**2021 Annual Report to**

**The School Community

School Name: Alexandra Primary School (0912)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |
| --- |
| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/%22%20%5Ct%20%22_blank)).
* 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 2021 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.
 |
| «PrincipalSignDescription» |

|  |
| --- |
| * This 2021 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
 |
| «PresidentSignDescription» |

 |  |

**About Our School**

|  |
| --- |
| School context |
| Alexandra Primary School is in a beautiful rural setting in north-eastern Victoria, 135 kilometers from Melbourne. Overall enrolments have been relatively stable over the past 4 years and currently stand at 150 students.  At Alexandra Primary School, we strive to create safe, positive and engaging learning environments to provide our students every opportunity for success. The school’s moral purpose is to build a learning community that challenges and supports young minds to develop as independent and lifelong learners, continually striving for excellence, and is supported by the values of Respect, Care, Integrity and Achieve. We want our students to be the best they can be, to support them to be happy, well rounded, confident members of their community. Our strong commitment to student learning is supported by quality teaching practice, regular team planning and ongoing professional learning by our dedicated staff. Our Strategic Plan and Annual Implementation Plan focus on further developing skills in Literacy, Numeracy and Inquiry learning from Prep to Grade 6. Our staff consists of:• a full time principal• 5 full time classroom teachers, one of whom is a Learning Specialist• one teacher who is 0.4 Tutor and 0.6 wellbeing leader• one 0.8 classroom teacher• two 0.6 classroom teachers• one 0.4 Japanese teacher• three part time Integration Aides• one 0.8 Business Manager• one 0.6 Business Manager• one full time administration officer• a casual Grounds Keeper• a 0.1 Technical Specialist,and CRT staff when required. Our established values of Respect, Care, Integrity and Achieve, are commonly known and embedded through our Wellbeing Program. There is a common understanding of each value’s meaning and their implementation is consistent across the school community. A Student Wellbeing Coordinator position was introduced to support the school community in sustaining good practice, with a focus on maximizing academic, social and emotional development and learning for our students with a particular focus on mutual respect, inclusiveness and achieving personal best. We have strong links to a unique and specifically tailored Outdoor Education Program that is designed to support and consolidate the building of positive relationships, student wellbeing and school connectedness. We are over 150 year old with a strong connection to the past and view to the future. Our newest building, now completed includes a Resource Centre, two large classrooms and a sensory room. These rooms are all connected and have views to the magnificent ranges sitting on the horizon at the front of the school. The existing building includes five classrooms and an open common space, interconnected for contemporary styles of learning. Members of the school community have completed an outdoor learning project, titled ‘Mountains to Rivers’, encompassing the local environment through an engaging outdoor setting for student learning and enjoyment. We have netball and basketball courts, a football oval and a mountain bike track on our grounds, plenty to do to stay active and healthy! Sustainability is a keen focus in our curriculum, and our Edible Playground extends learning to real life skills, with the support of our community. We endeavor to support an environmentally conscious community by delivering a curriculum that embraces sustainability. We support students in taking responsibility for their actions and contributing their vision for a sustainable future. This will enable them to develop knowledge, skills, values and motivations for action, allowing them to maintain their own wellbeing – and that of their community and the planet – in an increasingly interconnected world.Our excellent geographical location means that we are able to offer our students a cross country skiing program at Lake Mountain and a challenging, mountain biking program on the Alexandra Rail trail and surrounding bushland at appropriate times of the year. We are also situated close to the Alexandra Kindergarten and Alexandra Secondary College, both with whom we offer extensive transition programs.Alexandra Primary School has strong and active community support and involvement, headed by an active and professional School Council. The Parents’ Group sees many projects and fund raising efforts take place for the benefit of the students and community, contributing towards building a positive school culture. Parents have shown that they value many of the innovative programs operating in the school. We also have a committed team of volunteers who give their time to our students; this includes reading to and with the students, kicking the footy or shooting hoops at lunch, PMP with Prep/ones, hiking, bike riding, camping and whatever else they feel brave enough to share with us! |
| Framework for Improving Student Outcomes (FISO) |
