

2021 Annual Report to The School Community



School Name: Currawa Primary School (3907)



- 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 10 March 2022 at 02:48 PM by Jarod Bacon (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 March 2022 at 03:58 PM by Anna Feldtmann (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

At Currawa Primary School, The Little School where Science Rules, we are A.C.E! (Accepting, Curious and Enthusiastic). Our aim is to promote and develop lifelong learners by working to develop confident children who: Demonstrate high levels of understanding of the curriculum, are working to become socially competent individuals who contribute to the broader community, have a spirit of curiosity, have an appreciation and understanding for cultures other than their own, are working to become independent thinkers who are adaptive and resilient in a changing world and foster a respect and responsibility for self and others.

Our school lies at the foothills of Mount Major in a rural area in North East Victoria in between the two regional centres, Shepparton and Benalla. The school is located on the grounds of Melbourne University's Dookie Campus. 2021 saw the school start the year with 13 students. The Currawa Primary School students come from families who work at the Dookie Agricultural University, nearby farms, the township of Dookie or from the regional centre, Shepparton. The families that attend Currawa Primary School have a close relationship with the school and form a tight-knit community.

Current staffing at Currawa includes a full-time teaching principal, an experienced 0.6 teacher, a 0.2 business manager, 0.2 education support and a bus driver, as well as visiting specialist teachers for Art, Library and EAL support. ICT is also very well supported, with a computer and iPad assigned for each student. Currawa has now been running a Mandarin Program for 5 years. This program sees us use ICT to connect with a teacher at the base school to take part in a live lesson.

Currawa promotes the importance of Student Health and Wellbeing to equip students with important social and emotional skills such as resilience, courage, looking on the bright side, understanding our emotions, building relationships and the harm bullying can cause.

The school is regularly involved in Cluster Days with groups of other small schools for special performances, sporting events and camps, and has a good working relationship with the nearby regional schools. The parent community is heavily involved with the school, with nearly all families represented on school council. The small size of the school, its links with the community and parents, and the dedication of the teaching staff offer a uniquely safe and nurturing environment for a group of well-engaged and connected students.

In 2018, Currawa Primary School took part in a School Review and built a new Strategic Direction for the School. The School Strategic Plan 2019-2021 is aimed at addressing four important student outcome areas, Achievement, Engagement, Wellbeing and Productivity.

Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives and key improvement strategies for Currawa Primary School were set in 2018. The new initiatives that were set are:

Curriculum planning and Assessment

- Build a documented guaranteed viable curriculum
- Integrate learning areas into a coherent, sequential and development program of learning

Instructional and shared leadership

- Building teacher capacities to analyse student assessment data to inform and evaluate teaching effectiveness
- Develop the strategic and instructional leadership of principal and staff

Parent and carers as partners

- Strengthen the partnership between staff, students, parents and the community for student wellbeing and engagement.

Empowering students and building school pride

- Embed student voice and agency in student learning
Vision, values and culture
- Collaboratively develop the school vision, processes, document and sustainability for the school

During 2021 we continued to concentrate on embedding the Fountas and Pinnell reading assessment resource into the school Assessment Schedule. What started as a community of practice with 3 other schools in 2020 and became a Professional Learning Community (PLC) in 2021. We started to meet weekly via WebEx. We met this way due to the COVID-19 pandemic that was occurring. We also continued to develop our School Wide Positive Behaviour model throughout 2021.

Achievement

A Key Improvement Strategy (KIS) in the 2021 Annual Implementation Program was the learning catch-up and extension priority. The actions that we set out for ourselves to achieve this were; building teacher capability to deliver targeted student support in literacy and implement the tutor learning initiative. The success indicators that were achieved for this KIS were; all students having individual education plans that are monitored and adjusted twice per term and assessment schedule reviewed and updated.

We also had a lot of success with 'Remote and Flexible Learning'. Throughout 2021 we were in and out of Remote and Flexible Learning due to the COVID-19 pandemic. We used WebEx Teams to communicate with the students. All families were able to take part in daily sessions with the teachers. WebEx teams was a good platform for the school. Webex teams continues to be a great way for the school to communicate with families.

Engagement

In 2021, Currawa continued to have strong attendance rate. The school's attendance rate continues to be better than like school's and better than the state average. For 2021 the average student absence rate was 9.4 days for the entire year. For a lot of the year the students took part in Remote and Flexible Learning. Throughout this time the teachers continued with a conferencing model for teaching where the students and teachers had 1:1 teacher conferences. This form of teaching allowed the students to have a strong connection to their teachers and learning even when they were not at school.

