

2022 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 of the previous calendar year 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 03 May 2023 at 12:35 PM by Adam Cleary (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 07 May 2023 at 02:15 PM by Tim Bye (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 2022, the official school enrolment on census day was 72; our classrooms consisted of a Grade F/1, Grade 1/2, Grade 3/4, and a Grade 5/6 composite. In 2022, the school employed 11.7 FTE teachers, teacher aides, chaplains and administration staff. The school did not employ any Aboriginal or Torres Strait Islander staff in 2022. 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 attended specialist classes in STEM, Art, Library & Italian. The school participated in the Sporting Schools Program and all classrooms continued to participate in whole-school programs that focus specifically on Writing, Spelling, Numeracy and Wellbeing in 2022.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning - Key Improvement Strategy 1 (Priority Dimension)

Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy. Develop a multi-tiered response to meet students' individual learning needs. Highlights included:

- building assessment and differentiation practices through clear processes and professional learning in Numeracy,
- embedding assessment and differentiation practices through clear processes and internal professional learning in Writing,
- providing timetables and supporting staff to meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons using shared planning time for juniors (F-2) and seniors (3-6),
- supporting students and teachers to have more time to work on content at the students' point of need, and
- providing targeted academic support and intervention through the Tutor Learning Initiative, classroom differentiation and co-teaching.

Wellbeing

Wellbeing - Key Improvement Strategy 2 (Priority Dimension)

Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Establish a multi-tiered response model to support students' mental health, wellbeing and inclusion.

Highlights included:

- promoting our School Community Values: We are **KIND**, We are **BRAVE**, We are **CURIOUS**,
- continuing to promote the use of the Resilience, Rights & Respectful Relationships Teaching Resource to teach Social & Emotional Learning Skills explicitly as part of the curriculum,

- supporting the continuous development, documentation and revision of a multi-tiered response model to mental health, wellbeing and inclusion in classes and in planning units of work, and
- documenting and implementing a staged response to supporting student attendance and mental health and wellbeing.

Engagement

Engagement

To improve student engagement and ownership of their learning. Provide a stimulated learning environment where students are active learners who collaborate, explore and connect with the school and wider community. Highlights included:

- The establishment of a Student Voice Team to amplify student agency,
- The continuation of individual learning goals for every student presented at a student-led Learning Conference with Teachers and Families,
- The continuation of our Congupna Cruzers Soccer Team to continue an avenue for our school community to socialise post-pandemic, and
- The reemergence of a very strong and inclusive Parents & Friends Committee.

Other highlights from the school year

2022 was our first full year post-pandemic and was filled full of fantastic activities:

- * Grade F-2 Sleepover at School.
- * Grade 3/4 Camp Kookaburra in Corop for two nights.
- * Grade 5/6 DOXA Urban Camp in Melbourne for four nights.
- * Interschool Athletics Carnival at McEwen Reserve in Shepparton for all students.
- * Quantum Science Excursion in Melbourne for all students.
- * Six-day Swimming Program in Shepparton.
- * Sporting Schools Coach visits in Basketball, Soccer and Hockey.
- * BMX Excursion for Grade 3-6 students.
- * Water Treatment Plant Excursion for Grade 3-6 students.
- * River Connect Fishing Excursion for Grade 3-6 students.
- * Whole School Plant a Tree Day for all students.
- * Bravehearts Incursion for all F-2 students.
- * Robotics Incursion from Melbourne Museum showcasing MBots to Grade 3-6 students.
- * Whole school End-of-year Concert.
- * Grade 5/6 Solar Boat Program and school visit from Model Solar Victoria.
- * Student Voice Team Lunchtime Activities and Catering Days.
- * Whole-school Disco at the Congupna Community Hall
- * End-of-year Whole Community Excursion to FunFields in Whittlesea.
- * Whole-school Book Week Cluster Day.
- * Congupna Convicts Afternoon Community Presentation by our Grade 3-6 students.
- * 'The Little Mermaid' production at Westside for Grade F-2 students.
- * Grade F-2 STEM Transport Excursion to MOVE and traveling on a V/Line Train.

Financial performance

Congupna Primary School had a successful financial year operating within budget with a strong emphasis on monitoring the financial position of the school throughout its first post-pandemic year. The school ran two Mobile Art Services (MACC) and a Mobile Library Service (MARC) in 2022. 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 2022, the school successfully applied for an Out of School Hours Care Grant and to be part of the National School Chaplaincy Program. The School also received DET and DHS Grants to provide an outdoor classroom and replace existing shadesails at school. Amounts relating to both of these grants were received and spent in 2022.

