

2020 Annual Report to The School Community



School Name: Point Lonsdale Primary School (3322)



- 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 03 August 2021 at 04:03 PM by Fay Agterhuis (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 10 August 2021 at 09:19 AM by Vanessa Holden (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

Point Lonsdale Primary School was established in 1898 and is one of three primary schools located in the Borough of Queenscliffe, enrolments are drawn from within this local government area and more widely from across the Bellarine Peninsula. We are situated on a large site, split by Bowen Road which separates purpose built classrooms and play spaces from our hall/performing arts building and BMX track. The total site is bounded by Point Lonsdale Road to the front and coastal dunes and beach to the rear. Both sites feature a mix of mature trees, coastal plantings and areas for structured, creative and adventure play.

We are a school in a community for a community and pride ourselves on our ability to deliver a curriculum and learning experiences that maximise student opportunities to engage with activities beyond our school and community boundaries. We aim to provide students with an education that supports them in becoming "smart" (academically capable, problem solving, critical thinking), socially competent and ethical human beings. We want our students to be articulate, confident in their abilities and to enjoy school and their life beyond it. It is learning for today, tomorrow and beyond.

In 2020 we began the year with an initial enrolment of 103 students and ended the year with an enrolment of 124. This increase was due to our decision to accept a number of students who had been learning from home during the first lockdown. These families had all relocated to Point Lonsdale in early March and had committed to stay the year. The decision to accept enrolments was made after careful consideration of numerous factors including the social isolation and mental health of these children and in the knowledge that the majority would return to their originating schools in 2021 if lockdowns were no longer in place. We operated with a workforce of 1 principal, 6 EFT classroom teachers, 6 EFT specialist teachers and 2.0 ES working across Administration, ICT and Library.

2020 was the year like no other, it was a year we could not plan for much less imagine and like all schools we had a curriculum plan that covered all learning areas and was enhanced by well planned and organised calendar of camps and excursions designed to value add to the classroom offering. We were one of the lucky schools, our camps to Canberra and Corriemungle were held prior to lockdown as was our Nippers in Schools program and the Early Years Camping program was able to occur once we returned in Term 4.

Our PLPS approach to relationship building through the use of the Tribes process and the 4Rooms of Change provided students with the social and emotional language that assisted the majority through the challenges of the year. The need to pivot quickly to a remote learning scenario was challenging and we adopted a combination of Grab and Go pack and online work for all year levels. Teachers used Google Classroom, Facebook, Zoom and See-saw to interact with students and their families and the fortnightly grab and go collection allowed for some connection to the physical school buildings to be maintained.

It was a learning experience for us all and we soon became adept at managing multiple platforms and on the run problem solving. We soon discovered that hands on tasks were needed, that outside time should be encouraged and initiated supervision sessions at school for students who were struggling with the lack of peer connection. The second iteration of remote learning was more streamlined and provided further opportunities for social interaction and learning at school. Our Years 3 and 4 students and some senior students spent greater times at school during the second lockdown period. The benefits of the increased time at school were seen when we returned and had few issues with students re-entering the classroom programs.

Ultimately it was a tough and challenging year for all and many programs could not be developed to their fullest potential due to lockdowns and remote learning limitations. Our student leaders missed out on many opportunities as they could not develop their skills in the traditional ways and covid safe rules precluded them from running many activities, but on their return assemblies were run by varied student led teams, a market for students only was held and we managed a covid safe face to face graduation with a limited guest list in attendance.

Framework for Improving Student Outcomes (FISO)

Point Lonsdale P.S made a positive start to the year and what we had thought was ambitious and even overly stressful planning with so many "big" events scheduled for the first 2 months eventually proved to be one of the protective factors that sustained our students. Our crazy overloaded program served us well as we moved into the school year

that none of us could have imagined our students had experienced their camps and built relationships with their teachers and classmates, they had managed to complete the full six sessions of our inaugural nippers in schools program, set up their google classrooms and had class and leadership photos taken too. They were becoming familiar with learning routines and had a positive attitude to learning. Our AIP focus was on growth in Literacy, extending and progressing our reading work, introducing and trialing writing tasks using 6+1 traits and writers notebooks and continuing to unpack and re-define what was student voice and/or agency. We continued the work and continued our professional conversations as we changed routines and teaching practice to meet the challenges of remote learning. Assessment schedules were developed and used and documented at home and at school. Student Engagement took precedence over AIP actions but through the concerted effort of teachers we did empower many students to actively engage in their learning and they did seek out challenges and pursue interests. Genius hour became part of one of our many iterations of remote learning and the feedback from students about this element of work was particularly positive. Younger children became tech savvy and adept at sharing their work, learnings and feedback with peers, teachers and family members and we all collaborated to create a learning environment that was as accessible and as school like as we could. It was, without a doubt a community effort and every element of FISO was addressed in multiple ways even if not the way we planned.

