

2020 Annual Report to The School Community



School Name: Southern Cross Primary School (5235)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 26 April 2021 at 11:16 AM by Averil Nunn (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 26 April 2021 at 12:04 PM by Jeff Khan (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Southern Cross Primary School is situated in the South Eastern Suburb of Endeavour Hills, 30 kms from Melbourne. Demographic change has seen our enrolments maintained at an average of approximately 203 students in 2020. Our school has a full time staff of 20.4 staff: 2.0 Principal Class, 14.4 Teachers, and 4 Education Support Staff.

We have a diverse community catering for approximately 42 nationalities. Amongst our several community assistance and interest programs, is our growing Community Harmony and Team Spirit Group (CHaTS Group). This group, made up of parents and lead by 3 members of staff, meets monthly and assists the school in a variety of ways including working with school staff to welcome and integrate new families into our School Community. This group enables parents to be active members of our school community and to be informed about our teaching and learning approaches. Many students begin at the school with little or no English, necessitating the need to modify teaching approaches in order to give them the best opportunity to learn and prosper.

Southern Cross Primary School is a friendly, caring school community that aims to facilitate a high standard of academic learning, nurture individuality, challenge, and understand all of our students. We provide intellectual tools that enable students to be inspired, creative, curious, optimistic and capable individuals who aspire to become lifelong learners and be responsible, resilient members of society.

We have a strong focus on the areas of Literacy and Numeracy supported by extensive professional development for teachers. Our Individual Learning Plans, accelerated learning programs, special support resourcing, along with our growth mindset research and study, caters for the abilities of all students. Our Learning Community provides an inclusive and accepting environment for all students, staff and parents. Our deeply embedded student wellbeing programs and our high expectation of daily behaviours focus on interactions that show mutual respect and attentive listening by all adults and children. This approach ensures our classrooms, playground and whole school environment are always happy and supportive for all.

Our school comprises a flexibly designed 12 classroom block, foundation centre, music room, library, hall, administration and staff work area. Additional spaces for ICT and LOTE also exist. We have a fully networked school with a bank of 28 laptops in the junior school classrooms, 60 notebooks for use in the senior classrooms and 40 new notebooks for use in the middle school and 20 new notebooks for use in ICT classes.

Extensive play areas include hard court, oval and 2 student adventure playgrounds. We also have an enclosed courtyard for quiet games, outdoor chess covered area, a closed rotunda for crafts, an enclosed sandpit and an open rotunda with power supply for more outdoors type activities.

All school curriculum is based on the outcomes approach Victorian Curriculum adopted by the Department of Education and Training but has been enhanced with emphasis on student learning. A thinking oriented curriculum is based on our research into 'growing the brain' and its positive effects on learning. Our flexible programming and an increasing knowledge of alternative learning approaches leads to innovative and highly successful classroom practice. We consistently aim for the development of a school curriculum based on teaching and learning pedagogies in line with Framework for Improved Student Outcomes, the Workshop model and the Problem Based Learning approach while ensuring we draw on school based, national and international best practice.

We have an inspired and socially positive, multicultural student population with supportive parents. Our staff members work in sub-school teams arranged around Early Years and Middle/Senior Primary. We have close working relations with our local secondary college and preschools. Our School Council fully supports staff in their working life and aims to provide programs and support to enable the best balance between work and home. A successful Integration Program operates to support our students with a wide range of learning needs.

We employ enthusiastic, flexible and talented, team oriented staff members who have high expectations of themselves and of student learning approaches and who want to make a positive contribution to our learning community through ongoing professional development and a love of lifelong learning.

Throughout 2020 we have managed both on-site and remote learning to ensure the teaching and learning opportunities

we provided for our students was extensive and accountable. Teachers used the See-saw platform for daily lessons supported by webex and emails to ensure ongoing supportive communication for students and parents. The focus of the Leadership Team was to ensure that all staff provided a supportive educational program that embraced the needs of all students and families. As you can appreciate that was complex task as every family had needs unique to their personal situation. We focussed on the daily provision of classwork that included key areas of the curriculum using Seesaw as a platform to present live and recorded lessons. These lessons were supplemented by wellbeing sessions to strengthen the resilience of the students and provide support for families during these uncertain times. The commitment we had to providing such an extensive and inclusive approach resulted in stronger relationships being built between the school and our families. Feedback from parents, teachers and students validated the extent of the positivity and depth of understanding that developed in our relationships.

