

2021 Annual Report to The School Community



School Name: Macclesfield Primary School (3620)



- 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 16 March 2022 at 12:58 PM by Andrew Bagnall (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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.

To be attested by 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

Macclesfield Primary School established in 1909 and situated within a semi-rural residential area on the eastern edge of the Dandenong Ranges, approximately 50 kilometres east of Melbourne in the Shire of Yarra Ranges.

Macclesfield Primary School is committed to implementing a comprehensive Teaching and Learning program to provide the best educational opportunities for all students. Our Teaching and Learning goal is to give all students access to educational experiences that are challenging, purposeful and comprehensive, and that result in all children achieving success in learning. The provision of high quality teaching and learning in a multi-age setting is the goal of a continuous improvement cycle. (Framework for Improving Student Outcomes -FISO)

Our school has an SFOE of: 0.3345 which is considered low medium in comparison with other schools.

Our school implements an Inquiry Learning framework based on the IB-PYP (International Baccalaureate – Primary Years Programme) and is an authorised IB School.

Macclesfield Primary School is an authorised school for the Primary Years Programme.

IB schools share a common philosophy - a commitment to high quality, challenging, international education that Macclesfield Primary School believes is important for our students.

Vision statement:

Macclesfield Primary School aims to create an inspiring teaching and learning community, where we nurture curiosity and bestow a life-long love of learning.

The school team: 1 Principal class, 1 Leading Teacher, 1 Learning Specialist (Literacy) and 5.0 teaching staff, 1.0 Administration Support Staff and 1.0 Integration Teacher Aide. Our whole school curriculum plan include a variety of support and extension activities as well as specialist teachers (single subject teachers - comprising 1.3 teaching staff) in Music, Art, Japanese .Our Literacy Intervention teacher (0.5) supports students and teachers in delivering the tutor learning initiative for students at risk.

The school enjoys a range of flexible learning spaces and outstanding play spaces for our children. Our physical setting provides students with a wonderful mix of play areas for sport and games as well as areas for exploration. At Macclesfield, parents are welcomed and encouraged to participate in all school activities and to be partners with teachers in developing positive relationships between home and school. As an IB school, we strive to provide authentic connection to the PYP principles in all aspects of school life, from responding to behaviours of concern to delivering meaningful and enjoyable camps.

Framework for Improving Student Outcomes (FISO)

We began the 2021 school year full of enthusiasm and plans to address the significant gaps that appeared across our school due to COVID lockdowns and remote learning. Our focus was split across two key areas- Firstly- building consistency of practice in our reading instruction, where staff used evidence-based practices to work with students in setting targeted, specific and meaningful goals to improve reading. Secondly, we aimed to build student voice and agency to improve connection, ownership and engagement across the school.

Both of these goals were making significant progress in Term 1 before we were required to resume remote learning. teachers used a variety of platforms to deliver learning material and provide support and engagement across the school. The impact of the 2021 lockdowns were significant and resulted in our school focus shifting to the immediate where staff worked closely with families to support individualised learning and engagement.

Achievement

Our engagement with remote learning in 2021 was mixed and our school worked with families to provide a more catered, individualised program of learning, depending on the need of the family. At times, up to 30% of students were on-site, a significant percentage of these qualifying due to significant risk of concern for mental health and wellbeing.

Our school wide focus shifted to ensure teachers had the support to navigate on-site learning and supervision with off-site, remote learning.

During remote learning, staff utilised Compass, Google Classrooms and Webex to deliver both wellbeing support learning outcomes for students. Some families preferred hard-copy learning packs which we able to cater for.

Throughout the process, staff experimented with recorded classes, briefings, running live sessions and 1:1 reading conferences, again with limited success.

Students across the board struggled with engagement and prolonged remote learning significantly impacted achievement across the school.

Engagement

Macclesfield PS set up regular, weekly sessions to communicate with families. These regular sessions allowed students to connect and engage with one another through structured wellbeing sessions.

We also established online clubs where teachers set up a club to provide connection and engagement across year levels. Examples of clubs that were successful included:

Lego club, STEM club, knitting club, Construction club, Pet club, Dance club, Zumba club.

We also ran weekly assemblies as a way of bringing the school community together and to celebrate weekly achievements.