At Currawa Primary School we continued with our Science and Chinese (Mandarin) programs for the entire year. These programs are well participated in by the Currawa students. Even during remote learning, the students were able to have strong participation rates in these two activities even when they didn't have to attend. In 2021 we continued to utilise the services of SkillZone to provide the opportunity for students to participate in a range of physical activities and games. Students had a strong engagement in this program showing enthusiasm through excellent participation.

Wellbeing

A Key Improvement Strategy in the 2021 Annual Implementation Program was the happy, active and healthy kids priority. The actions were to establish a whole school approach to social-emotional learning or belonging and engagement. The success indicators that were achieved for this KIS were; weekly / daily planning documents reflecting social-emotional curriculum and curriculum documentation reflecting social and emotional learning.

Life Skills Go, an online well being program, has continued to be embedded at Currawa Primary School. This online program draws upon the Health and Physical Education curriculum, social emotional learning frameworks, whole-school wellbeing strategies, mindfulness science and positive psychology in combination with effective pedagogical practices. It was also used to track student wellbeing data.

Finance performance and position

At the end of 2021 Currawa Primary School carried forward \$89,921 in cash and had a Student Resource Package (SRP) credit surplus of \$8,706.

As the school is on the Bushfire at Risk Register, funding was received for Bushfire Preparedness with these funds utilised to ensure the school grounds were as prepared and as fire safe as possible. This included upgrading access for emergency vehicles and the removal of combustible materials and vegetation from the grounds and building surrounds. SRP Maintenance and Minor Works funding has also been utilised to ensure buildings and grounds are kept highly maintained and in good condition.

A proportion of the carry forward cash has been set aside towards the possible future replacement of the school owned bus which is utilised on a daily basis to transport children to and from school. The bus is also used for camps and excursions further extending the students life experience.

Much consultation and planning took place during 2021 relating to a major refurbishment of the school following the announcement of a \$1.12 million grant from the VSBA. This planning is continuing with the works staged over a period of time to ensure minimal disruption to the education of our students.

Students again participated in high quality Chinese language program, delivered online, and funded through SRP cash.

Sporting Schools funding has once again been utilised to extend students access to a variety of sporting opportunities and to extend their overall physical activity.

For more detailed information regarding our school please visit our website at
<https://www.currawaps.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 13 students were enrolled at this school in 2021, 5 female and 8 male.

43 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

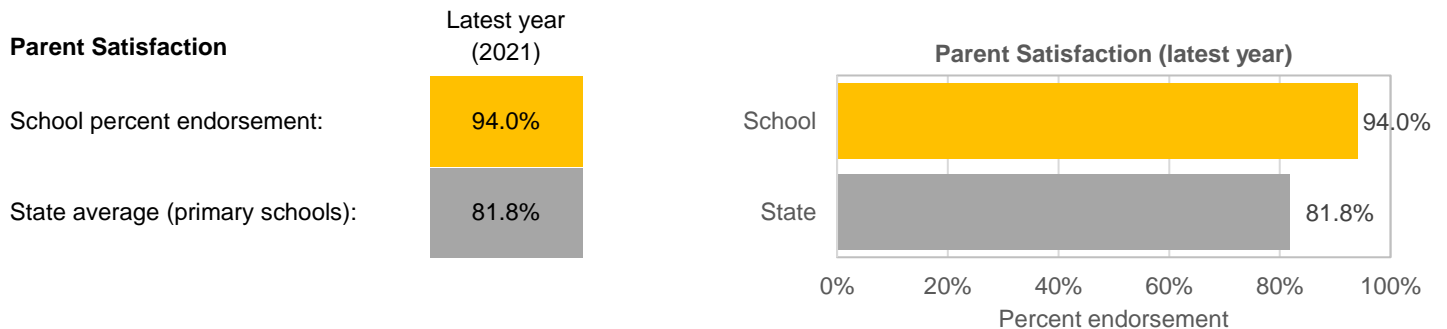
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

