

2020 Annual Report to The School Community



School Name: Exford Primary School (3423)



- 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 19 March 2021 at 12:06 PM by Lisa Campo (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at the March 18 2021 meeting of the School Council
- will be publicly shared with the school community.

Attested on 19 March 2021 at 01:56 PM by Jacki McDonald (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

SCHOOL VISION from 2017-2020 School Strategic Plan:

At Exford PS, our focus is on supporting the complete development of our children: their academic success and the development of positive interpersonal and relationship skills, with a real emphasis on displaying manners and courtesies.

SCHOOL VALUES:

At Exford PS, we are united in our expectations that we all display our school values – we have a saying, 'In everything we SAY and everything we DO, we need to show Kindness, Respect and to always do our Personal Best. A matrix of behaviours and school contexts has been developed and displayed around the school to inform and remind all community members of our expectations of each other. We use 'Gotchas' as a school wide incentive program, to acknowledge and encourage students to display one or more of our values. They are able to save and redeem their Gotchas for prizes and experiences which are connective in nature, for example shared experiences, sports clinics or from the wide range of prizes available at the Gotcha Stall (e.g. having lunch with another student or a staff member). Our school values are explicitly taught throughout all of our teaching and learning programs and our Student of the Week certificates are also awarded for demonstrating a school value. The images for the school values were designed by students and we have had these images turned into soft toys and we use the soft toys and displays in our classrooms to teach, reinforce, encourage and praise our students' ability to consistently relate to and reflect on their own use of the school values.

SCHOOL CONTEXT:

Exford PS was opened on July 1, 1902 under the name of Exford Estate School. Exford PS has always been quite isolated geographically: in recent years new housing estates nearby have grown closer to us in proximity and have had an impact on our enrolments. In May 2013, a strict facilities-based enrolment boundary was placed around our school, given that we are not connected to mains water nor mains sewerage and manage rural school facilities with a larger than anticipated population, and also given that we are the local neighbourhood school for this part of Melton shire.

Exford PS has grown almost five times over in a very short period of time: we have gone from having 97 students (Census 2008), to our current enrolment of 468 students (Census 2020). This student cohort increase has been supported by an equal growth in staff numbers and a spread of teacher employment across Principal and Leading Teacher class, Highly Accomplished, Proficient, and Graduate teacher classifications. We continue with the very important emphasis on inducting and welcoming our new students, families and staff into the Exford PS learning community. It also heralds the necessity to strategically plan for responsible growth in the context of locality and Melton Network educational needs, with our School Council continuing to work with DET / VSBA regarding our complete school upgrade (planning is underway, with commencement of Stage 1 of our Master Plan due in April 2021 and planning of Stage 2 already having commenced).

Our continued growth in student enrolments was supported by an almost doubling of staff numbers and a spread of teacher employment across the Principal, Leading Teacher, Learning Specialist, Classroom Teacher Ranges 1 and 2 and Graduate teacher classifications. We have continued with the very important emphasis on inducting and welcoming our new students, families and staff into the Exford PS learning community. It also has heralded the necessity to strategically plan for responsible growth in the context of locality and Melton Network educational needs. The Student mobility factor has continued to be an influence on our teaching and learning, with each year's new student intake comprising of students at year levels other than at Foundation level. We have now experienced a subsequent drop in enrolments to 290 students (Census 2021) after the opening of the long awaited Eynesbury PS for the start of 2021.

STAFFING

We acknowledge our staff are a critical element of our student learning strategy and building teacher and leadership capacity for our middle leadership layer has been a very important part of our ongoing focus.

Our staff in 2020 supported our students across our 21 classes (the highest number of classes in the history of Exford PS). Our staff supported the children whilst they were at school and also throughout the Remote Learning period. Our 25.8 EFT teaching staff consisted of: Principal, Assistant Principal, Leading Teacher-Educational Leader, two Learning Specialist Teachers (80 % in the classroom), 19 additional classroom teachers and 2.8 EFT Specialist teachers. Our ES Team consisted of 3 Office Admin ES, 16 classroom ES and our ES Grounds and Maintenance officer.