Moving forward, it is paramount that our school develops opportunities to connect as a community.

Wellbeing

Our school worked with a local psychology service to place final year students studying Psychology at our school. This provided some support for those most at risk and unable to access allied health due to extreme waiting lists.

This is an ongoing challenge and one we have identified requires substantial support and focus in 2022 and beyond.

The impact on mental health and wellbeing due to remote learning and lockdowns has been significant and complex.

The needs of community in remote learning were vast and diverse. Our school modified the support we could offer students, however the lack of access to applied health services, and the limitations of teacher capacity to deliver mental health first aid and support impacted significantly on what could be offered.

Finance performance and position

Macclesfield PS forecast a deficit of \$24,000 and this was reduced to a deficit of \$7000. We were successful in applying for PSD funding for 3 students which impacted significantly on our SRP.

Moving forward, the school also challenged a decision to remove the Rurality funding (\$80,000 per year, to be reduced to \$0 over 4 years). This resulted in school receiving a new bracket of funding called 'Peri-urban funding' which would be capped at \$50,000 per year.

Our cash income took a significant hit due to high CRT costs across the year. Despite periods of remote learning, Term 4 was a huge challenge with staff unwell, staying home with sick family members and requiring time away for short term leave which saw our CRT budget doubled. This was a difficult problem as providing CRT is important because of the impact class splits have on stability across the school, however, costs were very high and unsustainable.

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 143 students were enrolled at this school in 2021, 58 female and 85 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).

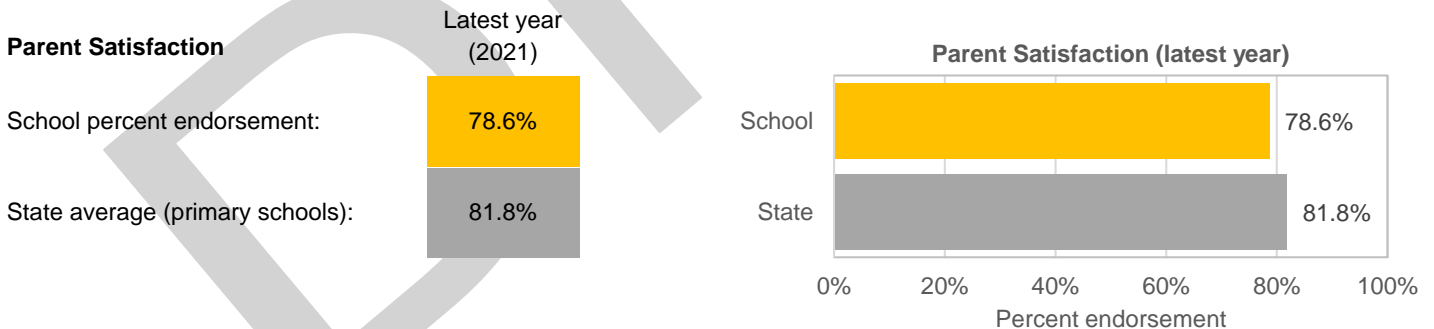
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