Achievement

2020 was a year of achievement in so many ways. Students learned how to manage their daily program of learning. They responded well to the tasks and looked forward to the virtual classroom meet ups and activities. They submitted work on varied platforms and found the mix of "grab and go" and virtual learning to be a positive. Project based tasks and personal research with a hands-on element were well received and meant that on the return to school students had artifacts to share and hence a further point of reconnection. Remote learning was challenging for everyone, we were all learning and all experienced times outside our comfort zones. Teachers had to re-think planning and curriculum delivery models so that true differentiation could occur. We all became adept at seeing out resources that could be used in multiple ways and set aside time for coaching sessions and mini workshops. On return to classrooms we worked hard to reconnect and were aware that some students had found the return to regular classrooms and expectations too much. In fact we had a cohort of senior boys move schools at this time. Our year end assessments of student learning did not highlight any surprises and we knew those students who had thrived through having greater control over their learning day. We had supported one student in the VHAP writers program and despite no NAPLAN data were confident that we would have students eligible for the program in 2021. Our exception data further validated teacher knowledge of student achievements and had been rigorously moderated both within and across teams. Our biggest fear with regard to achievement in our "Covid year" was that our foundation students would not meet standard due to much of their focussed teaching being delivered remotely but this was unfounded.

Engagement

The craziness of action packed pre-lockdown weeks served us well. The relationships were built routines established and years 3-6 could use the required technology. The much looked forward to school activities had occurred so that issue was avoided. Early Years teachers worked hard to create an accessible on line platform for their students so that relationships and engagement with learning could be maintained. Procedures were in place for daily check-ins and we utilised our usual processes for parents to advise us of student illness related absences. The opportunity to collect grab and go packs meant students could come into the school and we allowed library borrowing at that time too. We expanded supervision options, recognition that a cohort of boys were struggling without the opportunity to connect in real time we created a supervision session open to them. It was appreciated, valued and continued throughout each period of lockdown. It was interesting to note that we experienced few challenges with the majority of students reconnecting once back at school and extended this invitation to all 3/4 students during the second lockdown. Three senior boys transferred to a neighbouring school on return from the second lockdown. Collectively staff monitored engagement and created programs to keep students connected both socially and intellectually, feedback was critical in shaping tasks and monitoring workloads. In 2021 we will continue to monitor attendance and ensure that daily check ins are key to each day's remote learning in addition to the usual daily monitoring of student attendance. Student agency/ leadership opportunities were the most significant casualties during 2020 due to the many constraints of providing virtual opportunities for agency. Whenever back on site we increased opportunities and broadened roles so that agency was front and centre in all possible tasks.

Wellbeing

Wellbeing underpinned everything we did during 2020. Remote learning had daily check-ins in our virtual classrooms and teachers made calls to families on a rostered basis too. We called on SSS as required and looked out for each other. We monitored student engagement and expanded the supervision program to cater for students beyond the essential worker categories. Teachers created tasks that could be brought back to school as a point of reconnection each time we returned from remote learning and we made ourselves available to students and their parents as required. We made a deliberate decision that the principal and specialist teachers would manage the supervision sessions and that classroom teachers would work from home focussing on their programming. The second period of lockdown saw a further enhancement with the 3/4 teachers alternating one day a week to be at school with their students who wished to be on site. This was a positive move and resulted in students remaining connected and strong relationships forged too. This was a group where significant mid year enrolments had occurred so relationship building was critical to wellbeing.

With wellbeing front and centre once back at school we worked hard to build a new normal with un- assemblies, virtual events, mini sports etc. We even managed a Covid safe and fully compliant Year 6 Graduation assembly and dinner, Prep breakfast, Year 1 dinner and Year 2 sleep over . At all times our messaging was about being positive and creating a new normal.

Financial performance and position

2020 financially was also the year like no other and whilst financial reports indicate funds available for expenditure it should be noted that due to Covid, some Bushfire related works were still to be actioned including those related to large trees and locally raised funds took a significant hit with the cancellation of all monthly Markets from March onwards. The expenditure on relief teaching was down as we elected to cover absences internally wherever possible to mitigate against infection and provide a Covid safe environment. 2021 will be challenging as we continue to seek grants to deliver programs such as music which had been budgeted against market funds and to deliver programs that our school community expects. It should be noted that PLPS received the minimum amount of equity funds and the the tutoring initiative has been funded at the base level for 2021.

For more detailed information regarding our school please visit our website at
www.ptlonsdaleps.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 110 students were enrolled at this school in 2020, 54 female and 56 male.

