

2022 Annual Report to the School Community

School Name: Coimadai Primary School (0716)



- 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 April 2023 at 08:34 PM by Moira Ross (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 20 April 2023 at 10:41 PM by Jamie Fearn (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

Coimadai Primary School is situated in a unique rural setting surrounded by open space and farmland with a magnificent view of Lake Merrimu. Our vision is to be a school who strives for excellence, empowering our students to achieve their personal best in an inclusive and supportive environment. We aim to inspire student learning and creativity through a range of broad and engaging programs and experiences. Coimadai Primary School promotes success and aims to develop students who are happy, optimistic and confident in their community. Our students have access to a wide range of specialist programs including, Art, PE, Music, Resilience, Chinese, Performing Arts, ICT and STEM. The school is strongly supported by parents and enjoys a co-operative relationship between students, parents and staff. Students are taught in an atmosphere that fosters a responsibility to learn, succeed, co-operate and practise self-discipline. The core values of responsibility, fairness, honesty, self-discipline, co-operation and respect for others are embedded into our school culture. Our key curriculum emphasis is on the development of English and Mathematical skills. Class groupings allow for small home groups and maximum interaction between student and teacher, ensuring an excellent grounding in English and Mathematics.

Enrolments have remained steady at 71 students in 2022. The school has a total of 15 staff which includes 1 principal, 4 classroom teachers, 4 specialist teachers ~ Chinese, Music, MARC VAN, Tutor and Welfare Officer, a Business Manager and Educational Support Staff. Our enthusiastic and dedicated team work together to share expertise, skills, knowledge and resources in all curriculum areas to continually develop and foster student learning outcomes.

Teachers have continued to place a strong focus on the welfare needs of the students, ensuring that they are happy and connected to the school and peers. A wellbeing dog was purchased and our focus on wellbeing is integrated in to the curriculum and taught on a weekly basis. A phonics based reading program engages all students in Prep-2 with daily phonological awareness activities, followed by explicit systematic synthetic phonics instruction. Students then use their phonics knowledge to spell words using the same patterns that they are learning in reading. Teachers use a consistent form of reporting and assessment, analysing and interpreting data in order to improve student outcomes and monitor progress. The MARC Van program continued, giving the school access to a specialised Performing Arts/ Librarian teacher. A dedicated tutor was employed 2 days a week, offering support for students who require either extension or intervention. We have continued to enhance our Literacy programs for those students who need added support and by developing a reading program, which promotes intrinsic and extrinsic rewards for students. We offer Reading Tutor Program, Mini Lit, and STAP intervention programs. Our school owns four mini buses which enables us to provide students with multiple excursions and camps at a reduced cost to our families.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was the year for Coimadai PS School Review and so a comprehensive evaluation of the past four years was conducted and then a new Strategic Plan and an AIP were developed. Staff focused on the following key improvement strategies being implemented in our AIP: Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable and to develop a responsive whole school approach to tiered wellbeing. Over the course of the year staff completed PLC training and developed our own Instructional Model to base lessons on. We also continued to participate in the Primary Maths Specialist Program, allowing two teachers to be trained in the latest pedagogical methods, which will then allow for the implementation of whole school practice. Students participated in a range of Literacy and Numeracy programs to enhance and consolidate their learning. 2022 data for Teacher Judgement shows 87% of all students in English and 90% for Mathematics were performing at or above the expected level. These results are on par with the state average. ILP were developed for those identified as needing additional support or extension. All students made progress, with the majority achieving their set goals. A focus for 2023 will be to increase the number of students working at or above the expected level in Numeracy and English. 2022 Naplan results were extremely pleasing. All Grade 3 students and 87% of Grade 5 students

achieved results in the top 3 bands for reading. In Numeracy 75% of the Grade 3 students and 71% of Grade 5 students achieved results in the top 3 bands. Our 4 year average in all areas of Naplan results remain higher than similar schools and the State average. Coimadai has continued to implement a range of programs for improving student outcomes: Spelling Mastery, Reading Tutor Program, Mini Lit, STAP and GRIN (Getting Ready In Numeracy) are used for students who require intervention.

