

# 2021 Annual Report to The School Community



**School Name: Flowerdale Primary School (3098)**



- 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 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 05 May 2022 at 11:18 AM by Sandra Horwood (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 10 May 2022 at 02:39 PM by Vikki Patten (School Council President)

## How to read the Annual Report

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### 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.

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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).

#### 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.

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### 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)

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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.

'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 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

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### School context

“At Flowerdale Primary School, our goal is to produce lifelong learners within our small school setting. We develop the capacity of children to be resilient and respected members of their local community, whilst encouraging their sense of curiosity and wonder about the world in which we all live. Students at Flowerdale Primary School understand the importance of living in a sustainable world and caring for both the environment and its people.”

The current school values at Flowerdale Primary School are to be a Safe, Respectful, Responsible, Learners. These values are displayed around the school on posters; used as a regular weekly focus in the school newsletter; form the basis of weekly awards presented at school assemblies; are taught and modelled through regular social and emotional learning sessions; and form the framework of our School Wide Positive Behaviour Matrix. The matrix gives clear examples to students about how to enact the school values in the classroom, the playground, at assembly and before and after school. Regular modelling of these behaviours in short teaching sessions at least three times a week helps to consolidate the school wide expectations for student behaviour.

Flowerdale Primary School is a small, rural school situated 80 kms, N.E. of Melbourne. The school is an integral part of this community with strong liaisons with other local groups including the Community House, CFA, Men’s Shed, Sports Club and Community Gardens. Our students have a love of their environment.

The teachers and support staff at this school are committed to providing a nurturing and caring environment; encouraging students to achieve academic excellence whilst caring for each other.

The staff at Flowerdale is a mix of experienced teachers, each bringing a unique dynamic to our small team. There is the equivalent of 5.0 full time staff, 1.0 principal class, 2.0 teachers and 2.0 education support staff. The school provides a range of specialist programs such as the MACC Art program, MARC Van Library Service, German classes, Music/Drama class, Term 1 Swimming Program and Term 2-4 P.E. program.

For 2022 we will have an F-2 class of 16 students and a 3-6 class of 12 students. The PFA and School Council actively contribute to our school. We also have the services of a psychologist and school chaplain to ensure that the health and wellbeing of our students is paramount.

Flowerdale is unique in its design and it serves to ensure that the children of this community are well catered for and can access a quality educational program without having to leave their local area. The school is part of the Education Hub, which also includes the local kindergarten and Maternal and Child Health Centre. Together, with our wider community connections we aim to develop connected, well-adjusted and considerate citizens of the future.

In 2022 we will commence an Out of Hours School Care service to support our families.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the school year was again disrupted by a series of state wide lock downs due to the Covid 19 pandemic. The school continued to provide remote learning through the online program See Saw and Google Classroom and through paper resource packs distributed and corrected weekly. The school also provided computers and internet connections for several families to support the technology needs during this time. Teaching staff worked both remotely and at school providing engaging activities in all curriculum areas. Regular online meetings allowed students to meet with their teacher and a weekly assembly online allowed us to all get together for a bit of fun and celebration. Vulnerable students and students struggling to complete remote learning attended school three days a week. Modifications had to be made to the work tasks to enable students to complete the tasks with minimal help and film tutorials and lessons assisted students to engage with these activities. During remote learning several children thrived and worked to the expected level and beyond, whilst many others struggled with the tasks without continued support and fell below the

expected growth during this time.

On the students return to classroom learning we found it took time for the children to re-engage in school routines and learning activities. Teachers reduced the content to be taught and emphasized consolidation and revision of literacy and numeracy skills to build student confidence in tasks. We found that writing was an area to focus on and we the Six Traits of Writing, teaching explicit writing elements and using student data to provide ongoing feedback and goal setting. An emphasis on Phonemic awareness and Phonics in the junior classroom has helped to build student confidence in writing independently and has supported reading skills. In 2021 one of our main objectives in the teaching of Mathematics in our school was to reinforce the use of challenging tasks, investigations and explicit teaching. This style of mathematics teaching did not suit the difficulties of remote learning, as it requires skilled teacher direction as well as independent exploration guided by the teacher. Another goal for 2021 was to teach modelled lessons and to conduct peer observations to improve teaching skills in Mathematics, this was difficult to achieve due to the many disruptions. In 2022 we will be focusing on writing and spelling as key goals in the AIP to improve student literacy outcomes.

