

2021 Annual Report to The School Community



School Name: **Concongella Primary School (1136)**



- 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 17 May 2022 at 10:12 PM by Kristie Miller (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 20 June 2022 at 09:27 AM by Llewelyn Clark (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

Concongella Primary School is a vibrant and growing small school set just outside of Stawell in Western Victoria. We are a core member of many strong networks: The Grampians Small School Cluster; The Stawell, St Arnaud and Surrounding Schools Network; and The West Grampians Network.

In 2021, Concongella maintained an enrolment of 40 students in grades foundation to 6. These students were taught in 3 groups: Foundation and Grade 1, Grades 2 and 3, and Grades 4, 5 and 6. 60% of our students come from Stawell by car, 22.5% live within the nearby area, 12.5% travel by bus from other towns and 5% travel from other towns not serviced by buses. This diversity of locations is quite unique to our school.

Our students are supported by a range of staff, involving 3 main classroom teachers, 3 Education Support- Integration Aides, 3 specialist teachers, a Primary Mathematics Specialist, a business manager, and an Outside School Hours Care coordinator. We have a staff of 12 people, constituting 7.37 Fulltime Equivalence.

We are led by our values of Support, Encourage, Effort and Achieve- the intent of which is utilised in the student motto: "I am supported in my learning, I am encouraged to do my best, I put in the effort, so I achieve my full potential"; our School Wide Positive Behaviours matrix; The Conco awards and the weekly Values Certificate.

The core purpose of Concongella Primary School is to provide high quality education for all. This is supported by our vision: To create an outstanding learning environment where each individual thrives. And our mission statement: We believe that through developing authentic and rigorous relationships with our whole community, we are inclusive and guide our students to become effective members of society; socially and academically.

Framework for Improving Student Outcomes (FISO)

Concongella, like every other school in the state, was affected by multiple lockdowns requiring great flexibility to be able to switch between face-to-face and remote learning modes. We developed and implemented a plan that was instantly enacted with each lockdown. The overarching focus of which was connection and wellbeing. Our rationale was that if the students felt disconnected or unsupported, they would find it harder to be reintroduced to school. We ensured that our teachers were doing the teaching, not relying on parents to do so. We also enabled multiple connection points for all students throughout each day. We received a lot of positive feedback as a result of our planner and systems. We also discovered through our end of year assessments, that our students achieved better results than expected.

Annual Implementation Goal:

Learning catch-up and extension priority: We implemented the Concongella Embedded Model for our Tutor Learning Initiative, this model enables and up-skills our education support staff to be able to provide timely and data driven learning activities that extend, consolidate and support our students. We also utilised the MultiLIT literacy intervention program for a number of children, Speech Therapy Assistant Program for daily speech practice and cued articulation to facilitate enhance learning opportunities for children requiring additional supports.

Achievement

Annual Implementation Plan Goal:

To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy:

In 2021, we were lucky to be selected for a Primary Maths Specialist, this was a perfect fit for our school's strategic goals of improving Numeracy outcomes for all students. Our numeracy results were lower than similar schools, and in need of renewal. Our results in teacher judgements, showed an increase in the percentage of students above level in

Numeracy and Algebra- up by 6%, and Measurement and Geometry- up by 4%. Statistics and Probability dropped by only 1% of students above level. However, our results showed that the percentage of student below level also increased, which needs to be addressed.

Our NAPLAN results showed that 36% of students in grade 3 & 5 achieved above expected level, 36% at level, and 27% below level. Below level in NAPLAN and teacher judgements matched, but the other 2 levels did not correlate as neatly. Remembering that NAPLAN results are from 12 students, teacher judgement measured all 40 students. Our literacy results were quite pleasing and showed the work done over the previous few years, with a focus on literacy- writing in particular. We doubled the percentage of students above level, at the same time as decreasing the percentage of students below level by 5%. Our reading results were higher than similar schools and we showed an increase in students above level- with 21% of students above expected level (up by 6%), and a 5% decrease in students below expected level.

In NAPLAN, our reading showed an impressive 45% of students above level, 18% at level and a concerning 36% below level. Work needs to be done to address what appears to be a disparity, instead of the expected bell curve, semester 2 teacher judgements suggest that this has begun to improve dramatically. Writing was more concerning and validated the choice to focus on improving teacher capacity to teach and assess writing in 2021, with the expectation that our results will improve in 2022 data- the semester 2 teacher judgement suggests that these improvements have been made and will continue to do so . We had 27% of students above level, 27% at level and a concerning 45% below level. Teachers and student both defined writing as the more difficult area to teach and learn during remote learning, which we believe impacted these results.

