

2021 Annual Report to The School Community



School Name: Congupna Primary School (2563)



- 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 2021 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 30 March 2022 at 11:01 AM by Adam Cleary (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 06 April 2022 at 01:31 PM by Andrew Miles (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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

At Congupna Primary School, all members of our school community work together to set high expectations for our students and prioritise their engagement and achievement. We strive to be **KIND**, **BRAVE** and **CURIOUS** in all that we do and above all else, we aim to equip our students with the skills they will require to be successful in whatever it is they choose to pursue after school.

Congupna Primary School is located five kilometers north of Shepparton and caters not only for the bustling township of Congupna, but also for the major growth corridor in North Shepparton. In 2021, the official school enrolment on census day was 82; our classrooms consisted of a Grade F/1, Grade 1/2, Grade 2/3, Grade 4/5 and a Grade 5/6 composite. In 2021, the school employed 14.2 FTE teachers, teacher aides, chaplains and administration staff. The school did not employ any Aboriginal or Torres Strait Islander staff in 2021. The morning and afternoon school bus serviced the Congupna and North Shepparton areas and our school now has an on-site Out of School Hours Care (OSHC) run by Their Care that offers Before, After, Pupil Free Day and Holiday Program Care.

The school boasts fantastic facilities, provides specialist IT devices and provides many things only a small school can provide including vegetable gardens, cooking and looking after school pets such as chooks and guinea pigs. Additional resources such as two undercover playgrounds, football oval, rebound walls, soccer pitch and undercover sandpit provide our active children with many avenues to participate in physical activity to help expend some of their boundless energy. Children currently attend specialist classes in STEM, Art, Library & Italian. The school consistently participates in the Sporting Schools Program and all classrooms continue to participate in whole-school programs that focus specifically on Writing, Spelling, Numeracy and Wellbeing in 2021.

Congupna Primary School is a member of a Cluster of Small Shepparton Schools and together we strive to offer our collective students all of the opportunities afforded to children in larger schools. We regularly attend Cluster events, share teacher resources and strive to provide real transition support for our senior cluster students before they attend larger Secondary Colleges together.

Framework for Improving Student Outcomes (FISO)

Congupna Primary School's FISO Annual Implementation Goals for 2021 were simplified to cater for the complex pandemic environment in and out of Remote Learning:

* To support the 2021 DET priorities.

Congupna Primary School's Key Improvement Strategies were to prioritise:

* Learning Catch-up & Extension (Achievement),

* Happy, Active & Healthy Kids (Wellbeing),

* Connected Schools (Engagement).

Examples of our achievements are listed in the following text boxes. The School Staff and School Council are very proud of the way the school and our community have handled the immense challenges posed by the Pandemic. Although our priorities were simplified, staff worked incredibly hard in the best interests of our students in and out of Remote Learning under great stress and their contribution throughout the pandemic has been valued and cherished by our school community.

Achievement

Congupna Primary School delivered on the 'Learning Catch-up & Extension' key improvement strategy by:

* Successfully implementing a Tutor Learning Initiative (TLI) program called the Congupna Primary School Reading

Support Program,

- * Implementing, monitoring and adjusting Reading Support Plans and Individual Education Plans for all applicable students, and
- * Continuing to document our Literacy & Numeracy curriculum and use 'I can' Statements for literacy and numeracy in all of our five classrooms, and
- * Successfully use Seesaw as a legitimate online teaching and learning platform.

Not only did the school cater for those students who required learning catch-up and extension, many of our students thrived in the Remote Learning environment and maintained previous achievement levels throughout.

Engagement

Congupna Primary School delivered on the 'Connected Schools' key improvement strategy by:

- * Using Seesaw to communicate with our school community more effectively,
- * Using Seesaw to facilitate Remote Learning,
- * Using Seesaw to complete regular classroom activities whilst Face-to-face so Families can witness learning,
- * Making effective use of the school's Digital Sign to inform and engage our community whilst they could not come on-site,
- * Keeping the school's website up-to-date,
- * Using XUNO to record attendance and manage student information remotely, and
- * Facilitate regular WebEx Meetings for students, staff and our school community.

