

2020 Annual Report to The School Community



School Name: Selby Primary School (4685)



- 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 23 March 2021 at 02:38 PM by David Orlandi (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 24 March 2021 at 12:25 PM by Sarah Thompson (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

Selby Primary School is a progressive school which aims to provide a wide variety of rich and relevant learning opportunities for its 214 students (max. 2020 enrolments). Located in the Dandenong Ranges 50 kilometres east of Melbourne, just five minutes out of the local township of Belgrave. The school enjoys spacious grounds that enable our students to revel in open spaces and balance academic pursuits with physical play; recognising students' individual learning styles, social, emotional, academic and other specific needs.

The global pandemic experience was different for everyone. Whilst a disruption to learning (as some families were able to take up the support of onsite learning and others making adjustments at home to support remote learning provision) some students thrived and showed their independence as staff provided an evolving remote learning program.

Students participate in weekly Physical Education, Visual Arts, Performing Arts and Japanese lessons with specialist teachers. Students have many public performances to work towards, including our whole school annual production and assemblies. In 2020 with a total of 18 staff (including part-time staff) our school was large enough to offer a full range of opportunities, whilst small enough to be personalised and to make every student and their family feel like they belong to our community- hence our school's motto, 'A Place to Belong'.

Framework for Improving Student Outcomes (FISO)

Selby PS is working to improve student learning outcomes by enhancing the pedagogical practice of all teachers to strengthen curriculum planning practices. Staff have reflected on our Teaching and Learning instructional model and work had commenced on Literacy with three staff undertaking the Bastow Leading Literacy course. The work that was to come from this however was limited as a result of the impacts of COVID19 – namely, being unable to complete a curriculum day which was to drive the majority of our school improvement efforts and this will continue to be a focus in 2021.

The School Wide Positive Behaviour Support initiative was again a major focus and the school was able to achieve its Tier 1 accreditation. SWPBS was regularly worked on at staff meetings with the whole staff. The program is embedded across the school and as recognition of the work being undertaken Selby regularly presented to Regional forums and Professional Learning sessions about the success of the program and its impact on students.

Achievement

In recent years, a strong emphasis has been placed on reviewing our curriculum documentation and developing engaging learning opportunities for all students. A differentiated curriculum ensures that students are catered for at their appropriate level. Staff have continued to refine and document the school's practices to ensure that our teaching practices and expectations are consistent across the school. After auditing our Inquiry units, we are now covering more areas of the curriculum and there is a greater emphasis on developing engaging units of work and the assessment of student achievement.

Through extended periods of Remote Learning the school was able to deliver a remote learning program that evolved throughout the year. After the initial period, feedback was sought from parents and as a result we embraced the greater use of technology to deliver classes remotely. Whilst this did not suit all students, teachers were able to deliver a continuous learning program to the students. Student achievement results for 2020 reflected this commitment to high quality teaching and learning programs. End of year Teacher Judgements in the core curriculum areas of Literacy and Numeracy were above that of both similar school and state averages.

The Reading Factory was impacted as we were not able to utilize the parent support to run the program. The program did however run during Remote Learning with individual Webex sessions but the number of students we were able to reach with the program was greatly reduced. Upon return to onsite learning, targeted interventions were provided to

small groups and individuals to address areas of concern in literacy and numeracy.

In 2021 work will continue to focus on developing our curriculum documentation and assessment schedule. In Numeracy there will be a continued focus on developing students automaticity through explicit teaching of strategies and applying them to their learning.

Engagement

Student attendance is a lead indicator for achievement and engagement outcomes. When onsite, student absences are closely monitored by the school and parents; when in the period of Remote Learning ‘attendance’ was measured through daily engagement in online tasks and was again closely monitored by the school.

The average number of days absent at Selby PS in 2020 was 11.9 –lower than the state nonattendance average of 13.8. This is due to the support of parents and teachers working together in the most challenging of circumstances. Upon the return to onsite schooling, parents supported the school by keeping any student who was unwell at home which did see some students miss some schooling when they may have otherwise attended.