Throughout 2020, our resilience and flexibility as a school community to remain focused on student learning in the face of such ongoing and challenging facilities, is to be commended and recognised.

Given the challenges of 2020 and the changes to friendships brought about by the transfer of students to the new school, we recognised that our students needed support with developing greater resilience and friendships and we have become part of the Resilience Project (Monash University) from 2021. This will tie in with our existing School Wide Positive Behaviour and Respectful Relationships programs.

We acknowledge our staff are a critical element of our student learning strategy and building leadership capacity in our middle leadership layer has been a very important part of our ongoing focus. Our school is recognised for its skill in growing system leadership. As a school, the ability to remain resilient and flexible and to remain focused on student learning in such dramatic and challenging times is to be commended and recognised. As we look ahead to our school's upgrade works, ensuring stability and engagement in teaching and learning as we become a construction zone for the next three years, is an important layer over our thinking.

Framework for Improving Student Outcomes (FISO)

2019 was to be the final full year of our 2017-2020 Strategic School Plan, leading into our School Review in 2020. The School Review was postponed several times through the year and will now be held in Term 2 2021. During 2020, our focus continued to be on aligning our Framework for Improving Student Outcomes, our High Reliability Schools work and our focus on building teacher and middle level leader capacity. This work is to be achieved over a number of years -:

Excellence in Teaching and Learning - Building Practice Excellence: Key Improvement Strategies

No 1: To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen its implementation in all our teaching and learning practices.

No 2: To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.

No 3: To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.

No 4: To continue to build leadership capacity within the school that drives maximum school improvement.

Positive Climate for Learning - Empowering Students and Building School Pride: Key Improvement Strategies

No1: Build teacher capacity to empower students' in their own learning.

No 2: Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.

Community Engagement in Learning - Building Communities: Key Improvement Strategies

No 1: Develop and strengthen the three-way educational partnership with parents and families.

No 2: Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.

Achievement

Throughout the challenges of 2020, our focus was on supporting our students to remain connected to the school and to each other and to support their learning to the best of our ability.

We engaged our students using the Seesaw and WebEx platforms, with teachers adjusting their practices to include pre-recorded teaching, live teaching and group work in WebEx and the use of Seesaw to post learning tasks to and receive from the students.

We tracked the work the students were uploading and supported families with the loan of devices and conversations with parents to support them to assist their children at home.

Our teachers' work in our Professional Learning Teams focused on the coaching done with our Leading Teachers. Our Professional Learning Team Leaders continued to build their leadership capacity, working in partnership with our Leading Teacher. The work of our PLTs has become a critical element of our work in improving student learning outcomes.

We joined the Differentiated Support for School Improvement Initiative, with a focus on growing our middle-level leaders as they lead their teams in planning for differentiated teaching and learning.

All Programs for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Our Teacher Judgement target was for all students to make a growth of 1.0 against the Victorian Curriculum and their own progress. Due to the challenges of 2020's Remote Learning and its impact on student learning, wellbeing and attendance, we have not met this target. However, we wish to acknowledge the efforts our staff and our parent community made to support our students through this very challenging year.

Engagement

Exford PS continued to perform at a high level in the area of Student Engagement and Wellbeing, with student, parent and staff opinion survey data correlating to our consistent daily observations.

We have very calm and settled classrooms with high expectations of ourselves and the way we relate to each other. As a consequence, our classroom environments support students to be actively involved in engaging and motivating learning programs. In 2016, we joined the regional focus on implementing School Wide Positive Behaviour Program in our school and we continued this work in 2020, including throughout the Remote Learning times.

We continue to focus on supporting students to develop friendship skills, courtesy and resiliency as critical elements in the way they relate to each other. Striving to be great Exford citizens is important at our school and to our families. Our student leaders, School and Vice School Captains and Student Leaders, take their responsibilities very seriously, as do the staff and our parent community.

One of our challenges as we grow is how we continue to connect our students to each other. We have two Assemblies each week, with student performances and student awards. We have a Buddy program amongst our classes and teachers. This forms part of our deliberate strategy to build connectedness across our school.