Engagement

Engagement was our priority during remote learning, our planner ensured that each teacher connected with each student every day. By leveraging the use of student iPads and Google Classroom, augmented by Webex rooms, we were able to maintain high levels of engagement throughout. This has meant that we maintained high attendance rates when we returned to school and have not experienced the school refusal issues that many schools are facing.

Our average number of days absent is below both similar schools and the state average, meaning our students are spending more time at school. All grades had an average of 90% or higher attendance.

Our focus on student wellbeing and connection ensured that children were ready to learn on site again quite quickly.

Annual Implementation Plan Goals:

Connected schools priority: We adopted a new bulk text message system to ensure that our families were kept up to date on the ever changing situation concerning covid. These were very positively received. We were able to hold our traditional annual concert and graduation, which was a lovely celebration of being able to be together again. We look forward to being able to reintroduce and start more activities to enhance those connections.

Enhance the partnership between the school and families to improve student achievement, engagement and wellbeing: The obvious issues of the lockdowns had a significant impact on the home-school partnership, while we did keep in contact with our families, not being able to have them in and around the school decreased that imperative connection. Our parent opinion survey data showed 100% of parents were satisfied with the school overall- however, this is based on 8 responses out of 28 families.

In 2022, we aim to reinvigorate and improve student leadership opportunities and reinstate our excellent camps program.

Wellbeing

Annual Implementation Plan Goal:

Happy, Active and healthy kids priority: Upon returning to school after each lock down, we focussed on connection

building and social skills. We altered our student leadership program, to what we called Peer-leader groups, where each grade 6 student had a pastoral care group of 8 students. These groups worked through a fun series of activities centred on resilience, connection, and emotional literacy. All classrooms adopted more extensive mindfulness and gratitude practices promoting mental health and wellbeing.

The Student Attitudes to School Survey showed that our students were feeling much lower about all areas relating to their own sense of self. They were positive about the teaching and school factors, but significantly more negative about factors relating to self; with areas such as Life Satisfaction (63%), Emotional Awareness and Regulation (62%), and Sense of Confidence (56%), being the most concerning. Resilience scores were very low, with 0% of students answering that they can bounce back quickly when something goes wrong. Happily, 100% of students indicated that they had not been bullied at school.

Finance performance and position

Having resolved the financial issues of 2020, we regained a strong financial position. We have a very healthy surplus which is intended to be used for the carpark and playground redevelopment. This development will address some maintenance, safety, and traffic issues, thus utilising the extended maintenance funds.

We receive equity funds used to mitigate disadvantage, this is largely translated into the credit budget and is used to fund more education support staff. This means that we are able to meet the needs of all children in our classrooms. We also ensure that all staff are trained in Trauma Informed Practices.

In 2021, we were excited to be allocated \$1.092 million in the State budget and look forward to realising the building process in 2022. This will provide a new senior classroom and art room, attached to the main classroom building making a more inclusive and cohesive school facilitating better learning environments for all students.

For more detailed information regarding our school please visit our website at
<http://www.concongellaps.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 40 students were enrolled at this school in 2021, 16 female and 24 male.

0 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).

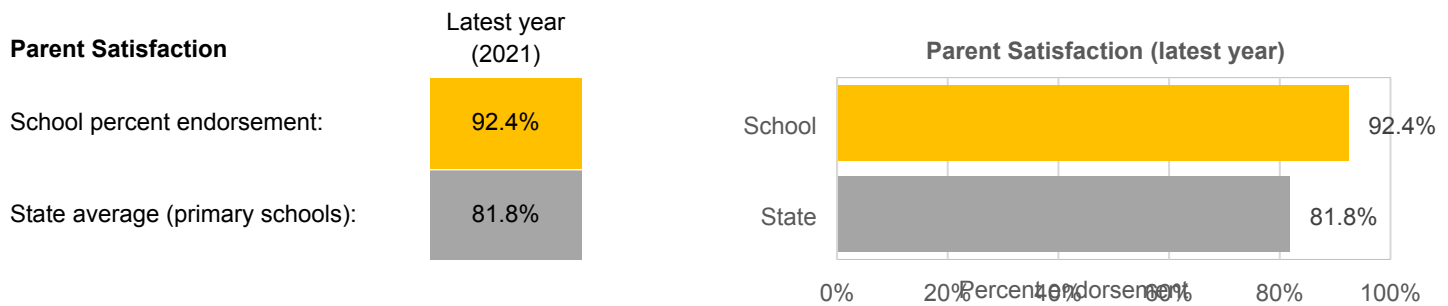
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