We continued to encourage positive behaviours through a range of positive rewards and awards as part of the School Wide Positive Behaviour Strategy to be Safe, Respectful, Responsible learners. Awards were given at online assemblies and students were acknowledged either on the See Saw platform or in person for following our school values. Opportunities for student voice and agency we limited during the remote learning time and will be a strong focus in 2022.

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## Achievement

Student achievements in Reading and Writing continue to show improvement with the teacher judgements indicating results higher than like schools and slightly less than the state average. Year 3 NAPLAN reading results on a four-year average indicate 88.9% of students achieved in the top three bands which was both better than like schools and the state average. In the area of Mathematics 62.5% achieved in the top three bands, 10% higher than similar schools. The teacher judgements for the whole school overall for achievement in English was slightly higher than like schools and in Mathematics 6% higher than like schools and similar to the state average. Our small student population student includes a high number of students identified with a learning disability, this impacts on the school's overall achievement data. The emphasis in the past three AIPs has been to lift achievement in Writing and Reading and this has brought about improvement in these learning areas. Mathematics was an area identified for improvement in 2021 and work in this area has shown improvement in both teacher judgements and NAPLAN data. A comprehensive approach to improve Mathematics teaching and learning has begun in 2020 through the inclusion of Mathematics leadership and staff training, coaching and modelling of teaching strategies, assessment and monitoring processes for teachers to work at the students' point of need. In 2021 continued to focus on embedding these new practices to improve student engagement and learning in Mathematics. An emphasis on problem solving, mathematical reasoning and Real-World problems, alongside explicit teaching of Numeracy skills forms the basis for our teaching approach.

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## Engagement

In 2021 a strong emphasis on social and emotional learning has ensured a safe and nurturing environment for a group of students with a broad range of learning needs. This is evident through high parent satisfaction in the school 92.55; decreased student absences with results less than similar schools and the state average; high student connectedness, 8% higher than like schools and 12% higher than the state average. Many students were challenged by the periods of remote learning and we adopted some fun challenges and regular webex activities so students could stay connected to each other and the school. Opportunities for celebrations and family activities were limited due to Covid 19 restrictions. We did however celebrate outside with our bi-annual bush dance in Term 4, which was well attended by all families and friends.

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## Wellbeing

Health and well being support was a major focus in 2021. Ongoing lock downs, lack of employment opportunities, lack of social connection and long periods of time at home caused a number of issues for families. Regular communication with families by classroom teachers, the principal and our chaplain were carried out via phone and webex. Many of our families were supported by their children and learnt new skills to attend online webex meetings and interviews with teachers. Our support staff participated in on line sessions and delivered care packages of food and other items to those families in need. Families were assisted with other things including wood deliveries and connections to services when it was required. The chaplain provided regular counselling and support for families in times of high stress and was invaluable in supporting students by listening to their concerns. We had plans for several dad and kids nights which had to be suspended due to restrictions, however these will happen in 2022 when our new chaplain is appointed.

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## Finance performance and position

In 2021 the school had a Net Operating Surplus of \$90,469. The school has been able to use funds set aside in previous years to continue to provide the staffing numbers and programs for our school. We intentionally keep a surplus to ensure staffing levels can be maintained whether numbers of students goes up or down in future years. Equity funding has been used to provide extra hours for Educational Support Staff; provide resources such as 12 new computers to replace those given to students during remote learning and specialist applications to support students with individual needs. Bushfire preparedness funding has enabled us to continue to improve our grounds with new stone pathways and works at the rear of the staff room. New water tanks and plumbing for garden irrigation has been ordered to be installed in 2022.