Wellbeing

Student welfare continued to be a high priority for all staff at Coimadai PS. Students are explicitly taught Resilience as a weekly subject. A wellbeing dog, Ned, was purchased and introduced to the school. Strategies gleaned the Berry Street Educationa Model Professional Development are now being embedded into our way of life at school, allowing for a whole school approach when dealing with students who have experienced trauma and high levels of stress in their lives. These strategies implemented across the school help reduce stress and anxiety in students and allow them to learn to self-regulate their behaviours. The school employs a welfare officer/ social worker one day a week to work with identified students and families.

Engagement

Student attendance and engagement has been an area of our AIP that all staff have continued to focused on. Positive Start programs were accessed extensively to complement our learning. A Melbourne city camp, swimming program, AFL and Soccer clinics, Melbourne Museum Robotics program, Art Centre – Magic Beach production, Ballarat Wild Life Park were all made available for free to students. The school has utilised a number of strategies to improve absentee rates. Strategies include continual monitoring and contacting the parents each morning at 9:15 am when a child is absent and detailed attendance data reported on semester reports. Absentee figures increased slightly from previous years. The most common reasons for high absentee were directly related to COVID with enforced isolation periods and family holidays. 20% of students had less than 10 days and 31% had between 10-20 days absent. 49% of students had an absent rate higher than 20 days which is our school target/ goal. 22% of all students had more that 30 days absent. These figures are higher than the state averages and those of similar schools. Students with excessive attendance absences are monitored and followed up on a daily basis. Parents received letters from the school when absentee rates reached 10, 20, 30, or more days. The Student Representative Council provides opportunities for students to feel connected to their school. Coimadai PS has continued to make available a wide collection of extra curriculum activities to enhance student interest, curiosity, optimism and passion. The continuation of the Clubs Program, end of year celebrations, school camps, excursions and incursions. In future, our PLCs will focus on opportunities to continue building student agency in the classroom.

Financial performance

Throughout 2022 the school effectively utilized all the financial resources, and as a result, finished the year in surplus. The High Yield and Official accounts remain in a healthy financial position. The majority of the SRP was used to employ staff. Parents and Friend's continued to locally raise funds throughout the year and new ipads and netbooks were purchased for students. Significant funds were used remove and trim back trees which had been identified as dangerous in the arborist report. Ongoing fire prevention measures were carried out. The school garden was maintained so that it complied with BARR fire safe regulations. Eligible families were able to utilise the Camps, Sports and Excursions Fund (CSEF) to assist in their child's participation in camps, incursions and excursions. Coimadai PS was successful in gaining the Sporting School's grant and this money was used to subsidise the swimming program. The school also received equity funding which was used to cover staff wages so that intervention programs could be implemented. Funds held in the High yield account were used to purchase a new 12 seater bus. This bus allows cheaper camps and excursions for families. Funds will also be used to repair the Library walls, repaint the school fix plumbing issues relating to the water tanks, septic maintenance and

items identified in the School Maintenance Plan. A grant of \$75000 was received to establish and fund an OoHC program/service for our school.

For more detailed information regarding our school please visit our website at
<http://www.coimadaips.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 71 students were enrolled at this school in 2022, 29 female and 42 male.

NDP percent of students had English as an additional language and 6 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.