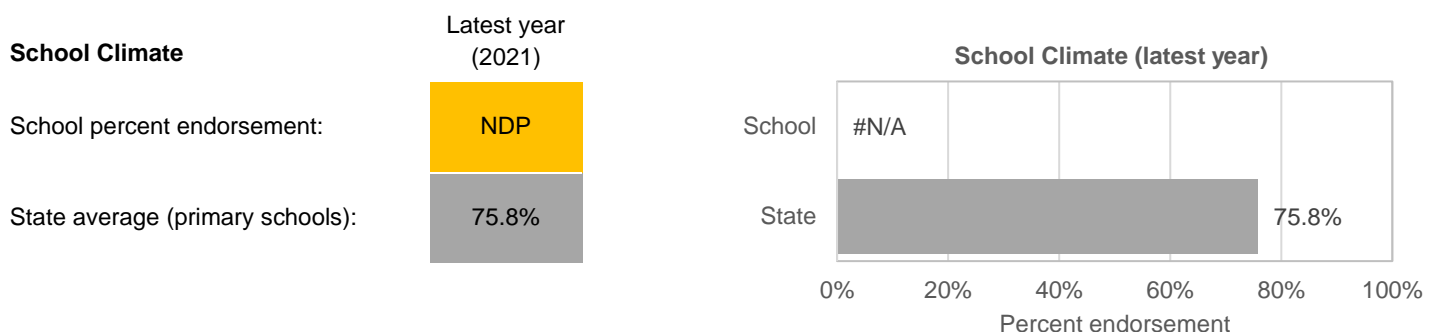


School Staff Survey

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:

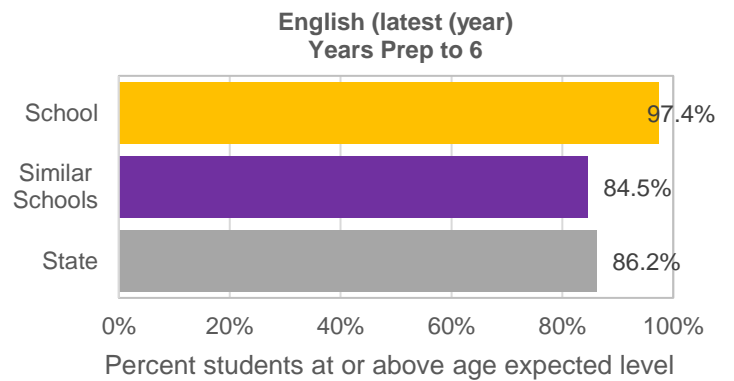
97.4%

Similar Schools average:

84.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

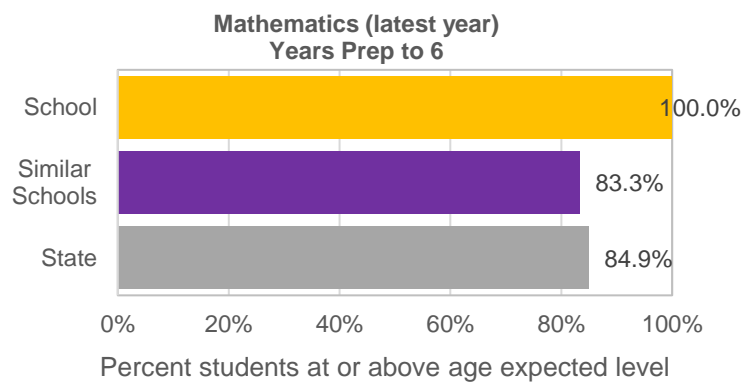
100.0%

Similar Schools average:

83.3%

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.

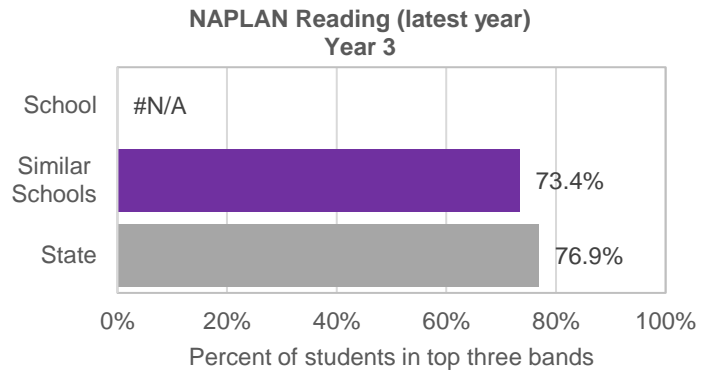
NAPLAN

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.

