

2020 Annual Report to The School Community



School Name: Jamieson Primary School (0814)



- 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 25 March 2021 at 12:39 PM by Hannah Madin (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 06:53 AM by Rebecca Bolwell (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

Jamieson Primary School is a small rural school nestled in a valley in the Victorian High Country, 35km from the closest regional town, Mansfield. Access in and out of Jamieson is via the Mansfield-Woods Point Road to the north and south and the Jamieson-Licola road to the east. Whilst recognising the cyclic nature of school enrolments in a rural village, it is regrettable that there is no public transport around school times and the school buses run in the wrong direction to be useful in our catchment area.

In 2020, the school employed a teaching principal as well as a 0.8 teacher, a 0.4 education support worker and a 0.2 business manager. The workforce structure allowed for two classes - P-2 and 3-6 - much of the time, whilst building collaboration when all students work together the rest of the time.

The 2020 enrolment final count at JPS was 14 students - 8 girls and 6 boys. Overall, these children came from Medium socio-economic home lives. Parent Opinion Surveys indicate strong satisfaction with JPS, with three quarters of respondents positively endorsing the school. Families are actively involved in the school, with close to half of the families represented on the School Council and a strong sense of community and ownership that leads to support with working bees, excursions and classroom activities.

Similarly, the endorsement of staff climate, as reported in the School Staff Survey, indicates strong satisfaction in the workplace in 2020 - despite several instances of sick leave and the upheaval of Covid-19, 78.3% of respondents positively endorsed the school, a figure slightly higher than the State average.

It was a cause of great sadness that the regular exchange programme with our Japanese sister school was cancelled due to Covid-19, as were high-ability and student leadership programmes, several sporting excursions and the annual music programme delivered by Lauriston Howqua students. Luckily, Term 4 saw the school open back up in time for the Cottage by the Sea Camp and to prepare for a highly successful end of year concert.

Another cause for sadness was the retirement of Genevieve Bolwell, who had led the school for a quarter of a century. Her legacy as a teaching principal will live on through the many, many children and adults who attended JPS under her care, as well as the great building works she has overseen during her time.

Framework for Improving Student Outcomes (FISO)

JPS was able to make some progress with the AIP goals despite the disturbances wrought by Covid-19. The goal to maximise student performance in all areas, specifically literacy and numeracy, included the 12 month target of zero percent of students to attain low growth in numeracy & reading.

The first Key Improvement Strategy was to develop a teaching and learning instructional model which is consistently implemented. At the beginning of the year, staff were prepared and ready to roll with a focus on High Impact Teaching Strategies and Professional Learning Communities. Back to back lockdowns stymied those efforts to a large degree; however, they also provided an opportunity for staff to streamline planning documents and ensure they were clearly aligned with Victorian Curriculum Achievement Standards. This helped to provide clarity and purpose to parents during Remote Learning.

The second Key Improvement Strategy was to create a whole school approach to the collection, analysis and use of data. With the cancelation of NAPLAN, limited access for families to assessment tasks - particularly online assessments - and the uncertain nature of Remote Learning, the school assessment schedule was difficult to adhere to and data collection suffered as a result. Teacher judgement indicates that the 12 month target was not achieved despite the best efforts of all involved.

Achievement

The back-to-back lockdowns of 2020 inspired a rethink of planning documents and teaching strategies for the new circumstances. Individual learning plans were adopted to meet the needs of students at their point of learning and followed up with detailed feedback. The result was a set of a planning documents that were pared down to the essentials while linking more cohesively to the Victorian Curriculum and are appropriate for home learning as well as the return to the classroom.

Although formal and standardised data was difficult to obtain through the year, teacher judgement indicates that most students responded as well as could be expected to the shifting circumstances. The Tutor Learning Initiative is a welcome government strategy to assist us to bring all students back on track in 2021.