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

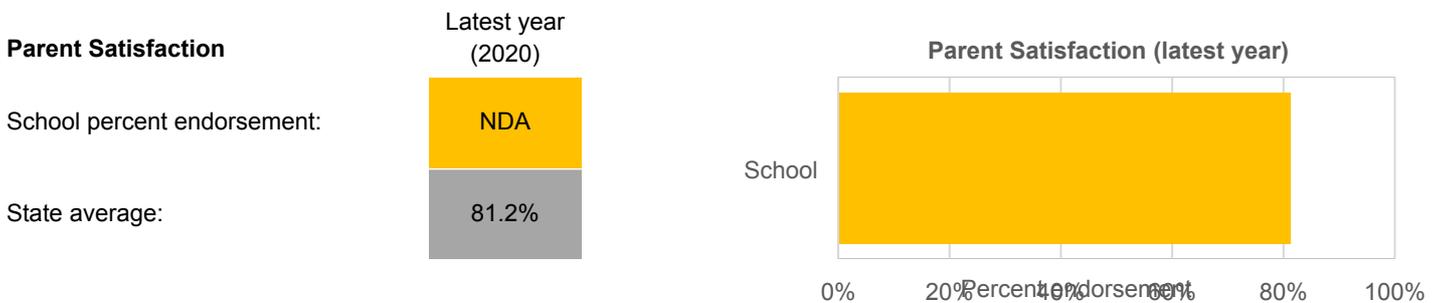
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

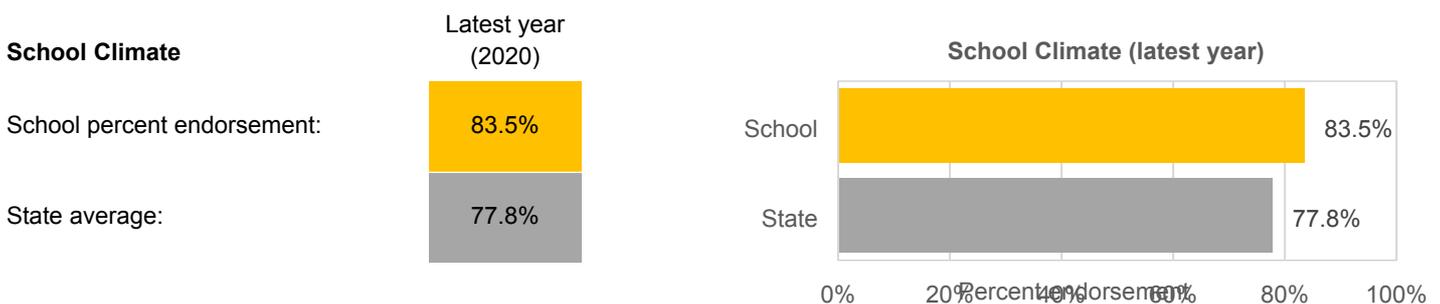


School Staff Survey

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:

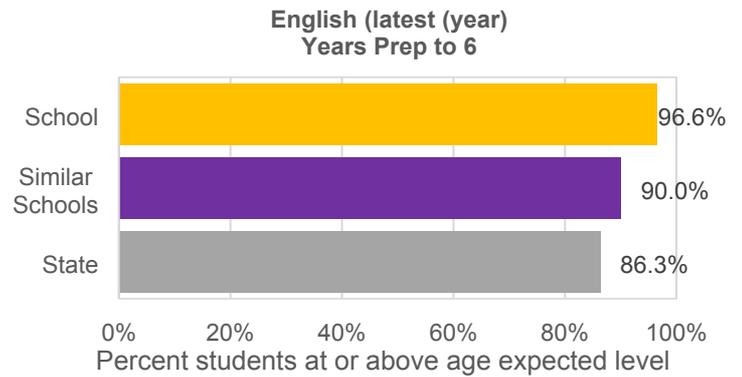
96.6%

Similar Schools average:

90.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

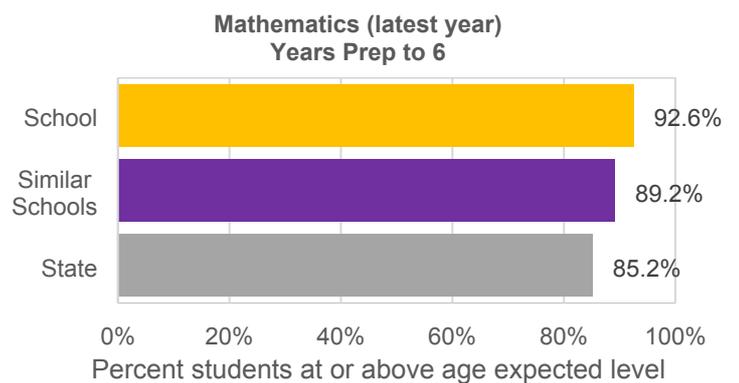
92.6%

Similar Schools average:

89.2%

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

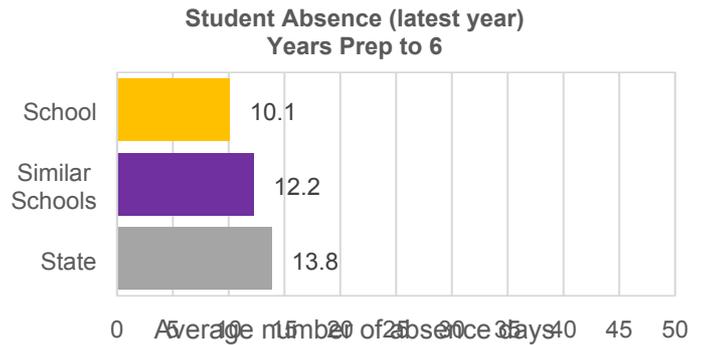
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.1	16.4
Similar Schools average:	12.2	14.9
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):	96%	96%	95%	94%	95%	96%	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.

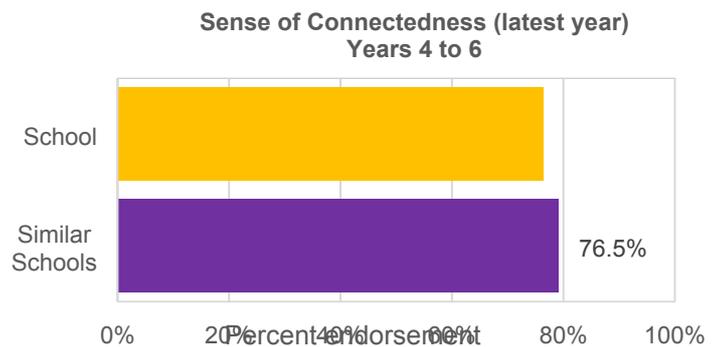
Student Attitudes to School – Sense of Connectedness

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).

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:	NDA	75.8%
Similar Schools average:	76.5%	78.2%
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.

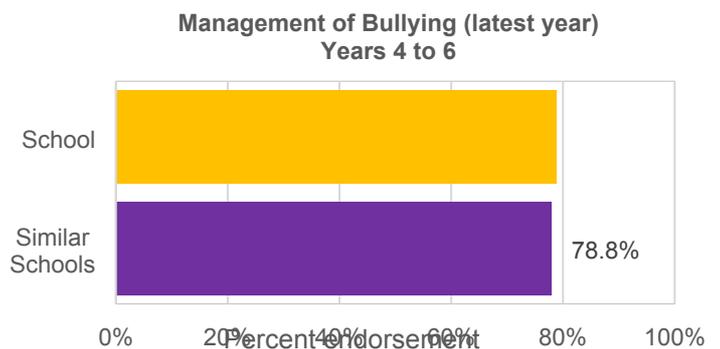
Student Attitudes to School – Management of Bullying

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:	NDA	78.0%
Similar Schools average:	78.8%	80.1%
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	\$991,724
Government Provided DET Grants	\$269,092
Government Grants Commonwealth	\$10,955
Government Grants State	NDA
Revenue Other	\$433
Locally Raised Funds	\$62,640
Capital Grants	NDA
Total Operating Revenue	\$1,334,844

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,153
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,153

Expenditure	Actual
Student Resource Package ²	\$985,826
Adjustments	NDA
Books & Publications	\$198
Camps/Excursions/Activities	\$28,783
Communication Costs	\$2,943
Consumables	\$19,901
Miscellaneous Expense ³	\$5,302
Professional Development	\$3,693
Equipment/Maintenance/Hire	\$31,318
Property Services	\$55,837
Salaries & Allowances ⁴	\$62,579
Support Services	\$20,070
Trading & Fundraising	\$5,412
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$18,466
Total Operating Expenditure	\$1,240,330
Net Operating Surplus/-Deficit	\$94,514
Asset Acquisitions	NDA

- (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	\$144,430
Official Account	\$12,920
Other Accounts	NDA
Total Funds Available	\$157,350

Financial Commitments	Actual
Operating Reserve	\$39,118
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$2,790
School Based Programs	\$34,200
Beneficiary/Memorial Accounts	\$2,000
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,500
Capital - Buildings/Grounds < 12 months	\$3,222
Maintenance - Buildings/Grounds < 12 months	\$32,428
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$124,258

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.