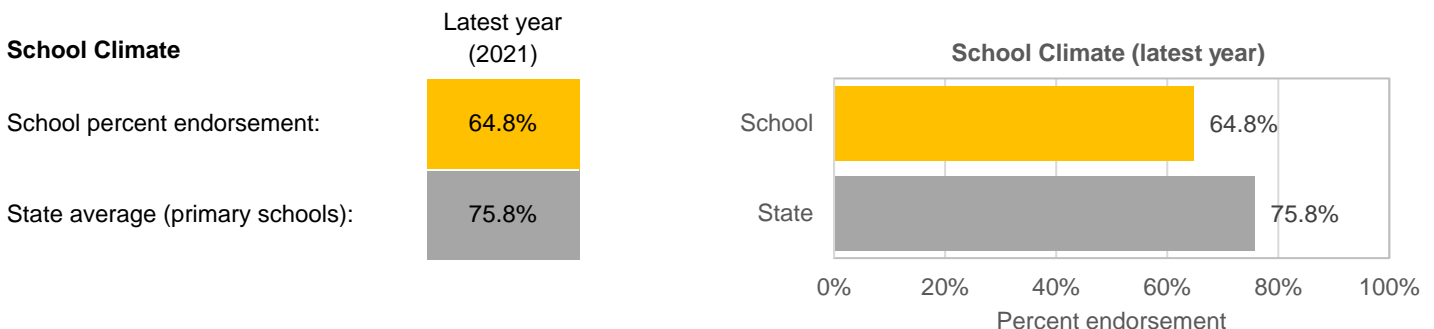


School Staff Survey

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

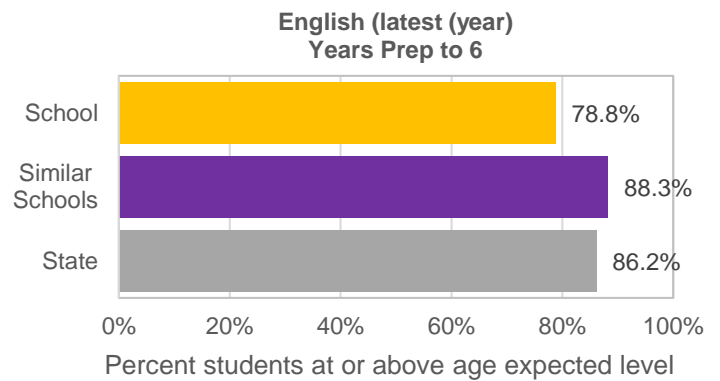
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

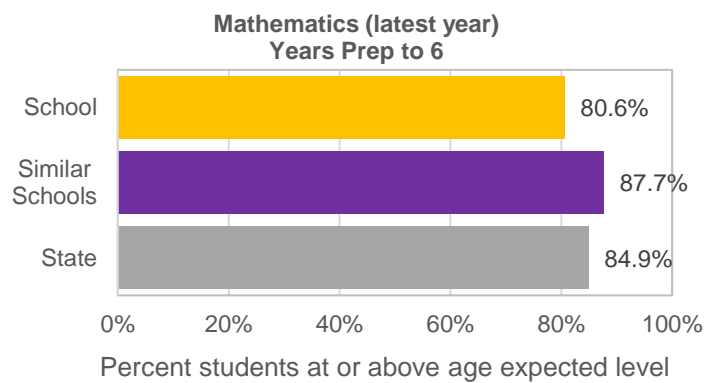
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	78.8%
Similar Schools average:	88.3%
State average:	86.2%



Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	80.6%
Similar Schools average:	87.7%
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.

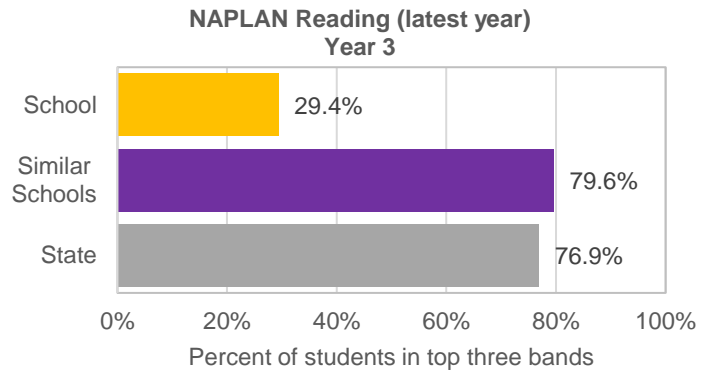
NAPLAN

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.

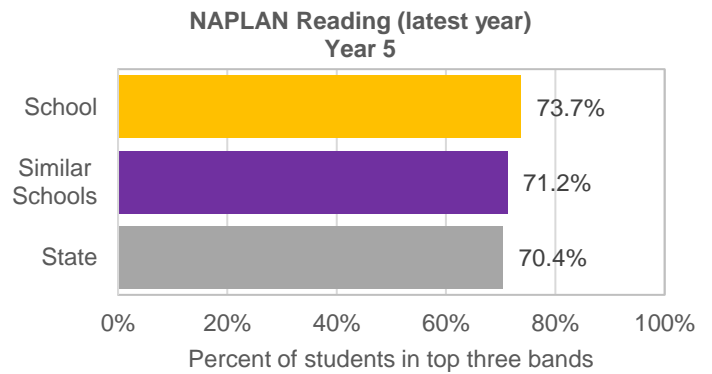
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	29.4%	53.6%
Similar Schools average:	79.6%	78.6%
State average:	76.9%	76.5%