**For more detailed information regarding our school please visit our website at [flowerdaleps.vic.edu.au](http://flowerdaleps.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 22 students were enrolled at this school in 2021, 7 female and 15 male.

0 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).

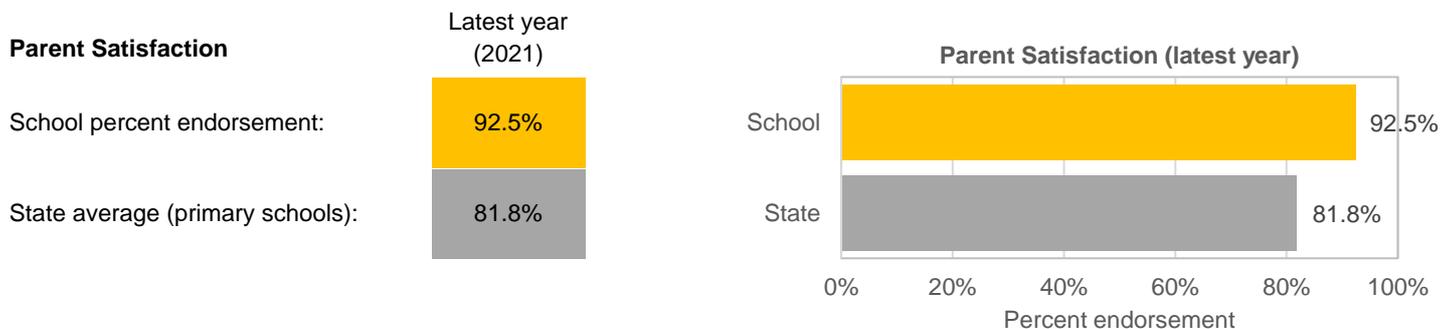
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

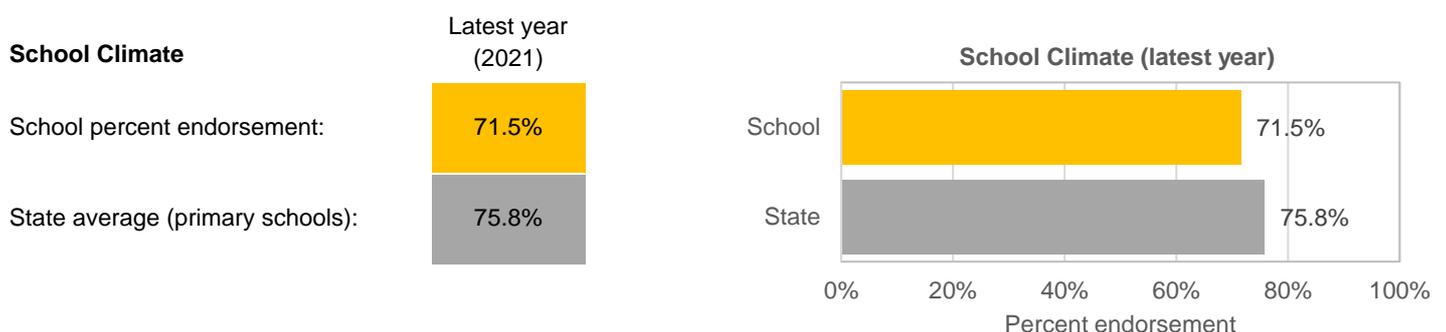


### School Staff Survey

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:

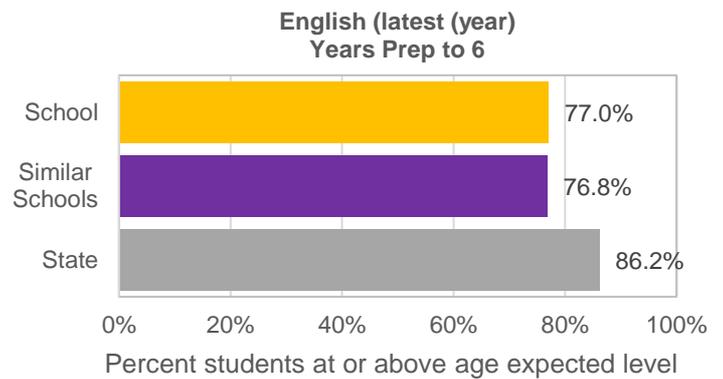
77.0%

Similar Schools average:

76.8%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

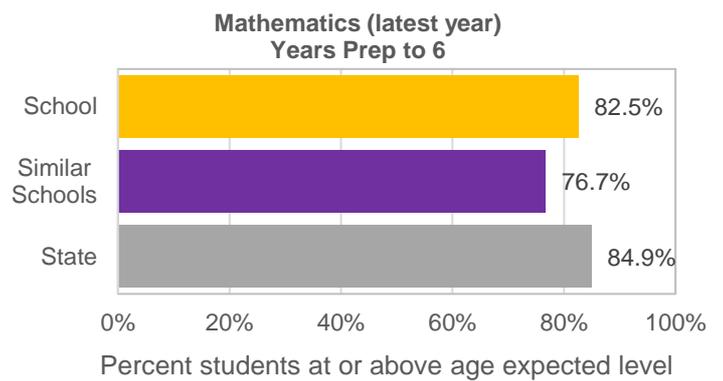
82.5%

Similar Schools average:

76.7%

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.

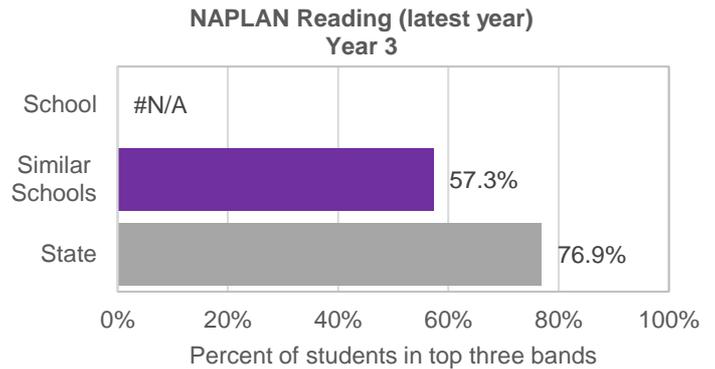
**NAPLAN**

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.

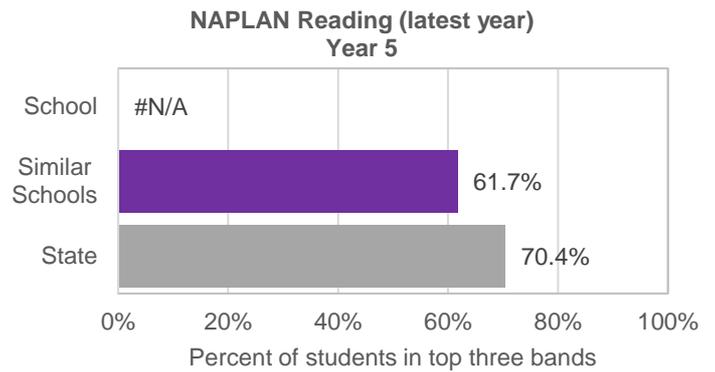
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	88.9%
Similar Schools average:	57.3%	58.4%
State average:	76.9%	76.5%



