

# 2020 Annual Report to The School Community



School Name: Penders Grove Primary School (3806)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 31 March 2021 at 09:09 AM by Douglas Lunt (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.

To be attested by School Council President

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

In 2021 the school's population, of 190 students, represents a diverse range of socio-economic, cultural and language backgrounds reflecting the wider community of the City of Darebin. Fifteen teachers provide comprehensive programs in all areas of the Victorian Curriculum with an emphasis on English, Mathematics and Inquiry. Specialist programs in Languages (Italian), Phys. Ed., Music and Visual Arts are provided for all students on a weekly basis. Student learning and wellbeing are enhanced by additional programs including intervention, camping, swimming, interschool sport and targeted social skills programs. The school also provides transition programs from Kindergarten to Foundation as well as from Year 6 to 7. Ten Education Support Staff members undertake a range of support services including administration, integration & intervention, library technician and Out of School Hours Care coordination. Additional teaching or aide support facilitates the development of positive student teacher relationships and differentiation of learning programs. The school is currently in the third year of the Strategic Plan.

The school's goals are:

- To maximise learning outcomes and learning growth in numeracy for all students F-6.
- To maximise learning outcomes and learning growth in literacy for all students F-6.
- To deepen and strengthen students' sense of engagement, wellbeing, and connectedness to school and peers.

### Framework for Improving Student Outcomes (FISO)

FISO 2020 Foci:

- Curriculum Planning & Assessment
- Building Practice Excellence
- Building Leadership Teams

Progress & Highlights:

- Organisation and administration of the school's remote and flexible learning program in Term 2 and 3 was extremely successful and terrific feedback was gained from parents anecdotally and via online surveys.
- The Junior School Council, weekly assembly and the student awards system continued to be strongly based on student input and involvement
- The Pivot student opinion tool was not utilised in 2020 due to COVID19 but will be utilised again in 2021 to give teacher "real time" data on student wellbeing in their classroom and comparisons with 2019 data.
- The Schoolwide Positive Behaviour Program was introduced at the end of 2019 and was a focus in Term 1 and 4 and will be continue to be a major focus as the school further embeds the program in 2021.
- Works on a new outdoor inclusive play space (sensory garden) were completed in early 2021
- 2020 FISO focus areas were still able to be a focus although were adjusted to apply to planning, teaching, assessment and teamwork as part of the school's remote learning program.
- A major focus on Term 4 was the return to onsite learning including student "catchup" and student and staff wellbeing.

### Achievement

According to teacher judgements against the Victorian Curriculum, student learning outcomes F-2 were slightly lower in Maths, and English, when compared to other schools on state comparison measures. The school's expectation is that every student deemed capable will make at least one year's progress each year regardless of their level of achievement. Please note that due to the COVID19 pandemic the NAPLAN testing program was not administered in 2020. A number of students who made progress that was different than expected and/or disengaged from learning due to remote learning in 2020 will be catered for in differentiated classroom learning in 2021 or in the DET tutoring program.

The effective use of assessment data, particularly at the diagnostic level, continued to be used to differentiate the

curriculum to meet individual student’s learning needs. Assessment data continued to be used to provide feedback to individual students to enable them to set their own learning goals. The early identification of factors that may affect students learning and the provision of appropriate interventions continued to be a high priority. Additional staff have continued to be employed to provide programs that assist the learning and welfare of groups and individual students. Arrangements were made to allow for a team approach as often as possible to plan for student learning. Time was allocated to allow release of teachers to undertake observations and class visits and to work with others on improvements to their teaching.

The school has a significant number of students (11%) on the Program for Students with Disabilities (PSD) and a number with a split enrolment with an alternative setting. All students on the PSD program have individualised ILPs and Student Support Group meetings each term to discuss progress against goals and make adjustments where necessary. A number of other students in the school for whom teachers make adjustments, also have an established SSG, ILPs or scheduled meetings during the year.

**Engagement**

Remote Learning due to COVID19 in Term 2 and 3 caused major disruption to student learning and engagement in 2020. The staff and community are to be commended for their flexibility and resilience during this period. School staff in addition to teaching and learning were able to play a major role in the support of students and their families during this period and later in the year when we returned to on site learning. In addition, staff that worked on site, including administration, provided high levels of support to students (either at risk or as the children of essential workers) physically attending the school and to parents and carers requiring support, reassurance or assistance in person or over the phone.

More generally, a consistent approach to student management that is clearly understood by all staff, students and parents and the promotion of positive relationships ensures an orderly learning environment. This will be further enhanced in 2021 by the school’s newly instituted Schoolwide Positive Behaviour Program. According to data derived from attendance levels across all year levels during 2020, the area of Engagement is one where the school achieved slightly lower results to those in other schools on school comparison measure but was close to the state average on a 4 year average. The school continues however to strive towards achieving the state median so improving these outcomes will continue to be a focus in 2021. Ongoing work enhancing the school’s Inquiry Learning programs also aims to enhance student engagement in, and motivation towards, learning.

