

2020 Annual Report to The School Community



School Name: Lilydale Primary School (0876)



- 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 16 March 2021 at 09:13 AM by Andrew Weaver (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 26 March 2021 at 03:56 PM by Kelly Dohle (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

Lilydale Primary School is an energetic learning community that focuses on developing each individual student to their full potential. We believe in developing the whole child by offering a range of curricular and extra curricular activities that allow students to experience a breadth of academic and social learning. It is important to us that each student is valued and that the learning programs truly cater for each individual. Lilydale Primary School has maintained and nurtured a strong relationship with its community. The school's excellent reputation reflects its commitment to improvement, cooperative team work and the provision of effective learning programs. Our school is approximately 40km from Melbourne in the town of Lilydale. Our student population reflects those of the beautiful Yarra Valley with our families coming from a wide variety of socio-economic backgrounds and cultures. In 2020, we had 248 students attending our school spread over twelve classes. The School has twelve full time teachers and six part time teachers, nine ESS staff, a Business manager and one Office staff member. The school offered four specialist subjects: Visual Arts, Performing Arts, Japanese and Science. The School also had a 0.6 teacher focused on Literacy and Numeracy Support. The School Improvement Team (SIT) consists of one Principal Class member, a Leading Teacher and representatives from each Professional Learning Team (PLT). The teams at the school in 2020 include a Prep to Grade 2 team, a Grade 3/4 team and a Grade 5/6 team.

The Differentiated School Support Initiative (DSSI) have supported Lilydale Primary School throughout 2020-21. Comprising of an Executive Principal and two Leading Teachers, the DSSI team have been a part of the School Improvement Team and supported professional learning, particularly in the area of Reading. The focus has been on developing the capacity of leaders and teachers to embed a guaranteed and viable curriculum in reading and evidenced-based pedagogy and assessment practices.

The School encourages active student leadership with School Captains, House Captains and the Junior School Council being the most visible demonstration of this. The school values of Perseverance, Respect, Inclusion, Determination and Encouragement are the foundations for all the relationships across the school and each year each class produces a mission statement which reminds students how they are to work with each other throughout the year. The Vision that we have at our school states, "At Lilydale Primary School our students will grow to be strong respectful individuals, they have an understanding of their ability to educate and empower each other as well as themselves. Our students learn to be kind, caring, creative and inspired."

Our Instructional Model ensures consistency of approach in all lessons. This includes HITS (High Impact Teaching strategies) and the 'Learning Pit' which focuses on ensuring that students realise that Learning can be difficult but with practice and support from their parents and teachers that they can achieve. They learn to understand that learning is embedded due to hard work, commitment and support.

Our School has clear, documented and evolving curriculum plans in Mathematics, Inquiry and Reading focusing on the needs of our students by analysing the data of formative and summative assessments. The school also has a Chaplain working one and a half days each week. They help to support vulnerable students dealing with a range of problems including out of home care, domestic abuse, sexual abuse, bullying, family bereavement, anxiety etc. The provision of a Chaplain has been vital in supporting students and staff to provide pastoral care and support the physical and emotional welfare of students at the school. Our School regularly achieves positive Parent Satisfaction score in the Parent Opinion Survey and in 2020 achieve a score of 95.2% endorsement compared to 81.2% as the State average. The School has tried to develop the communication with the parents including the development of a regular weekly newsletter, use of flexischools, curriculum overviews distributed every term and a Year Level expo each term where students share their learning with the parents and visitors. The School has a new website which has information regarding all aspects of school life. The school is now using emails more regularly and has developed regular surveys to ensure that parental ideas and concerns can be heard. These techniques have also been included in the School Council and Parent Association meetings. Parents are encouraged to help out in the classrooms and increasing numbers of parents are taking up this opportunity. This has resulted in a large number of parents volunteering to help students on the Tutoring Learning Initiative and the School has provided training for these parents. The School also partners with Kids Hope who provide one to one mentors for students who require additional emotional support.

