

# 2022 Annual Report to the School Community

School Name: Pyalong Primary School (2005)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 05 May 2023 at 01:32 PM by Jessica Bowen-Duarte (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 06:25 PM by Julia Gaffney (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Pyalong Primary School (PPS) was established in 1878 and is situated in the picturesque hills of Pyalong, a rural area in central Victoria, 80 kilometres north of Melbourne. Our enrolments have been steadily increasing with 105 students attending in 2022. The school is set on large, landscaped grounds of approximately 7.4 acres with an oval, playgrounds, cricket nets, netball courts and cottage gardens. We have a strong environmental focus with kitchen gardens, chickens, composting stations, orchard and we support our energy usage with a large solar panel installation.

Our school's socio-economic profile (based upon the Student Family Occupation and Education index which takes into account parents' occupations and education) is Medium and our school population is largely made up of students for whom English is the first language. In 2022, the school structure was made up of five composite classes. We were fortunate to obtain two new portable buildings

School Vision and Values: Pyalong Primary School's vision is to work together with parents, carers and the community to create a better future for all hence our motto 'Excellence through Unity'. The school values are Be Kind, Be Safe and Be Your Best. We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate kindness, and take every opportunity to help others that may be in need. We strive for excellence, which means trying our hardest and doing our best. School Purpose: At Pyalong Primary School we believe that effective teaching is the single biggest determinant of student improvement in a school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. Our intent is to improve outcomes for all students by building a culture of high expectations. Our school priorities in 2022 included: - Implementing a consistent instructional model for teaching and learning - Building teacher capacity to understand and use data - Best practice in literacy and numeracy, with a particular whole school focus on writing and numeracy - Embedding Professional Learning Communities (PLC) practices schoolwide - Build teacher capacity to involve students in their learning through developing student voice and agency - Develop a whole school strategy to engage students in setting and monitoring academic and personal goals - Formalise and embed consistent assessment practices and use assessment to monitor impact of teaching on learning.

Pyalong Primary School has a positive climate for learning. The classrooms are very settled with an engaging classroom culture. Staff place a high value on developing consistent routines and a structured classroom environment. The school has effective strategies to promote positive behavioural expectations in the school and we proudly implement the Schoolwide Positive Behaviour framework for which we received the bronze level award in 2022. We are also a Respectful Relationships school providing weekly sessions across all classes F - 6. High value is placed on minimal disruption to the daily two hour literacy and one hour numeracy sessions. In addition to our comprehensive learning programs, we provide a range of specialist subjects including Health and Physical Education, The Arts - media, visual art through the MACC program, dance and drama, music, languages program - Indonesian, Kitchen Garden program and library through the MARC program. We provide a range of opportunities for students to foster their interests and showcase their talents through participation in the State School Spectacular, Interschool sporting programs, young leaders program and suite of mathematics competitions. We are fortunate to have a First Call Fund partnership with Arts Centre Victoria where we are able to attend fully subsidised performances throughout the year. 1:1 Literacy and Numeracy Intervention is offered to support equity funded students and further learning support is through the tutor learning initiative. We provide an Out of School Hours Care service which operates before and after school each day throughout the school term. We have supportive carers, families and community groups who contribute to the wellbeing of our school by assisting with the maintenance of the grounds, whole school activities, reading and the Stephanie Alexander Kitchen Garden program. We are very fortunate to have a dedicated group of carers and community members form our Parents and Friends Club that conduct regular fundraising activities. They continued to meet and consult throughout 2022 and were successful in raising significant funds for the school. Workforce Composition: In 2022 - Pyalong Primary School had 10.2 equivalent fulltime staff: 1.0 Principal class; 6.2 FTE teaching staff, 2.0 FTE Student support staff, 1 FTE Business Manager, we also had a Chaplain for 10 hours per week and a tutor employed for 15 hours per week as part of the Tutor Learning Initiative. No staff member identifies as Indigenous. We provide student support services such as counselling and speech pathology to our students.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

