

2020 Annual Report to The School Community



School Name: Warragul Primary School (2104)



- 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 20 April 2021 at 02:54 PM by Scott Clode (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 28 April 2021 at 09:11 PM by Aaron Nash (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

2020 began positively with an increased enrolment of 180 students up from 157 in 2019. This year 30 parents responded to the annual DET Parent Opinion survey. This year the survey was also framed around remote and flexible learning. We received a 93% positive response from parents in general satisfaction of the education provided to their child at WPS. There were no negative responses.

Preparations for our annual community event The Warragul Kids Farmers Market started in early term 1 ready for our end of term event. Unfortunately the week of the event COVID-19 hit the country and the event was postponed. Due to the ongoing pandemic the event was not held. The school went into an early holiday break in the final week of the term and remote learning started from the beginning of term 2. Foreseeing this the school created a two week learning pack that was provided to families prior to the holiday break. These packs were actioned for the first two weeks of the school term. During this two period period the school created our online home learning site that would provide a point of contact for our remote learning across the school. The school would return to onsite learning for the latter part of term 2. Early in term 3 we returned to remote learning. Google Classroom was utilised as our remote learning tool for families. The school provided both digital devices and learning packs for families during the remote learning period to ensure all families were catered for. Parent interviews in term 3 were conducted via phone and the school had a fantastic response. During the remote learning period the school was able to action the refurbishment and painting of our original school building located on the junior campus. In term 4 we went back to onsite learning and our students returned to a bright and refreshed school building. During the changes to and from remote learning our school staff, families and students maintained a positive and resilient approach to the circumstances of the year.

Framework for Improving Student Outcomes (FISO)

AIP Goal 1: To improve every students' learning growth in English with a focus on Writing. Actions: Participate in the Seven Steps to Writing PD program and provide teachers with the relevant resources and tool kits as provided in the program. Teachers completed this professional learning at our curriculum day in term 1. Introduce the Writer's Workshop into the WPS Teaching Model for the teaching of Writing. This was initially trialled in Year 3/4 and was undertaken across the whole school by term 4. Development of whole school approach to the teaching of Writing. This included conferencing and providing feedback. Our Learning Specialist conducted these sessions with the teachers.

AIP Goal 2: To increase students' capacity as active agents in shaping their learning. Actions: School wide STEM program to promote student engagement and innovation. Due to the impacts of COVID this program was introduced in Years 3-6 only. Introduction of student 'Celebration' books to highlight student learning activities. All classes introduced the Celebration Books. School wide student engagement/attitudes data to be collected and reviewed by staff and students. This was completed across the school using a school-based survey.

Remote Learning KIS: Due to the new learnings required for home learning our school focus was first on the change to operational procedures. Teachers focussed on digital technology skills such as Google Drive, video conferencing skills and adapting their weekly planning to cater for remote learning and the delivery of teaching via Google Classroom. These priorities became our focus in professional learning sessions. Staff continued to refine their weekly planners to best meet the needs of home learners with and without electronic devices.

Achievement

Due to COVID we were not able to access any NAPLAN targets for 2020.

School Achievements during remote learning: After the two week home learning pack program concluded the school implemented our ongoing remote learning program. Teachers provided a weekly learning program for the students to complete. These planners provided flexibility and student choice in relation to the activities. This was accessible via the school home learning site that was created specifically for remote and flexible learning. Students without access to the internet were provided with a weekly hard copy pack that teachers modified from the digital version. Teachers presented daily video sessions with their students. Students with supportive families and self-independent work skills were successful home learners on the whole. Teacher feedback demonstrated a better connection with parents/carers

due to the increased communication during this period.
 Professional collaboration to support remote and flexible learning: During remote learning the school continued to meet for our PLC meetings, planning meetings and staff meetings. The scheduling of these was modified to complement the requirements of home learning. Our teachers conducted these meetings via video conferencing, phone and text. This was invaluable as it allowed teachers to take on these new learnings being placed upon them as a team. We found that our teachers increased their collaborative practices during this period to maintain their connection with one another despite working from home. Our staff meetings maintained our professional learning focus as well as enabling our teachers to discuss and refine operational tasks.

Engagement

School Engagement during remote learning: Students who were disengaged with home learning or having difficulty with the learning program were provided with individual programs to best suit their needs. This included additional video meetings with the teacher and activities that could be easily integrated into their current home environment. Physical Education and the Arts provided students the opportunity to focus on interests away from the computer screen which was an important part of home learning at WPS. Students were able to send in images and videos of their activities and these were shared across our school social media platforms. Teaching staff via our communication channels could also provide direct feedback to students in relation to their learning tasks.