Maintaining the right level of engagement throughout the pandemic was a challenge, constantly erring between 'information overload' and a lack of information. I believe a better balance was achieved after experiencing a similar challenge in 2020.

Wellbeing

Congupna Primary School delivered on the 'Happy, Active & Healthy Kids' key improvement strategy by:

- * Continuing to act as Respectful Relationships Lead School,
- * Attending Respectful Relationships Professional Development for all staff on a scheduled Curriculum Day,
- * Using the Resilience, Rights & Respectful Relationships (RRRR) Teaching Resource to explicitly teach Social & Emotional Learning Skills (SELS),
- * Forming and overseeing an active Student Voice Team at Congupna Primary School which reported to School Council,
- * Using Sporting Schools funding to promote engaging physical exercise for students,
- * Having individual SELS goals for all students across the school,
- * Attending School Camp for all Grade 3-6 students at Fifteen Mile Camp,
- * Encouraging active participation in our four school soccer teams, and
- * Continuing to focus heavily on our School Values: We are KIND, We are BRAVE, We are CURIOUS:

We are **KIND**

In our Classrooms

- *We respect everyone's right to learn*
- *We respect everyone's right to safety*
- *We help others when we can*
- *We are good friends*
- *We are all active listeners*

In our School Yard

- *We play with all children*
- *We take turns*
- *We let others join in*

- *We help others when we can*
- *We try to be someone who others like to play with*

In our Community

- *We always support the school*
- *We support other members of our school community*
- *We understand that others make mistakes*
- *We understand that mistakes present learning opportunities*

In our Homes

- *We encourage eye contact when speaking*
- *We promote the use of 'good manners'*
- *We listen to the children in our care*

We are **BRAVE**

In our Classrooms

- *We understand that we learn if we make mistakes*
- *We always try our best*
- *We ask questions to help us learn*
- *We never give up*
- *We tell the truth*
- *We respect everyone's opinions,*
- *We appreciate everyone's differences*

In our School Yard

- *We stand up to Bullying*
- *We ask for help when we need it*
- *We introduce ourselves to new people*
- *We seek help from the school community*

In our Community

- *We raise issues promptly and respectfully*
- *We respect others opinions and differences*
- *We have difficult conversations for the benefit of all our school community but particularly our students*

In our Homes

- *We encourage our children to be brave*
- *We support our school community*
- *We seek help or support from school*

We are **CURIOS**

In our Classrooms

- *We know we need to be Learners for Life*
- *We love to learn new things*
- *We want to answer our own questions*
- *We set and achieve learning goals*
- *We know the only constant is change*

In our School Yard

- *We try playing with new people*
- *We try playing new games*

In our Community

- *We ask how we can help children learn*
- *We ask how we can help the school*
- *We suggest ways the school could try to make things better*

In our Homes

- *We take an interest in our child's wellbeing*
- *We take an interest in our child's education*
- *We take an interest in our school community*

- *We take an interest in our school*
-

Finance performance and position

Congupna Primary School had a successful financial year operating within budget with a strong emphasis on monitoring the financial position of the school throughout another pandemic year. The school ran two Mobile Art Services (MACC) and a Mobile Library Service (MARC) in 2021. Part of the School's surplus can be attributed to these programs and vehicle replacement costs that are coordinated and accrued for these programs over a number of years. Grants for Sporting Schools and COVID-19 Cleaning were received. Equity Funding was spent on Staff Training, Community Engagement and on purchasing Classroom Learning Resources. In 2020, the school successfully applied for a VSBA Minor Capital Works Fund Grant for a planned Car Park and to be part of the National School Chaplaincy Program. Amounts relating to both of these grants were received and spent in 2021.

