

2020 Annual Report to The School Community



School Name: Pleasant Street Primary School (Ballarat) (0695)



- 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 10 March 2021 at 11:44 AM by Mark McLay (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 07 June 2021 at 03:22 PM by Brett Seakins (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

Pleasant Street Primary School is a F-6 school with 348 students located on the shores of Lake Wendouree in Ballarat. The school's enrolment remained consistent although a number of year three students exited our school for the private school system. The school's social characteristics includes a 'high' socio-economic profile. The school has some students with English as their second language. The school has 24 equivalent full time staff. The school aims to provide a nurturing and challenging environment that promotes enthusiasm for learning and prepares individuals to become reflective and valued members of society. Our values of respect, honesty, excellence, resilience and creativity are on display around the school and an integral part of our school culture. Our four year average student absence rate was well below the state median. Child Safety is a priority and the school has a range of Child Safe policies and procedures in place. Staff and School Council received either an induction or refresher in Child Safety in 2020. We are actively engaged in providing our students with an education rich in content that adheres to the Victorian Curriculum and is accelerated by technology. Our strengths include providing learning depth and breadth to cater for diverse learning needs and to ensure everyone has the opportunity to experience success. We encourage the development of strong relationships to support learning and social-emotional wellbeing. Mindful practices are incorporated into the school timetable.

Our students participate in a variety of specialist programs including Physical Education, STEM, Arts and Japanese. For parts of 2020, Literacy, Numeracy and the content in the specialist areas was delivered remotely. Our curriculum is enhanced by a variety of extra-curricular activities including excursions and camps, special events days, sports programs, arts events, debating, and student leadership programs, although these were impacted significantly in 2020 due to COVID19 restrictions. Every student in our school has an iPad to assist in their learning. Pleasant Street Primary School is currently an accredited school through the International Schools program.

Framework for Improving Student Outcomes (FISO)

In 2020 Pleasant Street Primary School focused on two FISO improvement initiatives ; building practice excellence and curriculum planning and assessment. The building practice initiative involved a 2020 focus on literacy, including key professional development for the F-1 area in synthetic phonics and a change in role of an Educational Support staff member. The second area of focus was on curriculum planning and assessment. Key areas of success included the introduction of Professional Learning Communities with a writing focus, collaborative on-line planning , refining the assessment schedule and assessment guidelines, introduction of leadership into planning meetings and trialling of the Numeracy Scope and Sequence. The school had a Learning Specialist in the area of literacy for the 2020 school year and a part time Leading Teacher to deliver key actions in the School Strategic Plan. Key actions of the Leading teacher included a rebranding of key communication processes, preparing for a numeracy focus in 2021 and supporting the use of Google Classrooms for remote learning.

Achievement

Pleasant Street Primary School has continued to achieve very positive results in the area of Student Learning. Our teacher assessments indicate that our students are achieving at a level above similar schools (other schools with students with comparable background characteristics) and the State in English and Mathematics. The school used Google Classrooms as a platform to support student achievement through the remote learning period. Through Google Classrooms, staff produced instructional videos, set challenging and realistic tasks that were inline with a Scope and Sequence, provided flexibility and gave timely feedback for tasks completed. The school also offered onsite support for families whose parents or carers were unable to work from home. In 2021, through the Professional Learning Communities, we will focus on the area of numeracy.

Engagement

Our Student Attendance results are below the average absence rates for Victorian Government schools. Pleasant Street Primary School has a strong record of regular attendance. In 2020 we had an average attendance above ninety

percent for all year levels in the periods of regular onsite learning. We encourage attendance by providing an engaging learning environment and following up non-attendance through the use of a student management tool. Further monitoring and support for the area of student absence occurs through the work of the well being support committee. This committee meets fortnightly to discuss a range of student well-being issues including attendance.. A structured learning conference and reporting process, accompanied by weekly class bulletins assisted in school-parent communication. In 2021 we will continue our focus on student well-being and the effects of prolonged periods of home learning in 2020. Our reporting structures will also be an area of exploration.

Wellbeing

In 2020, Pleasant Street Primary School had a directed and focussed approach to well being upon the return of students from remote learning. During the remote learning period our staff supported students through the use of Google Meets, phone calls and access to onsite supervision for vulnerable students. Pleasant Street Primary School supported families through partnering with Camp Australia to host a before and after school care facility on site. Pleasant Street Primary School taught mindfulness practices in every room, provided professional development to staff and incorporated activities into planning documents. . Respectful relationships was taught in every classroom in 2020, including through remote learning. The Student Well Being support team met fortnightly to discuss strategies for all students deemed 'at risk' throughout the school.

Financial performance and position

The annual result for Pleasant Street Primary School was one of surplus. The school council has a finance sub committee that meets a minimum of eight times a year. Significant increases in expenditure occurred in the maintenance area due to a portion of the school being repainted. A decrease in expenditure occurred in the areas of utilities, relief teacher costs and consumables due to extended periods of remote learning. There was a decrease in revenue raised through fundraising activities due to COVID19. Equity funding was received and assisting in the provision of intervention support staff. The school also received additional funding for the High Ability Student series program and the Respectful Relationships program.

