

# 2020 Annual Report to The School Community



**School Name: Port Fairy Consolidated School (6247)**



- 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 11 June 2021 at 02:48 PM by Kathryn Tanner (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 offline by School Council President and processed by Daniel Belic (SPOT Admin) on 22 June 2021 at 11:16 AM

# 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

Port Fairy Consolidated School was established in 1874 and is situated in a small coastal community in South West Victoria. The school facilities are a mix of original bluestone buildings along with a collection of modern teaching and learning spaces. There is also a dedicated art studio, spacious STEM building, a fully equipped kitchen which students use and a café/kitchen area. In addition, the school boasts a hall that is used for PE in the winter, general assemblies, special events and Before and After School Care. Surrounding the buildings are generous grounds and exciting play equipment including 2 large sporting ovals, 2 basketball courts, 2 spiral towers and a giant pirate ship. The majority of our students live in Port Fairy with around one third traveling to school on school buses from outlying rural areas. There are currently 9 classrooms operating with a school enrolment of 209. The school employs the equivalent of 13 FTE teaching staff as well as an Education Support Staff member for 25 hours a week to work with a small number of students with special needs. In the administration faculty there is a Business Manager and a 0.5 Administration Officer.

All teachers work collaboratively in teaching teams to develop, plan and implement a curriculum that inspires, challenges and engages students. Port Fairy Consolidated places importance on a strong curriculum focus on Literacy and Numeracy. The curriculum is delivered using Explicit and Direct Instruction (EDI) which activates and reviews prior learning, has clear learning intentions, provides 'checking for understanding' approaches, allows time to explicitly teach the new concept and ends with a reflection about the learning. In the teaching of Reading students are taught the 6 elements of reading including a strong focus on phonics and phonemic awareness in the first three years of schooling. In Writing, staff are adopting the Big Write approach to enhance their writing program. In addition to this students engage with the specialist subjects of the arts, science, sport and P.E. program. The school offers a range of student leadership opportunities plus a range of extra curricula programs such as instrumental music. In addition students from Years 3-6 participate in the Stephanie Alexander Kitchen Garden program, with students alternating between cooking and gardening each week. The school has had a 5 star sustainability rating for the previous 10 years and is committed to ensuring this continues into the future.

The school prioritises a range of student wellbeing initiatives and is implementing Positive Education from Foundation to Year 6.

We currently have no staff who identify as Aboriginal or Torres Strait Islander however we do have 2 students who identify as Aboriginal or Torres Strait Islander.

Port Fairy Consolidated School has strong parent and community engagement which is enhanced by parent and volunteer participation in classrooms and school wide programs such as the Kitchen Garden Program. In 2020 the Parents & Friends committee attracted 30 plus members to this group.

Our vision is to enable all students to flourish and become responsible and contributing global citizens in a safe and encouraging environment.

Our Values are Belonging, Learning & Responsibility.

Currently we do not offer programs for overseas students.

### Framework for Improving Student Outcomes (FISO)

In the FISO element of Excellence in Teaching and Learning, we focused on 'building practice excellence' and 'curriculum planning and assessment'. Our key improvement strategies to forward this work were to develop and embed an agreed pedagogical model, develop and implement a learning continua in Literacy and Numeracy and to build teacher capacity in data literacy. During Term 1, our Literacy and Numeracy learning continua document was created, distributed and followed by the staff. This proved to be extremely pivotal as we transitioned into remote learning. The document guided us in the creation of Weekly Planners and the development of hard copy packs for the students. The plan for 2021 is to continue to add to and refine this document including the addition of assessment pieces.

In 2020 we had planned to implement EDI as our instructional model for Numeracy and Literacy however the impact of the pandemic meant that this was not achieved. However we were able to achieve some small gains, in Term 1 the

Numeracy team developed a data base of slides to be used during Maths as part of the review segment of the lesson. During remote and flexible learning we also did professional learning via webex on the EDI model. This learning will continue throughout 2021 as it is implemented and embedded.

The final improvement strategy in Excellence in Teaching and Learning was to build teacher capacity in data literacy. During 2020 we purchased Essential Assessment which has a suite of assessments across many subjects at every level. All staff participated in professional learning meetings on this and were able to administer tests and track the data. Another activity that some staff engaged with was Professional Learning Community (PLC) training. Five staff completed this during Term 1 in 2021. This work focused on looking at multiple sets of data to find a problem of practice and a learner centred problem.

In the FISO element of Building leadership teams, our key improvement strategies were to develop and embed a culture of collaboration and improvement and to build leadership capacity to create a culture of empowerment, shared responsibility and opportunities for growth at all levels of professional experience. This KIS was partly relying on the PLC training to support this work and this didn't start until Term 4 in 2020. In addition to the PLC training, the structure of the teams was adjusted to reflect two school teams; F-2 & 3-6 with two team leaders, Dave and Scott, respectively to lead these teams. There were plans to work closely with Koroit however, due to Covid 19 this was not able to take place.