Framework for Improving Student Outcomes (FISO)

At Southern Cross Primary School our Strategic Plan and our Annual Implementation Plan have focused on the Improvement Priorities of 'Building Practice Excellence' and 'Empowering Students and Building School Pride' with a focus on the school improvement initiatives of 'Embedding the Workshop Model' and 'Professional Learning Communities (PLC)'.

Strength in Teaching and Learning has continued to remain a priority over the last 12 months, with many challenges faced- as a result of COVID. Southern Cross PS quickly and effectively adapted our processes, programs and planning, to ensure high quality teaching, in an online environment. Teacher accountability and reflections increased, with all staff collecting evidence of their practice during remote learning. We implemented our school instructional model (Workshop Model), embedded PLC teams (through remote learning) and increased our teachers' understanding of data collection, analysis and moderation- ensuring teacher judgement is accurate and consistent across the school. We have also engaged in department PLC training for all of our staff to improve data literacy. In 2020, Southern Cross Primary School focussed on increasing consistency and improving teacher capacity to improve student outcomes in the area of Mathematics, through the use of the 'Workshop Model' and 'PLC'.

Southern Cross P.S. has begun implementing the Workshop Model across the school. This model ensures we are consistently utilising the High Impact Teaching Strategies (HITS) and improving student outcomes through increased student voice and agency. In 2020 we placed a large emphasis on tracking student learning through triangulation of data and using this data to inform our teaching practice. Professional Learning Communities played a vital role in this, both improving teacher judgement and increasing teacher capacity and capabilities.

During our School Review in 2017 the review panel recommended the school concentrate on improving results in Numeracy in the areas of Number and Algebra. Through the use of PLC's, our staff developed a comprehensive understanding of the numeracy curriculum. They improved their teaching practice for open-ended, hands on numeracy tasks and a greater emphasis was placed on planning lessons based on students' individual needs.

Unfortunately, many priority areas and goals had to be adapted due to the transition to remote learning in 2020. This shift required our teachers to streamline their processes and implement many new programs and technologies, including Seesaw and Webex. Due to this transition, our goal to increase student voice and agency will continue to be a priority in 2021.

As a staff we have a strong team emphasis and whole school responsibility for the success of our students. We continually discuss, reflect, analyse, initiate and implement new strategies for success for both teachers and students. Please refer to our website for more comprehensive information about Southern Cross Primary School at this address- sthcrossps.vic.edu.au

Achievement

Throughout 2020, SCPS has done a great deal of work in ensuring teacher judgement is consistent and that they are using high quality, triangulated data. Staff knowledge of data literacy has greatly improved during this time. Our future focus is to continue to use this knowledge in order to direct future teaching, learning and curriculum planning through the use of our Professional Learning Communities. The use of the PLC model will continue to build a collaborative approach to improving student learning outcomes and improving teachers' understanding of data literacy, in particular, triangulation of data, moderation, scaffolding student learning based on individual point of need and evaluating the impact of selected teaching strategies on student outcomes.

In addition to this, SCPS will continue to cement the Instructional model to support and enhance teaching, learning and best practice. Teaching staff have undertaken professional development around the Workshop Model to ensure that implementation of the model is consistent across the school and student learning time is made a priority. In 2021, the implementation of the Workshop Model will remain a priority with continued professional learning and reflection on the impact that our teaching has on student learning outcomes.

Due to Covid and the decision to pause NAPLAN nationally in 2020, we were not able to assess our achievement against our goal of reducing the number of students in the bottom 2-3 bands while maintaining/increasing the number of students in the top 2 bands. However, SCPS met their 12 month goal that each student would achieve 12 months academic growth in Number & Algebra, based on individual benchmarks set or one Victorian Curriculum Level of learning progress. Whilst the percentage of students who achieved below expected growth is still high, students were set with individual benchmarks that were all achieved, allowing the goal to be met.

Engagement

Throughout 2020, SCPS has placed a large emphasis on ensuring student engagement remained high, especially during remote learning. SCPS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, responsibility and respect. In 2020, the School Wide Positive Behaviour Support program continued to be embedded, allowing students across the school to engage more deeply in their schooling and community, especially in an online environment. This was demonstrated through our AToSS results which remained above state average in positive endorsement levels in the target areas of Learning Confidence, School Connectedness, Motivation and Interest. We also regularly surveyed students and parents, the results of which were overwhelmingly positive in regards to SCPS' response to COVID.

SCPS quickly adapted our student engagement policy to reflect the challenges of online learning. Initially students were tracked in three categories – full engagement, partial engagement and limited engagement. All students who were only partially engaged or below received extra follow up and support from teachers.