Engagement

Despite two lockdowns, engagement remained strong at Jamieson Primary School. Relationships between the school and families provided a solid base for engagement during Remote Learning. Strategies employed by the school included regular WebEx checks-ins throughout the week so that teachers could maintain focus and relationships with their students as well as discuss any learning queries with parents. Families had access to teacher support via a variety of means, including email and phone. Learning packs were organised to meet student needs without being overwhelming for parents in the uncertain environment of Covid-19.

Throughout both periods of lockdown, vulnerable students had access to onsite learning, further fostering engagement and student achievement. Unsurprisingly, however, all students were thrilled to return to the classroom once onsite learning resumed.

Wellbeing

While the nature of Remote Learning presented challenges to providing wellbeing support to students, relationships were sufficiently strong to withstand the disruption. The Student Attitudes to School Survey indicates that the majority of respondents felt a sense of belonging last year, with 80% claiming to like and to be proud of attending JPS. Close to three quarters indicated that bullying was well managed by the school and that they believed school staff were their advocates.

The school received a grant to implement the Respectful Relationships programme in line with the regional priorities last year; however, the disruptions of Covid-19 and back-to-back lockdowns put a halt to progress. Fortunately, the funding and rollout were carried over to 2021.

Financial performance and position

Jamieson Primary School confronted a set of challenges in 2020 that impacted on the school's financial position. A cycle of falling enrollments resulted in reduced Student Resource funding and staffing numbers did not correlate. Two lengthy periods of sick leave were covered by a relief teacher, who was added to payroll after the appropriate number of days. The school has asked the Department for support and is attempting to recoup payments made under Work Cover to offset the outgoing pays during these times. Until the matter is resolved, the school is operating with a tightened cash flow and has made appropriate adjustments to the budget in consultation with the school council finance committee.

Additionally, it was discovered early in 2021 that a past employee of the school had received a payment at close to a 0.4 time fraction plus superannuation. Naturally, this came as a major shock as the payments had never appeared on fortnightly payroll transaction lists. This incident has impacted on the staff credit budget and resulted in a deficit which will need to be repaid from the operational cash budget in 2021 if the debt cannot be addressed. The Department is aware and has advised that adjustments will be made during the reconciliation period before the end of Term 1 in 2021.

Fundraising activities were thwarted by Covid-19 in 2020; however, several grants contributed towards the incoming

flow of revenue. This allowed the school to make purchase of new sporting equipment and to advance plans for building works.

For more detailed information regarding our school please visit our website at
<https://www.jamiesonps.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 14 students were enrolled at this school in 2020, 8 female and 6 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) which takes into account parents' occupations and education.

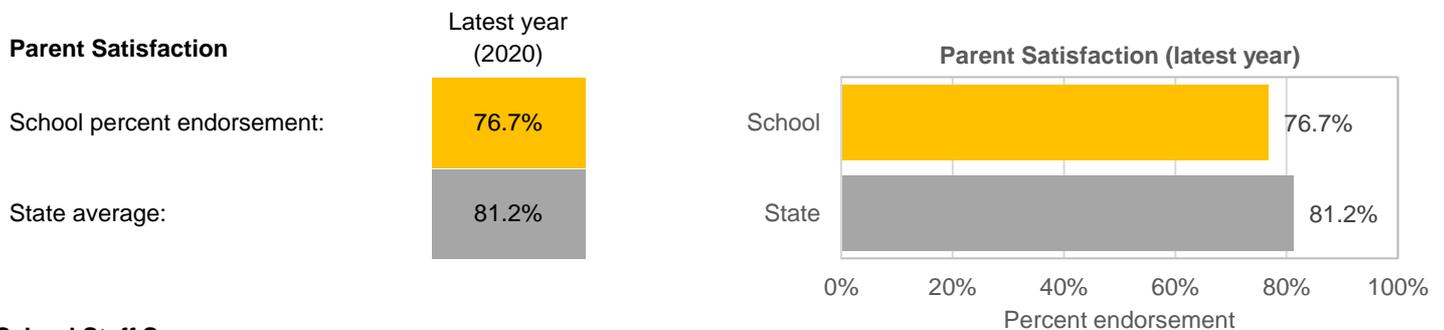
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