Again in 2020, when students were onsite, we focused on student attendance with an emphasis on punctuality and reducing lateness. Information is regularly put into the school newsletter and individual data is presented as part of the student reports. Whilst our attendance data is good we do have a number of students who are arriving at school late on a regular basis. Whilst it is sometimes only 5-10 minutes late, over the course of a week and a year this adds up to be a considerable amount of lost learning time.

Wellbeing

In 2020 the measure of Sense of Connectedness and the Management of Bullying as reported in the Attitudes to School Survey was not collected.

The school continued its implementation of the School Wide Positive Behaviour Support initiative and staff and students developed an understanding of the principles behind the initiative. The school is one of 14 in the state to achieve Tier 1 accreditation and this has seen the school values of Respect, Resilience, Personal Best and Confidence explicitly taught across the school. This work will continue in 2021 as the school strives for Tier 2 accreditation.

In Term 1 and Term 2 of 2020 students participated in weekly GEM sessions aimed at building their Gratitude, Empathy and Mindfulness. During Remote Learning staff included a weekly focus on wellbeing. The student leadership program continued even through Remote Learning and the ‘Selby PS News’ produced by the student leadership teams showcased the different initiatives that were implemented to not only cater for student wellbeing but continue to allow the students to remain connected. The student leadership days, Selby Big Walk, Storytime and virtual assemblies also provided students with the opportunity to be connected to their peers.

Upon return to school in Term 4 the school had a focus on student welfare as we aimed to re-engage students with onsite schooling and reconnecting with their peers. In 2021 the school aims to continue this by reinstating the Mentor groups initiative which was put on hold in Term 1 2020, and continue the Student Leadership program.

Financial performance and position

Selby Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. Total funds available as at the 31st December 2020, equalled \$306,541. As the school manages Selby Kindergarten, their surplus of \$ 26,430.97 is also included in the above totals. The school's total operating revenue for 2019 was \$2,107, 453. The Student Resource Package of \$1,670,677 made up the majority of revenue, utilised to fund staff salaries. Government Grants – Departmental and Commonwealth, made up \$368,254 of revenue. The balance of school revenue came from locally raised funds \$56, 277. The locally raised revenue included such items as essential student learning items, camp fees and parent fundraising. The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Selby cannot be over stated. Due to COVID-19 this was well down on usual but we had a high

proportion of families pay their fees. The total expenditure for the school in 2020 was \$2,058,197 with the major components being Property Maintenance for sanitation, building and ground works, refuse and garbage and equipment purchases. Salaries for casual relief staff and administration costs make up the majority of our expenditure. The school has continued to manage its financial resources in a very prudent manner for 2020, whilst maintaining and developing the number of outstanding learning opportunities for our students.

For more detailed information regarding our school please visit our website at
<https://www.selbyps.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 214 students were enrolled at this school in 2020, 120 female and 94 male.

NDP 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.

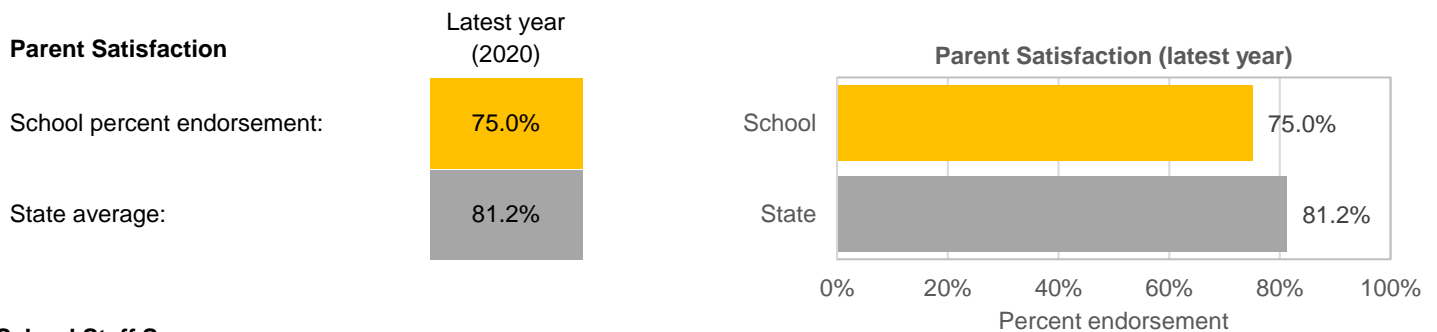
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