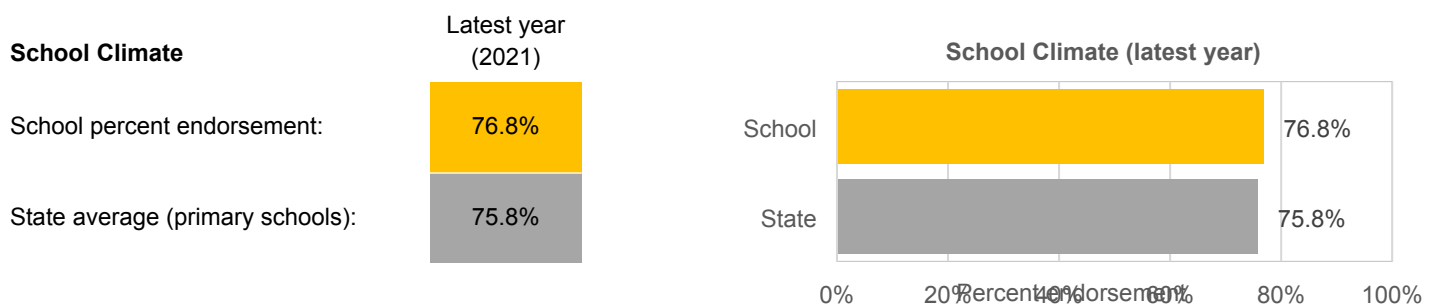


School Staff Survey

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:

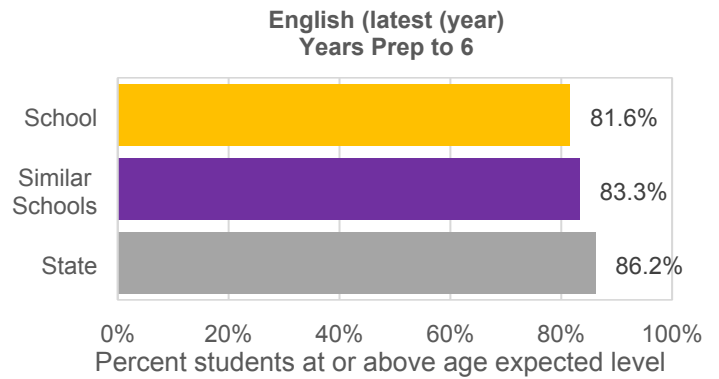
81.6%

Similar Schools average:

83.3%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

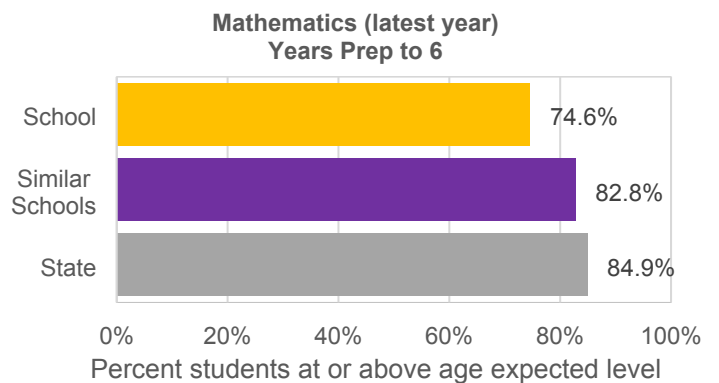
74.6%

Similar Schools average:

82.8%

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.

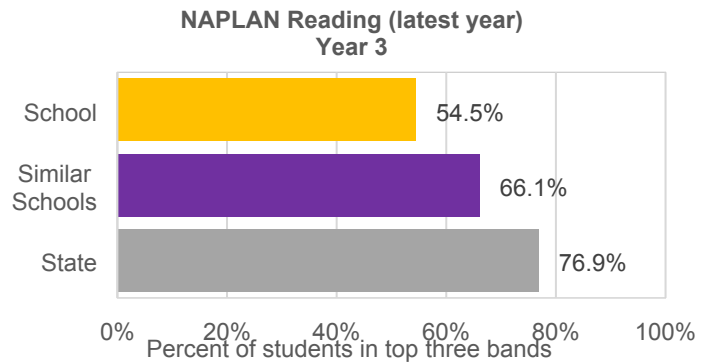
NAPLAN

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.