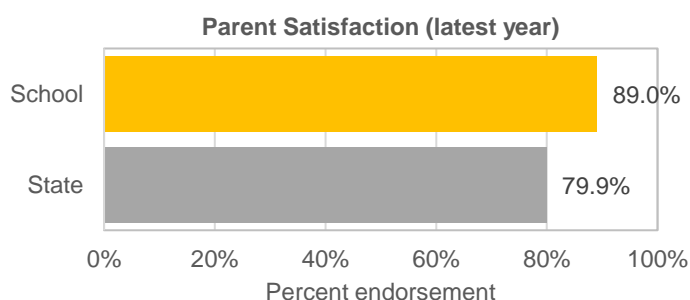
This school's SFOE band value is: Medium

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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.0%
State average (primary schools):	79.9%



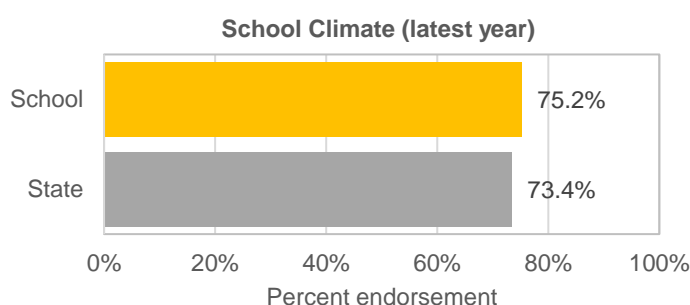
School Staff Survey

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.

School Climate	Latest year (2022)
School percent endorsement:	75.2%
State average (primary schools):	73.4%



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:

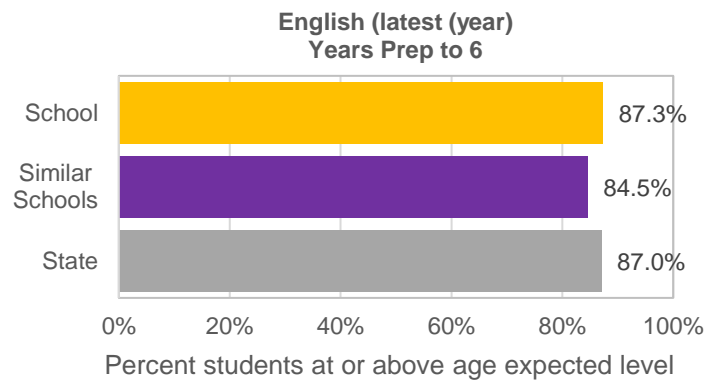
87.3%

Similar Schools average:

84.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

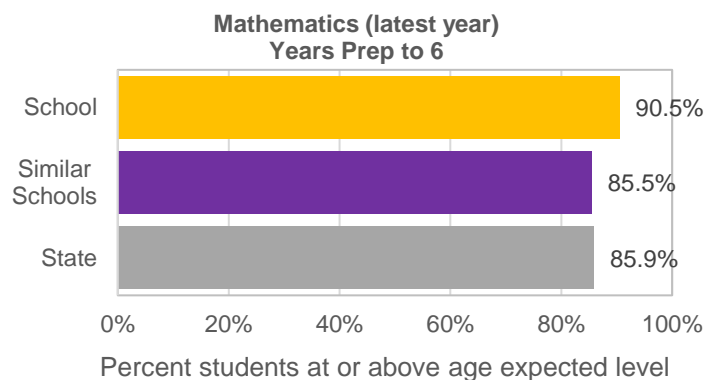
90.5%

Similar Schools average:

85.5%

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.

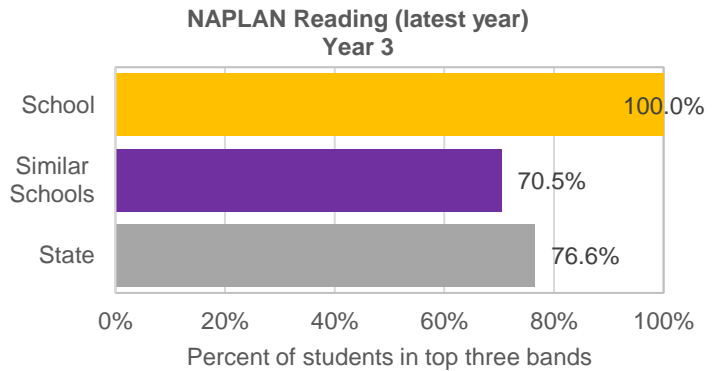
NAPLAN

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.