Framework for Improving Student Outcomes (FISO)

Lilydale Primary School worked on its AIP targets though these were impacted by the COVID pandemic. Throughout the year the School worked with the teachers, students and community to ensure that we were able to maintain our programs virtually and share information with all stakeholders regarding the procedures and expectations at different points in the pandemic. The School provided each student that need device with one. The teachers then provided two daily hour long WebEx sessions in Literacy and Mathematics followed by wellbeing checks. Each teacher continued to follow the School Instructional model and Literacy and Numeracy Intervention also continued on WebEx. Parents were able to access regular WebEx information sessions and were surveyed regularly to identify and solve concerns. Communication also increased through Email, WebEx and Flexischools. Clubs that included chess and Lego continued on WebEx. Lessons learnt from this time have now impacted the way we communicate with parents including the live streaming of parent information sessions, Assemblies and other key events. Teacher Parent conferences now give parents the opportunity to have an option of WebEx should they be unable to attend in person. During the COVID pandemic the school also provided support for vulnerable students and families of essential workers. Number of students onsite ranged from 20 to 45 depending on the restrictions at any one particular time. This involved teaching and ES staff being rostered on to different days and the Principal being onsite each day. ES staff supported the teachers on WebEx sessions and enable PSD funded students to get extra support. Virtual assemblies were organised each Friday including student of the week awards and fun interactive activities.

Achievement

The Students responded very positively to the Remote Learning offered by the teaching staff and worked hard in their Numeracy and Literacy Sessions. The NAPLAN tests were cancelled due to the pandemic and the expectations of reporting progress was also significantly different in 2020. Based on teacher judgements in English, the students at or above the expected standards was 81.7% compared to similar school of 82.4% and the State average of 86.3%. In Mathematics, the students at or above the expected standards was 83.7% compared to similar school of 82% and the State average of 85.2%. During Term 4, our school used summative and formative assessment to identify students who we felt had not reached their full potential during 2020. This data was used to compile a list of students and identify which Tier of support they would require throughout 2021. The achievement of these students will be tracked and monitored throughout the year and their baseline performance used to measure progress in the future.

Engagement

Lilydale Primary School worked hard to support and maintain the engagement of our students throughout 2020 when they were faced with the unprecedented challenge of transitioning backwards and forwards between remote learning and onsite provision. This had a major impact on our community and on our students and we supported our students engagement in a number of ways. These included:

- Teachers or ES were required to make weekly Health and Wellbeing checks for all students via phone call, or WebEx meetings conducted by all staff.
- Disengaged families who did not connect with Webex sessions were monitored and regular calls from the office were made to check the reasons why.
- Those students deemed to be at risk, families were contacted and encouraged to send their child to school
- Grade 5/6 the initial focus was on supporting students already identified as at risk or needing extra support.
- The Student Health and Wellbeing Team compiled a list of these students and regularly monitored their progress during this period
- A range of events were offered to encourage the connectedness of students to their peers, teachers and school. These included:
 - o Virtual Interschool Sports and Cross Country
 - o Virtual Assemblies which took place on WebEx and we continued to celebrate students learning by giving out Students and Citizenship awards as we as connecting in with a clear message of Perseverance and support. We regularly had 120 to 140 families attending. We also gave out the Aussie of the Month awards
 - o Virtual Lego club which occurred for all students. The students decided on what we should build the following week and we enjoyed creating together
 - o Breakfast Club was extended in partnership with Victoria Foodbank to offer more of a variety of food available when the students returned to school
- We regularly surveyed the parents and staff in order to find out what information they needed and how we could ensure that our processes could be enhanced to further support families

- We monitored our budget relating to the costs of Covid 19 including extra technology, CRT costs etc. We closed all budgets and streamlined our budget to ensure we had adequate money to cope with each eventuality When Returning to Site in Term 4
- We created a Drop off and Pick Up timetable that would ensure that we did not cause too many parents to be hanging around the school gates
- We modified our timetables to adapt to the change caused by the Pick Up and Drop off timetable including yard duty and specialist timetables
- Each staff member contributed to the start and end of the day either greeting or farewelling students at the gate, doing duty in the Golden Forrest or running the Breakfast Club or supervising students in their class.