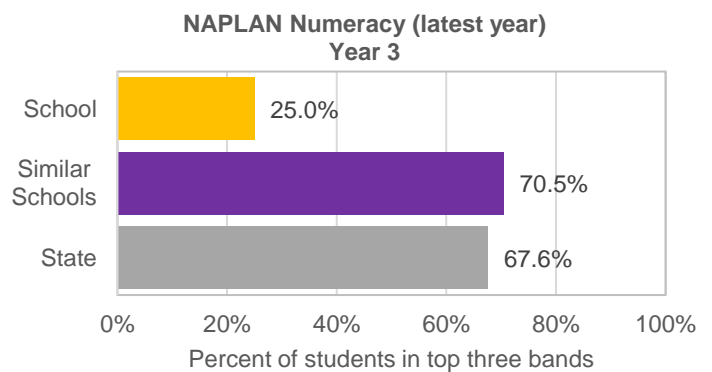
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.7%	63.9%
Similar Schools average:	71.2%	69.8%
State average:	70.4%	67.7%



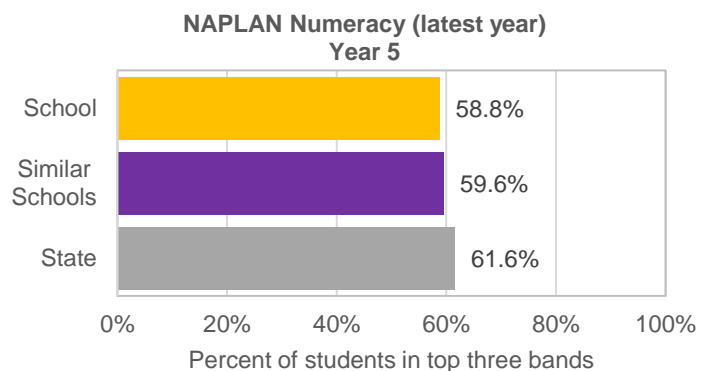
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	58.5%
Similar Schools average:	70.5%	72.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.8%	61.0%
Similar Schools average:	59.6%	60.0%
State average:	61.6%	60.0%



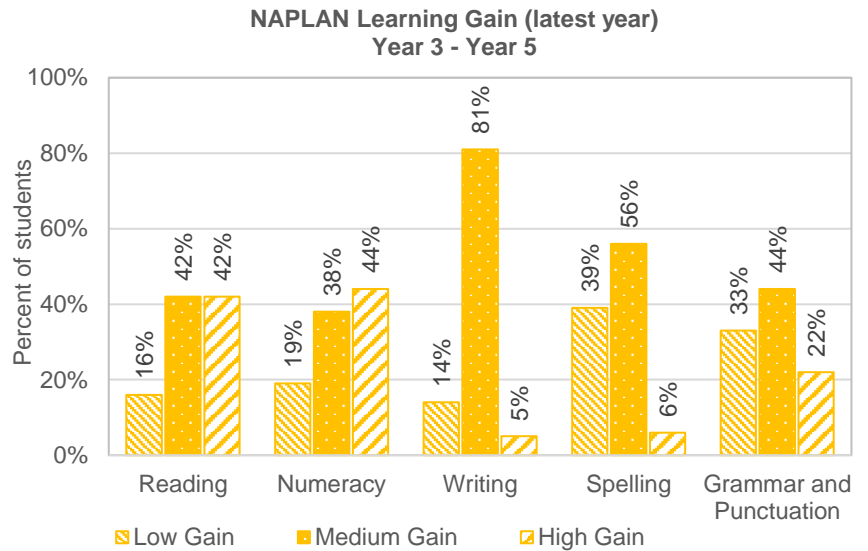
ACHIEVEMENT (continued)

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:	16%	42%	42%	24%
Numeracy:	19%	38%	44%	20%
Writing:	14%	81%	5%	19%
Spelling:	39%	56%	6%	22%
Grammar and Punctuation:	33%	44%	22%	24%