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 2.0 (FISO 2.0).

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 67 students were enrolled at this school in 2022, 27 female and 40 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).

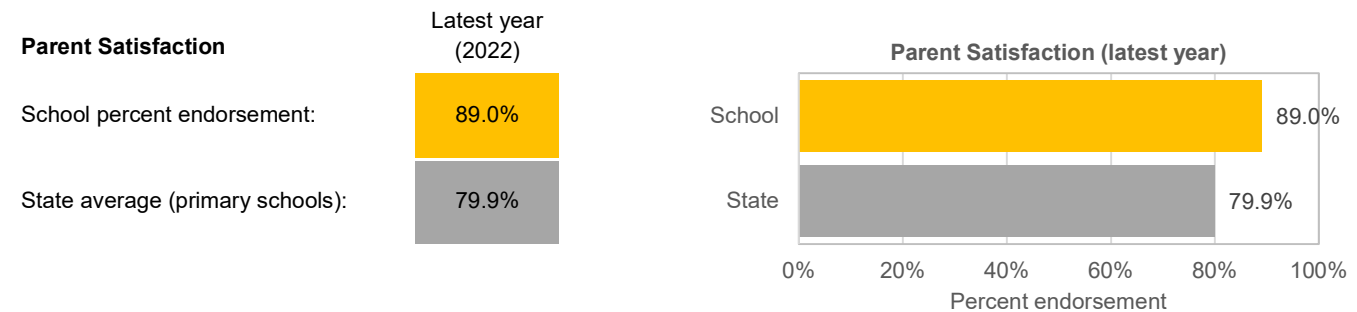
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

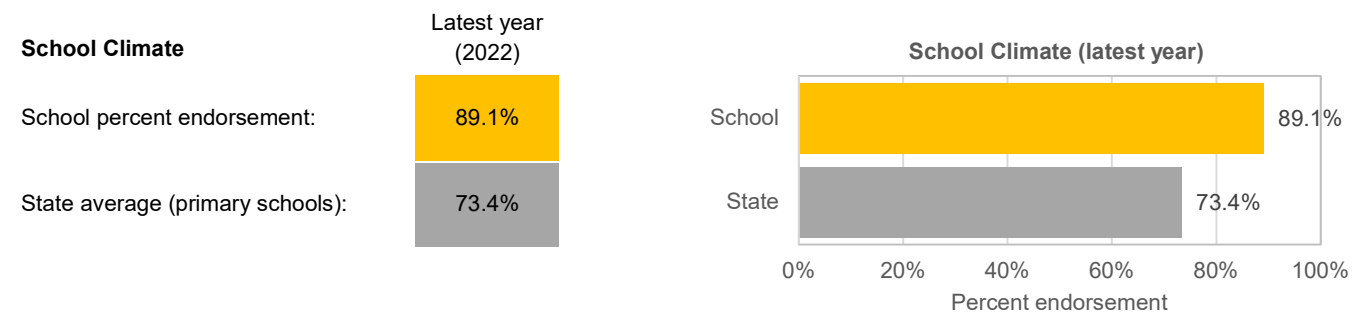


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

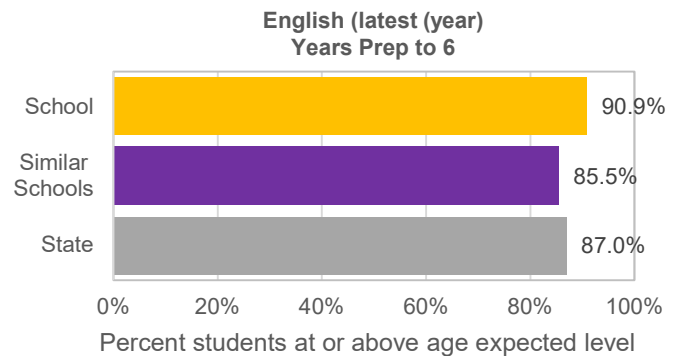
90.9%

Similar Schools average:

85.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

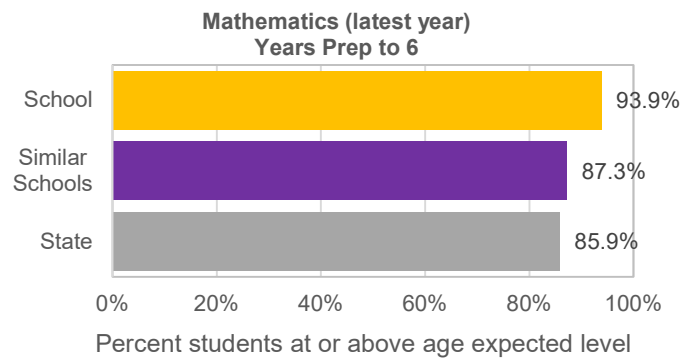
93.9%

Similar Schools average:

87.3%

State average:

85.9%



LEARNING (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.*

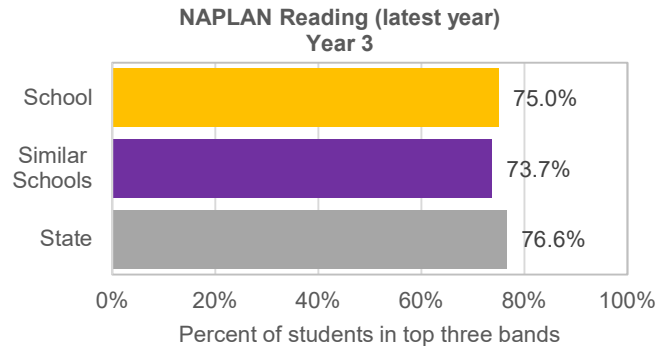
NAPLAN

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 2019, 2021 and 2022 data.

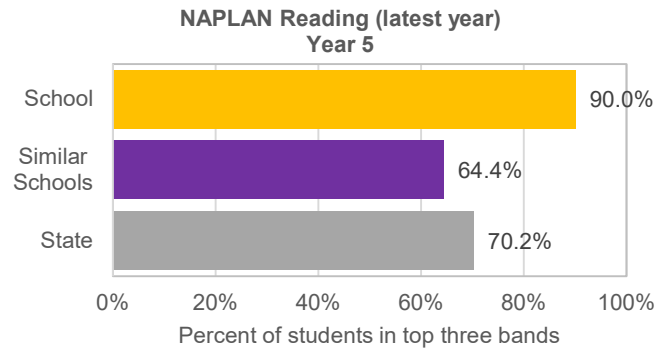
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	75.0%
Similar Schools average:	73.7%	73.7%
State average:	76.6%	76.6%



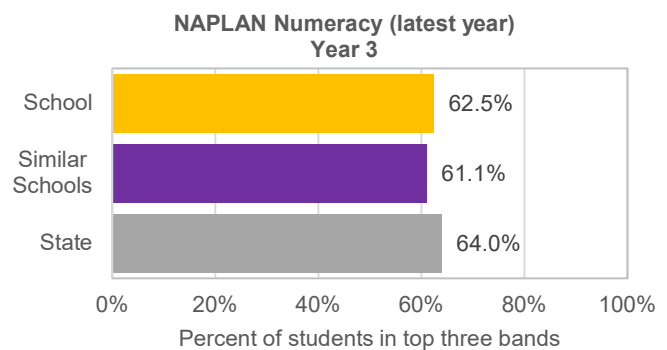
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	95.7%
Similar Schools average:	64.4%	64.7%
State average:	70.2%	69.5%



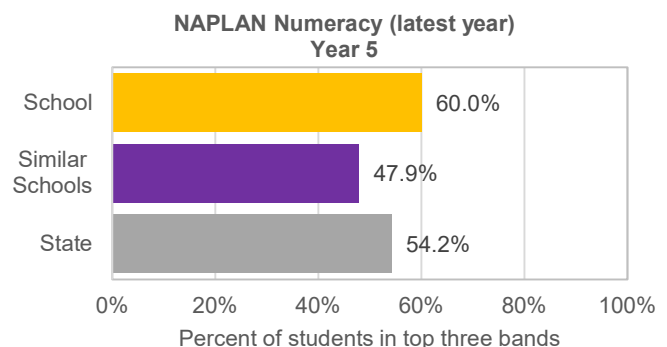
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	70.8%
Similar Schools average:	61.1%	64.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	65.2%
Similar Schools average:	47.9%	52.8%
State average:	54.2%	58.8%