During 2021, we noted the importance of an increased focus on numeracy for 2022. Therefore, in 2022, we made several changes to the Professional Learning schedule, ensuring that Numeracy was at the forefront. In Semester 2, our Numeracy leader was removed from face to face teaching duties one day per week to support teaching staff in the planning and delivery of Mathematics lessons as well as providing coaching and mentoring. Structured fortnightly Professional Learning was delivered including many opportunities for teachers to improve content knowledge. This was complemented by the implementation of junior and senior PLC teams with a focus on Mathematics. Regular PLC Inquiry cycles provided the opportunity for staff to be involved in quality data conversations to share knowledge, successes and problems of practices. Teachers improved their data literacy skills through the analysis of inquiry cycle data including both achievement and growth data. Planning documents showed a high level of differentiation supported by assessment data. In 2023, we will continue our focus on numeracy and have been provided with DSSI support to upskill our Numeracy leader and provide staff with coaching and mentoring.

In the F-6 Teacher Judgements, Pyalong Primary School students performed below the State average in English and Mathematics however, this was not reflected in NAPLAN data. NAPLAN data for Year 3 in both Reading and Numeracy was higher than both the Similar Schools and State averages. Year 5 data, although still above Similar Schools and State in reading, showed a decline in Numeracy which were below the State mean.

Staff and Leadership worked to use data to identify students needing support or extension. The reading data wall was regularly updated (twice per term) and strategies determined to support ongoing student progress. We continued to provide 1:1 tutoring through the Tutor Learning Initiative and provided additional individualised support using equity funds. This meant that we were able to support a large number of students in both literacy and numeracy.

## Wellbeing

Pyalong Primary School takes an active stance on student wellbeing and this is reflected in ongoing improvements in our Attitudes to School survey results which are consistently very positive. In the AtoSS, 98.6% of our students reported a Sense of Connectedness to school which was significantly above both the Similar Schools and State Averages. Students also reported 100% endorsement in the factor of Management of Bullying, again significantly higher than the Similar Schools and State Averages. Staff satisfaction, according to the School Staff Survey, was also well above the state average in all areas. We are very proud of these results as it reflects the dedication that we have to ensure that our learners and teachers feel safe and happy at school. We continued making family contact a priority in 2022, with time allocated each fortnight for teaching staff to make contact with families. In 2022, a staff member was released from the classroom 1 day per week to support wellbeing initiatives and the continued implementation of the Schoolwide Positive Behaviour Support (SWPBS) framework. Structured social and emotional lessons were provided on a weekly basis to all students and reinforced in our fortnightly cross age Buddies sessions. We have senior student wellbeing leaders who play an active role including presenting focuses at each weekly assembly and actively contributing to our awards program. 2022 included a significant investment in professional learning for all teaching and support staff to enhance their understanding of the SWPBS framework with all staff completing modules at their level of need. We received a Bronze level award for SWPBS in recognition of our efforts and progress in 2022. In addition to this, the principal and wellbeing leader participated in a network Wellbeing Community of Practice where they worked alongside several other schools in the region to learn about best practice in the area of wellbeing.

## Engagement

We are very proud of the collaborative nature of our relationships at Pyalong Primary School and believe it to be a significant strength. We have strong community links with local organisations including the Neighbourhood house and local sporting organisations. Within the school community, communication has been a focus with regular scheduled opportunities for teaching staff to connect with families. A termly class newsletter as well as items from each class in fortnightly newsletters, keep families informed about what students are learning and how they can support this learning at home. Our Year 6 students hold leadership responsibilities which are nurtured through their participation in Young Leaders program as well as local leaders training. They are responsible for the planning and delivery of the weekly assemblies which they now do with confidence. Senior students support our younger students through the Buddies program where they work with their younger peers each fortnight on our social/emotional learning programs, supporting and guiding them to make positive and responsible choices.

