

2020 Annual Report to The School Community



School Name: South Melbourne Primary School (5559)



- 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 28 April 2021 at 12:56 PM by Noel Creece (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 30 April 2021 at 08:26 PM by Dragan Rajak (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

Vision Statement:

* Inspiring hearts and minds to thrive.

Values:

- * Character
- * Community
- * Learning

Purpose Statement:

* We care for and educate children to be successful learners, confident people and creative individuals who are empowered to be active, empathetic and informed citizens.

Our Learning Philosophy:

At South Melbourne Primary School, every person is significant. Our educational philosophy supports every child to be safe, happy, connected and achieving. We develop a culture of gratitude, empathy and an active care of others and the environment. We aim to develop the essential skills of literacy and numeracy. We strive to develop professional excellence and knowledge of world's best practice which uses data as evidence of growth over time. We constantly inspire students to become curious and engaged in authentic learning experiences. We teach and support social and emotional wellness and ensure children have an active voice in their development. Students will emerge resilient and self-motivated with the ability to articulate goals and growth.

Context:

South Melbourne Primary School opened its doors for the first time in 2018 and is the first vertical government Primary School in Victoria's history; catering for up to 525 students when it reaches full capacity. With conveniently located public transport nearby and a community park being developed, the school will foster a sense of belonging and place for connecting locals and the school community.

The school Values are Character, Community and Learning. We believe in developing emotional and social intelligence in staff and students alike (Character). We believe that people thrive when connected to each other and have a sense of a larger purpose in life (Community). We also believe that every child should be literate and numerate, and curious about the world we live in (Learning). We promote Gratitude, Empathy and Mindfulness by actively seeking instances of these in our daily environment.

The school is a state-of-the-art co-educational Prep-6 facility with community spaces administered by the City of Port Phillip (such as an Early Learning Centre). The school design was awarded the Future Project of the Year at the World Architecture Festival Awards held in Berlin.

The school supports a full range of learning and teaching activities for a range of group sizes – individual, small-group, medium-group through to large community gatherings. Teaching and pedagogy inside these spaces aspire to world's-best-practice and all staff operate in Professional Learning Communities. Being able to operate as a contributing and compassionate team member is paramount.

The school is primarily accessible by public transport. Street parking is limited and restricted by the City of Port Phillip Council. Potential staff should understand the restricted nature of car parking and public transport would be encouraged for employees.

General:

* At the end of 2020, we had 27 teaching staff, 3 office staff, 7 integration aides and 2 multi-cultural aides.

* We had a census figure of 449 students in 2020.

* Our school peaked at about 480 students, but the opening of Docklands Primary School in 2021 (with hundreds of students living just near the new building) had a significant effect on the numbers for 2021 at SMPS

* Our school boundary was significantly redrawn as well so this had a compounding effect on the number of students inside the new catchment which is a huge challenge from a budgetting and staffing perspective

* Compounding this further was the retraction of international families due to COVID closing the borders - we rely on business migrants and this number has been severely curtailed

Framework for Improving Student Outcomes (FISO)

Our School Strategic Plan (2020-2023) and Annual Implementation Plan focussed on three main goals:

- * Goal 1: To improve outcomes in literacy and numeracy for all students
- * Goal 2: Improve wellbeing of all students
- * Goal 3: To improve student engagement for all students

The main facets of Goal 1 included:

- * Teacher judgement at or above age expected level for Reading and Viewing increasing from 91% to 95%
- * Teacher judgement at or above age expected level for Writing increasing from 88% to 93%
- * The percentage positive responses in the staff survey for Guaranteed and Viable curriculum to increase from 63% to 85%
- * Having a documented guaranteed and viable curriculum in Literacy and Numeracy
- * Creating and embedding an Assessment and Reporting cycle across Prep–Year 6 to include response to intervention in order to monitor, track and improve student outcomes in Literacy and Numeracy
- * Embedding a cycle of inquiry within Professional Learning Teams in Literacy to enhance teacher knowledge and capacity to utilise High Impact Teaching Strategies

The main facets of Goal 2 included:

- * Teacher–Student Relations (Teacher Concern) increasing from 38% positive endorsement to 77% in the Attitudes to School Survey
- * Social Engagement (Sense of Inclusion) will increase from 76% positive endorsement (2018) to 92% in the Attitudes to School Survey
- * Tripod/School survey (re student perception of their teacher) will achieve an average score of 80% positive endorsement across the school.
- * Focus on building a sense of local identity for the school
- * Document a guaranteed and viable curriculum for social and emotional wellbeing
- * To regularly implement, monitor and track student feedback to inform professional development and/or whole school/individual foci

The main facets of our Goal 3 included:

- * Student Voice and Agency to increase from 42% to 75% in the Attitudes to School Survey
- * Stimulating Learning to increase from 44% to 75% in the Attitudes to School Survey
- * Effective Teaching Time to increase from 62% to 75% in the Attitudes to School Survey
- * Unapproved Attendance rate to decrease from an average of 17 to 14

General:

It should be noted that the COVID-19 pandemic impacted significantly in the reporting period on our ability to institute the programs we had intended. We were well placed with our remote learning with our Grades 1-6 device program which allowed easy access into the homes when the school went into coronavirus lockdown. We used both Seesaw and MS Teams as our main conduits to homes and these were both successful in distributing work to students. Our staff and students had huge learning curves with the use of online tools such as Webex which we now carry into the new year (this was a pleasing off-shoot).

Achievement

Goal 1 in 2020:

- * Teacher Judgement (at or above age expected level) in Reading was 80%
- * Teacher Judgement (at or above age expected level) in Writing was 57%

Goal 2 in 2020:

- * Guaranteed and Viable Curriculum in Staff Opinion Survey was not measured due to COVID

- * Student-Teacher Relations (Teacher Concern) was 74% in the Attitudes to School Survey
- * Social Engagement (Sense of Inclusion) was not measured due to COVID
- * Student Perception of Teacher was not measured due to COVID

Goal 3 in 2020:

- * Student Voice and Agency was 65% in the Attitudes to School Survey
- * Stimulating Learning was 83% in the Attitudes to School Survey
- * Effective Teaching Time was 84% in the Attitudes to School Survey
- * Unapproved attendance per student was 0.4
- * Average attendance per child was 91%

Program for Students with Disabilities

In 2020 we had 15 students funded PSD. 2 applications pending and approved in 2021.

- Students on the Program for Students with disability had a supportive transition to their new classes which began in 2019 and continued into 2020.
- Early Term 1 SSGs were conducted with new teacher and parents to ensure smooth transition and everyone was on board with learning goals. Parents had the opportunity to share their child’s strengths early on and build relationship with the teacher
- With the introduction of remote learning, we wrote a wellbeing plan to ensure all PSD students were supported academically and social/emotionally.
- Children were supported by aides and teachers on a daily basis throughout the day over Webex or face to face if child was onsite. This occurred in 1-1 sessions or group sessions.
- We saw good progress of students through targeted sessions on areas such HFW and phonics
- Students were also supported with social skills through online sessions
- The relationship between parents and aides really improved and aides really enjoyed the close communication they had with families on a daily basis.
- IEP goals were readjusted to meet the needs of the online platform and student’s individual needs
- Aides had fortnightly meetings with the Assistant Principal to ensure they felt they had the skills and strategies to support students
- Aides attended the 4 hour PLT with teachers for professional development and to know what the learning plans were for subsequent weeks. They then could adapt plans to support students.
- Many students had a modified timetable and focused on other key areas based on their individual needs.
- Teachers received ongoing professional development from SSS and behaviour support from Mahogany Rise development centre.
- Students had a return to school plan after the extended time away from school.
- SSGs were conducted online in Term 2,3 and 4

Engagement

Active engagement was achieved through the creative use of Webex, with staff really rising to the challenge of making learning fun - despite it being in front of a computer for large parts of the term.