### Achievement

Students and families responded positively to our online delivery of the learning programs during Remote and Flexible Learning. Students who were unable to cope with remote learning were actively encouraged to attend onsite supervision so that they could access the curriculum with support. A major initiative, that has made a significant impact, was the extra resources put into classrooms in Term 4. Additional Education Assistants were put into every classroom to assist students with their learning. The school also initiated tutors to work with individual students in Literacy and Maths. There were 2 tutors who worked every afternoon and were able to give extra instruction to 16 students from F - 6. In addition, the school prioritised extra assistance for the foundation students so to work towards the aspirational goals of; mastery of handwriting, knowing all the sounds and being able to write dictated sentences without support

Most of our students were able to access the live teaching via WebEx and were able to use digital platforms to further their understanding of the concepts taught. In Science, many students commented and followed the teacher's blog as well as interacting with the tasks set during their allocated class time. The PE curriculum proved to be very popular with many students accessing the videos and following the activities to keep fit and active. In Art, many students worked on pieces in their portfolios and responded to the seed growing activity. The well-being staff member created mindfulness videos that were accessed by the students that needed them.

All of these elements combined to provide a comprehensive platform for students to achieve success in 2020. We continued to give reports throughout the year based on what the students achieved.

In 2020 we received PSD funding for 3 students. One student attended our school for 1 day a week, another student was full time and the final student started the year with us but moved across to the Merri River school.

The PDS funding allowed for the school to resource Education Support Staff to work with these students on their individual programs.

### Engagement

The school created lots of opportunities during remote and flexible learning to increase student engagement. During remote learning each class engaged in daily lessons with their teacher using WebEx, this 'live time' connection improved social, emotional and cognitive engagement with the class, teacher and the content that was delivered. Students also received individual 'catch up' sessions on a weekly basis, with the teacher, the purpose was to check on their learning progress and well-being. Xuno, online blogs, movie clips, personal rooms (WebEx) and emails were also used to engage students with the learning content and to communicate about all school matters. The Facebook page

also kept the school community informed about upcoming events along with reflections and posts about what remote learning looked like for our school. One of the most memorable and popular posts that we created was our virtual school tour. Teachers gathered attendance information each day and follow up phone calls were made to families whose students were not engaging in the online classes. Some of these students were encouraged to attend onsite supervision.

The Parents and Friends (P & F) group created individual facebook 'connect' pages for each grade so that parents could help each other navigate the remote learning period.

Meetings between all groups within the school community, staff, P & F and school council, continued using WebEx as the preferred platform.

Upon returning to school, we focused on well-being and facilitated activities to engage students back into school life. In 2020 we started an electives program to engage students in areas of interest that may not be covered in the curriculum, and the feedback from students indicated that this was very popular. In Term 4 we were able to conduct many of our graduation activities to assist the Year 6 students to complete their education at PFCS, ready for the next stage. We worked within the guidelines to interact with the 2021 foundation students, including having small groups participate in transition activities in November and December.

We were able to continue our specialist classes during remote learning, adapting the delivery of these as the year progressed. In addition, the SAKG provided an online blog where students were able to access information and recipes. Cooking and gardening appeared to be popular activities during remote learning.

### Wellbeing

In 2020 we resourced a number of strategies to assist students to improve their well-being. Our wellbeing staff member continued in her role of well-being officer and worked closely with the staff to assist students with their social and emotional well-being. Additional support from outside agencies was sought for the students that required this. During remote learning, she posted mindfulness movie clips that students and parents could access, she also spoke on the phone to students and families requiring extra support. In addition she worked closely with the vulnerable students in onsite supervision and supported their families.

In the classroom, teachers used position education to teach social and emotional skills to students. During remote learning, teachers used position education activities to connect with students and to give them some strategies to improve their well-being. We held special days where the focus was on activities to improve well-being. Another initiative was to deliver well-being packs to every student which included a hand written letter by their teacher. These were hand delivered to all the students by the staff. Finally, the staff made a video to demonstrate what they were looking forward to when the students returned to school. This was hugely popular for all members of our school community and was even reported on by a local radio station.

### Financial performance and position

The annual result was a surplus of \$8894 due to considered management during an exceptional year. Many of our families chose to donate prepaid excursion and SAKGP contributions back to the school. The sub-program, Casual Relief Teacher, had more expenditure than previously estimated due to a staff member being on long term leave in Term 1.

We were allocated additional funding for the extra cleaning and this was spent doing extra cleaning during the day. The school resourced funding through the Equity program to allow for additional support for students in the classroom. We employed a number of extra Educational Support staff to work with students to support their learning in the classroom during Term 4.