Aside from 2020/21 attendance data which was significantly impacted by Covid, we continue to have a positive attendance record with an average of 15.4 days absent which was lower than Similar Schools and State averages. We have worked tirelessly to support high rates of attendance through regular communication, providing support to families and the implementation of attendance plans for students at risk. We have been supported in this goal through our network Community of Practice where we collaboratively designed and developed a tiered approach to attendance.

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## Other highlights from the school year

2022 saw the reintroduction of a range of sporting activities, excursions and camps for our students. Some of the key activities included:

- All students in years 2 - 6 spent three days at Sovereign Hill
- A team of 16 students participated in the Victorian State School Spectacular
- Collaboration with Arts Centre Melbourne and a visit to see a play of 'The Selfish Giant'
- Cluster sports activities leading to district, division and regional events
- Winter and Summer Sports competitions
- Bike Education - 5 week course
- STEM visit to the Australian Grand Prix for Year 6 students
- Halogen Young Leaders conference for Year 6 students
- Baker Boy performance
- Somers School Camp for 11 students

We finished the year with a whole school concert and Year 6 graduation ceremony

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## Financial performance

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. The school was in a very sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, provided the framework for school council allocation of funds to support school programs and priorities.

The Financial Commitments section of the Financial Performance and Position report shows an end of year surplus from both credit and cash budgets of \$295,736 however once the reconciliation was completed, we ended the year with a surplus of \$360,114. This surplus is expected to decrease significantly due to staffing next year.

In 2022, Pyalong Primary School received the following:

- \$34,725 in equity funding which was used to pay for intervention programs and additional staffing
- \$20,280 Chaplaincy funding which was fully expended
- \$18,300 Before and After School Care grant which was used to purchase a climbing frame
- \$ 4,400 in Sporting Schools funding which was used to deliver Bike Education and intensive swimming program to all students
- \$18,744 Shade sail grant
- \$22,401 in Bushfire Preparedness funding

Our Parents and Friends Club raised \$14,690 in 2022

**For more detailed information regarding our school please visit our website at**  
<https://www.pyalongps.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 105 students were enrolled at this school in 2022, 55 female and 50 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).

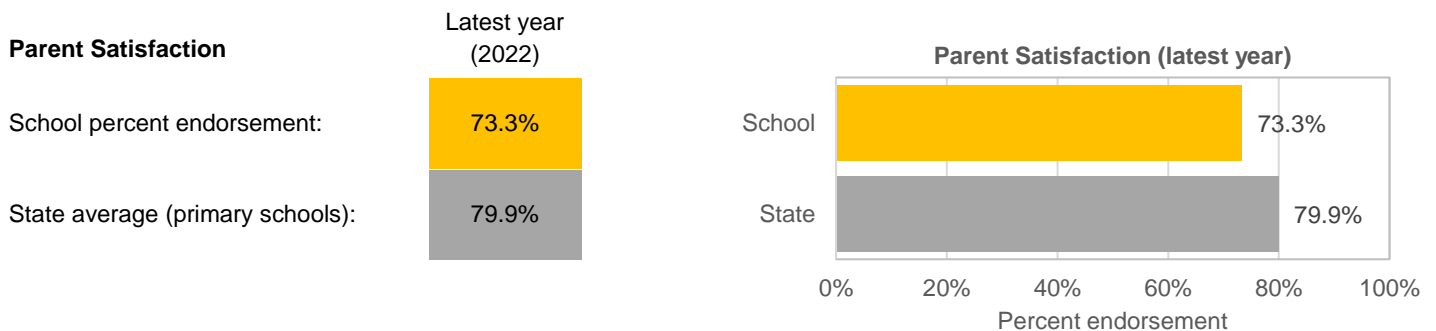
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

