

ANNUAL REPORT 2021 - DARRAWEIT GUIM PS

School context

There are several elements that schools are legally obligated to outline in the 'school context' section of the Annual Report.

Schools are required to include:

• School vision and values (from your SSP)

• School purpose (you may wish to adapt your SSP intent, rationale and focus)

• Staff force composition, outlining both **the number of FTE staff and the number of Aboriginal and Torres Strait Islander staff.**

• **Lists of programs offered for overseas students.**

• School size, structure and geographic location.

• School enrolment characteristics.

Darraweit Guim Primary School is set in a valley on the far east edge of the Macedon Ranges, about 60km north of Melbourne between the towns of Wallan and Romsey. The school celebrated its 150th Anniversary in 2017.

The **school facilities** include an historic bluestone building that houses a classroom and a student kitchen. There is a MOD 5 portable with two classrooms and facilities for arts, sports and general storage. The school's administration area includes the staffroom, Principal's office and general office. The grounds provide passive and active recreational facilities including playgrounds, picnic/barbecue area, and access to adjoining tennis courts. The staff take pride in providing a safe and supportive learning environment with a strong emphasis on student learning outcomes and inclusion.

The school was successful in securing a DET grant over the next four years to establish a Before and After School Care program. This service began at the beginning of term 3 and is facilitated by a third-party provider - 'Schools Out'

Our **school vision** is to develop a dynamic, sought-after school where students are at the centre and purpose of all that we do. To prepare students to pursue their goals, interests and aspirations through offering a teaching pedagogy reflective of contemporary learning and a range of extra curricula activities to cater for individual and holistic learners. We provide a welcoming, orderly, caring and stimulating learning environment that is built on respect and honesty. We commit to having a shared responsibility to the success and wellbeing of all members of our school community.

Our **core values** are RESPECT, HONESTY, WILLING TO LEARN AND CARING ensured a secure learning environment.

Enrolments have increased from an average of 29 students in 2020 to an average of 37 students. The Student Family Occupation (SFO) category is Medium and the Student Family Occupation Education (SFOE) index sits around 0.4205. Although, there is a low ethnic or cultural diversity within the school, there is one student enrolled with a Koori background and two students funded through the Program for Students with Disabilities (Category - Autism). Alongside these students, we have a further nine other students with special needs. The school provides an approved curriculum framework differentiated to meet student needs.

The **staffing profile** of Darraweit Guim Primary School includes a principal, three full time classroom teachers, two part time education support staff members (0.77 EFT) and a Business Manager (0.31 EFT). A casual teacher is employed 0.2 to staff the kitchen garden program,

Our **intent** is to:

- Develop self-motivated learners with strong academic skills and capabilities across the curriculum, building teacher capacity and deepen their understanding of teaching and learning.
- Develop student voice and ownership in the learning and behaviour.
- Strengthen school and community partnerships to enhance learning growth, confidence, engagement and achievement of all students.
- Foster a vibrant community that supports student resilience and wellbeing in an inclusive, safe and stimulating environment.

Our **rationale** is:

- If students have ownership over their own learning, and school processes and practices encourage them to be independent thinkers, the learning confidence and high aspirations for their futures will be enhanced.
- If we implement purposeful and clearly defined partnerships with all stakeholders, then the academic performance of all students and the confidence of the community will increase.
- If preventative programs and social and emotional learning is integrated in learning, student resilience and wellbeing will be fostered.

We acknowledge that education extends beyond the school where families, local sporting clubs and **community members** have a significant impact on the emotional wellbeing and success of our children. Hence, we have built strong partnerships with the school community, especially throughout the remote and flexible learning period. We regularly sought feedback from parents and introduced weekly check-in sessions via Webex. Where it was possible, the school had a positive physical presence in the community and engaged in community events that promote our school and build connections with families and locals.