We received Sporting Schools funding each term to supplement the PE program.

We adjusted the operating hours of Outside School Hours Care and the children that were able to attend due to COVID guidelines and this impacted the running costs associated with this program.

# 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 209 students were enrolled at this school in 2020, 92 female and 117 male.

0 percent of students had English as an additional language and NDP 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.

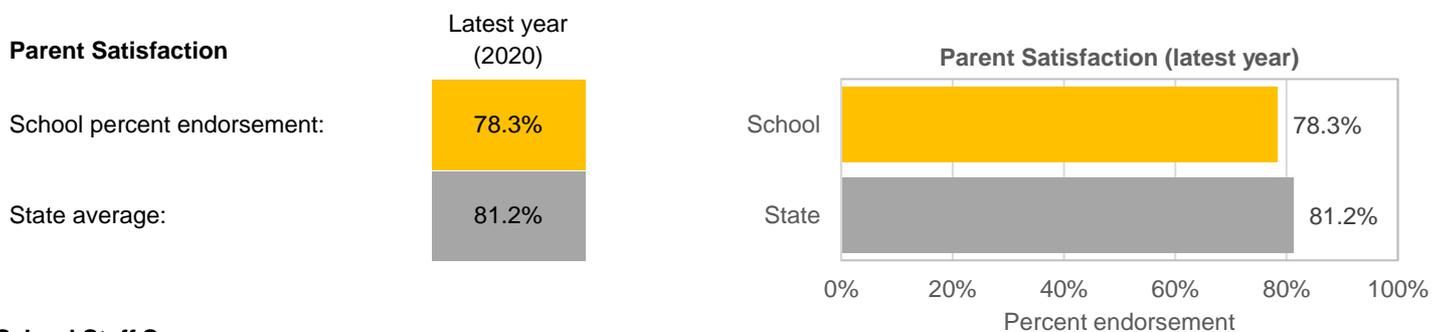
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

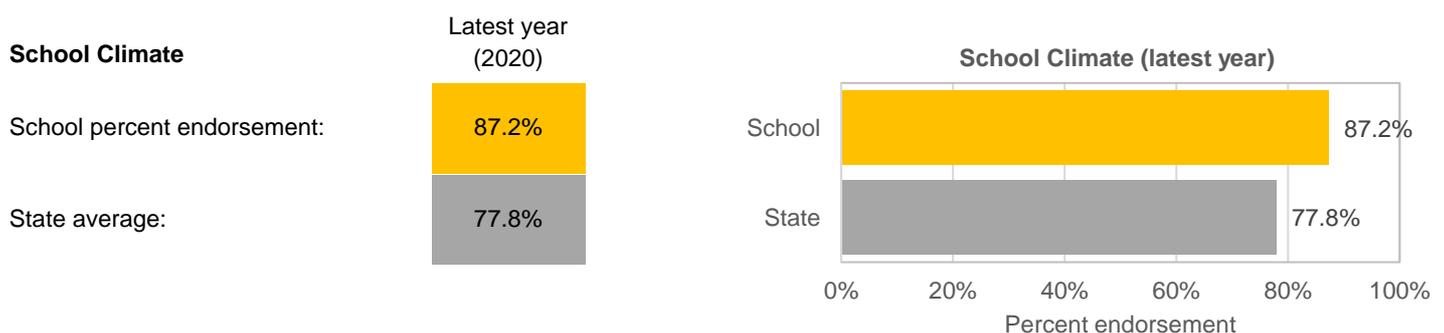


### School Staff Survey

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:

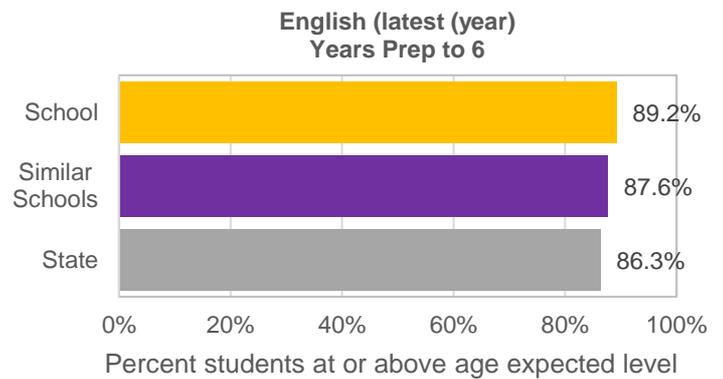
89.2%

Similar Schools average:

87.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

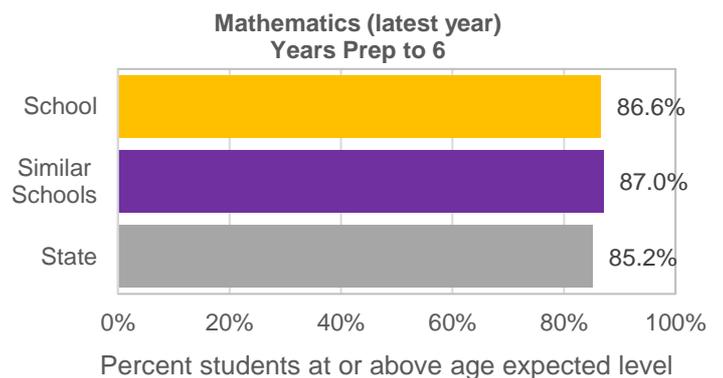
86.6%

Similar Schools average:

87.0%

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

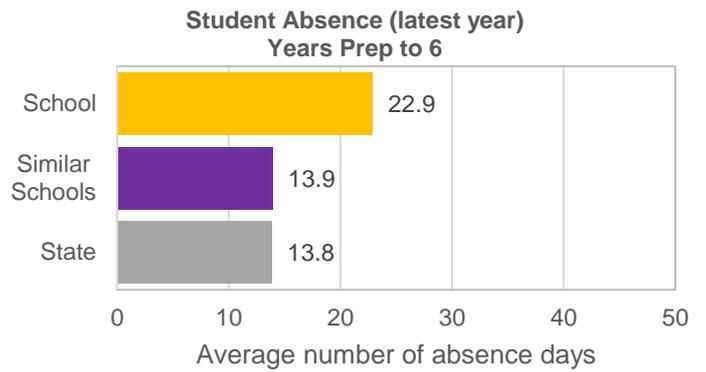
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.9	17.7
Similar Schools average:	13.9	15.2
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%	84%	92%	88%	86%	90%	87%

## WELLBEING

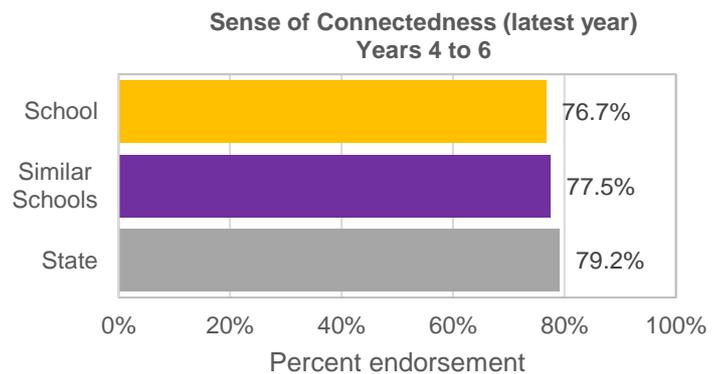
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.7%	76.5%
Similar Schools average:	77.5%	80.4%
State average:	79.2%	81.0%



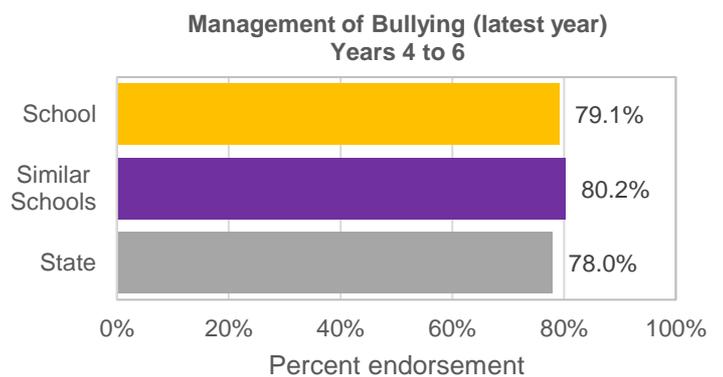
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	79.1%	76.7%
Similar Schools average:	80.2%	81.9%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$1,584,475
Government Provided DET Grants	\$316,471
Government Grants Commonwealth	\$35,991
Government Grants State	NDA
Revenue Other	\$23,158
Locally Raised Funds	\$163,725
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,123,820</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$26,067
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$26,067</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$1,593,980
Adjustments	NDA
Books & Publications	\$120
Camps/Excursions/Activities	\$12,321
Communication Costs	\$1,908
Consumables	\$42,284
Miscellaneous Expense <sup>3</sup>	\$17,759
Professional Development	\$9,312
Equipment/Maintenance/Hire	\$30,844
Property Services	\$48,578
Salaries & Allowances <sup>4</sup>	\$189,361
Support Services	NDA
Trading & Fundraising	\$37,946
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,229
<b>Total Operating Expenditure</b>	<b>\$2,003,642</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$120,178</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 02 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	\$385,331
Official Account	\$20,579
Other Accounts	\$10,000
<b>Total Funds Available</b>	<b>\$415,910</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$67,215
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$160,704
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	\$10,000
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>\$237,919</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.*