Wellbeing

At Lilydale Primary School we believe that everyday counts and therefore we carefully monitor attendance daily. We talk to parents about support we can provide if they are having difficulty getting their children to school. Our PRIDE values are - Perseverance, Respect, Inclusion, Determination and Encouragement. The values provide the framework for the development of a respectful and safe learning environment. These are very important to us and they form the framework for all the conversations that we have with students regarding their behaviour and wellbeing at school. The Values are the focus of our assemblies as we celebrate student citizenship with awards and recognition. The School employs a Chaplain who works at the school two days a week. The Chaplain focuses on helping students who need extra support due to home or school situations. The Chaplain provides the students with pastoral care and organises activities and events to help the students to feel safe and secure whilst also identifying any further support that is necessary. The Chaplain talks to the teachers, support staff and parents and offers strategies to help ensure the student receives the best possible support.

The school offers a Breakfast program every day. This program is supported by local organisations and allows any student, access to good quality food and drink before the school day starts so that they are ready to learn. Our Breakfast Club also allows staff and the Chaplain to talk to students in a social setting and identify any students who may need extra support or help.

Student wellbeing programs are implemented across the school with circle time used to allow students opportunities to talk about issues or concerns either at School or at home. Restorative practices are used with students to address difficulties between students. These practices ensure that the relationship is restored and each student can move on. Cyber safety is taught across all year levels culminating in the Grade5/6 students completing the Alannah and Madeline foundation Digital Licenses which focuses on teaching students the skills so that they can keep themselves safe online.

All our Preps have a Year 5 buddy and we run a Pre-School helpers program for Year 4 students. Year 5 and 6 students attend transition programs at our local secondary schools. Our Pathway to Learning Program begins in Term 2 with focused teaching on the skills the students require to start Prep and School orientation and experience sessions. Our leadership program includes School and House Captains, Junior School Council and Responsibility Day. The Kids Hope Program identifies vulnerable students and matches them to a trained mentor who remains with them during their time at the school.

Financial performance and position

In 2020, we were in a deficit credit position due to the changes in staffing that had to be made during the COVID Pandemic. We will need to continue to monitor our budget to ensure that we can cater for the equipment and staffing needs due to the projected increase in enrolments from 2022 onwards. Grants for a new Futsal Pitch and Gym storeroom have been acquired in 2020. The Capital Works grant that was expended in 2020 focused on improving the flexibility of workspaces to ensure that staff and students have modern facilities that support modern teaching and learning practices. These grants will have a significant impact on the buildings and grounds as well as the Science teaching and Curriculum at the school. Equity Funding was used in 2020 to provide extra Literacy and Numeracy support for disadvantaged students. Operating costs continue to be monitored to ensure that funds are directed at the point of need for our students and staff.

For more detailed information regarding our school please visit our website at
www.lilydaleps.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 248 students were enrolled at this school in 2020, 123 female and 125 male.

8 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.

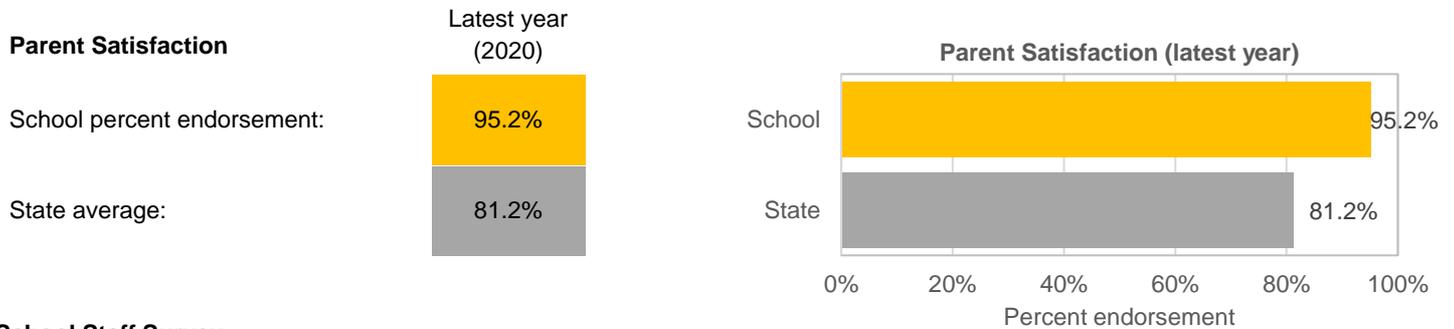
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