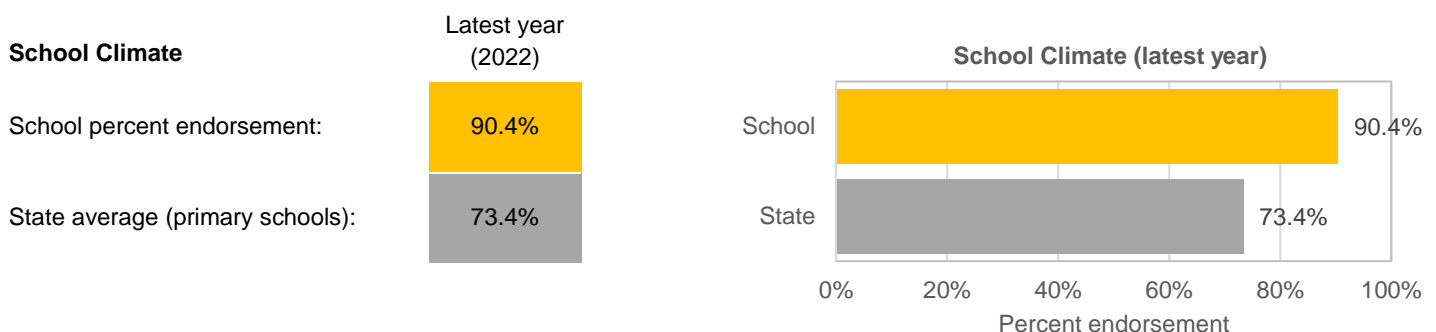


### School Staff Survey

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.



## 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:

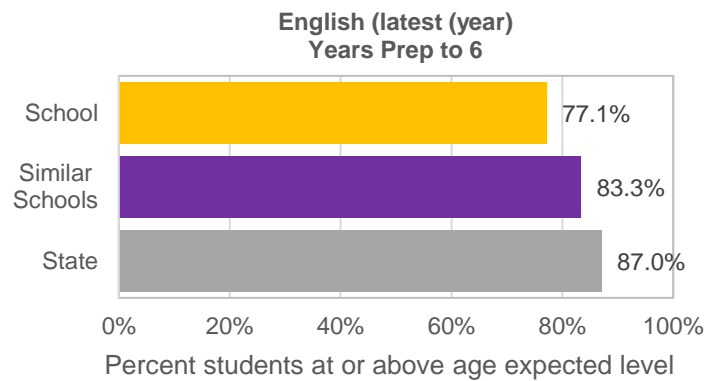
77.1%

Similar Schools average:

83.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

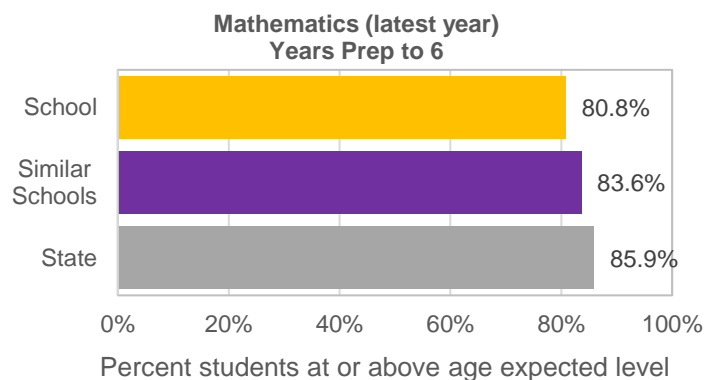
80.8%

Similar Schools average:

83.6%

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.

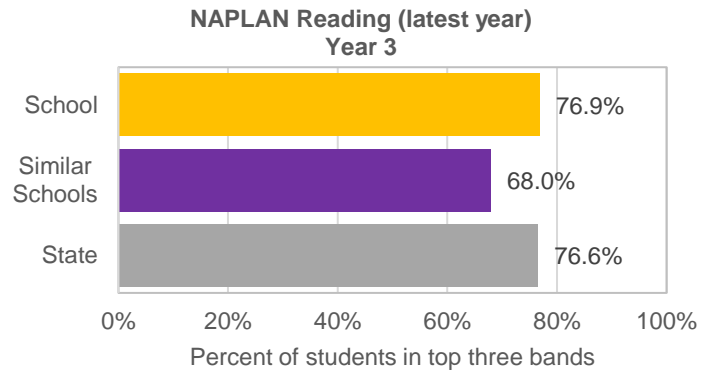
### NAPLAN

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.