For more detailed information regarding our school please visit our website at
<http://www.pleasantstps.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 349 students were enrolled at this school in 2020, 168 female and 181 male.

3 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.

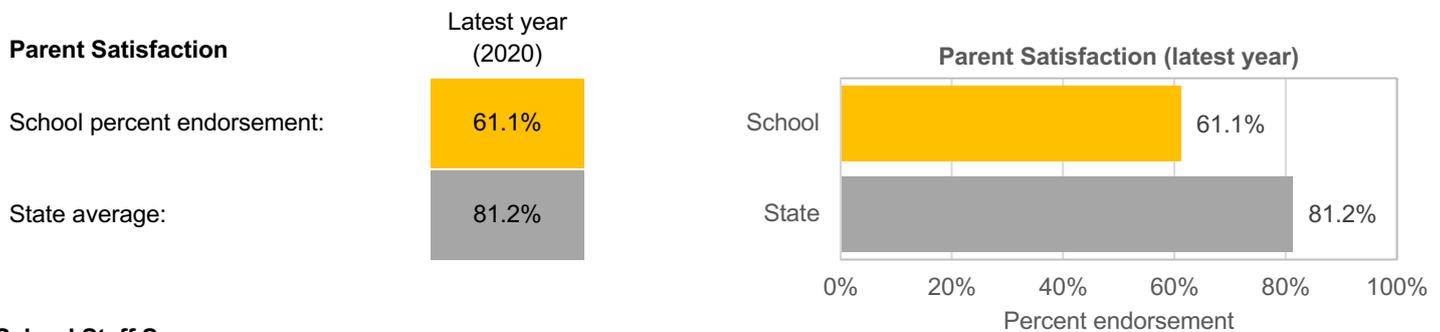
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

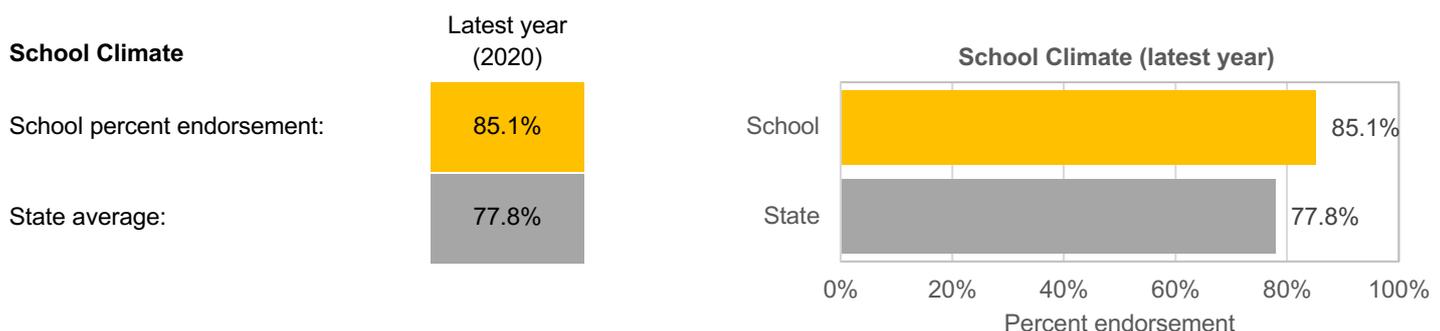


School Staff Survey

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:

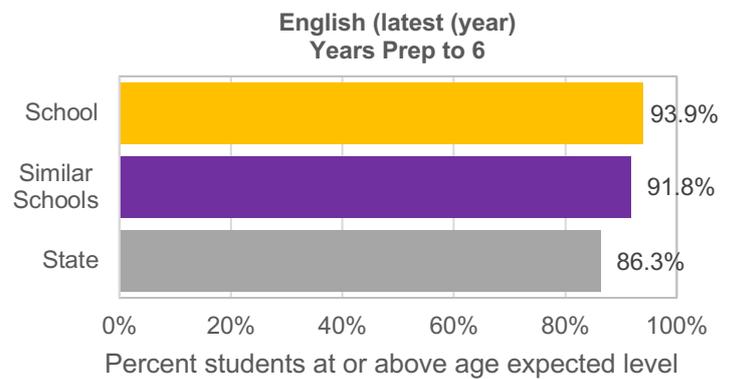
93.9%

Similar Schools average:

91.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

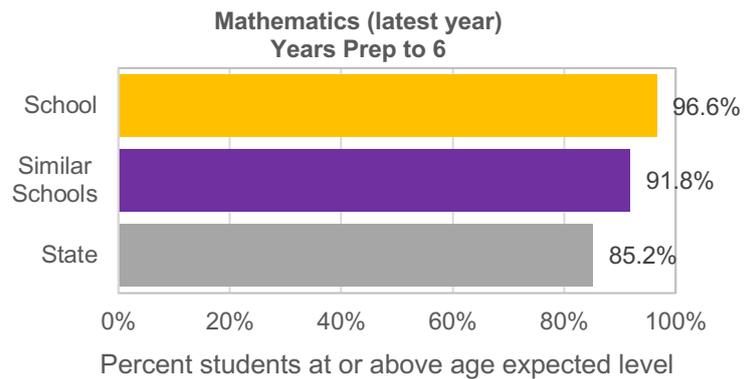
96.6%

Similar Schools average:

91.8%

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

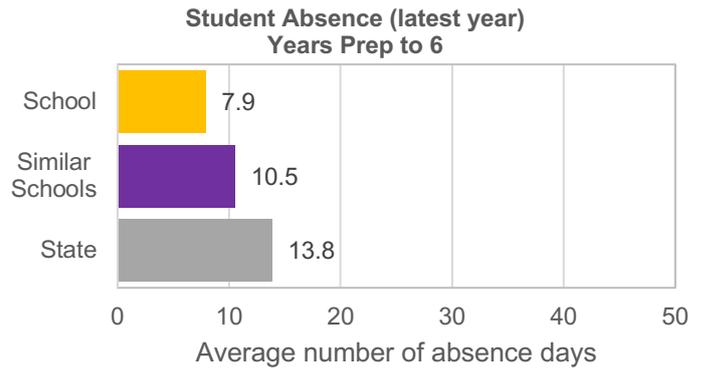
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	7.9	11.6
Similar Schools average:	10.5	13.8
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):	96%	95%	95%	96%	97%	96%	96%

WELLBEING

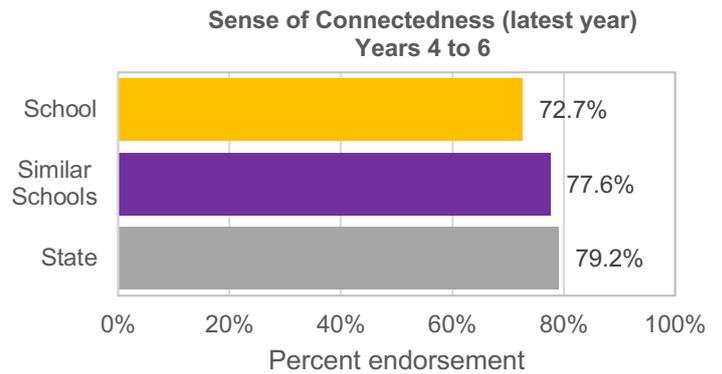
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.7%	80.0%
Similar Schools average:	77.6%	78.5%
State average:	79.2%	81.0%



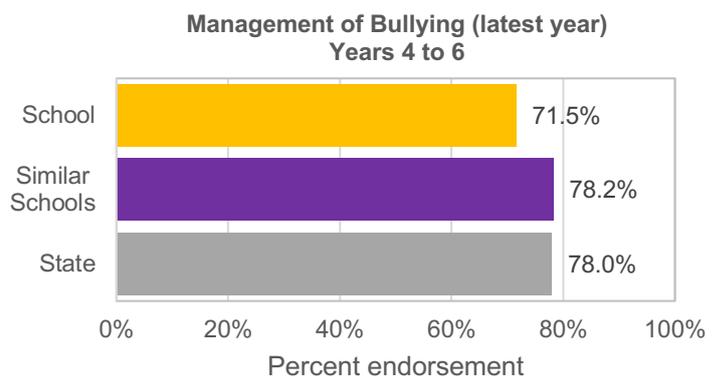
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	71.5%	82.5%
Similar Schools average:	78.2%	79.4%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,651,798
Government Provided DET Grants	\$463,679
Government Grants Commonwealth	\$10,350
Government Grants State	NDA
Revenue Other	\$14,057
Locally Raised Funds	\$113,400
Capital Grants	NDA
Total Operating Revenue	\$3,253,284

Equity ¹	Actual
Equity (Social Disadvantage)	\$13,726
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$13,726

Expenditure	Actual
Student Resource Package ²	\$2,617,938
Adjustments	NDA
Books & Publications	\$3,372
Camps/Excursions/Activities	\$35,208
Communication Costs	\$4,005
Consumables	\$64,248
Miscellaneous Expense ³	\$31,523
Professional Development	\$19,700
Equipment/Maintenance/Hire	\$56,903
Property Services	\$197,373
Salaries & Allowances ⁴	\$165,904
Support Services	\$965
Trading & Fundraising	\$6,784
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$3,350
Utilities	\$27,867
Total Operating Expenditure	\$3,235,140
Net Operating Surplus/-Deficit	\$18,144
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	\$76,621
Official Account	\$16,277
Other Accounts	NDA
Total Funds Available	\$92,899

Financial Commitments	Actual
Operating Reserve	\$82,051
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$5,847
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	\$5,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$92,899

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.