Framework for Improving Student Outcomes (FISO)

Schools should use this section to note progress towards their chosen FISO dimensions and related **Key Improvement Strategies from your School Strategic Plan (SSP)**. You may wish to refer to data to illustrate areas of progress towards your SSP Goals and Targets.

You may also wish to provide a high-level overview of your school's response to remote and flexible learning, and the effect of this on your school's goals. You may choose to draw from your mid-year and end-of-year AIP monitoring documents to support your explanations.

It is appropriate for schools to address the specific context of 2021 within the Annual Report. An example of how this may be done is provided below. For general examples please see the page guide.

- *E.g. Sunny Hills Secondary School delivered on our KIS to develop a literacy instructional model. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. We did this by...*

With the continuation of remote and flexible learning our learning priorities in 2021 were Learning catch-up and extension, happy, active and healthy kids and connected schools.

Our focus continued to be on wellbeing and engagement and our remote learning program developed in its richness, breadth and inclusion. Our students accessed their learning tasks through google classrooms and hard copies of work were provided for those families who requested this support.

Key Improvement Strategy 1: Learning catch-up and extension priority

- Introduced the use of Student Analysis Platform (SPA) to record student data to enable teachers to pinpoint student's needs and analyse data trends in specific areas and cohorts.
- Documented assessment schedules and evidence of teachers inputting data and moderating assessments.
- Students at risk were monitored and tailored programs for these students were implemented including the incorporation of paramedical staffed programs (OT & Speech).
- Professional learning communities (PLC) were established. Timetabled and protected weekly meetings were scheduled. Collectively set agreed structures, norms and use of protocols to facilitate regular PLC's meetings were implemented. Inquiry cycles were worked through to build teachers capacity.
- Our tutor learning program (TLI) was established very early in the year and tutoring groups were implemented in week 6 of term one. This program consisted of daily tutoring support for small groups of students. Our focus was on writing as the student data highlighted that 33% of our students did not make relative growth in writing in 2020. This included some of our high achievers.
- Attended professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year -

- Professional learning and regional workshops outlining the new inclusion and mental health and wellbeing initiatives and funding were attended and shared.
- Purchased a swivl camera and set up processes and protocols to enable teachers to video and self-reflect on their teaching practice.
- Continued review and modification of the remote and flexible learning program based on parent, staff and student feedback.

FUTURE PLANNING will include:

- Implement and embed the consistent use of instructional models and regularly use the swivl camera to provide evidence of this.
- Continue to develop staff capacity to use data to inform planning and assessment.
- Embed a culture of teacher collaboration.
- Develop staff capacity to support students to set goals and monitor their own learning.

Key Improvement Strategy 2: Happy, active and healthy kids

- Purchased resources and committed to professional learning to implement the Kimochi's program across the school and a whole school approach to address student's emotional and social learning was planned and implemented.
- Discussed and implemented efficient processes to respond and monitor students at risk through weekly agenda items at staff meetings. Student concerns are raised with an agreed approach to monitoring and responding to these concerns is established and documented.
- Reviewed and updated the student wellbeing and engagement policy to include documentation of social and emotional learning frameworks and programs.
- During remote and flexible learning, feedback was gathered from students and parents and teachers were assigned to conduct daily check-ins with at-risk students.

FUTURE PLANNING

- To develop and embed school community knowledge around student voice and agency.
- To develop our staff's capacity and knowledge in relation to student wellbeing and inclusion and develop a tiered approach to managing student's needs.
- To develop and embed wellbeing programs, policies and structures that align with the curriculum.

Key Improvement Strategy 3: Connected schools.

- Embedded a school wide approach to regular communication with parents with regard to student learning for remote and flexible learning.
- Hard copy packs with student learning tasks and expectations were also developed for families on request.
- Teachers implementing regular meetings using digital technologies between parents/carers about student progress, including conducting regular pulse checks with students. Surveys showed that parents felt better connected and supported through the process and were confident to ask questions or clarifications.
- Frequent communication between staff and parents through UeducateUS, emails and 3-way conferences.