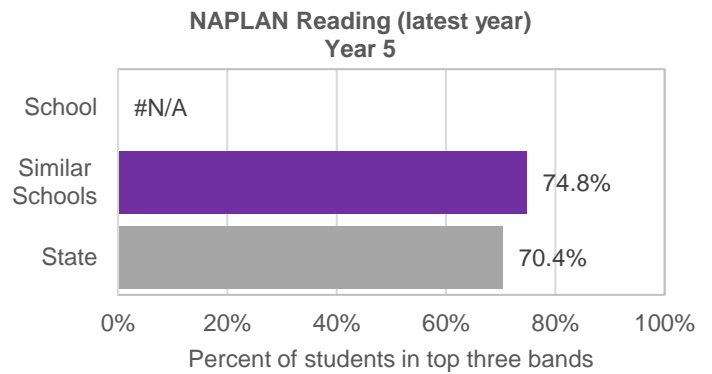
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	73.4%	71.5%
State average:	76.9%	76.5%



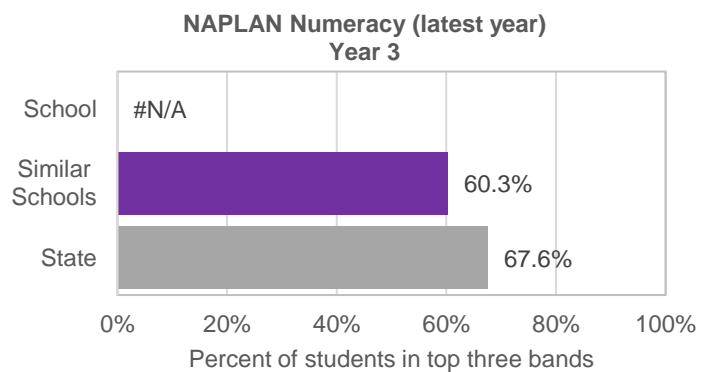
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	74.8%	63.9%
State average:	70.4%	67.7%



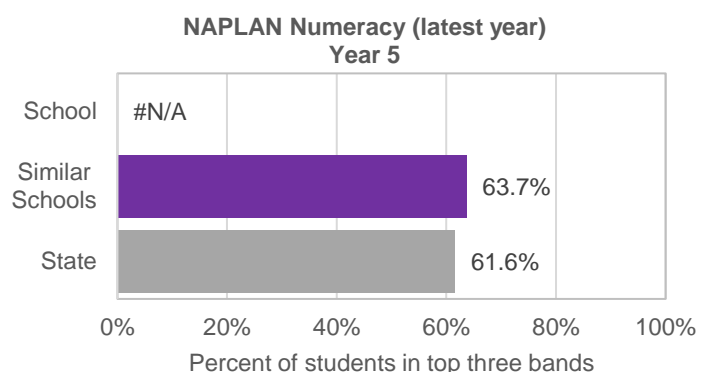
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	60.3%	65.5%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	NDP
Similar Schools average:	63.7%	56.7%
State average:	61.6%	60.0%



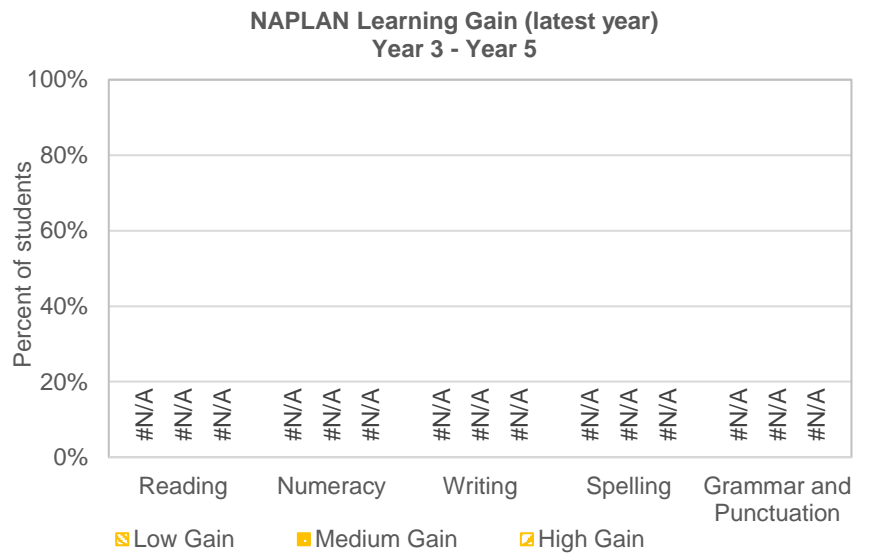
ACHIEVEMENT (continued)