For more detailed information regarding our school please visit our website at
<https://www.congupnaps.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 82 students were enrolled at this school in 2021, 34 female and 48 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).

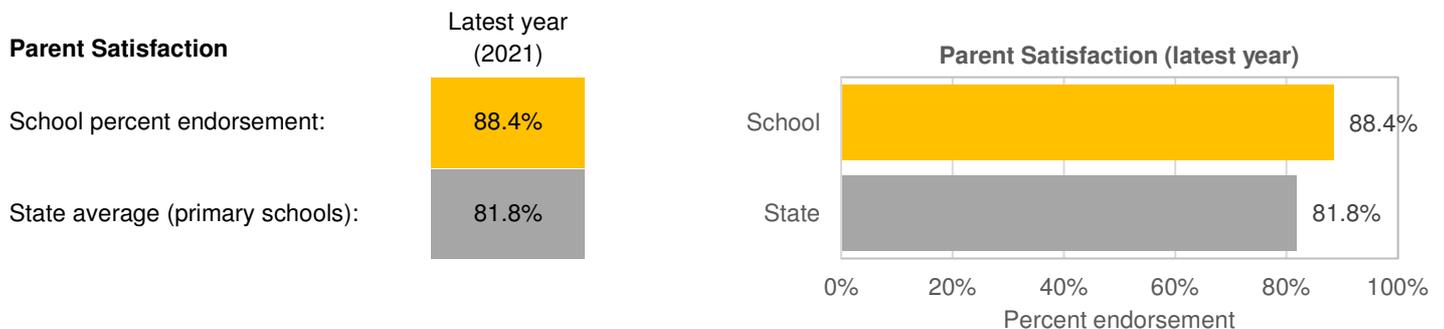
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

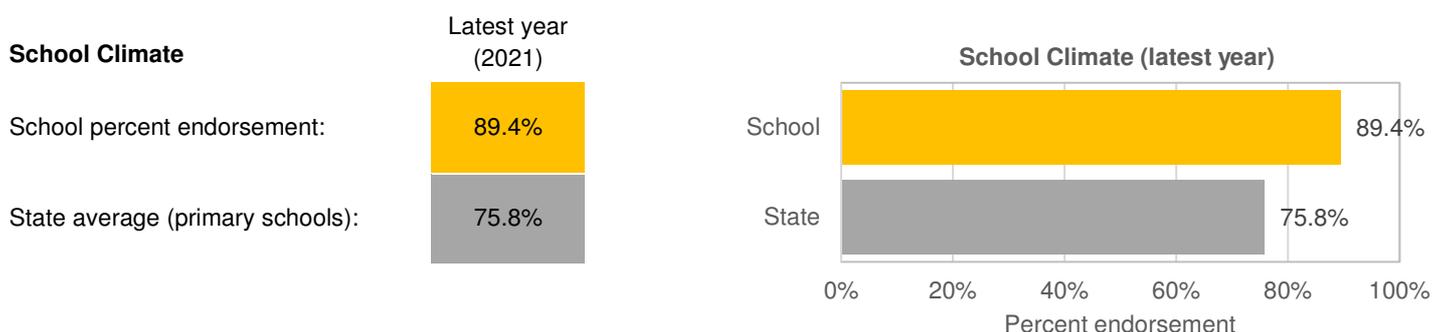


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

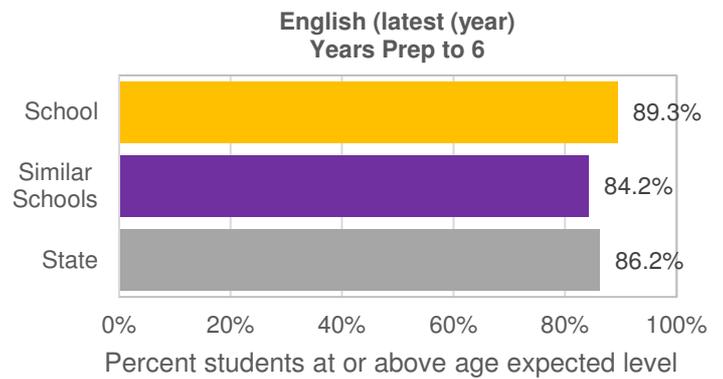
89.3%

Similar Schools average:

84.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

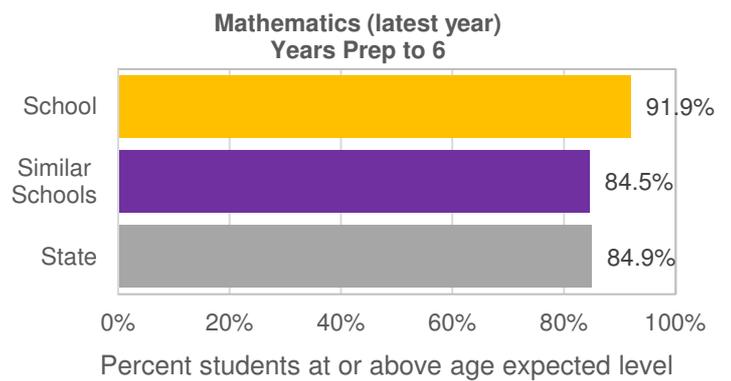
91.9%

Similar Schools average:

84.5%

State average:

84.9%



ACHIEVEMENT (continued)

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.

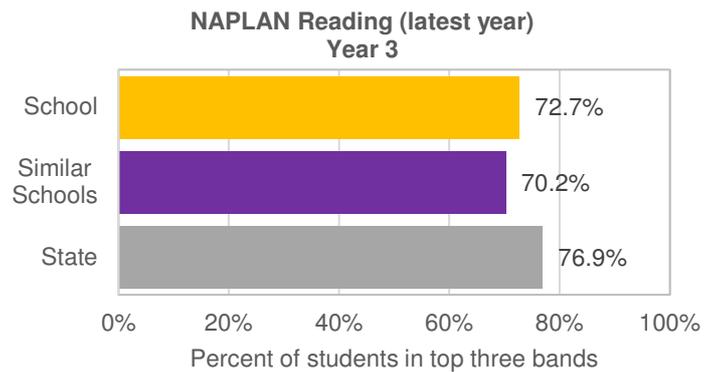
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

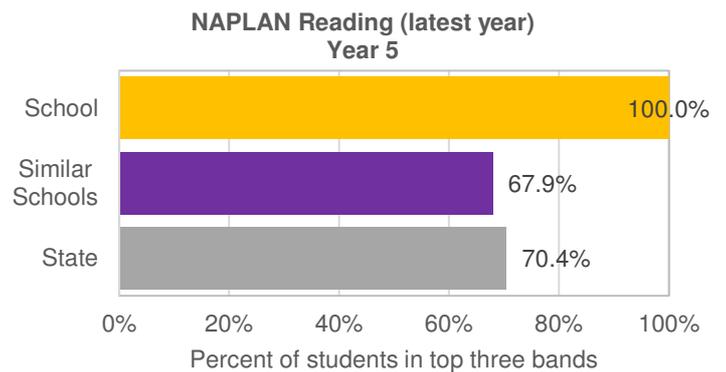
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	84.0%
Similar Schools average:	70.2%	72.6%
State average:	76.9%	76.5%



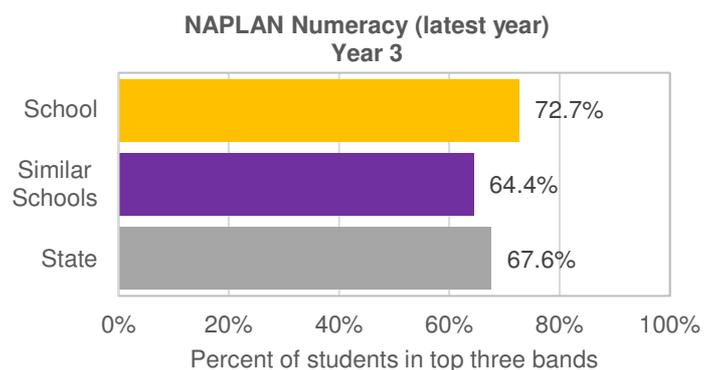
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	100.0%
Similar Schools average:	67.9%	66.1%
State average:	70.4%	67.7%