The Buddies/Cross Age program between Year 6 & Foundation students, Year 1/2 & Year 4 students and Year 5 & Year 3 students, continued to be highly successful. In 2021 the buddies program will continue to operate across all areas as a timetabled whole session each fortnight. ‘Student Voice’ continues to be a focus with a well embedded Junior School Council in operation at the school, classroom responsibilities for 3- 6 classes, student leadership of weekly whole school assemblies as well as a classroom focus on goal setting and feedback.

The school’s expectation is that 90% of students will have 95%+ attendance and the school continues to work toward the state median for student absent days. The attendance of a small number of students continues to be a concern and we will continue to work with these families and seek the support of other agencies where appropriate. Of particular focus in 2021 will be students in Year 2 and Year 5. Overall attendance has shown a slight rise when compared with 2019 data with the average overall attendance rate rising from 91.2% (in 2019) to 91.8 (in 2020). The dedicated Student Welfare Officer role (0.8) allows for a significant amount of time to be dedicated to follow up re. attendance, meeting with families and agencies and 1:1 work with students to assist with regular school attendance.

**Wellbeing**

As previously noted, Remote Learning due to COVID19 in Term 2 and 3 caused major disruption in 2020. As a result of this some students and families disengaged from learning and their connection with the school. Please see above (Engagement) for details on how this was managed and the community supported.

Our strong links with the local secondary school and kindergartens together with the orientation programs continue to support students’ successful transitions to and from primary school and also continues to make a positive impact on

Foundation enrolments. Over the last few years strong links have developed with a number of local kindergartens and childcare centres and this will continue to be a focus in 2021.

To further support students' transitions within the school we ensure teachers are provided with background information about students entering their new class that may affect the student's learning and/or wellbeing and that students know which class they will be in and, where practicably possible, who their teacher will be before the end of each school year. Students visit their new teacher and grade during the last week of Term Four. The purchase of new class creation software greatly streamlined and improved the processes and consultation during end of year formation of grades for the following year.

According to data derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12 student outcomes for our Year 5 students (focus group surveyed in 2020) were substantially higher than schools on school comparison measures for Connectedness to School outcomes and are also slightly higher than other schools on a 3 year average. This is a continuation of 2019 measures and we will continue to focus on maintaining this result in 2021. Measures for Attitudes to Bullying are also much higher than other schools on school comparison measures.

The school's well embedded Bounce Back and Buddies programs teaching resilience and Social Skills are taught across all grades from Prep-6 and will continue to be a major focus in 2021. The school has maintained a vertical staff team focussing on Student Wellbeing and Engagement and a Leading Teacher continues to be employed with Student Wellbeing and Welfare as a focus. Time allocated to this role will continue in 2021. The school received funding from DET for the building of a sensory garden/inclusive outdoor playspace and work was completed in early 2020. This addition has further increased accessibility and a sense of inclusiveness in the school playground. A continued focus will be the Schoolwide Positive Behaviour and Respectful Relationships Programs that the school began to implement and prepare for in late 2019 but was disrupted due to COVID19 in 2020.

### **Financial performance and position**

In 2020 the school continued to make improvements in the areas of general building maintenance eg. replacement of playground asphalt, new fencing, tree removal/replacement, classroom re-carpeting. The school also continued to establish a dedicated maker's space for the 3-6 classrooms. The school had previously been successful in its application for the Inclusive Schools Fund and the creation of a sensory playspace was completed in early 2020. The school benefited from inclusion in DET's asbestos removal program and some breezeway/porch areas, two LTC classrooms and the corridor in the LTC (Specialist) building were re-built and re-painted. Some improvement projects (ongoing maintenance, solar power installation) were postponed due to COVID19 lockdowns and/or restrictions and were rescheduled to 2021.

The school expended Equity monies on additional teaching and support staff to support the school's teacher release (including leadership release), literacy intervention, student support and leadership programs (in line with the school's FISO foci). DET's allocation of Student Welfare funding allowed the school to continue to allocate a teaching staff member to this role (0.8). This focus on student wellbeing was of major assistance to staff and the community during the period of remote learning.

The school continues to maintain a sound financial position with monies invested in preparation for future building and grounds improvements and/or additional student support resourcing if required. For a number of years the school community has had the installation of solar power at the school as a focus for fundraising. Installation is planned to commence in 2021.