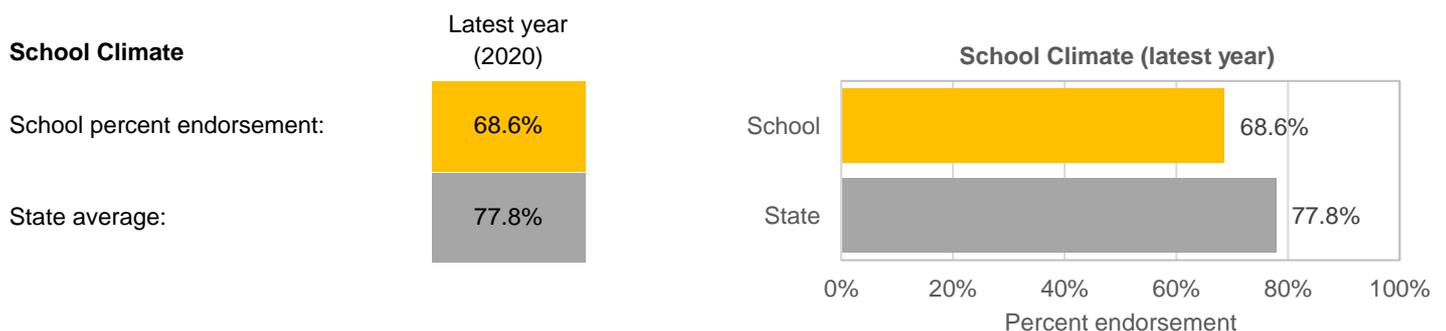


School Staff Survey

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:

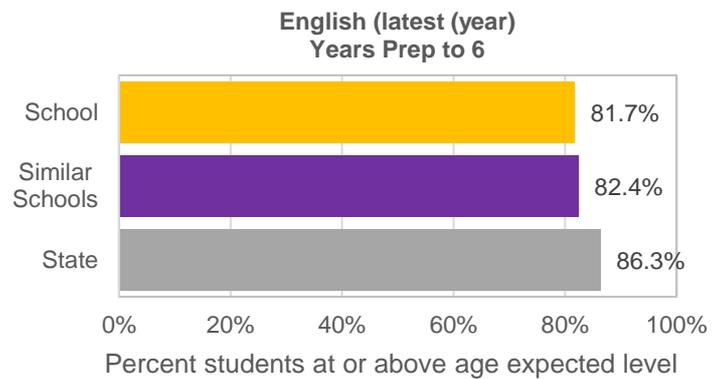
81.7%

Similar Schools average:

82.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

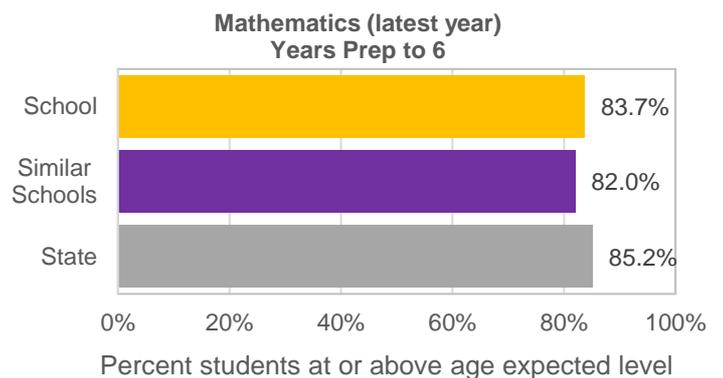
83.7%

Similar Schools average:

82.0%

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

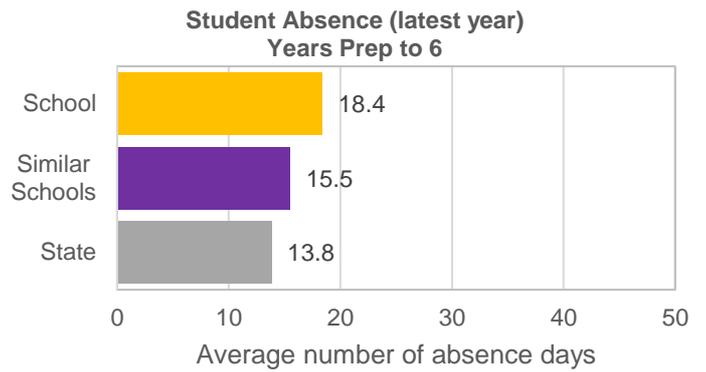
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.4	16.0
Similar Schools average:	15.5	15.8
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):	93%	89%	90%	87%	94%	90%	91%

WELLBEING

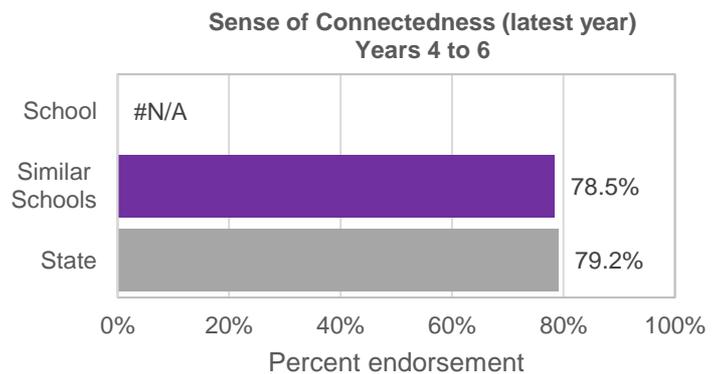
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	72.5%
Similar Schools average:	78.5%	79.6%
State average:	79.2%	81.0%



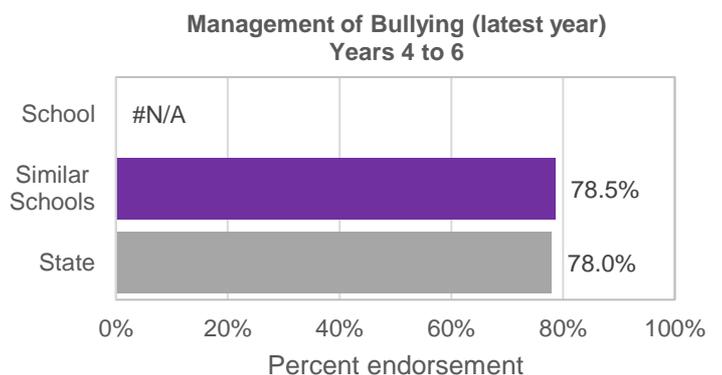
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	76.8%
Similar Schools average:	78.5%	79.9%
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

Revenue	Actual
Student Resource Package	\$2,373,822
Government Provided DET Grants	\$300,155
Government Grants Commonwealth	\$2,600
Government Grants State	NDA
Revenue Other	\$6,338
Locally Raised Funds	\$55,325
Capital Grants	NDA
Total Operating Revenue	\$2,738,239

Equity ¹	Actual
Equity (Social Disadvantage)	\$107,110
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$107,110

Expenditure	Actual
Student Resource Package ²	\$2,424,882
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$27,065
Communication Costs	\$6,786
Consumables	\$40,755
Miscellaneous Expense ³	\$5,095
Professional Development	\$1,388
Equipment/Maintenance/Hire	\$34,503
Property Services	\$35,666
Salaries & Allowances ⁴	\$70,281
Support Services	\$22,282
Trading & Fundraising	\$2,546
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$19,180
Total Operating Expenditure	\$2,690,431
Net Operating Surplus/-Deficit	\$47,808
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	\$166,236
Official Account	\$13,597
Other Accounts	NDA
Total Funds Available	\$179,833

Financial Commitments	Actual
Operating Reserve	\$40,218
Other Recurrent Expenditure	\$3,031
Provision Accounts	NDA
Funds Received in Advance	\$22,388
School Based Programs	\$6,154
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$57,767
Asset/Equipment Replacement < 12 months	\$13,378
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$20,253
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$163,189

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.