2020 Annual Report to The School Community

THE **EDUCATION STATE**

School Name: Ceres Primary School (1602)

- 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 24 March 2021 at 08:35 AM by Lissa Young (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 11 May 2021 at 10:06 PM by Damien Marchant (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

Ceres Primary School is an exciting, stimulating and vibrant school located 10km from Geelong, in the picturesque surrounds of the Barrabool Hills. Our school has modern facilities, which includes 4 brick classrooms, 2 environmentally controlled double portables, as well as a specialist room and MARC library. Our administration area was redeveloped as part of our Capital works project which was completed at the end of 2019. Our spacious and attractive grounds give students the opportunity to be environmentally conscious. We are committed to continuous improvement and attaining distinction in teaching and learning at every level. We have an enrolment of 96, with our students coming from our immediate and wide catchment areas. We provide quality-learning programs in all other curriculum areas. Specialist programs encompass Music, Art, PE & Health, STEM, Performing Arts, Fine-Arts, Italian and a Library program which ensured student strengths and talents were addressed. Emphasis was on inquiry-based learning and explicit teaching to the point of need through fluid groupings, with a strong commitment to Values Education (Super 7). Technologies are embedded within the curriculum to facilitate exciting and engaging learning programs to meet students' individual needs with an innovative "Bring your own" program. We currently have 13 staff members, which includes a Principal, 7 full time teaching staff, 2 education support staff and 2 non-teaching staff (administration). Our current leadership structure includes 1 Principal, Leaders for each section of the school (Junior, Middle & Senior) and Leaders for English, Maths, Student Wellbeing, Staff Wellbeing, Assessment & Reporting and ICT. All students are respected as individuals and teachers and families work together to promote learning. We strive towards the healthy development of every child so that each has the knowledge, skills and resilience to be successful in a rapidly changing world. The Ceres Primary School community values the extension of each student's individual potential by encouraging, recognising and rewarding effort and achievement. We strive to provide a co-operative and friendly environment where students share the responsibility for their own learning, behaviour and health. At Ceres Primary School we value mutual working partnerships with parents, in the education of each individual, to aid in the student's social, emotional and academic growth. This is also achieved by providing a safe and secure environment, which has a community and family atmosphere. Students are working on embedding the actions and behaviours of the Super 7, which are Bucket-filling, Risk Taking, Safety, Organisation, Resilience, Respect and Tolerance and Best Effort. We continue to promote student voice and participation in which Grade 5 and 6 students have leadership responsibilities; Junior School Council, Student Leaders and House Captains. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, as classroom helpers, in fundraising, buildings and grounds development and community social activities.

Framework for Improving Student Outcomes (FISO)

Ceres Primary School delivered on our Key Improvement Strategies to improve teaching and learning outcomes for all students with a focus on literacy and numeracy so that all students make a minimum of one year's growth and to build teacher capacity to understand student voice and embed this in their teaching practice. However, some of the associated AIP actions were modified to suit remote learning. Modified actions relating to Student Voice were achieved by participating in remote professional learning and preparing documentation and activities and then trialing these activities once face to face learning resumed. Middle Leadership participated in two Quaglia Institute for Student Voice and Aspirations sessions via Zoom. This learning then was our focus in our teaching practice via Professional Learning Communities and the well-established Community of Practice with three other local schools. We were also able to continue our implementation of Seesaw for learning, especially in regard to Remote Learning, where tasks were set for students' needs and specific feedback was given in a timely manner. Student familiarity with Seesaw increased as a result and student confidence and capability in submitting work in response to learning activities. The PLC cycle continued throughout the year, working on the current goals and modified actions related to the AIP. The Inquiry model of PLC enabled staff to learn, trial and give feedback on the implementation actions. Associated actions that were successfully implemented included developing school wide rubrics for writing and reading and investigation of meta-cognition and feedback for literacy and numeracy, exploration and investigation of Maths Proficiencies and Writing Warmups. Goal boards are evident in all classrooms and individual conferring occurs between teachers and students for reading, writing and maths goals. All staff participate in the coaching cycle, regularly discussing their current goals.