This method was later refined through the use of a star system. Allowing students to gain stars based on their work output. Higher stars were awarded for Webex classes and Literacy/Numeracy tasks.

Students had the opportunity to attend Webex Classes three times per week, with all other classes provided as video lessons. Students with limited access to the internet were provided with 'hard copy' packs each week.

In addition to the further embedding of the SWPBS program, the following KIS's were completed to ensure success in the domain of Student Engagement.

- Implementation of the Workshop Model including an increase in staff professional development and refining the use of 'Learning Intentions' and 'Success Criteria' for inclusion within each classroom.

Due to the challenges faced during remote learning, our KIS of 'Refining our Student Leadership program to allow more explicit leadership training and greater student agency' was only partially met. This will become a major focus area for 2021.

Our student attendance policy was updated to reflect remote learning and internal training was held with all staff to ensure their thorough understanding of their accountability in regard to their student's attendance. Each classroom

teacher was responsible for tracking their class's attendance and following up unexplained absences with parents. An escalation process was developed to ensure a greater duty of care during remote learning. Students who were deemed at a higher risk were permitted to come onsite for the majority of the remote learning period.

Communication with families was a priority for 2020, with online assemblies, video conferencing, emails and phone calls occurring weekly. This will remain a focus for 2021, with many parents expressing that they felt more connected to the school community with the increased flexibility Webex has to offer.

In 2020, we have seen a slight increase in numbers of students absent, with the average being 20.3 days. This increase is likely due to the various lockdowns, isolation due to symptoms and testing and parents opting to keep their students home for personal safety.

Wellbeing

With the 2020 school year holding much uncertainty for students and their families, wellbeing became the highest priority.

During remote learning, we implemented 'Wellbeing Fridays', using activities created and filmed by the student leadership teams. Teachers ran regular Webex catch ups with their grades, providing students with an opportunity to connect socially with their peers.

SWPBS and RR remained a priority to help support students throughout the many changes experienced in 2020. SWPBS/RR lessons continued remotely, allowing students the chance to process the changes.

Students with low attendance or engagement received extra follow up and support, with students at risk permitted to come onsite, with extra teacher assistance.

Both formal (Attitudes to School Survey) and informal surveys (regularly conducted by leadership team and teachers) all displayed overwhelmingly positive results during a very challenging year.

Sense of Connectedness
 SCPS - 2020 83% positive
 State - 79% positive

School Management of Bullying
 SCPS - 2020 84.9% positive
 State - 73% positive

Wellbeing remains a high priority area into 2021, with the continued embedding of SWPBS, Respectful Relationships Program and Zones of Regulation.

Financial performance and position

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. Our expenditure of the credit side of the SRP funding received resulted in a deficit for 2020 due to recruiting experienced staff members at the top end of the pay scale on fixed term contracts.

The receipt of the Equity funding provided by a department grant enabling us to purchase some new furniture for students in the classrooms and to provide Notebooks for the senior students as well as purchasing further resources to support and enhance student learning across the school. This includes a new Math's program to deliver in school

including professional development for our teachers and as well as new Numeracy resources for the students to use in the classrooms.

Our school also received funding from the Sporting Schools Grant each term, which allowed us a much needed upgrade to our school equipment and deliver specific sporting program to our students.

Our School received funding for the DUETS program, due to restrictions placed on the instructional delivery of a music program the funding was used to purchase new musical instruments for the school.

Our school was also a recipient of department funding for extensive facilities works across our administration building, the work is still being carried out into 2021 due to delays caused by COVID-19.

For more detailed information regarding our school please visit our website at

<https://www.sthcrossps.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 203 students were enrolled at this school in 2020, 92 female and 111 male.

43 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) which takes into account parents' occupations and education.