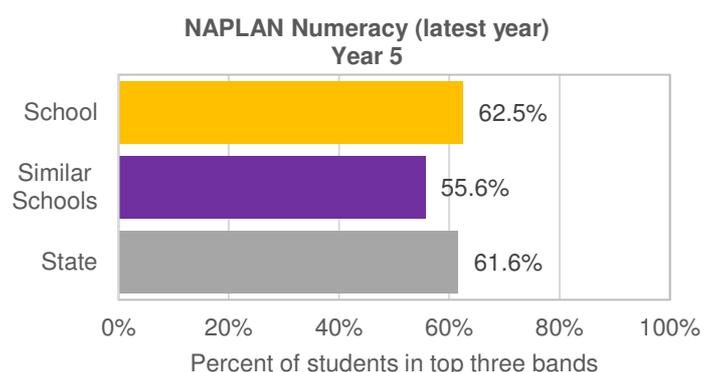
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	80.0%
Similar Schools average:	64.4%	65.2%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.5%	73.3%
Similar Schools average:	55.6%	56.1%
State average:	61.6%	60.0%



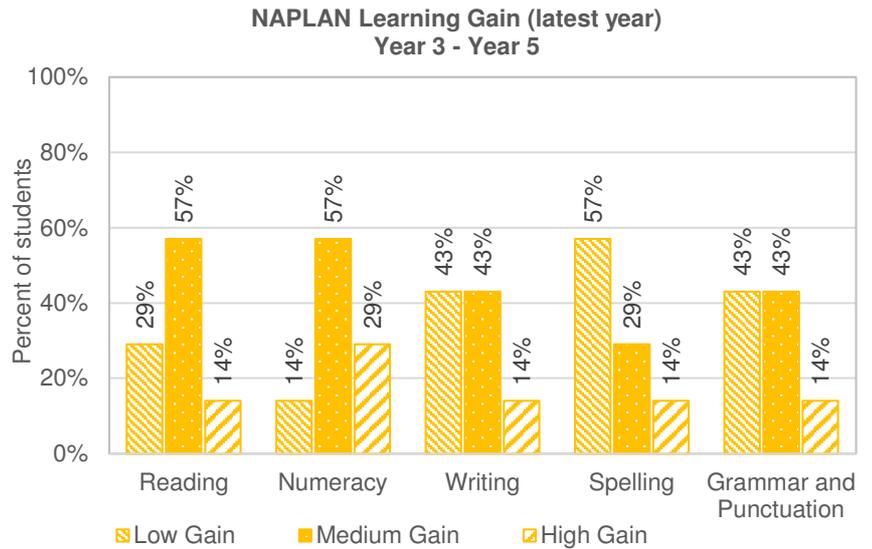
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	57%	14%	25%
Numeracy:	14%	57%	29%	26%
Writing:	43%	43%	14%	20%
Spelling:	57%	29%	14%	27%
Grammar and Punctuation:	43%	43%	14%	25%



ENGAGEMENT

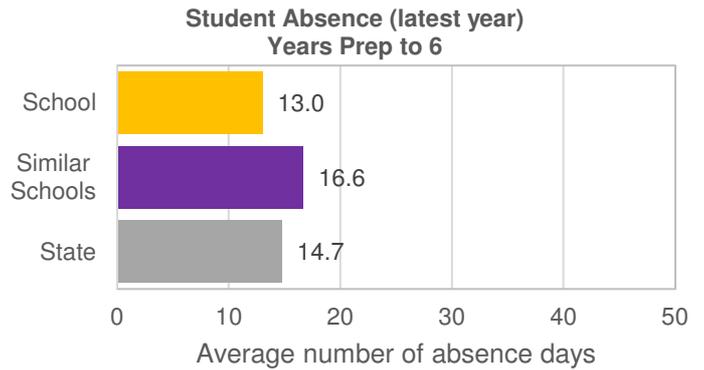
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.0	14.3
Similar Schools average:	16.6	16.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	92%	97%	92%	95%	90%	91%