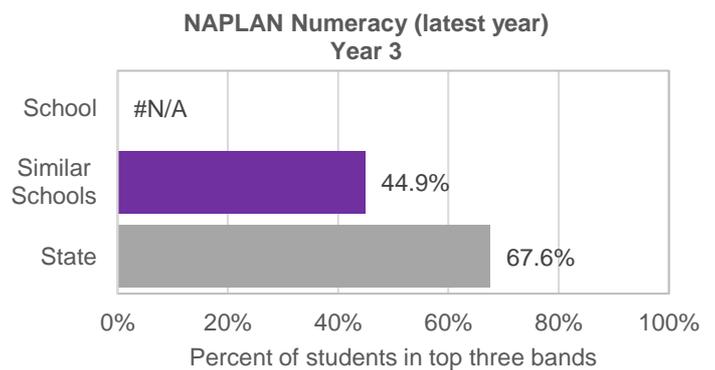
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	61.7%	52.6%
State average:	70.4%	67.7%



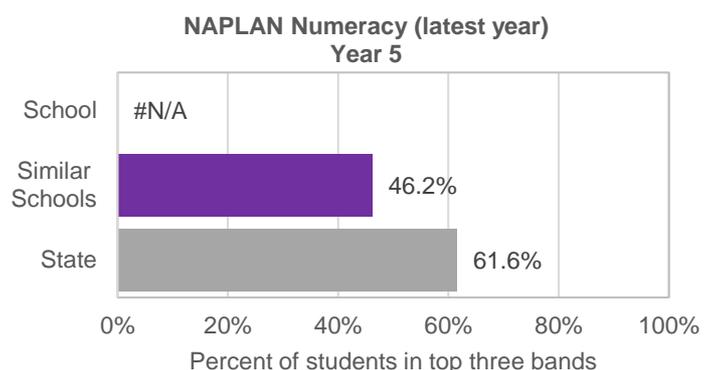
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	62.5%
Similar Schools average:	44.9%	52.7%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDA	NDP
Similar Schools average:	46.2%	39.6%
State average:	61.6%	60.0%



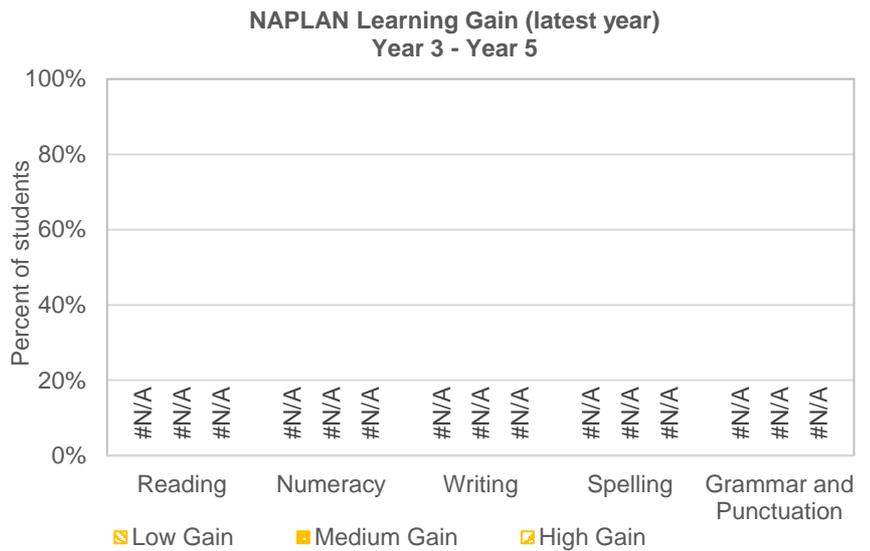
**ACHIEVEMENT (continued)**

**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:	NDA	NDA	NDA	23%
Numeracy:	NDA	NDA	NDA	17%
Writing:	NDA	NDA	NDA	15%
Spelling:	NDA	NDA	NDA	19%
Grammar and Punctuation:	NDA	NDA	NDA	15%