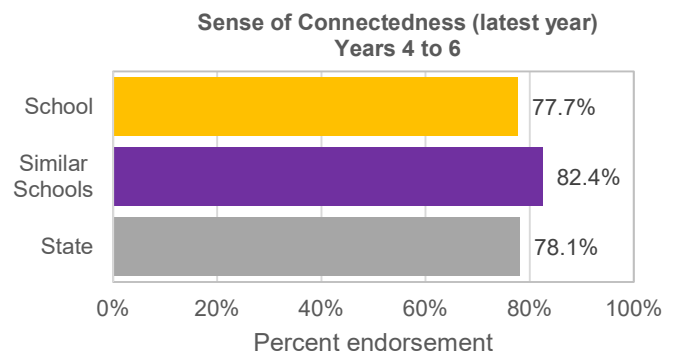
WELLBEING

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).

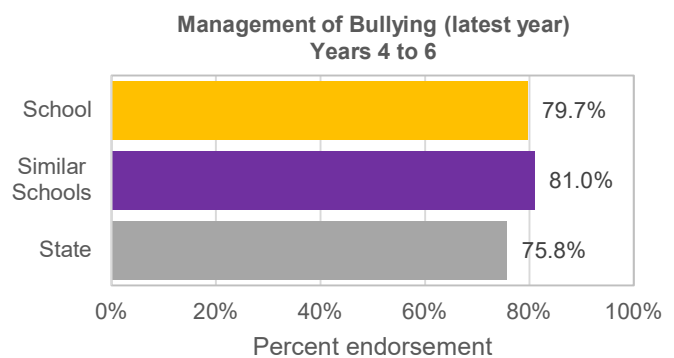
Sense of Connectedness Years 4 to 6	Latest year (2022)	4-year average
School percent endorsement:	77.7%	82.4%
Similar Schools average:	82.4%	82.2%
State average:	78.1%	79.5%



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 (2022)	4-year average
School percent endorsement:	79.7%	86.2%
Similar Schools average:	81.0%	84.5%
State average:	75.8%	78.3%



ENGAGEMENT

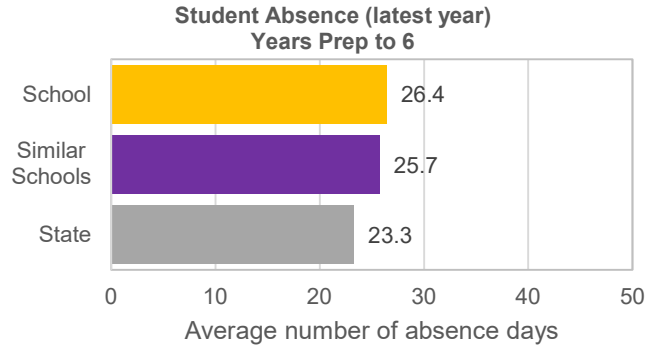
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.4	16.7
Similar Schools average:	25.7	18.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	85%	92%	86%	84%	88%	77%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,210,904
Government Provided DET Grants	\$278,626
Government Grants Commonwealth	\$5,800
Government Grants State	\$42,255
Revenue Other	\$122,402
Locally Raised Funds	\$41,185
Capital Grants	\$0
Total Operating Revenue	\$1,701,172

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,908
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,908

Expenditure	Actual
Student Resource Package ²	\$1,251,715
Adjustments	(\$9,286)
Books & Publications	\$5,543
Camps/Excursions/Activities	\$11,654
Communication Costs	\$1,986
Consumables	\$35,703
Miscellaneous Expense ³	\$53,558
Professional Development	\$12,831
Equipment/Maintenance/Hire	\$20,113
Property Services	\$52,413
Salaries & Allowances ⁴	\$34,049
Support Services	\$80,009
Trading & Fundraising	\$9,879
Motor Vehicle Expenses	\$14,191
Travel & Subsistence	\$0
Utilities	\$6,401
Total Operating Expenditure	\$1,580,760
Net Operating Surplus/-Deficit	\$120,412
Asset Acquisitions	\$140,425

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$502,791
Official Account	\$18,455
Other Accounts	\$0
Total Funds Available	\$521,245

Financial Commitments	Actual
Operating Reserve	\$50,596
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$92,860
School Based Programs	\$122,553
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$141,781
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$35,500
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$38,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$516,291

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.