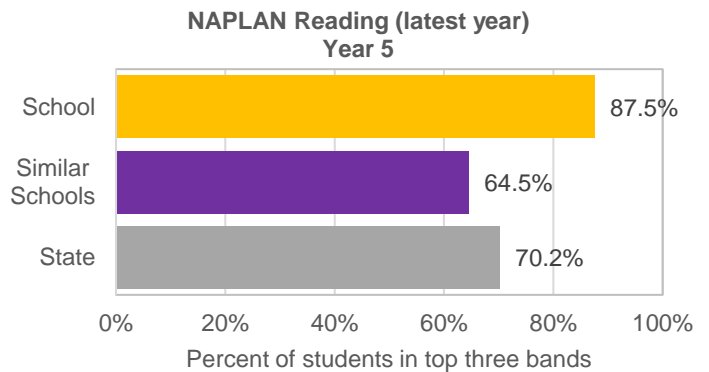
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	77.3%
Similar Schools average:	70.5%	72.3%
State average:	76.6%	76.6%



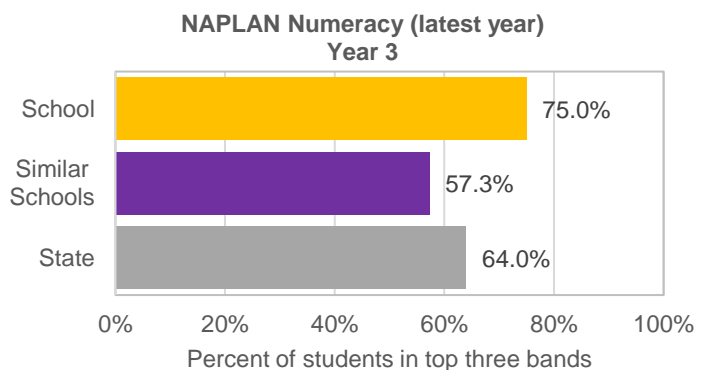
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.5%	59.3%
Similar Schools average:	64.5%	64.1%
State average:	70.2%	69.5%



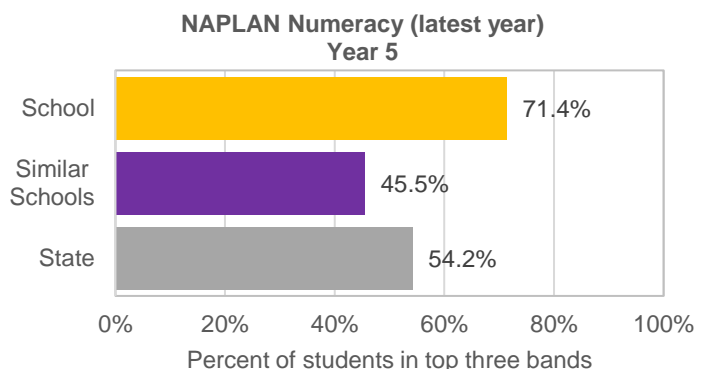
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	77.3%
Similar Schools average:	57.3%	61.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	73.1%
Similar Schools average:	45.5%	51.0%
State average:	54.2%	58.8%



WELLBEING

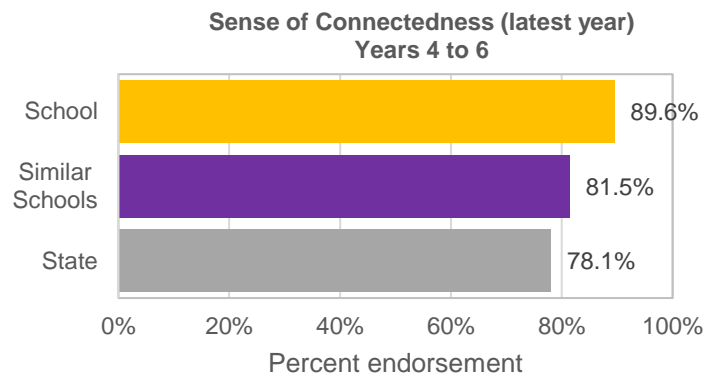
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	89.6%	89.0%
Similar Schools average:	81.5%	81.3%
State average:	78.1%	79.5%

