

# 2021 Annual Report to The School Community



**School Name: Shelford Primary School (0379)**



- 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 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

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### School context

Shelford Primary School was established in 1866 and prides itself on providing for every student an engaging, inclusive, holistic, education. The school is located in the small, rural town of Shelford, nestled in a valley on the Leigh River in the Central Highlands of Victoria. The area is famous for its rich farming soil and beautiful rural vistas with the town reflecting its rich heritage of early pastoral settlement.

At Shelford Primary School, student learning is our highest priority. We believe that educating our students is a shared responsibility between our teachers, parents, community members and most importantly the students themselves. Our vision is for our students to become successful learners, confident and creative individuals, and active and informed citizens. The school works hard at providing the best for all students and aims for every child to thrive in our learning environment whilst upholding the school values of Mutual Respect Attentive Listening, Personal Best, Inclusiveness, Honesty, Appreciation and No Put Downs.

Our staff focus their efforts on teaching and learning excellence, high expectations and achieving exceptional outcomes for all students. We offer a diverse range of high quality programs and activities to engage and challenge every student at each stage. The over-arching drivers in our curriculum are personalising learning and increasingly building each student's capacity to direct, influence and take responsibility for their own learning. Our staff professional learning is focused on effective teaching and differentiated learning and supporting students mental health and wellbeing.

Facilities at the school include a heritage listed bluestone building which provides space for administration, staff room and student cooking facilities. A modern two room portable building and large art room provide a variety of spaces for learning in the school. Our classrooms are equipped with computer technology, and we have well maintained and expansive outdoor areas including playgrounds, oval, and a productive orchard and vegetable garden.

In 2021 there were no students who have English as an Additional Language; no overseas students; and no Aboriginal and Torres Strait Islander students enrolled.

The school has strong community and family support, with parents involved in working bees, fundraising events and have opportunities to voice opinions and ideas through School Council and the Parents and Friends Association.

In 2021 Shelford Primary School's enrolment increased from 10 in 2020 to 12 students. The school employed four staff of varying time fractions – one full-time teaching principal, one part-time teaching staff (plus one part-time MARC teacher based at another school) and two part-time Education Support staff, one working as the school's Business Manager and the other employed to work within classrooms as student support.

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### Framework for Improving Student Outcomes (FISO)

In 2021 the school focused on two broad dimensions of Excellence in Teaching and Learning and Positive Climate for Learning.

In the dimension of Excellence in Teaching and Learning, the school focused on Building Practice Excellence. The key improvement strategies used in these areas included;

- The development of an agreed Instructional Model and processes to ensure consistent practices associated with the identification, collaborative planning, teaching and reporting on each student's point of learning
- Continue to develop professional relationships across cluster/network schools to implement high quality teaching practices around differentiation in numeracy
- Continue to use assessment to drive student learning in both Shelford PS and across network schools

In the dimension of Positive Climate for Learning we focused on Empowering students and Building School Pride. The key improvement strategies used in these areas included;

- To engage children as learners, as well as building a sense of pride, achievement and connectedness to their learning. This is also achieved with the implementation of student voice and agency to formulate the individual learning goals and school based resourcing.

Shelford Primary School continued to work towards our goals from the Annual Implementation Plan 2021, however, AIP actions were again revised to suit the periods of Remote and Flexible Learning during the COVID-19 pandemic.

Throughout the year where possible, the school worked professionally and collaboratively with ASSIST (Assessment Initiative for Schools and Teachers) at staff and Principal levels to build shared understandings in teaching literacy and numeracy, and using student data in the classroom to plan for improvement, particularly in reading and writing, and teaching remotely during Remote and Flexible Learning.

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## Achievement

The primary focus of learning is on Literacy and Numeracy, and these skills are reinforced through the Science and Humanities subjects. When learning on-site in 2021, children learned in the specialist areas of French, Physical Education and the Arts, and utilised the MARC Van service each fortnight. The focus of our remote learning, in line with DET guidelines, was on literacy, numeracy and wellbeing.

2021 was an unprecedented year with the school pivoting between on-site teaching and learning and Remote and Flexible Learning due to the COVID-19 pandemic. All students were supported to learn at home, Considerable resources were sent home to ensure learning success and to ensure that families were well accommodated and supported in learning from home, including a device for each student who did not have 1:1 access at home and supporting families with dongles to assist with internet connectivity. The digital platforms WebEx, Google Classroom and Seesaw were our primary sources of communication during Remote and Flexible Learning, sharing and providing feedback – WebEx for videoconferencing and Google Classroom and Seesaw for communicating/uploading/sharing work and feedback.