Creating a strong feeling of community within the school and a climate where students and their families, both existing and new, feel strongly connected to and proud of their school remained an important focus for us, especially in light of our continued growth.

Attendance and punctuality to school remained an area of focus for us throughout 2020. In 2021, supporting our students' connection and engagement is most important - in the light of both Remote Learning and the impact of the departure of the students to the new school has had on student friendships and wellbeing.

Wellbeing

At Exford PS, every member of staff shares in the responsibility for the wellbeing of each child. We provide a very calm learning environment and a whole-school pastoral care approach. Consequently, students feel very positive about school, teachers, school-mates and their class-mates and have a great sense of belonging to and ownership of their school. Each teacher is responsible for all the wellbeing needs of their class, from the children's academic and

personal development to monitoring attendance.

At Exford PS, we provide a very supportive transition program for Prep students and other new students entering at other year levels. Mobility is an increasing factor for us, with many new students beginning at Exford during their schooling. Supporting new students to build friendships and connections to the school is an important focus at Exford PS. Monitoring students' progress and catering for individual learning needs is an integral part of our school program. In a usual school year, we have an extensive range of activities for our students to do at lunch times – this is particularly supportive for our students with sensory needs. Our staff are creative in the range of additional curriculum activities offered to our students at lunch times - Knitting Club, Lego Club, Mindfulness Club, Arts Club and Games Club. We ran of many these activities through WebEx as we could and included activity days, Trivia sessions, sports challenges, incursions and special days throughout 2020/

We had many students with learning disabilities, some are funded under the Program for Students with Disabilities. PSD students are supported in the classroom with Education Support staff. All students with a diagnosed disability or learning need are supported through Student Support Group meetings which are held each term to discuss and reflect on progress of the Individual Learning Plans.

Financial performance and position

Our school continues to be financially prudent in its annual budgeting process and then in monitoring revenue and expenditure. We have been saving funds over the past few years (thus ending the year with a sizable surplus, in anticipation of the loss of 2021 SRP funding due to the decrease in enrolments. During 2020, we were unable to carry out our usual Fundraising activities.

Our 2020 SRP funds were used to provide the best use of our financial and human resources, as described in our School Strategic Plan and our Annual Implementation Plan.

Our School Council Finance Committee meets each month to examine and supervise the financial accounting of the school, in accordance with DET guidelines.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at www.exfordps.vic.edu.au](http://www.exfordps.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 467 students were enrolled at this school in 2020, 237 female and 230 male.

10 percent of students had English as an additional language and 2 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.

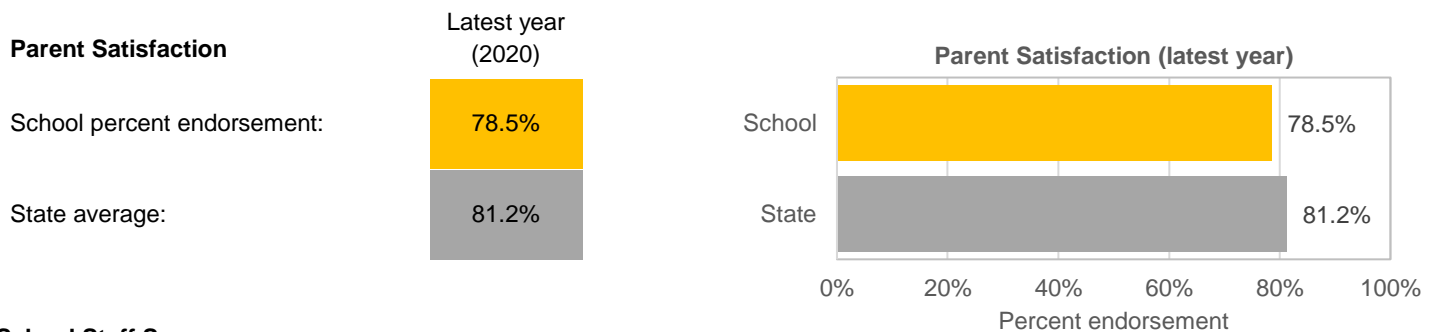
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