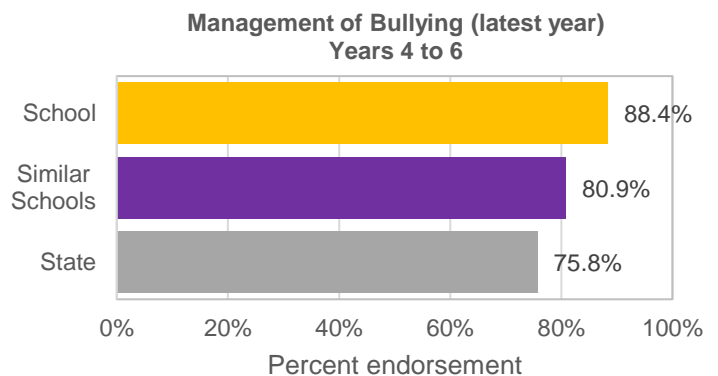


Student Attitudes to School – Management of Bullying

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:	88.4%	88.1%
Similar Schools average:	80.9%	84.0%
State average:	75.8%	78.3%



ENGAGEMENT

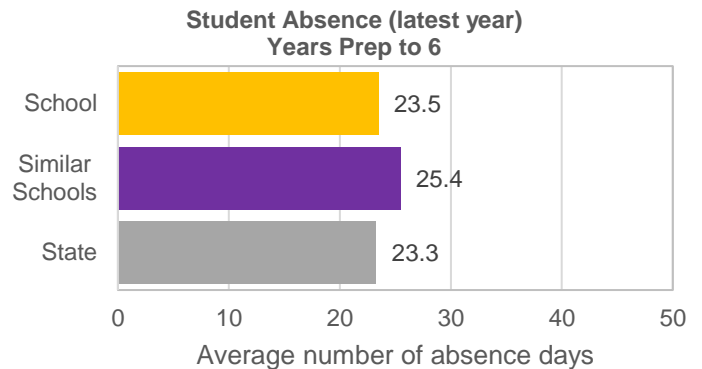
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.5	21.1
Similar Schools average:	25.4	19.1
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):	90%	87%	90%	92%	NDP	88%	82%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,271,727
Government Provided DET Grants	\$307,241
Government Grants Commonwealth	\$3,325
Government Grants State	\$19,535
Revenue Other	\$15,065
Locally Raised Funds	\$32,134
Capital Grants	\$0
Total Operating Revenue	\$1,649,026

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,812
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$66,812

Expenditure	Actual
Student Resource Package ²	\$1,033,638
Adjustments	\$0
Books & Publications	\$1,804
Camps/Excursions/Activities	\$28,188
Communication Costs	\$1,553
Consumables	\$15,169
Miscellaneous Expense ³	\$31,712
Professional Development	\$6,252
Equipment/Maintenance/Hire	\$11,131
Property Services	\$48,508
Salaries & Allowances ⁴	\$35,803
Support Services	\$36,558
Trading & Fundraising	\$7,736
Motor Vehicle Expenses	\$2,775
Travel & Subsistence	\$0
Utilities	\$5,355
Total Operating Expenditure	\$1,266,180
Net Operating Surplus/-Deficit	\$382,846
Asset Acquisitions	\$5,200

- (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	\$290,699
Official Account	\$6,191
Other Accounts	\$0
Total Funds Available	\$296,890

Financial Commitments	Actual
Operating Reserve	\$35,018
Other Recurrent Expenditure	\$1,004
Provision Accounts	\$0
Funds Received in Advance	\$75,000
School Based Programs	\$10,047
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,001
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$77,576
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$74,595
Total Financial Commitments	\$282,241

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.