In 2021 the emphasis on building an understanding and working with each student's point of need continued to be a focus at Shelford Primary School. Class sizes remained small and this allowed for whole class, focus group and individual teaching opportunities to be delivered in flexible and engaging learning spaces.

Teacher Judgement data indicates that students at Shelford Primary School in the curriculum areas of English and Mathematics in 2021 are performing at similar standards to comparison schools. NAPLAN data was not available due to data thresholds with 3 Year 3 students and one Year 5 student undertaking the assessments.

In 2022, we will continue to work towards further understanding and implementing high impact teaching strategies and building teacher capacity to improve student learning outcomes, with a focus on developing student agency and voice. The Tutor Learning Initiative will continue to be embraced in 2022 with a school wide focus on student growth and extension in the area of literacy and numeracy.

PSD funding is used to support students who are on the PSD program. In 2021 Shelford had one student in this program. This school supports PSD students with extra individual assistance from Educational Support Staff and Individual Learning Plans that entailed a modified curriculum catered to their individual needs.

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## Engagement

In 2021 Shelford Primary School developed and implemented a Remote Learning Plan that provided connections between students and staff to ensure a continuity of learning for all students. Digital platforms such as Seesaw were successfully used by students and staff for curriculum delivery, communication and celebration of student achievement. The school supported students through the Tutor Learning Initiative to assist identified students whose learning growth has been impacted as a result of Remote and Flexible learning. The position of Tutor was undertaken by a current staff member through an increase in time allowance.

In 2021, our absence data indicates we are slightly below the state and like schools, which is a positive outcome. The importance of student attendance has continued to be emphasised through correspondence, student and parent discussions.

In 2021. Our usual inter-school camp, inter-school sports, swimming lessons, excursions and concerts were unfortunately interrupted or cancelled due to COVID restrictions in place.

Anecdotally, as data fell below thresholds, our parent opinion survey continues to show a high level of parent satisfaction with the school which was evident in the positive feedback received during Remote and Flexible Learning. The school worked hard to provide opportunities for parent involvement on the School Council and the Parents and Friends Association. School Council continued to operate during the remote learning period with agenda and reports

accessible via a shared Google drive.

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## Wellbeing

Due to the cohort size in our school, the Student Attitudes to School Survey data was unavailable in 2021. It is recognised anecdotally amongst staff and families that the students at Shelford Primary School enjoy a high level of student connectedness to school and student perceptions of safety, both very positive indicators for student comfort and wellbeing in the school.

In 2021 the school committed significant resources to Wellbeing through both the allocation of staff and the financial support of programs. The Wellbeing of our community was a significant focus throughout the year as we supported the transition into and out of Remote Learning.

The school continues to form close relationships with external agencies who are best placed to manage the long term care of our most high needs students. These partnerships have also resulted in an increase in staff's abilities to build confidence and resilience in our students.

Student Support group meetings are conducted for all students funded through the Program for Students with Disabilities. These meetings occur once a term where goals and strategies are established based on each child's individual needs.

In 2022, we will be working to broaden and build strong relationships with our local Kindergartens, to meet and further establish positive relationships with prospective families. As outlined in our AIP, in 2022, all staff will be provided the opportunity to complete training in the Berry Street Education Model to further develop their understanding of trauma informed practices in order to build resilience and positive relationships in school to support engagement and learning.

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## Finance performance and position

The school worked hard in maintaining a financial surplus, with the funds committed to resourcing literacy and numeracy needs. The school is currently in a healthy financial position. Equity funding was used to support students in small class sizes and the employment of educational support staff to assist with personalised education for all students. The school utilised the allocated \$5000 of equity funding to update student resources that strategically aligned to the school's AIP focus. These funds also supported teaching and learning through targeted professional development, consequently supporting student academic achievement growth of 12 months or more over the school year. We hope to grow on our enrolment numbers in 2022 which should keep us in a good financial position moving forward.

The school committed to a contract with SC Technology Group to service our photocopiers and copying costs including the leasing of 2 interactive screens for classroom use.

Locally Raised Funds was lower than anticipated with COVID 19 and the restrictions associated with the pandemic being the major factor.

**For more detailed information regarding our school please visit our website at**  
**<http://www.shelfordps.vic.edu.au/>**