| Alexandra Primary School has been focused on the FISO Continua elements associated with Excellence in Teaching & Learning and in particular Building Practice Excellence. Our self-evaluation of these areas indicates that we are working at the embedding level. In 2021 our Key Improvement Strategies included catching up on missed curriculum. Unfortunately, further lockdowns insued and we were again forced to move to a flexible learning option. After feedback recieved from staff, students and families, we moved to a paer pack with a skills review and consolidation process rather than teaching new concepts. We put the Tutor Learning Program in place to support the students when they returned to school. We had a clear focus on Reading as our data identified that the students, specifically in Grade 1 and 2, were falling behind in this area.We adjusted our Professional Learning Calendar to include Team meetings each week. This was to enable the teams to 'dig deeper' into the data and to develop whole cohort units of teaching and learning. This provides greater consistency to our practice as well as developing a supportive and collegiate environment. |
| Achievement |
| Alexandra Primary School has been focused on the FISO Continua elements associated with Excellence in Teaching & Learning and in particular Building Practice Excellence. Our self-evaluation of these areas indicates that we have reached the embedding level. In 2021 our Key Improvement Strategies were a focus on maintaining connections and student health and wellbeing. Although our work was significantly impacted by COVID19, we did enjoy some success and made the most of the Google Classroom environment to support each other. We adjusted our Professional Learning Calendar so that we could make the most of team meetings, including completing on line professional development and supporting each other in the provision of alternative learning packs. We responded to feedback from parents and students by providing a more flexible curriculum based on paper packs with Google Meets as an option. Teams ensured that students that were either disengaged or struggling received support via phone calls. We also supported approximately 30 students on site. |
| Engagement |
| Alexandra Primary School continues to have a strong focus on student engagement. Our average absence rate for all students from Prep to Grade 6 was lower that that over the last 5 years. Our student survey data shows 82% positive endorsement for “Attitudes to Attendance”. Although a record of attendance was maintained during COVID19 Remote and Flexible learning, we found it extremely difficult to ascertain a true gauge of who was online or engaging in paper packs. We asked families to touch base with us each day by email or phone call if their child was not online. To ensure we provided a teaching and learning program to all students, our team drove to houses and delivered learning packs to those who could not access the program in any other way. This way we could also check in on families who had expressed concerns regarding their child's engagement. |
| Wellbeing |
| We continue to provide our students with a learning program that builds resilience and strategies to cope when things do not go as planned. Student data shows that 92% of our students described their health and wellbeing as good, very good or excellent, this is well above State results. Our student data shows 64% of students felt they had strong voice and agency in 2021. We believe that this is a direct link to Remote Learning and COVID19 social restrictions. Our student survey data shows 88% positive endorsement for “Sense of Connectedness”; this is above the data for both the State and Similar Schools as well as an incriease in positive endorsement of our own data from 2020. On return to school we focussed on regaining connections when the children returned from RFL by running games and group activities focussing on friendships, belonging and connections.We refined our Student Leadership program but had trouble getting traction here due to the lack of training time and the lack of opportunities for the students. We delivered the Buddy training program for our Grade 5 Buddies in order to provide them with structure to support the new prep students. This has seen great success and has stronly impacted on the tranisiton of the Prep students from Kindergarten.  |
| Finance performance and position |
| Our annual result saw us in surplus. In 2021, Prep enrolments remained strong as did additional enrollments throughout the school; this meant that the number of Grade 6 students moving on to secondary school had less impact on our budget. Our camp and excursions program was impacted by COVID lockdowns and parents were once again given the option of receiving a refund or leaving the amount on their accounts as credit for 2022. Parents Group funds remained uncommitted as we were waiting for the completion of the new oval works before making changes to the playground.We had a large amount of funds received in Advance due to refunds for camps and excursions. Our building projects money is being reserved for beutification to match our new school building. The grounds maintanance fund is our financial commitment to the Minor Captital Works program to be completed in 2022. |
| **For more detailed information regarding our school please visit our website at <https://www.alexandraprimaryschool.com/>** |