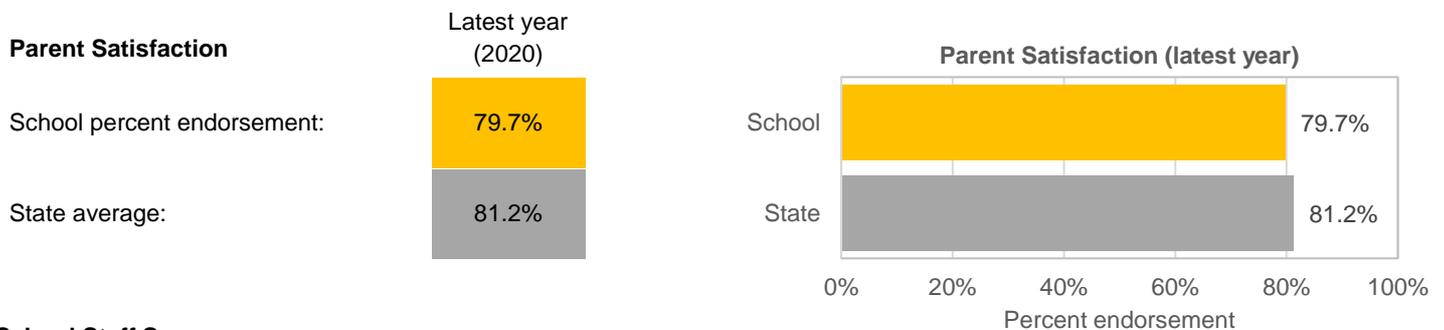
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

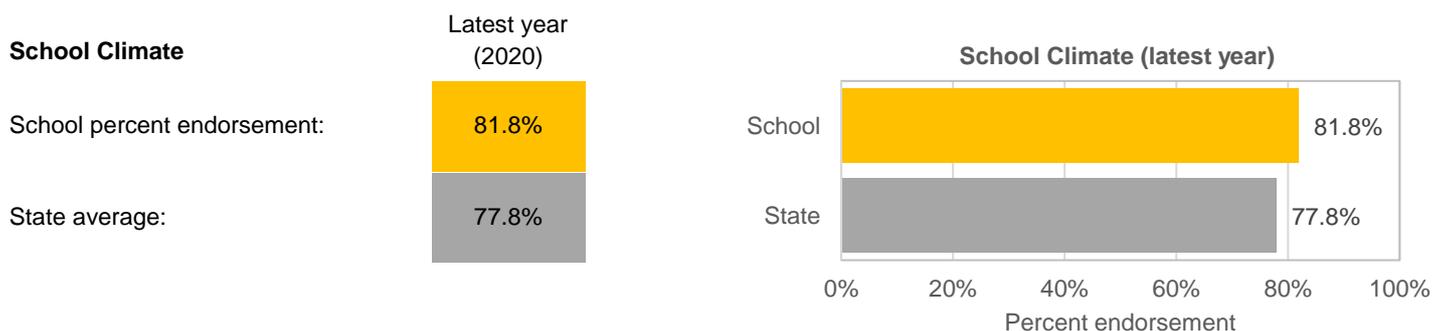


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

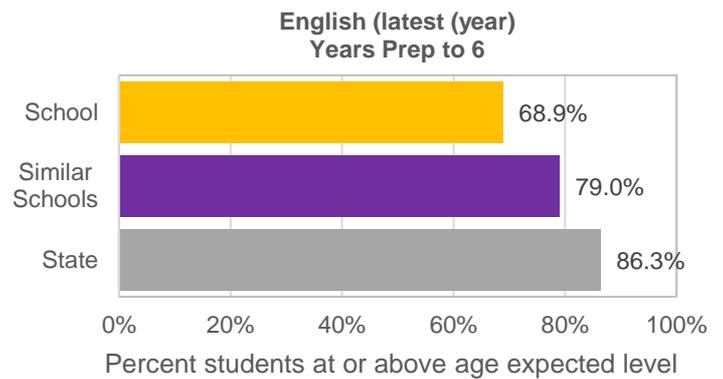
68.9%

Similar Schools average:

79.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

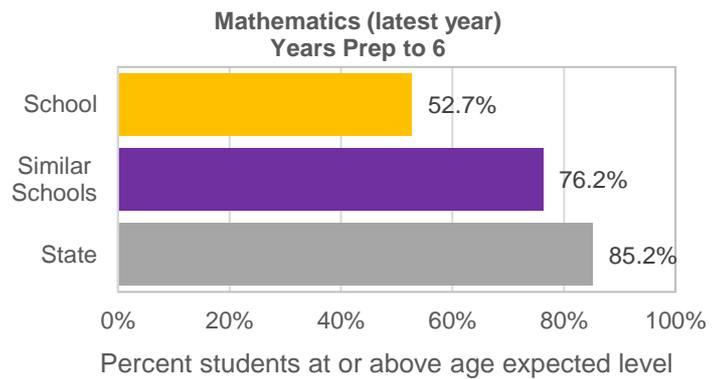
52.7%

Similar Schools average:

76.2%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

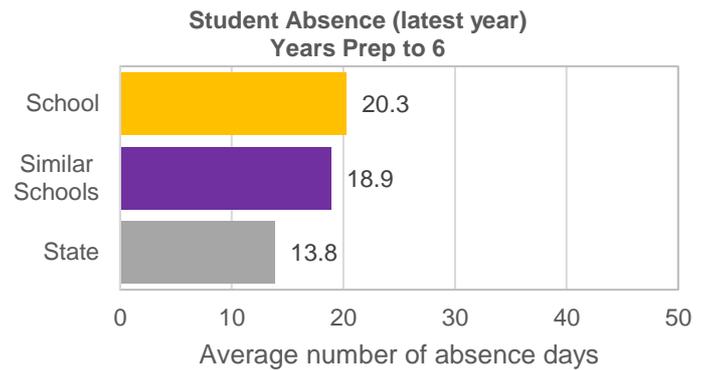
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.3	20.7
Similar Schools average:	18.9	18.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	91%	88%	90%	84%	91%	91%

WELLBEING

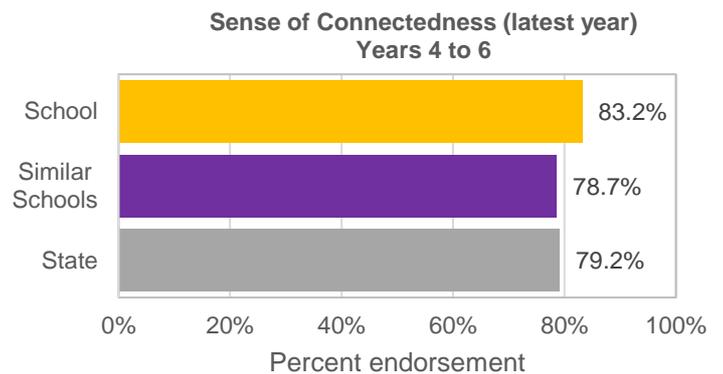
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	83.2%	91.0%
Similar Schools average:	78.7%	81.9%
State average:	79.2%	81.0%



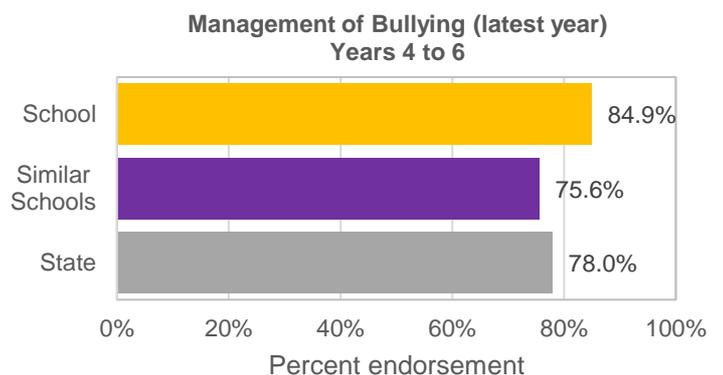
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	84.9%	92.3%
Similar Schools average:	75.6%	80.1%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,044,085
Government Provided DET Grants	\$316,114
Government Grants Commonwealth	\$7,410
Government Grants State	NDA
Revenue Other	NDA
Locally Raised Funds	\$48,951
Capital Grants	NDA
Total Operating Revenue	\$2,409,995

Equity ¹	Actual
Equity (Social Disadvantage)	\$172,496
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$172,496

Expenditure	Actual
Student Resource Package ²	\$2,062,654
Adjustments	NDA
Books & Publications	\$2,936
Camps/Excursions/Activities	\$2,418
Communication Costs	\$5,795
Consumables	\$39,677
Miscellaneous Expense ³	\$7,591
Professional Development	\$8,424
Equipment/Maintenance/Hire	\$77,248
Property Services	\$52,547
Salaries & Allowances ⁴	\$28,956
Support Services	\$71,030
Trading & Fundraising	\$4,235
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,802
Total Operating Expenditure	\$2,390,312
Net Operating Surplus/-Deficit	\$19,683
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$128,523
Official Account	\$29,183
Other Accounts	\$13,835
Total Funds Available	\$171,541

Financial Commitments	Actual
Operating Reserve	\$48,216
Other Recurrent Expenditure	\$3,700
Provision Accounts	NDA
Funds Received in Advance	\$24,736
School Based Programs	\$10,900
Beneficiary/Memorial Accounts	\$100
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$5,635
Maintenance - Buildings/Grounds < 12 months	\$12,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$105,287

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.