The Learning Specialist conducts weekly classroom observations and follow up scheduled coaching conversations. The conversations between teachers and the Learning Specialist enable teachers to reflect on their teaching and provide staff with additional resources to build their knowledge and skills. The conversations are documented and given to the Principal weekly. 2020 also saw the completion of a successful Strategic review via online and onsite forums. From the review, we identified Maths as key priority moving forward as well as continuing the work on Student Voice and developing student resilience.

Achievement

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.Our teaching teams have use a variety of mediums to deliver the remote and flexible learning program including printed packs, online programs, teacher developed videos and other avenues. Differentiated learning for students and programs to supplement classroom learning has occurred by continuing fluid grouping for English and Math using See Saw as a key tool for delivery of these programs and achieved a total 19,806 posts for 96 students (average of 206 posts per students) over the year. Collaboration opportunities were created for teaching and specialist teams to meet and work together. The PLC and PLT WebEx meetings focused on maintaining best practice and professional dialogue. Coaching and feedback of lessons also continued during remote learning which greatly influenced consistency and effective teaching practices. Staff also checked in with one another on a weekly basis with the purpose of maintaining positive workplace relations. All staff accessed and completed online professional learning and this assisted in the delivery of programs; these included: COP meetings with our partnered schools, Andrea Hillbrick learning for Numeracy, High Ability Learning, Learning Specialist PD, Differentiation PD and Transition (remote learning). Staff and students continued to use Essential Assessment as a key tool for diagnostic and formative purposes for Numeracy and English. Students did not participate in NAPLAN and AtOSS throughout 2020. Teacher judgements were made for Semester 2, but not for Semester 1 with only a basic description of tasks set for students completed. 88.1% of students were 'at' or 'above' average age expected standards for English and above State (86.3%). In Mathematics, 80.3% of students were 'at' or 'above' average age expected standards. Mathematics was a key area identified as our focus during our strategic review process in 2020 and guided us to form our new strategic plan over the next 4 years with key milestones to improve our Year 5 NAPLAN data (to improve the number of students above 'benchmark growth' and in the 'top 2 bands') in Numeracy. It was evident that staff felt supported during a challenging year as 94.3% of staff agreed or strongly agreed positively to questions relating to School Climate in the Staff Opinion Survey 2020 compared to the State average of 77.8%. The wellbeing team worked exceptionally hard for a number of students and their families by tracking engagement of student learning. We also had an average of 10 students onsite continuing a learning program set by their teachers. Teachers checked in with vulnerable students weekly through WebEx as well as whole class meetings. The strategic review process allowed us to celebrate the many milestones and achievements completed over the past 4 years. These included; Significant growth for Year 3 students in the top 2 bands for NAPLAN in Reading (93.75%), Writing (75%) and Numeracy (81.25%) for 2019; Year 3-5 students achieving a target set for 'relative growth' in reading (27.27% - target of 25%) and writing (30%- target of 24%) Sustaining and further improving the wellbeing of students which was identified in our Attitudes to School Survey data, Parent Opinion Survey and Staff Opinion Surveys.

Engagement

To support student engagement while in remote learning we utilised a number of different methods to ensure students were engaging in their learning including Seesaw lessons, weekly check-ins, morning videos with each class, weekly class meetings, assemblies and awards, feedback through Seesaw, creating Seesaw videos as part of the lesson/task (explicit teaching), continuing specialist classes (videos and learning grids), wellbeing week and student created wellbeing magazines. During the transition back to onsite learning, our school provided a values focus in the first week that focused on values/buddies, amended timetable, celebrating student achievements from remote learning and focusing on student effort and participation and re-introducing routines and expectations across all year levels.Attendance was managed by a collaboration between the classroom teachers and office administration, using Seesaw data, leadership, wellbeing coaching and a strategic approach to re-engage students who were not participating in remote learning by attending on-site, weekly check-ins and alternate learning programs. Student trackers were documented by staff and used to view engagement levels with follow-up discussions held with data coaching/wellbeing coaching/leadership team. Despite changes to teaching and learning (COVID-19), we have been

able to continue working towards achieving our goals for 2020. The attendance for 2020 was 92%. Unexplained absences fell again in 2020 down to 2.5% (from 5.5% the previous year). Despite COVID-19, attendance did improve this year although we will continue to highlight the importance of attendance in 2021. Staff CoP Professional Learning focused on the three components of Student Voice, the Four Quadrants of Student Aspirations. Collective efficacy was also developed and achieved by creating a CoP Webex space for collaboration between three schools, continuing CoP meetings via online methods and sharing of resources amongst all schools.