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	33%
Numeracy:	NDP	NDP	NDP	26%
Writing:	NDP	NDP	NDP	24%
Spelling:	NDP	NDP	NDP	28%
Grammar and Punctuation:	NDP	NDP	NDP	22%



ENGAGEMENT

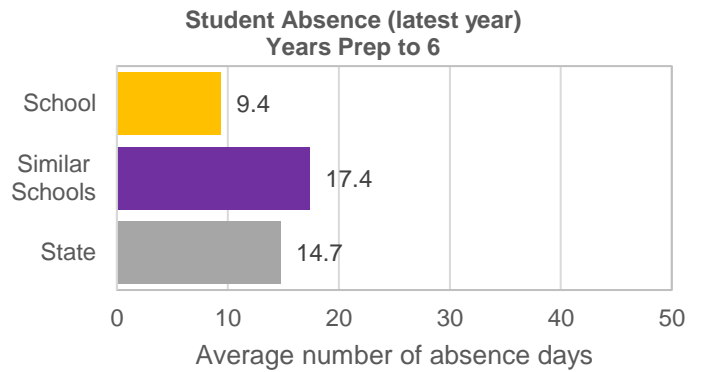
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	9.4	10.5
Similar Schools average:	17.4	16.1
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):	NDP	96%	NDA	NDA	NDP	NDP	NDP

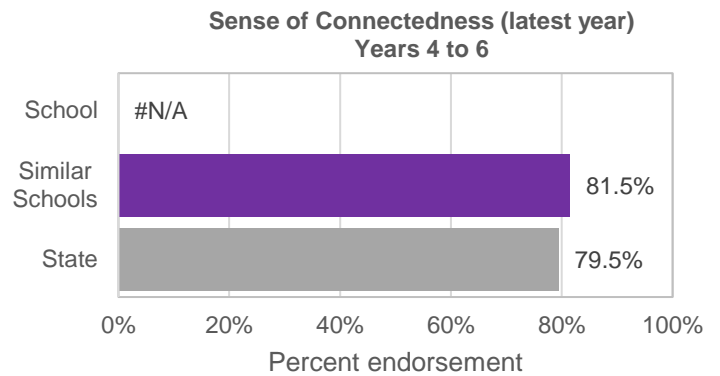
WELLBEING

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:	NDP	88.9%
Similar Schools average:	81.5%	79.5%
State average:	79.5%	80.4%

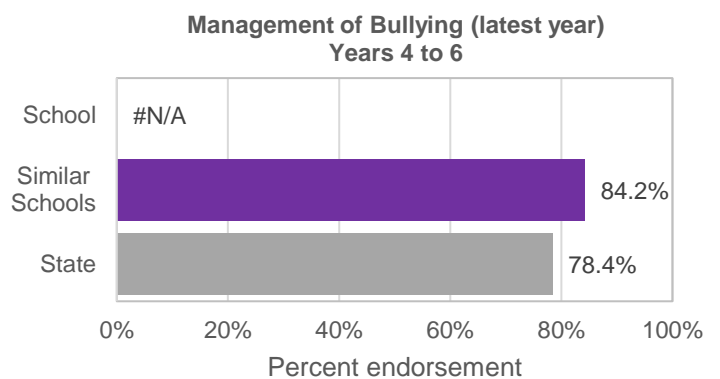


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDP	85.2%
Similar Schools average:	84.2%	81.6%
State average:	78.4%	79.7%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$251,523
Government Provided DET Grants	\$97,878
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$2,673
Locally Raised Funds	\$7,208
Capital Grants	\$0
Total Operating Revenue	\$363,782

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$242,816
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$0
Communication Costs	\$1,618
Consumables	\$4,868
Miscellaneous Expense ³	\$1,907
Professional Development	\$1,429
Equipment/Maintenance/Hire	\$1,215
Property Services	\$10,665
Salaries & Allowances ⁴	\$28,195
Support Services	\$11,480
Trading & Fundraising	\$76
Motor Vehicle Expenses	\$7,460
Travel & Subsistence	\$0
Utilities	\$268
Total Operating Expenditure	\$311,997
Net Operating Surplus/-Deficit	\$51,785
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$88,242
Official Account	\$1,679
Other Accounts	\$0
Total Funds Available	\$89,921

Financial Commitments	Actual
Operating Reserve	\$10,461
Other Recurrent Expenditure	\$0
Provision Accounts	\$7,740
Funds Received in Advance	\$0
School Based Programs	\$7,182
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$5,000
Total Financial Commitments	\$100,382

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.