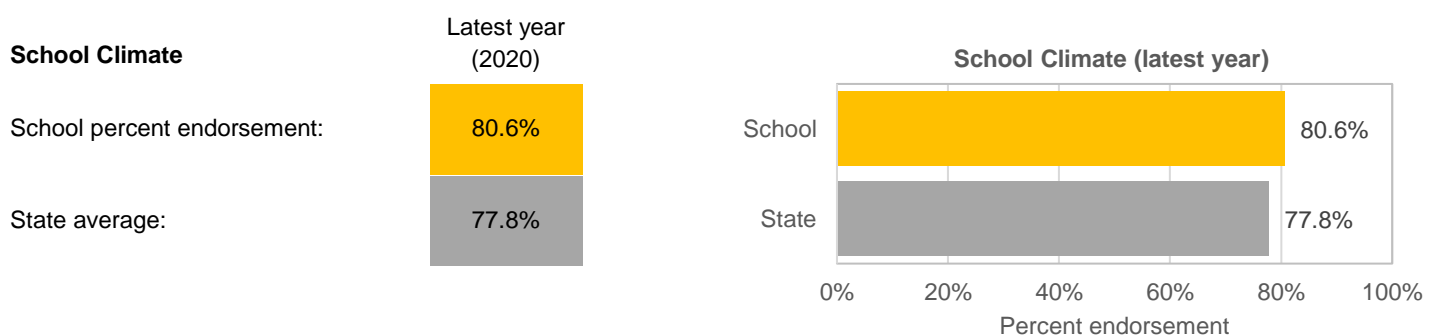


School Staff Survey

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:

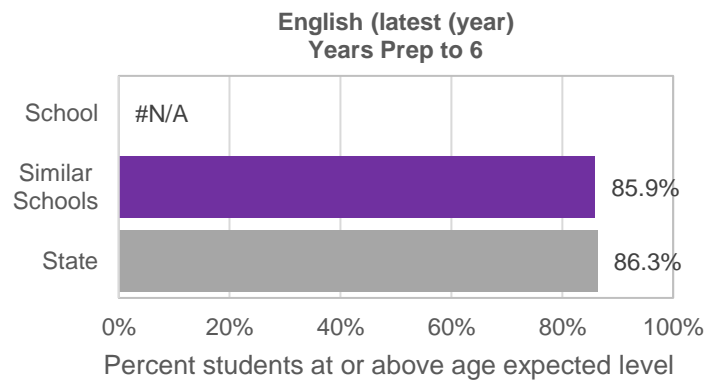
NDA

Similar Schools average:

85.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

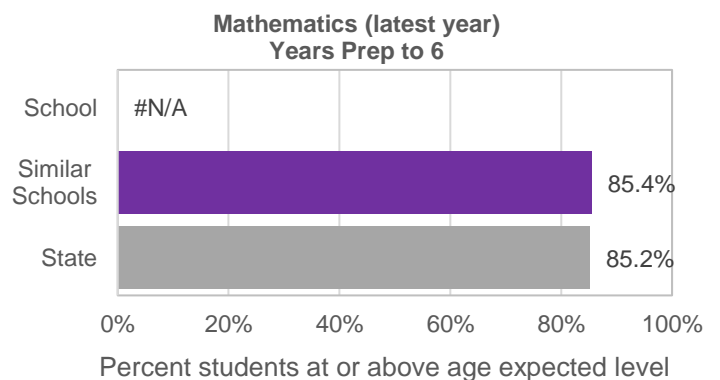
NDA

Similar Schools average:

85.4%

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

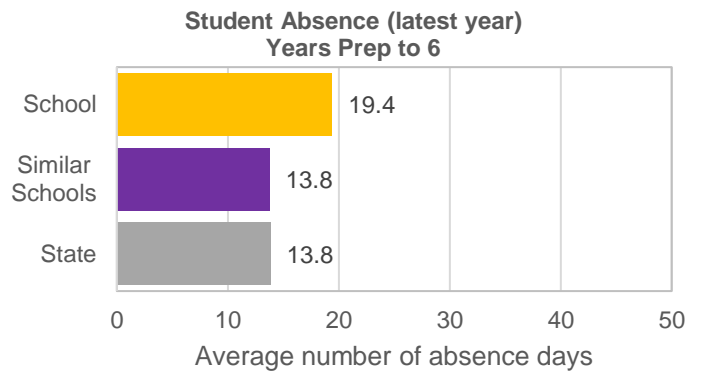
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.4	18.0
Similar Schools average:	13.8	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):	90%	88%	89%	89%	92%	92%	92%