FUTURE PLANNING

- To continue to create local parent and school surveys to collect data and identify any barriers.
- Plan for ongoing professional learning on integrating digital learning to support better student outcomes.
- Consider developing instructional 'how to' videos for parents. For e.g., reading at home with your child.
- Address the high average of absences across the school and develop consistent and strict processes regarding attendance and clearly articulate these to parents.

Achievement

Please describe how your school progressed its student achievement goals and outcomes last year.

Please outline your highlights across the year and the proposed future directions and strategies.

Where a school has more than 10 PSD students, schools are required to comment on their learning progress.

The examples below illustrate how you might explain your school's efforts to support student achievement during the remote learning period. For general examples please refer to the page guide.

- *E.g., Students responded well to self-directed and project-based learning tasks during the remote learning period. In future, we plan to incorporate more project-based learning into our curriculum.*
- *E.g., During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of differentiating for students.*

You may choose to draw from your mid-year and end-of-year AIP monitoring documents to support your explanations.

Responses must be at least 100 words and must not identify a person or persons.

In term 4 the school went through a review. The panel found the following in achievement		
Goals and evidence	Status (as agreed by Panel)	
Goal 1	Develop self-motivated learners with strong academic skills and capabilities across the curriculum, to enable them to connect with the wider globalised community	<i>Partially met</i>
Targets	Target 1: Increase percentages of student achieving above expected levels of achievement in NAPLAN	<i>Met</i>
	Target 2: Students in years two to six to achieve one year's growth or greater each year in literacy and numeracy using the On Demand test as a measure	<i>Not met</i>
	Target 3: Each student makes medium or high growth on NAPLAN assessments in years three and five.	<i>Partially met</i>
	Target 4: Students in foundation and year one to achieve at least one year's growth measured by the English online interview	<i>Not met</i>
Evidence	<p>The Panel found that the goal was partially met. Target 1.1 was met, target 1.3 partially met and targets 1.2 and 1.4 were not met. The following data supported the Panel's view:</p> <p>The Panel found that target 1.1 of this goal was met in Years 3 and 5. Analysis of NAPLAN Top 2 bands data demonstrated that from 2017 to 2021 there was an increase in Reading achievement (Year 3 - 75%; Year 5 - 29%), Writing (Year 3 - 7%; Year 5 - 33%), Spelling (Year 3 - 61%; Year 5 - 71%), Grammar & Punctuation (Year 3 - 50%; Year 5 - 14%) and Numeracy (Year 3 - 50%; Year 5 - 14%). The data was based on a two-year moving average due to small school student numbers.</p> <p>The Panel found that target 1.2 had not been met due to the school ceasing OnDemand testing in 2017.</p> <p>The Panel found that Target 1.3 was partially met. Analysis of the five NAPLAN Growth measures demonstrated that the school met the target of all students achieving meeting or above benchmark growth (2019-2021) in Writing and Grammar and Punctuation but did not meet the target in Reading (71%), Spelling (83%) and Numeracy (67%).</p> <p>The Panel found that target 4 was not met. There was no English Online data presented to the panel. Analysis of Teacher Judgement growth in the absence of English Online data demonstrated that Student Growth (Teacher Judgement) of current Grade 2 students from Prep to Grade 2 (Semester 2 2018 to Semester 2 2020) was 75% above expected growth in Reading and Viewing (25% below), 75% at expected growth in</p>	

	School	State	School	State	School	State	School	State	School	State	School
High expectations for success	100	94	82	94	100	94	ND*	ND*	91	94	-9
Effort	90	83	85	83	92	83	ND*	ND*	57	80	-33
Teacher concern	80	76	46	76+	75	76	78	72	69	74	-11
Total number of students	10		11		4		3		17		