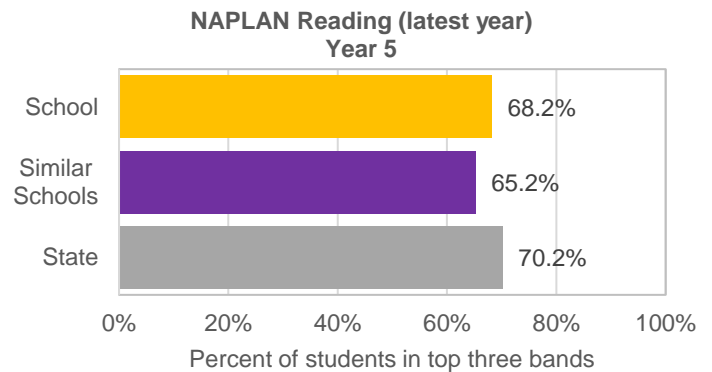
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	75.0%
Similar Schools average:	68.0%	70.1%
State average:	76.6%	76.6%



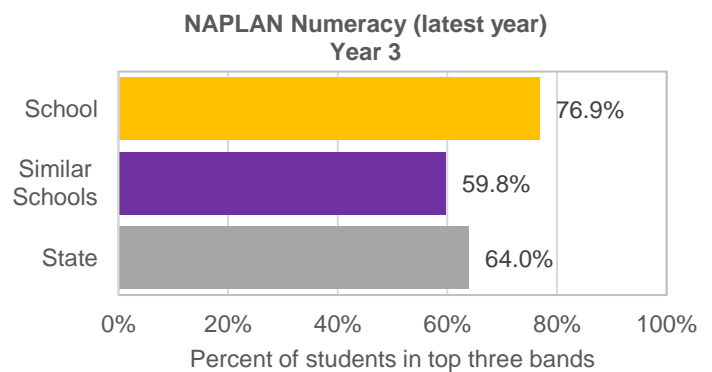
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.2%	70.0%
Similar Schools average:	65.2%	65.4%
State average:	70.2%	69.5%



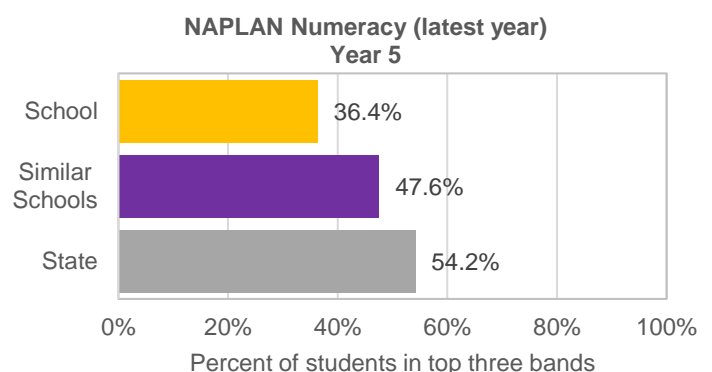
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	75.0%
Similar Schools average:	59.8%	62.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	45.0%
Similar Schools average:	47.6%	52.9%
State average:	54.2%	58.8%