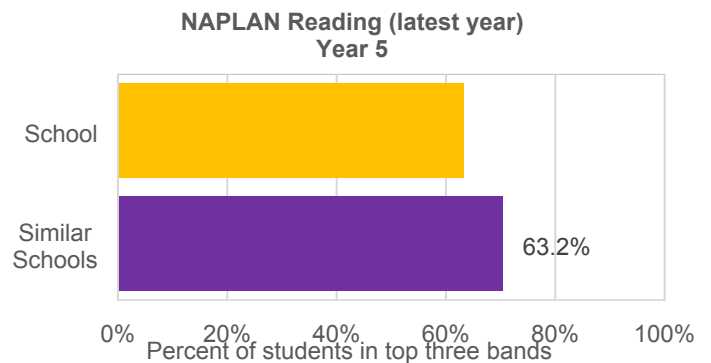
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	58.8%
Similar Schools average:	66.1%	67.6%
State average:	76.9%	76.5%



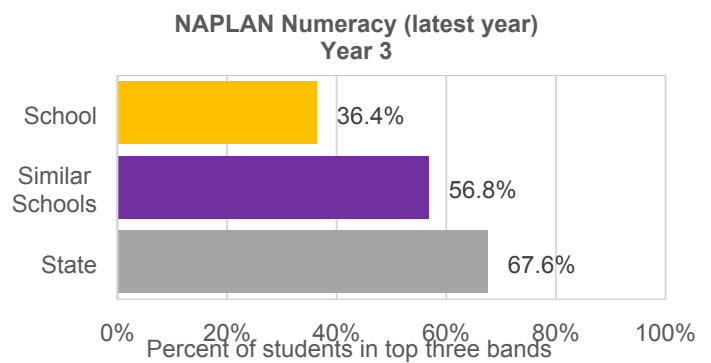
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	77.8%
Similar Schools average:	63.2%	61.3%
State average:	70.4%	67.7%



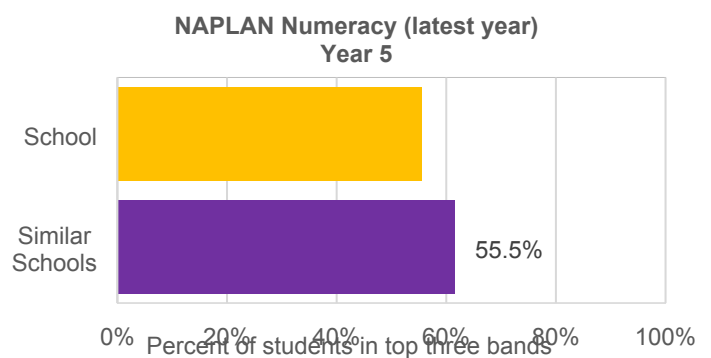
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.4%	47.1%
Similar Schools average:	56.8%	62.7%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	66.7%
Similar Schools average:	55.5%	53.3%
State average:	61.6%	60.0%



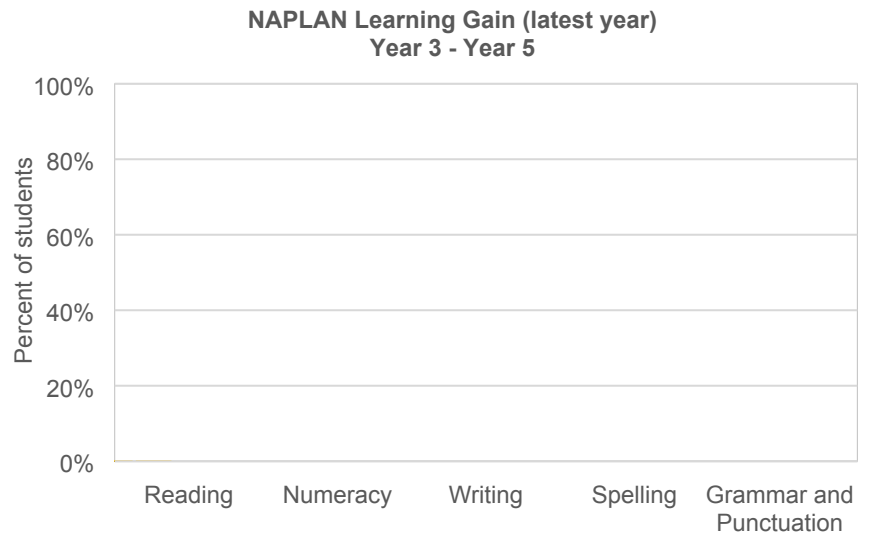
ACHIEVEMENT (continued)