*ND – No data available

The Panel found that Target 2.2 was met for student engagement in the Parent Opinion Survey Domain of Student Cognitive Engagement; the school exceeded the state mean for all factors in both domains (2020 POS survey). Table 2.2a and 2.2b

Analysis of Parent Opinion Survey data of a small 2020 sample size (5 respondents) showed an increase in positive endorsement for factors Stimulated Learning Environment (+26%), Student Agency and Voice and Confidence & Resiliency Skills (+10%). Factors maintained were High Expectations of Success (100%) and Student Motivation & Support (90%). There was a minor decrease in Effective teaching (-6% or -1% if considering a moving two year average). (Table 2.2a)

The Panel found that the target Parent Opinion Survey Domain of Parent Community Engagement was met. Analysis of Parent Opinion Survey data of a small 2020 sample size (5 respondents) showed an increase in positive endorsement for factors Parent Participation and Involvement (+33%), School Communication (+13%) and Physical Environment (+40%). All other factors were at 100% endorsement in 2017 and were again 100% in 2020. (Table 2.2b)

Table 2.2a – Parent Opinion Survey: ‘Student Cognitive Engagement’ and ‘Student Development’ Domains: percentage of positive responses

	2017		2018		2019		2020		2017 - 2020
	%		%		%		%		% Change
	School	State	School	State	School	State	School	State	School
High expectations for success	100	na	91	na	100	89	100	87	0
Student motivation and support	90	na	95	na	88	80	90	79	0
Stimulating learning environment	67	na	79	na	92	82	93	79	26
Effective teaching	95	na	84	na	96	81	89	78	-6
Student agency & voice	67	na	85	na	85	81	93	78	26
Confidence & resiliency skills	90	na	83	na	92	87	100	84	10
Total number of parents	5		12		13		5		

Table 2.2b – Parent Opinion Survey: ‘Parent Community Engagement’ and ‘School Ethos & Environment’ Domains: percentage of positive responses

	2017		2018		2019		2020		2017 - 2020
	%		%		%		%		% Change
	School	State	School	State	School	State	School	State	School
Parent participation & involvement	67	na	88	na	87	83	100	78	33
School communication	80	na	79	na	90	85	93	84	13
Teacher communication	100	na	77	na	92	76	100	74	0
General satisfaction	100	na	73	na	85	88	100	85	0
School improvement	100	na	86	na	96	80	100	78	0
Physical environment	60	na	82	na	100	84	100	87	40
School pride & confidence	100	na	82	na	92	88	100	85	0
Total number of parents	5		12		13		5		

The Panel found that target 2.3 was partially met. Evidence in Table 2.3 demonstrated that Parent Survey positive endorsement results were higher than student AtoSS positive endorsement in all factors considered by the Panel. Parent positive endorsement improved or maintained in 3 of the 4 factors while AtoSS positive endorsement decreased in all four factors.

Table 2.3 – Parent Opinion Survey and ATOSS: ‘Student cognitive engagement’ factors: percentage of positive responses

	2017	2018	2019	2020	2021
	%	%	%	%	%
Effective teaching (Parent)	95	84	96	89	92.5 (agg)
Effective teaching time (Student)	88	82	88	58	74
High expectations for success (Parent)	100	91	100	100	100 (agg)
High expectations for success (Student)	100	82	100	nd	91
Stimulating learning environment (Parent)	67	79	92	93	92 (agg)
Stimulated learning (Student)	100	77	100	33	71
Student motivation and support (Parent)	90	95	88	90	89 (agg)
Motivation and interest (Student)	95	91	75	67	62
Total number of parents	5	12	13	5	18
Total number of students	10	11	4	3	17

The Panel found that target 2.4 was not met when compared to the state mean for 20+ absences (Darraweit Guim 33% compared to 21% State-wide mean). Evidence from the Absences dashboard in the Panorama demonstrated that between 2018 and 2020 the school absences were above like schools in 20+ absence days (Darraweit Guim 28% vs Like Schools 23%) and average days absence (Darraweit Guim 18% vs Like Schools 16%). The Panel noted that the average student absences from 2017 to 2020 has been steadily decreasing (18.9 days in 2017 to 15.3 days in 2020).