Wellbeing

During remote learning, our school modified the delivery of health and wellbeing supports to students and their families by maintaining positive relationships via alternative methods. Students engaged in weekly Super 7 reflections via SeeSaw and had morning videos from their teachers. We held assemblies through SeeSaw, weekly class Webex sessions to check in with classes and sent home rewards to support families with positive reinforcement. Some students also continued to use a 'Solution Book' whilst engaging in remote learning to document any concerns or worries that they had. Staff continued to implement the Resilience Project in Values lessons and there was strong feedback to support the purpose of this during this time. At risk and vulnerable student were identified, monitored and checked in by their classroom teachers and Wellbeing Coordinator. During Wellbeing Week, students spent time off their device and engaged in structured wellbeing activities from a grid. Our JSC day went ahead during remote learning and the Grade 5 students organised appropriate activities for this day. As highlighted earlier, students were provided with a comprehensive learning program through SeeSaw and other means necessary during remote learning. Teachers delivered written and/or verbal feedback to students daily through SeeSaw and were available for parents via phone, email or Webex each day. Parents continued to receive contact details and information of external health providers; ie HeadSpace and LifeLine to assist themselves and/or their family if needed during this time. Upon return to school, some students received social stories to support the transition back to onsite learning. Transition for 2021 enrolments occurred online in Term 4 before moving onsite towards the end of Term 4. Social stories, phone calls and Kinder visits were arranged to make the transition to school as smooth as possible. The Attitudes to School Survey was not completed in 2020 however, we conducted a 'Resilience Survey' with students from F-6. Despite changes to teaching and learning (COVID-19), we have been able to continue working towards achieving our goals for 2020.

Financial performance and position

A small deficit was expected which we were aware of but the deficit increased due to a long term staff member retiring at the end of 2020 and we did not take into account the long service leave. Due to COVID-19 Ceres Primary School did not have any extraordinary revenue or expenditure items. Due to COVID-19 we only had one fundraising initiative for the year. Under the locally raised funds this also included pre-paying their fees for 2021. The only additional Commonwealth funding received during the year were the Sporting Schools grants and the additional cleaning grants as part of the requirements with COVID-19.

For more detailed information regarding our school please visit our website at
https://www.ceresps.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 96 students were enrolled at this school in 2020, 53 female and 43 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.
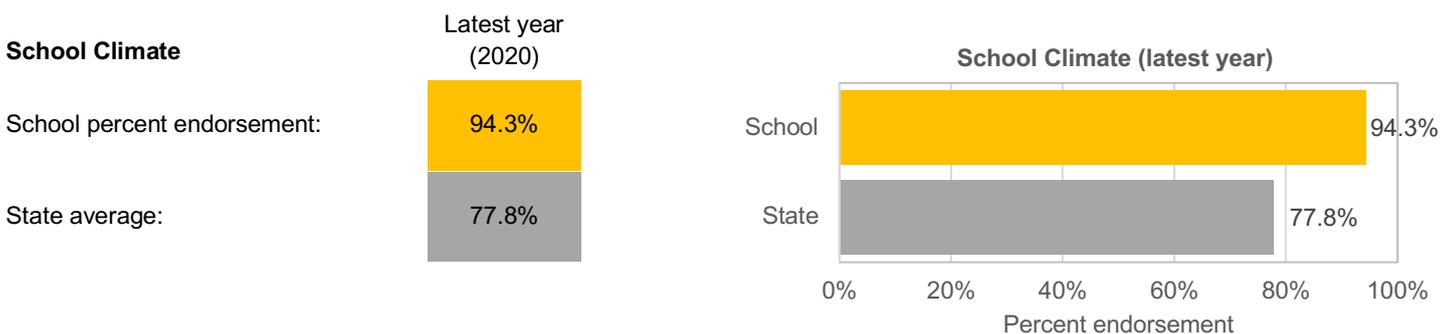
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)
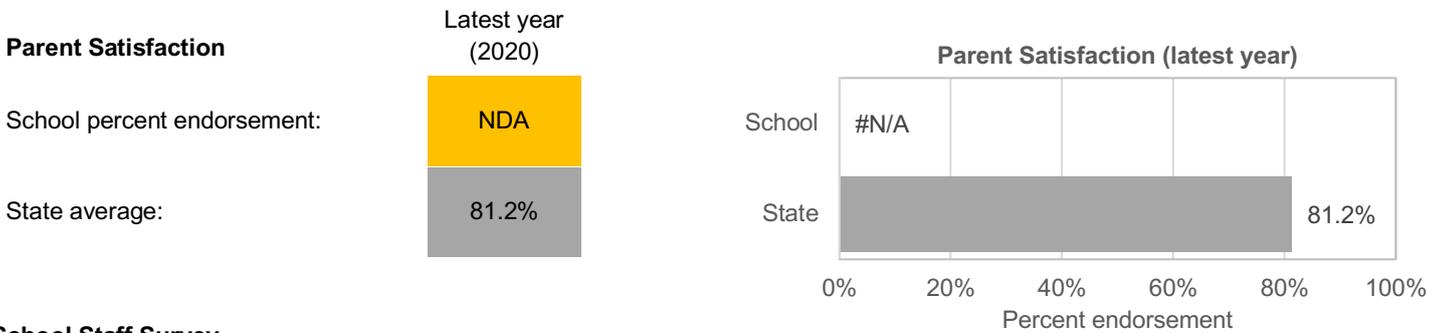
School: #N/A
State: 81.2%