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:	NDP	NDP	NDP	24%
Numeracy:	NDP	NDP	NDP	21%
Writing:	NDP	NDP	NDP	17%
Spelling:	NDP	NDP	NDP	21%
Grammar and Punctuation:	NDP	NDP	NDP	21%



ENGAGEMENT

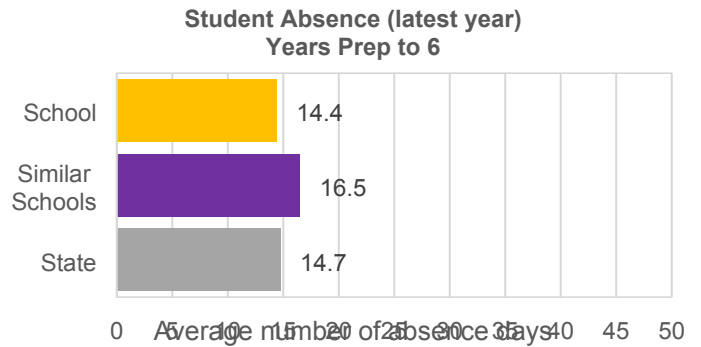
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.4	14.7
Similar Schools average:	16.5	15.9
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):	93%	93%	90%	94%	95%	NDP	92%

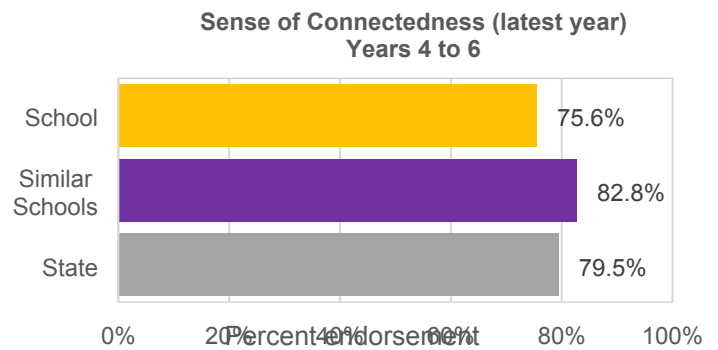
WELLBEING

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:	75.6%	68.5%
Similar Schools average:	82.8%	82.5%
State average:	79.5%	80.4%

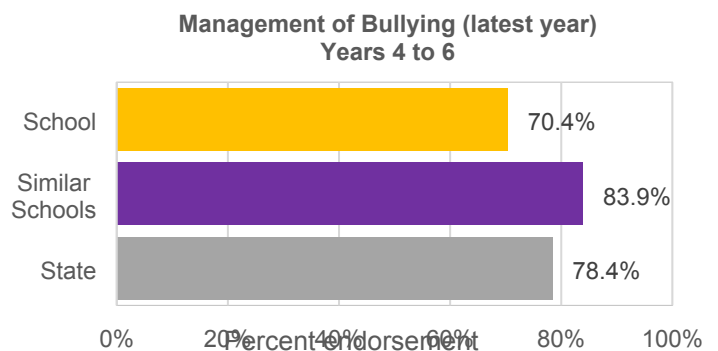


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.4%	69.2%
Similar Schools average:	83.9%	83.9%
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	\$617,676
Government Provided DET Grants	\$236,961
Government Grants Commonwealth	\$1,800
Government Grants State	\$0
Revenue Other	\$957
Locally Raised Funds	\$11,264
Capital Grants	\$0
Total Operating Revenue	\$868,659

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,599
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,599

Expenditure	Actual
Student Resource Package ²	\$615,418
Adjustments	\$0
Books & Publications	\$700
Camps/Excursions/Activities	\$7,467
Communication Costs	\$2,983
Consumables	\$8,607
Miscellaneous Expense ³	\$9,362
Professional Development	\$450
Equipment/Maintenance/Hire	\$18,634
Property Services	\$24,160
Salaries & Allowances ⁴	\$37,063
Support Services	\$3,574
Trading & Fundraising	\$10,858
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,610
Total Operating Expenditure	\$744,885
Net Operating Surplus/-Deficit	\$123,774
Asset Acquisitions	\$15,300

- (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	\$171,691
Official Account	\$7,013
Other Accounts	\$0
Total Funds Available	\$178,704

Financial Commitments	Actual
Operating Reserve	\$20,472
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$52,758
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	\$22,000
Maintenance - Buildings/Grounds < 12 months	\$83,416
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$178,646

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.