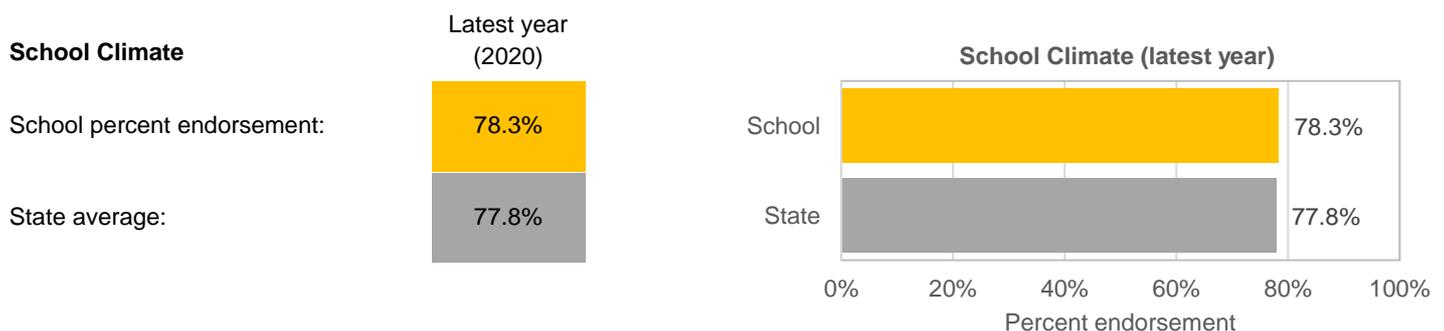


School Staff Survey

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:

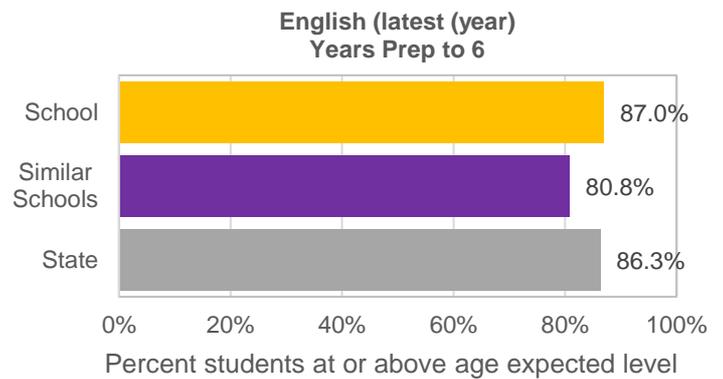
87.0%

Similar Schools average:

80.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

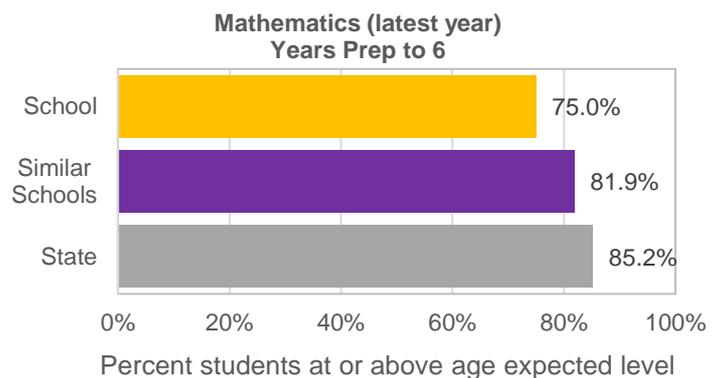
75.0%

Similar Schools average:

81.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

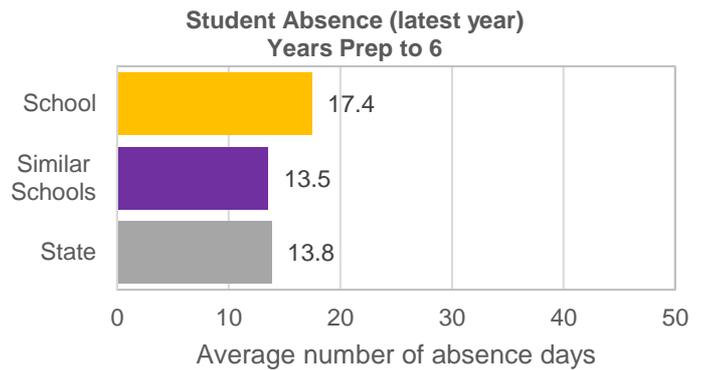
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.4	13.2
Similar Schools average:	13.5	15.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	NDP	NDP	NDP	NDP	NDP	NDP	83%

WELLBEING

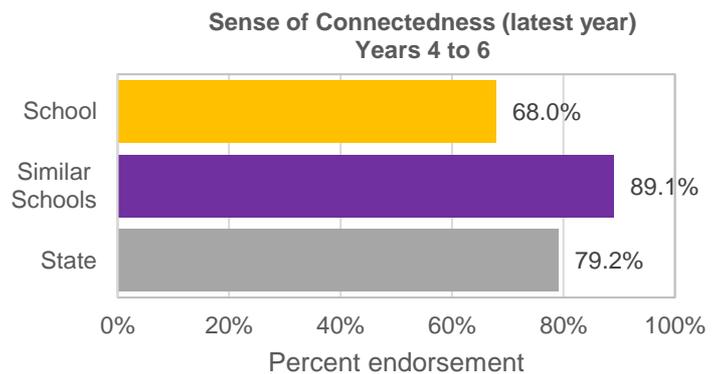
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	68.0%	78.4%
Similar Schools average:	89.1%	84.4%
State average:	79.2%	81.0%



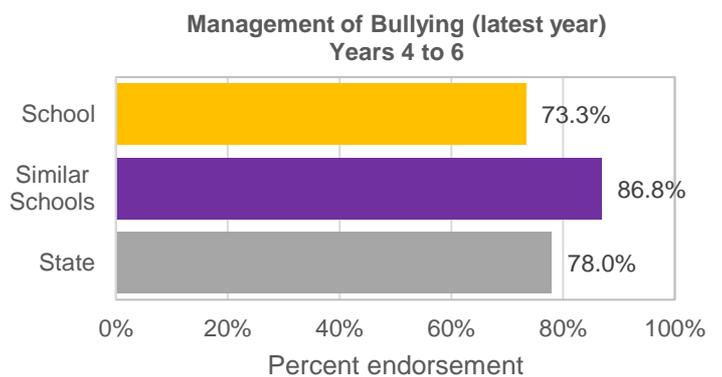
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.3%	85.3%
Similar Schools average:	86.8%	86.5%
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	\$276,108
Government Provided DET Grants	\$107,785
Government Grants Commonwealth	\$5,300
Government Grants State	\$4,000
Revenue Other	\$1,061
Locally Raised Funds	\$7,078
Capital Grants	NDA
Total Operating Revenue	\$401,332

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,905
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$19,905

Expenditure	Actual
Student Resource Package ²	\$318,159
Adjustments	NDA
Books & Publications	\$550
Camps/Excursions/Activities	\$5,313
Communication Costs	\$1,319
Consumables	\$8,515
Miscellaneous Expense ³	\$5,024
Professional Development	\$530
Equipment/Maintenance/Hire	\$6,826
Property Services	\$40,910
Salaries & Allowances ⁴	\$25,748
Support Services	NDA
Trading & Fundraising	\$3,293
Motor Vehicle Expenses	\$2,925
Travel & Subsistence	NDA
Utilities	\$9,092
Total Operating Expenditure	\$428,205
Net Operating Surplus/-Deficit	NDA
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	\$52,865
Official Account	\$14,829
Other Accounts	NDA
Total Funds Available	\$67,694

Financial Commitments	Actual
Operating Reserve	\$14,561
Other Recurrent Expenditure	\$1,313
Provision Accounts	NDA
Funds Received in Advance	\$10,195
School Based Programs	\$4,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$42,625
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$72,694

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.