DRAFT

ENGAGEMENT

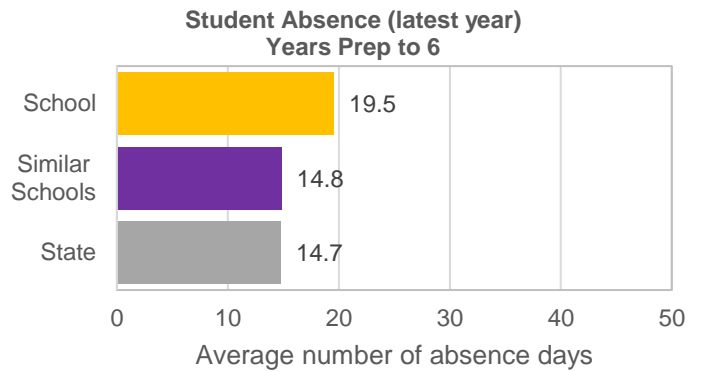
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.5	16.9
Similar Schools average:	14.8	14.8
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):	92%	91%	93%	87%	86%	91%	91%

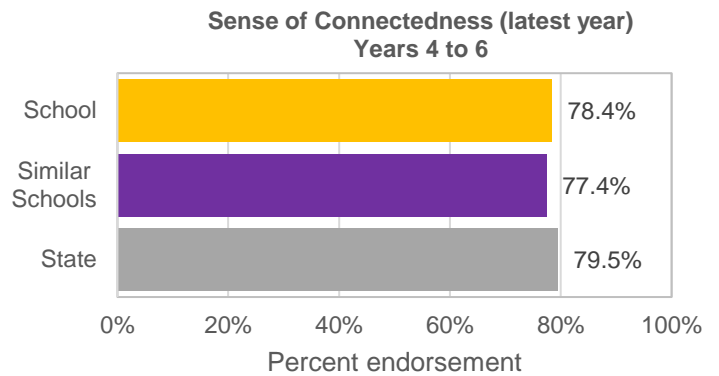
WELLBEING

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:	78.4%	71.1%
Similar Schools average:	77.4%	78.5%
State average:	79.5%	80.4%

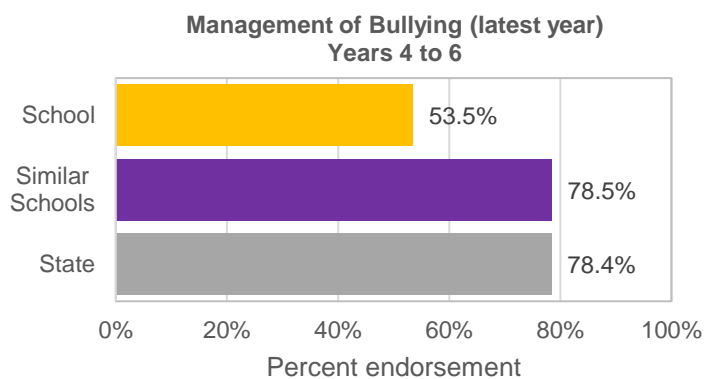


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	53.5%	64.8%
Similar Schools average:	78.5%	79.6%
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	\$1,407,262
Government Provided DET Grants	\$213,382
Government Grants Commonwealth	\$72,345
Government Grants State	\$30,254
Revenue Other	\$15,980
Locally Raised Funds	\$86,771
Capital Grants	\$0
Total Operating Revenue	\$1,825,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,568
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,568

Expenditure	Actual
Student Resource Package ²	\$1,421,807
Adjustments	(\$10)
Books & Publications	\$8,277
Camps/Excursions/Activities	\$31,347
Communication Costs	\$4,114
Consumables	\$42,790
Miscellaneous Expense ³	\$29,235
Professional Development	\$5,999
Equipment/Maintenance/Hire	\$42,170
Property Services	\$67,419
Salaries & Allowances ⁴	\$146,487
Support Services	\$13,336
Trading & Fundraising	\$27,738
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$44,141
Total Operating Expenditure	\$1,884,849
Net Operating Surplus/-Deficit	(\$58,854)
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	\$37,135
Official Account	\$21,755
Other Accounts	\$0
Total Funds Available	\$58,890

Financial Commitments	Actual
Operating Reserve	\$58,890
Other Recurrent Expenditure	(\$329)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$58,561

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.