## WELLBEING

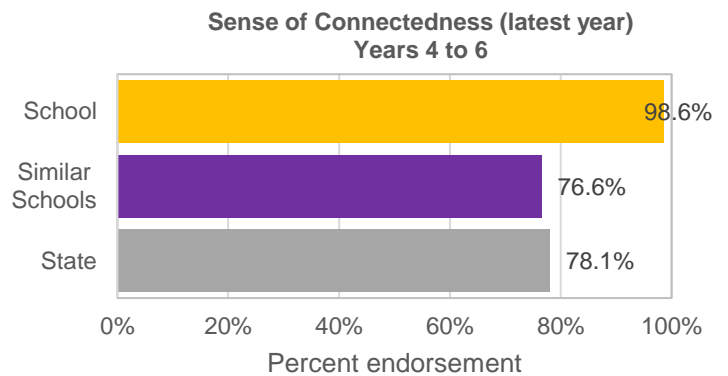
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	98.6%	95.2%
Similar Schools average:	76.6%	77.8%
State average:	78.1%	79.5%

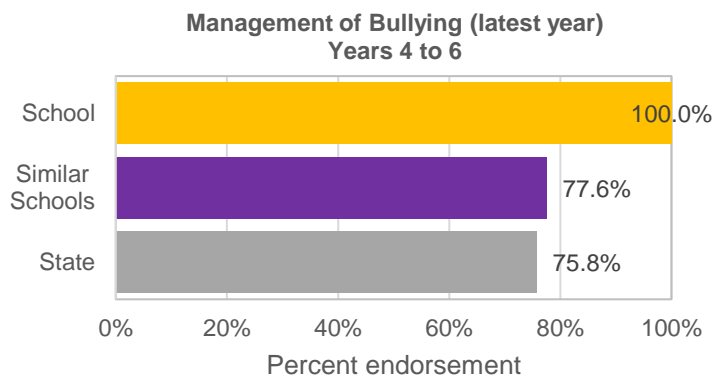


### Student Attitudes to School – Management of Bullying

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:	100.0%	95.1%
Similar Schools average:	77.6%	79.4%
State average:	75.8%	78.3%



## ENGAGEMENT

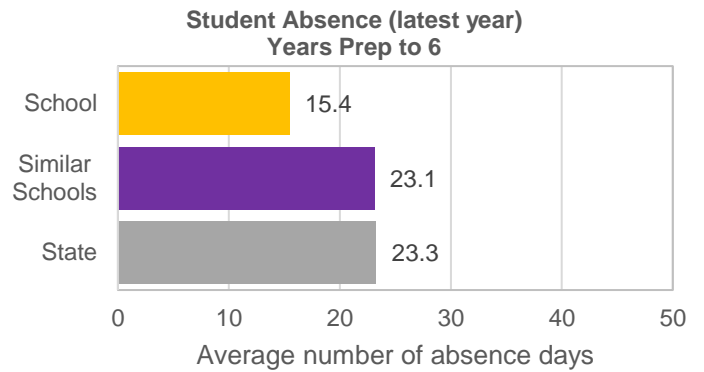
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	15.4	11.6
Similar Schools average:	23.1	17.2
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%	92%	93%	90%	94%	93%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,377,786
Government Provided DET Grants	\$227,833
Government Grants Commonwealth	\$35,233
Government Grants State	\$0
Revenue Other	\$4,071
Locally Raised Funds	\$90,458
Capital Grants	\$18,744
<b>Total Operating Revenue</b>	<b>\$1,754,126</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,426
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$34,426</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,018,346
Adjustments	\$0
Books & Publications	\$728
Camps/Excursions/Activities	\$33,391
Communication Costs	\$1,046
Consumables	\$11,739
Miscellaneous Expense <sup>3</sup>	\$61,008
Professional Development	\$5,585
Equipment/Maintenance/Hire	\$30,903
Property Services	\$63,059
Salaries & Allowances <sup>4</sup>	\$96,761
Support Services	\$42,110
Trading & Fundraising	\$38,254
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,352
<b>Total Operating Expenditure</b>	<b>\$1,410,281</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$325,100</b>
<b>Asset Acquisitions</b>	<b>\$54,232</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$167,546
Official Account	\$17,403
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$184,949</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$59,636
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$66,466
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$41,722
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$167,824</b>

*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.*