Equipment/Maintenance/Hire	\$67,458
Property Services	\$52,880
Salaries & Allowances ⁴	\$70,286
Support Services	\$65,262
Trading & Fundraising	\$40,726
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$38,385
Total Operating Expenditure	\$3,499,544
Net Operating Surplus/-Deficit	\$197,717
Asset Acquisitions	\$23,876

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$357,473
Official Account	\$31,906
Other Accounts	NDA
Total Funds Available	\$389,380

Financial Commitments	Actual
Operating Reserve	\$93,205
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$54,146
School Based Programs	\$18,097
Beneficiary/Memorial Accounts	\$5,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$122,500
Maintenance - Buildings/Grounds < 12 months	\$24,896
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$317,844

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.