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 (2020)
School percent endorsement:	94.3%
State average:	77.8%

School Climate (latest year)

School: 94.3%
State: 77.8%

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:	88.1%
Similar Schools average:	90.0%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	88.1%
Similar Schools	90.0%
State	86.3%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
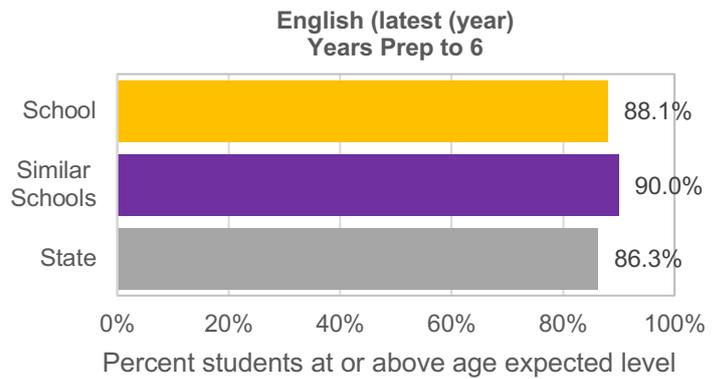
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	80.3%
Similar Schools average:	89.2%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	80.3%
Similar Schools	89.2%
State	85.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
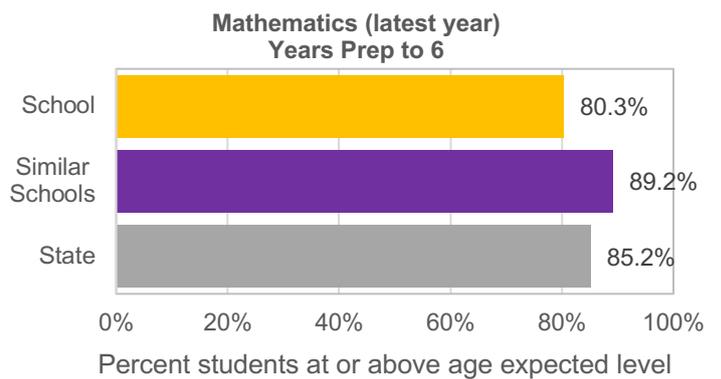
NAPLAN

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).