Table 2.4 Student Absences

Days Absent	2017	2018	2019	2020	2021
0-9.5	7	15	17	13	23

	10-19.5	17	18	8	7	12																																																																																																																															
	20-29.5	10	8	7	8	3																																																																																																																															
	30+	3	4	1	2	1																																																																																																																															
	20+ days (n)	13	12	8	10	4																																																																																																																															
	20+ days %	35%	27%	24%	33%																																																																																																																																
	State 20+ days %	21%	24%	27%	21%																																																																																																																																
	Average	18.9	20.6	15.7	15.3	12.4																																																																																																																															
Goal 3	Foster a vibrant school community that enhances student resilience and wellbeing in an inclusive, safe and stimulating environment.						<i>Partially met</i>																																																																																																																														
Targets	Target 3.1: Use the 2016 Attitudes to School survey data as a benchmark to show all wellbeing and student relationships measures to be at state mean or above.						<i>Not met</i>																																																																																																																														
	Target 3.2: Use the 2016 Parent survey data as a benchmark to show improvement in all school climate student behaviour measures to be at state mean or above.						<i>Met</i>																																																																																																																														
	Target 3.3: Use school's student and parent surveys as a benchmark to ensure the school's achievement of student engagement benchmarks. (Same target as Target 2.3)						<i>Met</i>																																																																																																																														
Evidence	<p>The Panel found that the goal was partially met with target 3.1 and targets 3.2 and 3.3 met. The Panel found that target 3.1 was not met. Analysis of the 2021 Student Attitudes To School Survey in the Domains Learner Characteristics and Disposition, Effective Teaching Practice for Cognitive Engagement, Social Engagement and School Safety found that the school rated below state means in all but two of the fifteen factors (Tables 3.1a to 3.1d)</p> <p>Evidence in the Attitudes to School Survey Learner Characteristics and Disposition Domain demonstrated a decrease in the percentage of positive endorsement for all factors from 2017 to 2021. Evidence in the Social engagement domain showed a decrease in the percentage of positive endorsement for all factors from 2017 to 2021. In the School safety' domain there was a decrease in the percentage of positive endorsement for 3 of the 4 factors from 2017 to 2021 with an increase in the percentage of positive endorsement for the 'Not experiencing bullying' factor from 2017 to 2021. The tables below supported the findings of the Panel.</p> <p>Table 3.1a – AToSS: 'Learner characteristics & disposition' Domain: percentage of positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>State 2021</th> </tr> <tr> <th></th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Resilience (Perseverance in 2021)</td> <td>85</td> <td>68</td> <td>75</td> <td>nd</td> <td>71</td> <td>77</td> </tr> <tr> <td>Motivation and interest</td> <td>95</td> <td>91</td> <td>75</td> <td>67</td> <td>62</td> <td>79</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>95</td> <td>100</td> <td>100</td> <td>100</td> <td>88</td> <td>77</td> </tr> <tr> <td>Sense of confidence</td> <td>75</td> <td>77</td> <td>75</td> <td>67</td> <td>62</td> <td>77</td> </tr> <tr> <td>Attitudes to attendance</td> <td>93</td> <td>91</td> <td>92</td> <td>100</td> <td>73</td> <td>86</td> </tr> <tr> <td>Total number of students</td> <td>10</td> <td>11</td> <td>4</td> <td>3</td> <td>17</td> <td></td> </tr> </tbody> </table> <p>Table 3.1b – AToSS: ' Effective Teaching Practice for Cognitive Engagement' Domain: percentage of positive responses</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">%</th> <th colspan="2">%</th> <th colspan="2">%</th> </tr> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>State 2021</th> </tr> <tr> <th></th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Effective teaching time</td> <td>88</td> <td>82</td> <td>88</td> <td>58</td> <td>74</td> <td>85</td> </tr> <tr> <td>Differentiated learning challenge</td> <td>100</td> <td>67</td> <td>92</td> <td>44</td> <td>82</td> <td>86</td> </tr> <tr> <td>Effective classroom behaviour</td> <td>90</td> <td>71</td> <td>75</td> <td>100</td> <td>74</td> <td>79</td> </tr> <tr> <td>Stimulated learning</td> <td>100</td> <td>77</td> <td>100</td> <td>33</td> <td>71</td> <td>79</td> </tr> <tr> <td>Total number of students</td> <td>10</td> <td>11</td> <td>4</td> <td>3</td> <td>17</td> <td></td> </tr> </tbody> </table> <p>Table 3.1c – AToSS Social engagement Domain - percentage of positive responses</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>State 2021</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>								2017	2018	2019	2020	2021	State 2021		%	%	%	%	%	%	Resilience (Perseverance in 2021)	85	68	75	nd	71	77	Motivation and interest	95	91	75	67	62	79	Self-regulation and goal setting	95	100	100	100	88	77	Sense of confidence	75	77	75	67	62	77	Attitudes to attendance	93	91	92	100	73	86	Total number of students	10	11	4	3	17			%		%		%			2017	2018	2019	2020	2021	State 2021		%	%	%	%	%	%	Effective teaching time	88	82	88	58	74	85	Differentiated learning challenge	100	67	92	44	82	86	Effective classroom behaviour	90	71	75	100	74	79	Stimulated learning	100	77	100	33	71	79	Total number of students	10	11	4	3	17			2017	2018	2019	2020	2021	State 2021							
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	%	%	%	%	%	%
Sense of connectedness	94	89	100	100	79	80
Student voice and agency	80	64	75	83	63	67
Sense of inclusion	100	84	81	nd	91	88
Total number of students	10	11	4	3	17	