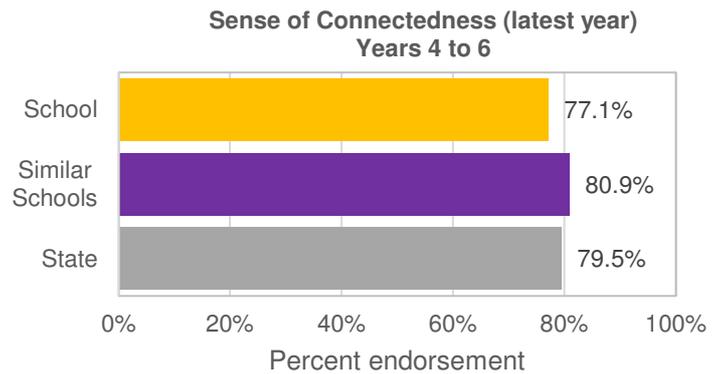
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.1%	82.9%
Similar Schools average:	80.9%	81.3%
State average:	79.5%	80.4%

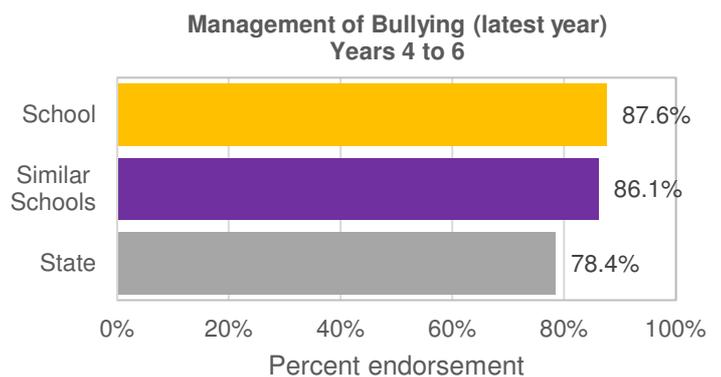


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	87.6%	86.1%
Similar Schools average:	86.1%	83.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$1,313,873
Government Provided DET Grants	\$220,844
Government Grants Commonwealth	\$9,430
Government Grants State	\$181,125
Revenue Other	\$56,486
Locally Raised Funds	\$48,943
Capital Grants	\$0
Total Operating Revenue	\$1,830,701

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,646
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,646

Expenditure	Actual
Student Resource Package ²	\$1,332,284
Adjustments	\$0
Books & Publications	\$2,702
Camps/Excursions/Activities	\$19,038
Communication Costs	\$3,209
Consumables	\$31,964
Miscellaneous Expense ³	\$24,864
Professional Development	\$3,301
Equipment/Maintenance/Hire	\$42,509
Property Services	\$39,973
Salaries & Allowances ⁴	\$16,059
Support Services	\$24,113
Trading & Fundraising	\$10,353
Motor Vehicle Expenses	\$13,401
Travel & Subsistence	\$0
Utilities	\$6,535
Total Operating Expenditure	\$1,570,306
Net Operating Surplus/-Deficit	\$260,395
Asset Acquisitions	\$201,793

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$431,162
Official Account	\$29,012
Other Accounts	\$0
Total Funds Available	\$460,174

Financial Commitments	Actual
Operating Reserve	\$36,930
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$8,132
School Based Programs	\$118,407
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$200,174
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$32,000
Capital - Buildings/Grounds < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$455,644

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.