**For more detailed information regarding our school please visit our website at**  
[www.pendersgroveps.vic.edu.au](http://www.pendersgroveps.vic.edu.au)

Draft

# 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 203 students were enrolled at this school in 2020, 92 female and 111 male.

14 percent of students had English as an additional language and 10 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.

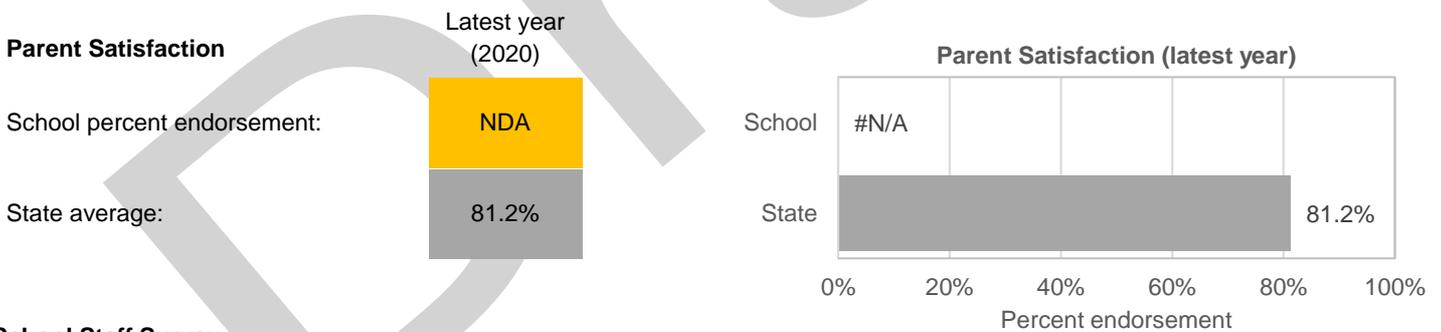
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

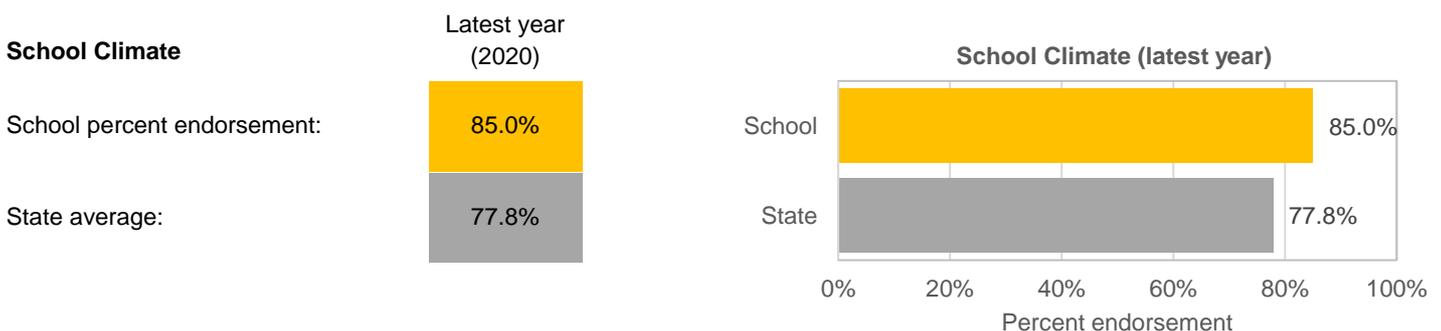


### School Staff Survey

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  
(2020)

School percent of students at or above age expected standards:

82.6%

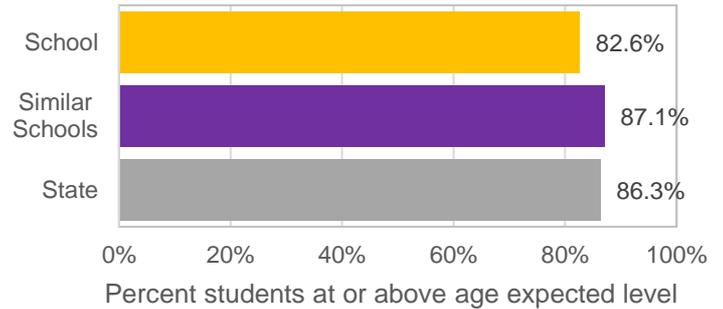
Similar Schools average:

87.1%

State average:

86.3%

#### English (latest year) Years Prep to 6



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

79.9%

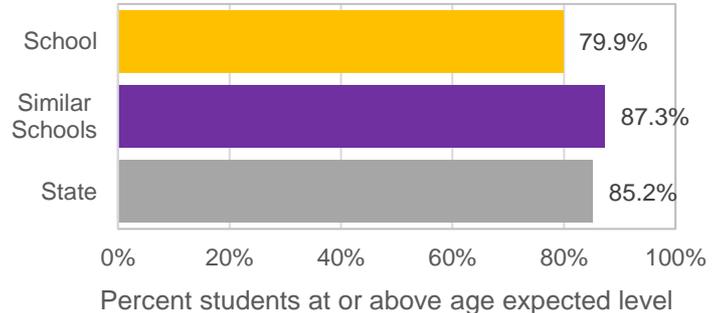
Similar Schools average:

87.3%

State average:

85.2%

#### Mathematics (latest year) Years Prep to 6



### 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

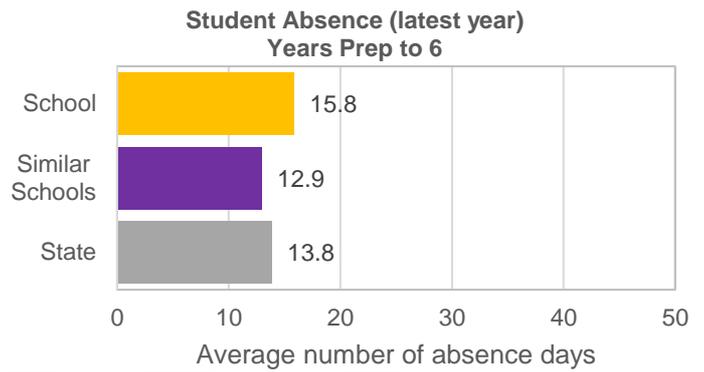
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.8	16.5
Similar Schools average:	12.9	14.9
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):	92%	91%	92%	92%	90%	92%	94%

## WELLBEING

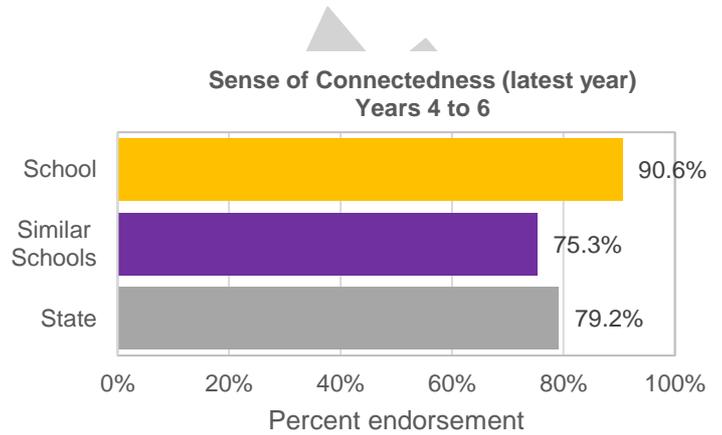
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	90.6%	81.8%
Similar Schools average:	75.3%	80.0%
State average:	79.2%	81.0%



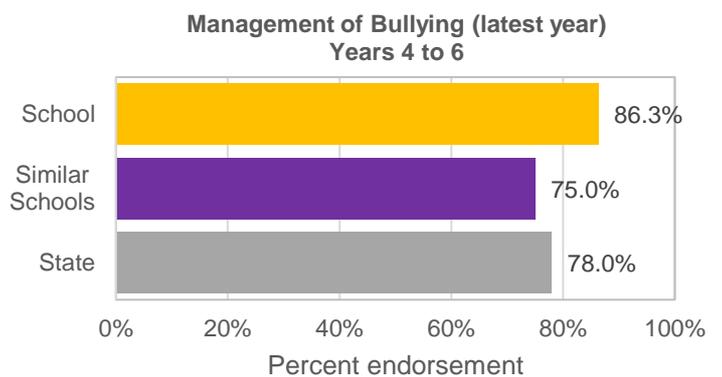
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	86.3%	78.4%
Similar Schools average:	75.0%	80.2%
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	\$2,128,871
Government Provided DET Grants	\$321,576
Government Grants Commonwealth	\$82,906
Government Grants State	NDA
Revenue Other	\$13,283
Locally Raised Funds	\$60,057
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,606,692</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$40,442
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$40,442</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,018,174
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$1,736
Communication Costs	\$4,180
Consumables	\$37,671
Miscellaneous Expense <sup>3</sup>	\$14,559
Professional Development	\$1,385
Equipment/Maintenance/Hire	\$13,815
Property Services	\$100,902
Salaries & Allowances <sup>4</sup>	\$85,192
Support Services	\$5,897
Trading & Fundraising	\$17,372
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,499
<b>Total Operating Expenditure</b>	<b>\$2,323,382</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$283,310</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$203,245
Official Account	\$24,359
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$227,603</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$35,156
Other Recurrent Expenditure	\$797
Provision Accounts	\$5,704
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$41,656</b>

*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.*