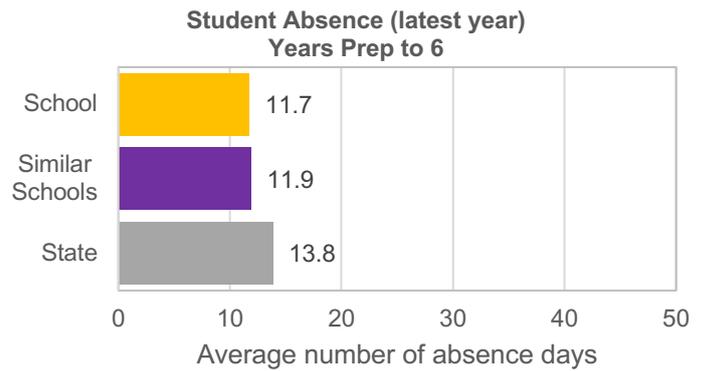NAPLAN tests were not conducted in 2020.

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:	11.7	17.4
Similar Schools average:	11.9	14.7
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	School	Similar Schools	State
	11.7	11.9	13.8

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	94%	91%	95%	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:	NDA	84.3%
Similar Schools average:	NDP	78.1%
State average:	79.2%	81.0%
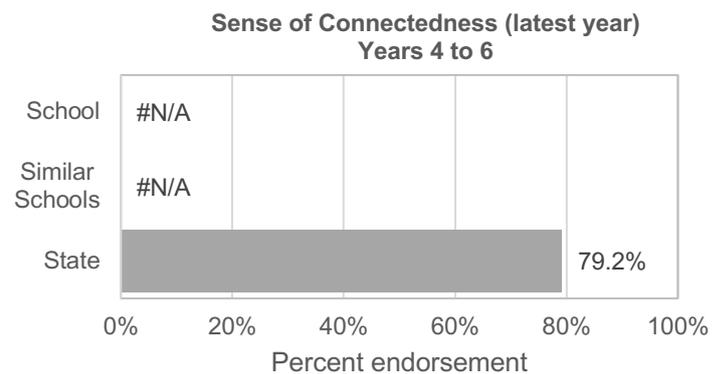
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School: #N/A
Similar Schools: #N/A
State: 79.2%

Percent endorsement

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	86.8%
Similar Schools average:	NDP	79.6%
State average:	78.0%	80.4%
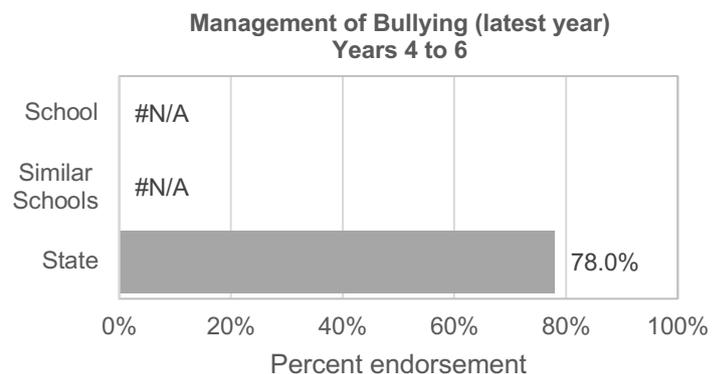
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School: #N/A
Similar Schools: #N/A
State: 78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$918,878
Government Provided DET Grants	$132,037
Government Grants Commonwealth	$5,700
Government Grants State	NDA
Revenue Other	$741
Locally Raised Funds	$44,339
Capital Grants	NDA
Total Operating Revenue	**$1,101,695**

Equity [1]	Actual
Equity (Social Disadvantage)	$5,023
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$5,023**

Expenditure	Actual
Student Resource Package [2]	$950,075
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	$13,460
Communication Costs	$1,781
Consumables	$23,839
Miscellaneous Expense [3]	$13,248
Professional Development	$10,408
Equipment/Maintenance/Hire	$21,222
Property Services	$33,733
Salaries & Allowances [4]	$11,653
Support Services	$5,016
Trading & Fundraising	$10,573
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	$17,706
Total Operating Expenditure	**$1,112,712**
Net Operating Surplus/-Deficit	**NDA**
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	$40,331
Official Account	$18,406
Other Accounts	NDA
Total Funds Available	**$58,737**

Financial Commitments	Actual
Operating Reserve	$25,127
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	$14,423
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	$8,442
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$47,992**

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.