To support student engagement during the transition back to onsite learning, our school:

- * Ran Circle Solutions (a prosocial program involving group discussions) online
- * Held special days completely devoted to engagement and wellbeing online
- * Made constant check ins with all students by using the MS Teams messaging platform - these were a mix of business and pleasure
- * Ran parent information evenings to keep parents informed of curriculum and program development

General:

The school continued the School Wide Positive Behaviour Framework as the key plank of its engagement program. Teachers were able to access common language when speaking of behaviour and expectations and that really assisted the early development of student culture in the school. We worked in Professional Learning Teams where teachers of similar level collaborated to plan the program. Our specialist team of Physical Education, STEAM and Music and LOTE (Mandarin) were key players in engaging students socially and emotionally.

Wellbeing

Year 2020 was certainly challenging with the remote learning proving difficult - especially for students with social and emotional needs.

To support student engagement during the transition back to onsite learning, our school:

- * Ran Circle Solutions (a prosocial program involving group discussions) online
- * Employed a dedicated Student Wellbeing Officer who made regular check in calls to students with known issues
- * Employed a dedicated counsellor to sit with students and parents who displayed concerning behaviours that required higher levels of intervention
- * Held special days completely devoted to engagement and wellbeing online
- * Made constant check ins with all students by using the MS Teams messaging platform
- * Made use of the Student Wellness Tool to track students at need

General:

Many students returned to school late in 2020 very unsettled and this put a real strain on staff and students alike. We experienced some quite abnormal behaviours in a handful of students who were not funded in the PSD program. We stretched as far as we could to remediate these behaviours, but it was certainly challenging at times. For these reasons, we invested a lot of money into extra aide support and wellbeing in general.

Financial performance and position

2020 was definitely a challenging year and I'm sure most schools can say that their budgets were all over the place. With staff working offsite for some of the year, program budgets and utilities expenditure were lower than anticipated however other budgets such as cleaning supplies for hand sanitisers and CRT/Non-Teacher Relief for on-site supervision sky rocketed. In 2020 the school implemented a School Device Program to ensure every student has a device in their hand, in which the school leases devices out to families on an annual basis. This was extremely successful in its first year with parents ensuring school fees are paid on time.

The school were successful in receiving a \$20,000 grant from the Local School Community Fund to purchase more student furniture for the school. This was an enormous relief as we were finding it hard to keep up with the influx of new students enrolling. We spent the equity funding wisely and purchased Leveled Literacy Intervention resources which have really been useful. Even though students were learning from home we still managed to bring the community together by doing online raffles and developing a school cookbook and raised over \$5,000. No new contracts were entered into by the School Council due to COVID-19 restrictions being in place.

For more detailed information regarding our school please visit our website at
<https://southmelbourneps.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 455 students were enrolled at this school in 2020, 226 female and 229 male.

66 percent of students had English as an additional language and 1 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.

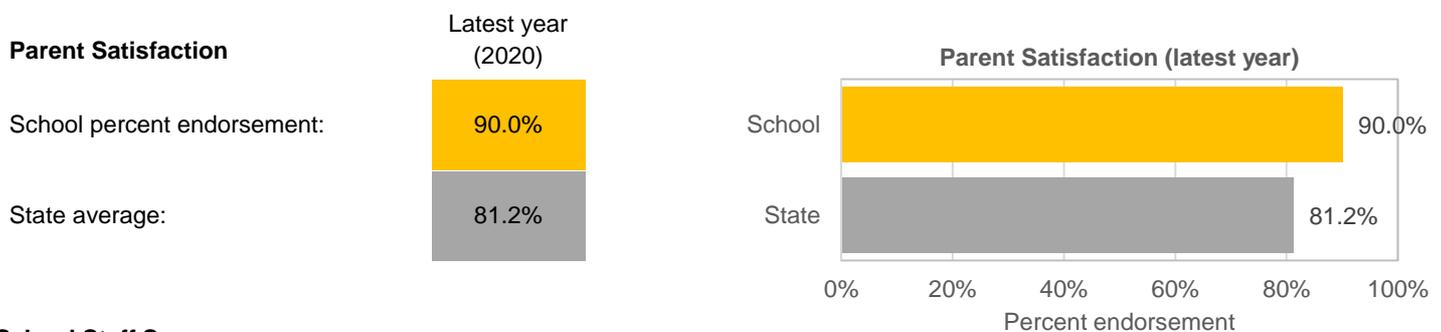
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