Table 3.1d – AtoSS School safety Domain - percentage of positive responses

	2017	2018	2019	2020	2021	State 2021
	%	%	%	%	%	%
Advocate at school	94	86	100	100	82	87
Managing bullying	90	88	83	100	75	79
Respect for diversity	95	77	88	100	71	80
Total number of students	10	11	4	3	17	

The Panel found that target 3.2 was met with all factors relating to climate (School Ethos & Environment Module) and student behaviour (Safety Module) above State means in 2020. The Panel noted an increase in positive responses in 4 of the 8 factors with the 4 other factors maintained at 100%. Evidence from the Parent Opinion Survey showed an increase in positive responses to Physical Environment (+40%), Managing Bullying and Not Experiencing Bullying (+20%) and promoting Positive behaviour (+10%).

Table 3.2a - Parent Opinion Survey School Ethos & Environment factors (Climate): percentage of positive responses

	2017		2018		2019		2020		2017 - 2020
	%		%		%		%		% Change
	School	State	School	State	School	State	School	State	School
General satisfaction	100	na	73	na	85	88	100	85	0
School improvement	100	na	86	na	96	80	100	78	0
Physical environment	60	na	82	na	100	84	100	87	40
School pride & confidence	100	na	82	na	92	88	100	85	0
Total number of parents	5		12		13		5		

Table 3.2b - Parent Opinion Survey Safety Domain (Behaviours) - percentage of positive responses

	2017	2018	2019	2020	State 2020	School 2017-2020
	%	%	%	%	%	% Diff
Managing Bullying	70	88	85	90	82	20
Not experiencing bullying	60	82	77	80	72	20
Promoting positive behaviour	80	91	100	90	89	10
Respect for diversity	100	97	92	100	88	0
Total number of parents	5	12	13	5		

The Panel found that target 3.3, was of the same as target 2.3. As per the analysis at target 2.3 the panel found that the target was met.