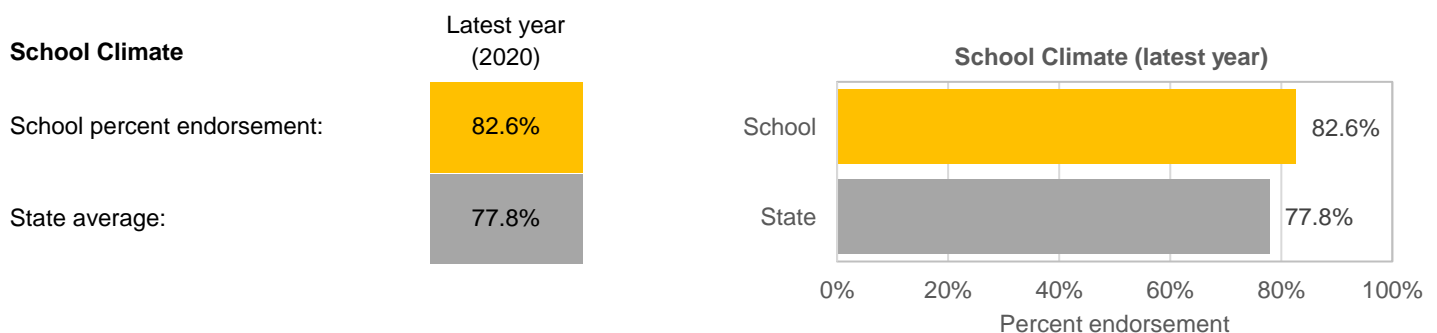


School Staff Survey

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:

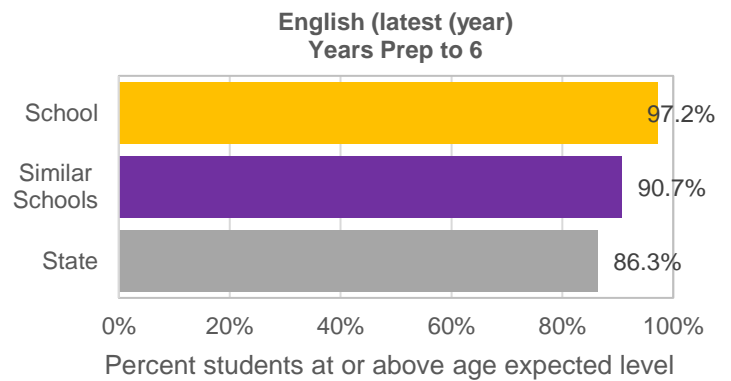
97.2%

Similar Schools average:

90.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

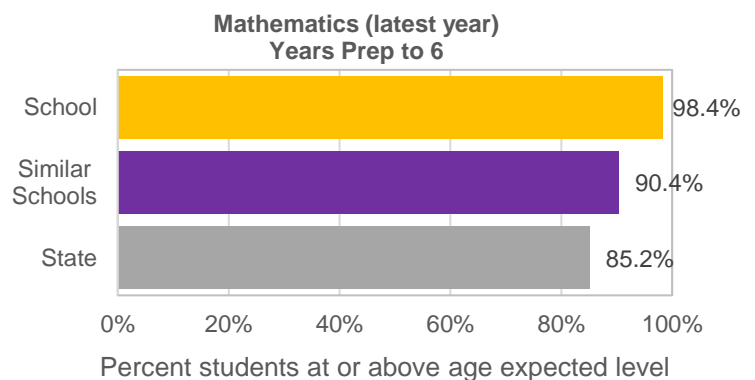
98.4%

Similar Schools average:

90.4%

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

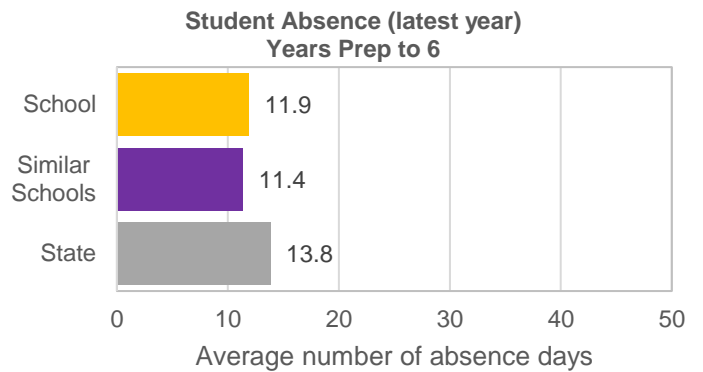
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.9	13.3
Similar Schools average:	11.4	14.4
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%	94%	92%	94%	93%	95%	94%

WELLBEING

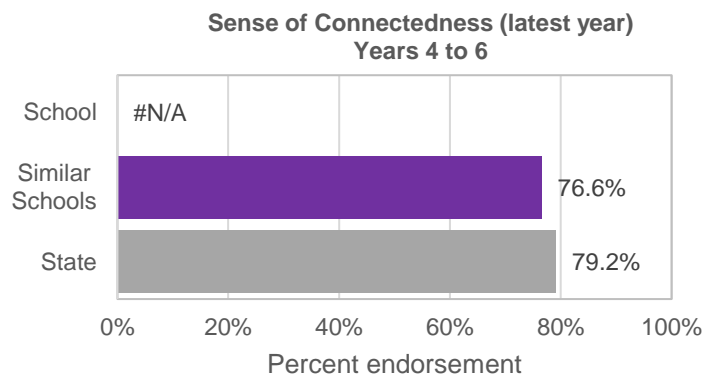
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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	68.7%
Similar Schools average:	76.6%	77.8%
State average:	79.2%	81.0%



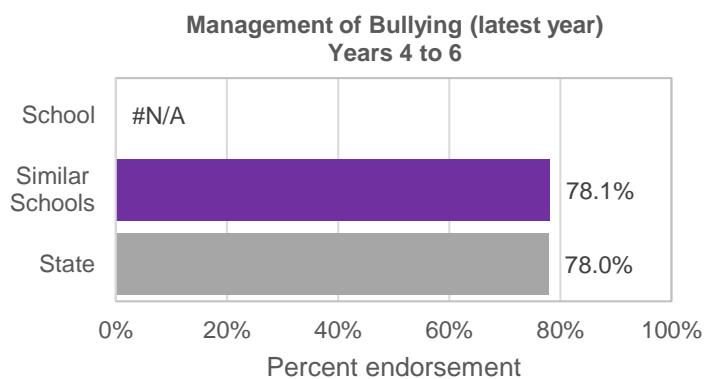
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	69.0%
Similar Schools average:	78.1%	79.7%
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	\$1,670,677
Government Provided DET Grants	\$333,555
Government Grants Commonwealth	\$630
Government Grants State	\$34,069
Revenue Other	\$12,295
Locally Raised Funds	\$56,227
Capital Grants	NDA
Total Operating Revenue	\$2,107,453

Equity ¹	Actual
Equity (Social Disadvantage)	\$12,903
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$12,903

Expenditure	Actual
Student Resource Package ²	\$1,670,677
Adjustments	NDA
Books & Publications	\$188
Camps/Excursions/Activities	\$17,367
Communication Costs	\$7,417
Consumables	\$30,719
Miscellaneous Expense ³	\$7,644
Professional Development	\$6,160
Equipment/Maintenance/Hire	\$27,316
Property Services	\$74,114
Salaries & Allowances ⁴	\$157,634
Support Services	\$23,461
Trading & Fundraising	\$9,255
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,244
Total Operating Expenditure	\$2,058,197
Net Operating Surplus/-Deficit	\$49,256
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	\$274,855
Official Account	\$31,686
Other Accounts	NDA
Total Funds Available	\$306,541

Financial Commitments	Actual
Operating Reserve	\$53,451
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,960
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$42,000
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	\$125,038

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.