## ENGAGEMENT

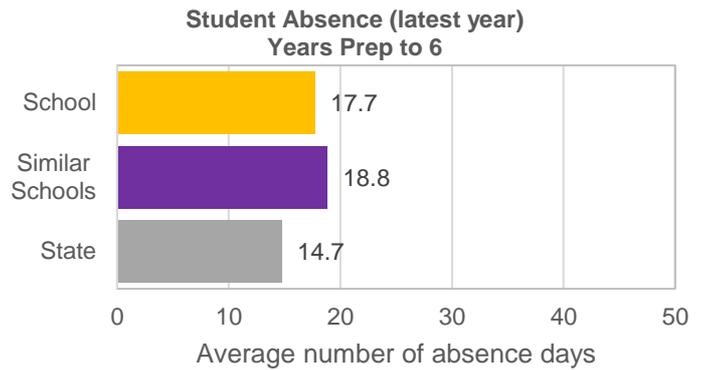
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	17.7	14.5
Similar Schools average:	18.8	18.0
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	83%	NDP	95%	94%	NDP	NDP

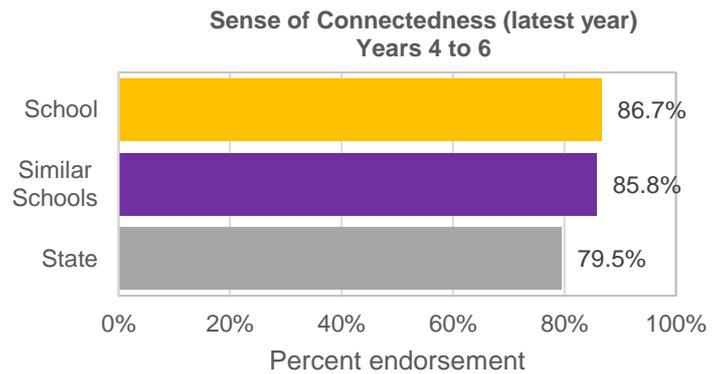
## WELLBEING

**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:	86.7%	92.0%
Similar Schools average:	85.8%	84.2%
State average:	79.5%	80.4%

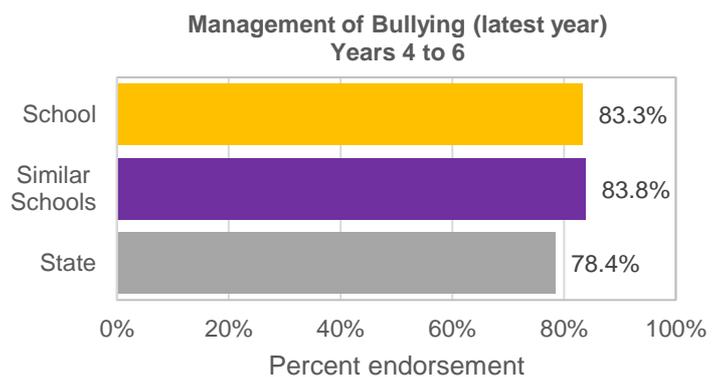


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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:	83.3%	93.3%
Similar Schools average:	83.8%	83.7%
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	\$560,254
Government Provided DET Grants	\$152,965
Government Grants Commonwealth	\$4,500
Government Grants State	\$0
Revenue Other	\$3,910
Locally Raised Funds	\$8,718
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$730,346</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$42,958
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$42,958</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$466,812
Adjustments	\$0
Books & Publications	\$905
Camps/Excursions/Activities	\$3,351
Communication Costs	\$3,051
Consumables	\$9,183
Miscellaneous Expense <sup>3</sup>	\$4,671
Professional Development	\$1,985
Equipment/Maintenance/Hire	\$8,829
Property Services	\$65,243
Salaries & Allowances <sup>4</sup>	\$29,618
Support Services	\$29,283
Trading & Fundraising	\$2,576
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$14,370
<b>Total Operating Expenditure</b>	<b>\$639,877</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$90,469</b>
<b>Asset Acquisitions</b>	<b>\$0</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$46,032
Official Account	\$3,842
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$49,874</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$23,417
Other Recurrent Expenditure	\$494
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$23,912</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.*