Engagement

Please describe how the school progressed its student engagement goals and outcomes last year.

Please outline your highlights across the year and your proposed future directions and strategies.

Schools are required to include information about the strategies they use to address student non-attendance.

The examples below illustrate how you might explain the strategies used to foster engagement during the remote learning period. For general examples please refer to the page guide.

- *E.g., A high proportion of students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote learning period. In future, our PLCs will focus on opportunities to continue building student agency in the classroom.*
- *E.g., To support student engagement during the transition back to onsite learning, our school...*

You may choose to draw from your mid-year and end-of-year AIP monitoring documents to support your explanations.

Responses must be at least 100 words and must not identify a person or persons.

Student engagement was vital in the remote and flexible learning process and tracking students throughout this time was especially important. Our student's online attendance was monitored daily. A number of strategies were put in place to ensure the staff remained connected with the students and families. These strategies included: daily whole class attendance meetings giving an overview of the day's requirements, small group teaching sessions throughout the day, recording Those students who were identified as not engaging with remote learning were contacted and monitored. To assist with student engagement during this time students received individual 'check-ins' via phone where they could discuss their work and their wellbeing (ability to cope and engage in the learning) with their classroom teacher.

When onsite, a very positive learning environment was evident across the school due to our caring and dedicated team of staff.

Wellbeing

Please describe how the school progressed its student wellbeing goals and outcomes last year.

Please outline your highlights across the year and your proposed future directions and strategies.

The examples below illustrate how you may explain your school's efforts to support wellbeing outcomes during the remote and flexible learning period and transition back to school. For general examples please refer to the page guide.

1. *E.g., Health and wellbeing support such as ... were prioritised for staff, students and their families. As ... was an effective support for our students, the College is planning to implement this initiative onsite in future.*
2. *Our school modified the delivery of health and wellbeing supports to students and their families, by...*

You may choose to draw from your mid-year and end-of-year AIP monitoring documents to support your explanations.

Responses must be at least 100 words and must not identify a person or persons.

Financial performance

Please provide a commentary relating to the school's financial performance, including an explanation of:

- Why the annual result was a surplus or deficit?
- Extraordinary revenue or expenditure items.
- **Details of any contracts, agreements or arrangements entered into by the school council.**
- Sources of funding the school received, for example, equity funding, special grants or fundraising initiatives.
- Additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning (including allocated funding for future spending).

Responses must be at least 100 words and must not identify a person or persons. Please see the page guide for an example response.

Darraweit Guim PS met all of its financial compliance, managed all funds via a finance committee and ratified all actions at regular School Council meetings. All expenditure is monitored by the finance committee and the operating statement and balance sheet is presented at every school council meeting. A net operating SRP surplus of \$170,816.00 was achieved through our strategic planning of staffing and sound management of the School Resource Package. Fickle enrolment numbers can have a significant impact on funding and this needs to be taken into consideration.

The school received additional funds through Bushfire Preparedness and OOSHC grants. These funds were used to maintain the trees and grounds to comply with BARR schools' regulations and to establish an out of school hours care service for our families. This service began operation in term 3. It is important to recognise the importance of investing in school infrastructure and keep school grounds maintained. With the restrictions of COVID 19 in place, school maintenance was affected and unfortunately, working bees and fundraising events were not able to be conducted throughout the year. Plans to invest in maintenance, facilities and resources will need to be re-considered and budgets dedicated to this area will need consideration in 2021.

The school received a total of \$11,589.00 of Equity money. A small amount of these funds was used to purchase resources which included a reading intervention program for older students (Fresh Start to Reading) however, the majority of the funds contributed to the employment of two educational support staff.

School website url (Optional)

Please enter your school's website address e.g., <https://www.abc.vic.gov.au>. Please ensure it is valid as it cannot be changed once Annual Report is fully attested and endorsed

<https://darraweitguimps.vic.edu.au/>