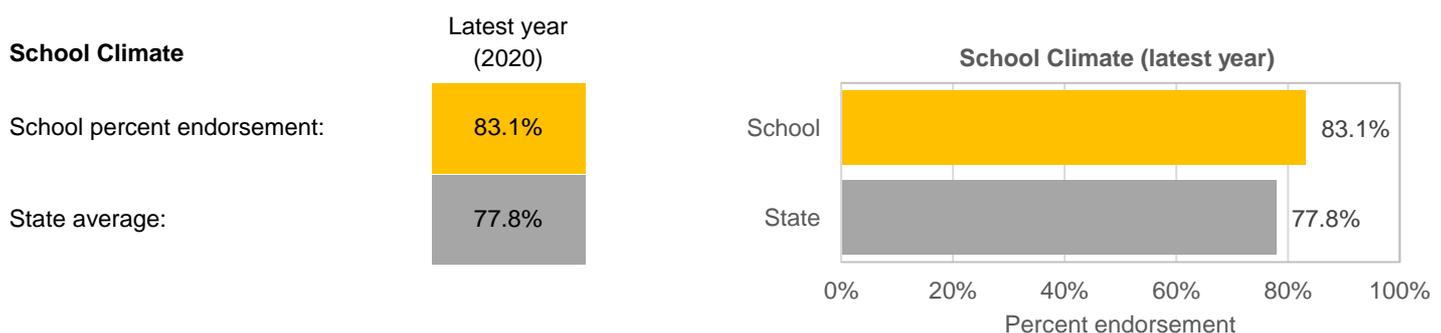


School Staff Survey

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:

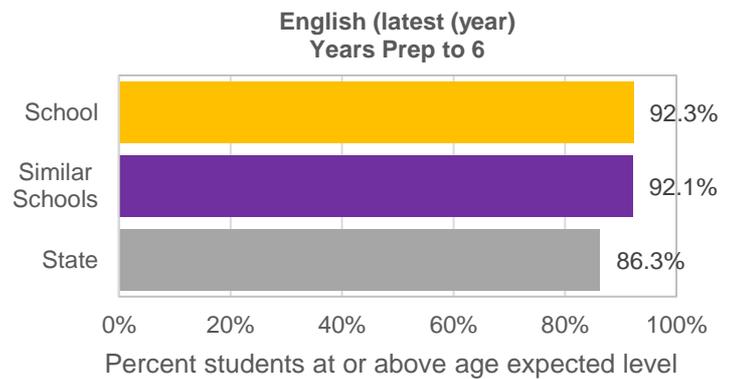
92.3%

Similar Schools average:

92.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

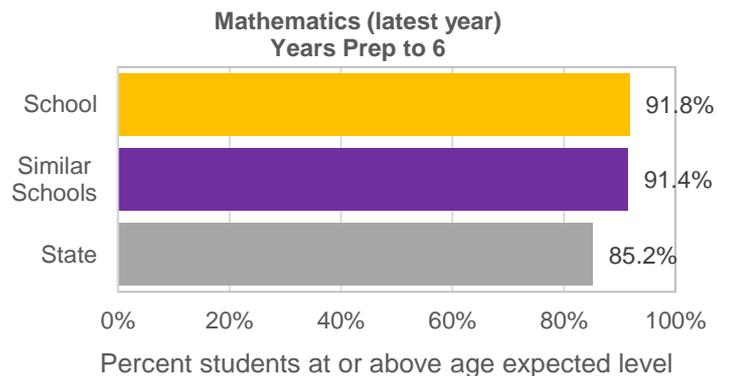
91.8%

Similar Schools average:

91.4%

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

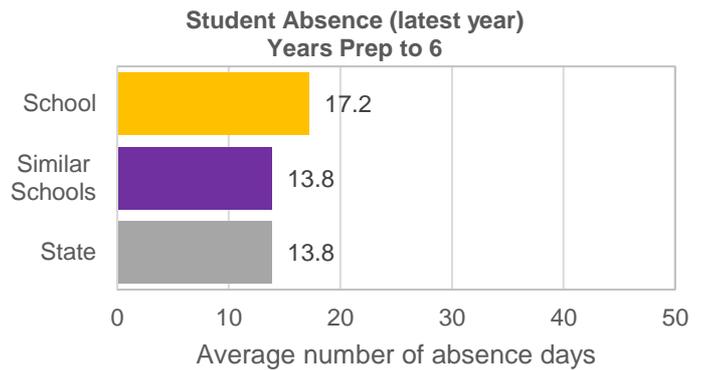
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.2	18.0
Similar Schools average:	13.8	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):	91%	91%	91%	92%	88%	93%	94%

WELLBEING

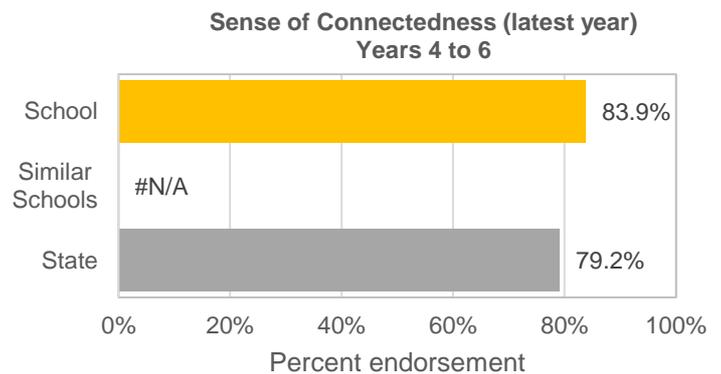
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	83.9%	80.6%
Similar Schools average:	NDP	84.7%
State average:	79.2%	81.0%



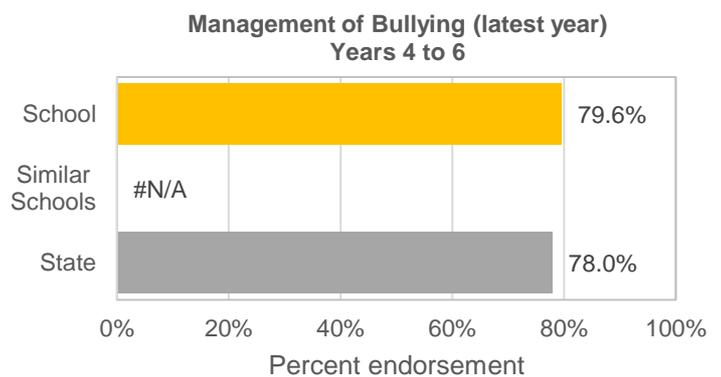
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	79.6%	77.2%
Similar Schools average:	NDP	82.3%
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	\$3,967,529
Government Provided DET Grants	\$495,351
Government Grants Commonwealth	\$33,383
Government Grants State	NDA
Revenue Other	\$63,713
Locally Raised Funds	\$912,249
Capital Grants	NDA
Total Operating Revenue	\$5,472,225

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,139
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$19,139

Expenditure	Actual
Student Resource Package ²	\$3,550,361
Adjustments	NDA
Books & Publications	\$14,868
Camps/Excursions/Activities	\$66,635
Communication Costs	\$7,882
Consumables	\$141,669
Miscellaneous Expense ³	\$28,453
Professional Development	\$40,551
Equipment/Maintenance/Hire	\$148,819
Property Services	\$60,547
Salaries & Allowances ⁴	\$156,078
Support Services	\$194,839
Trading & Fundraising	\$12,314
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$160
Utilities	\$75,209
Total Operating Expenditure	\$4,490,384
Net Operating Surplus/-Deficit	\$981,840
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 02 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	\$329,402
Official Account	\$64,403
Other Accounts	\$33,032
Total Funds Available	\$426,837

Financial Commitments	Actual
Operating Reserve	\$155,019
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$50,153
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$245,173

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.