WELLBEING

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

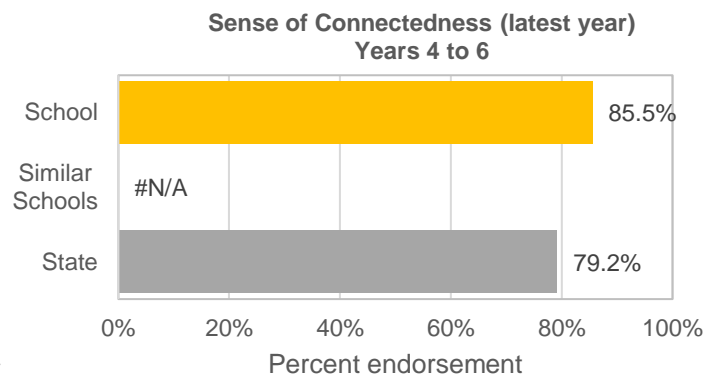
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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:	85.5%	88.0%
Similar Schools average:	NDP	80.5%
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.

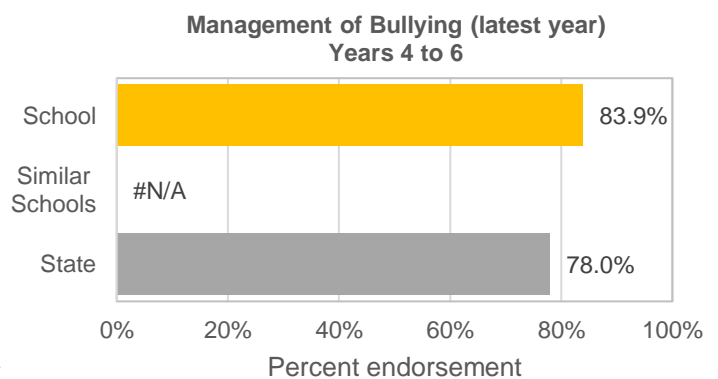
Student Attitudes to School – Management of Bullying

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:	83.9%	87.1%
Similar Schools average:	NDP	80.5%
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	\$4,147,774
Government Provided DET Grants	\$431,120
Government Grants Commonwealth	\$18,457
Government Grants State	NDA
Revenue Other	\$3,925
Locally Raised Funds	\$101,001
Capital Grants	NDA
Total Operating Revenue	\$4,702,278

Equity ¹	Actual
Equity (Social Disadvantage)	\$58,812
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$58,812

Expenditure	Actual
Student Resource Package ²	\$3,859,147
Adjustments	NDA
Books & Publications	\$3,570
Camps/Excursions/Activities	\$59,753
Communication Costs	\$11,454
Consumables	\$86,553
Miscellaneous Expense ³	\$10,847
Professional Development	\$3,823
Equipment/Maintenance/Hire	\$66,236
Property Services	\$69,428
Salaries & Allowances ⁴	\$197,654
Support Services	\$31,879
Trading & Fundraising	\$25,074
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,944
Total Operating Expenditure	\$4,451,361
Net Operating Surplus/-Deficit	\$250,917
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 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

Funds available	Actual
High Yield Investment Account	\$410,010
Official Account	\$22,165
Other Accounts	NDA
Total Funds Available	\$432,175

Financial Commitments	Actual
Operating Reserve	\$90,106
Other Recurrent Expenditure	\$11,617
Provision Accounts	NDA
Funds Received in Advance	\$14,811
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$150,000
Asset/Equipment Replacement < 12 months	\$250,000
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
Total Financial Commitments	\$516,534

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.