School Student Engagement Data: Strengths Years 3-6:

I try very hard at school 2.73/3

I try to do my best 2.86/3

My teacher knows that I can do well at school 2.78/3

School Student Engagement Data: Areas for improvement Years 3-6:

I have a choice in what I'm learning 2.0/3

I can do challenging work 2.39/3

I am learning things that really interest me 2.36/3

Wellbeing

School Wellbeing during remote learning: In the week leading up to the premature closure of term 1 the school staff developed a two week home learning pack in preparation for the possibility of flexible and remote learning being implemented for the commencement of term 2. The initial packs provided students with learning activities for English, Maths, Integrated studies and specialist areas. The packs were provided in hard copy form and sent home with the students prior to the holiday period. Families were also provided with a suggested daily schedule for learning to assist them in timetabling home learning for their child. This could then be adapted according to family circumstances. Families were also provided with communication channels for the remote learning period. This included email, phone, Flexibuzz and video conferencing.

Students who required onsite supervision during the remote learning period including those classed as vulnerable were provided with the opportunity to register for onsite learning prior to the commencement of home learning. Students requiring digital devices were identified via a parent survey and this was actioned during the term 1 holiday period to be ready for students at the start of the remote learning period. Each teacher was provided with a communication register to record their engagement with their students. The register was invaluable in providing our staff with instant data on any students that required attention or additional communication. Individual communication plans were arranged for specific students.

Financial performance and position

School Budget Management - 2020: End Date: 31 Dec 2020. Surplus available to school or deficit to be repaid: (\$2,597) Deficit. Key financial costs to the school contributing to the deficit.

Language Program: 2020 Costs: \$21,200

8 x classes, 3 x specialist programs (2 teachers ongoing, 1 x teacher fixed term), 1 x Acting Learning Specialist, 2 x part-time ongoing teachers (0.6 and 0.8).

Specialist Program: 2020: Currently we conduct 3 x specialist programs (2 teachers ongoing, 1 x teacher fixed term)

that provides teachers with their required 2.5 hrs non face-face time + additional 30 mins.

Key financial expenditure included:

Literacy Intervention Team Teacher \$97,565

Classroom Support ES \$18,771

Maths subscriptions - school to pay half \$1,350

Classroom libraries \$6,000

PDs on curriculum days \$7,000

Library books (library) \$3,000

Laptops for classroom use \$15,000

Digital Technology \$5,000

Science class sets \$2,400

LLI \$300

Wellbeing PD and CRT replacements \$1,500

Chaplain \$10,653

2021 Plan to address the school deficit:

Staffing:

Additional teachers will be required – 10 classes. Teacher salary (\$60,000-\$105,000).

Teachers/Classes:

10 x classes, 2 x part-time specialists (0.4), 1 x Learning Specialist, 2 x part-time ongoing teachers (0.6 and 0.8), 1 x part-time language teacher (0.2).

Reduction of 0.4 fixed-term specialist position to offset deficit and increased staffing costs.

For more detailed information regarding our school please visit our website at
<https://warragulps.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 180 students were enrolled at this school in 2020, 98 female and 82 male.

9 percent of students had English as an additional language and 6 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.

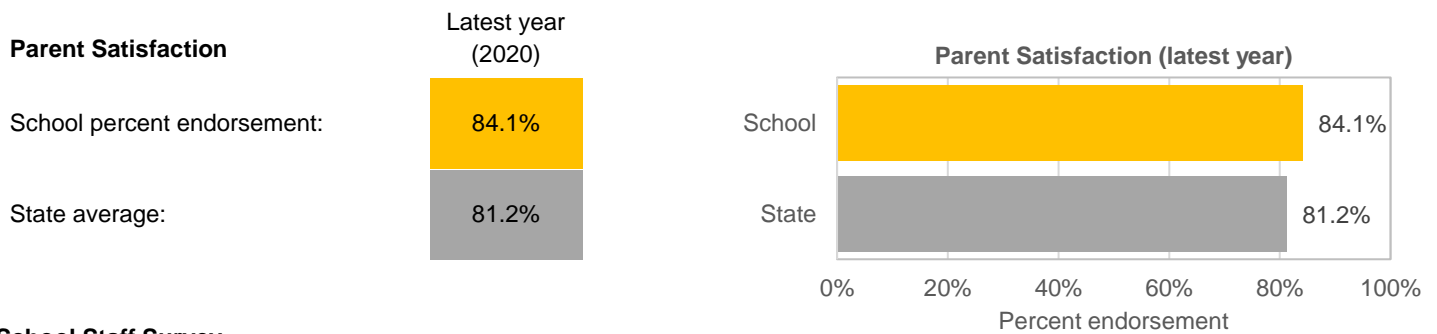
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

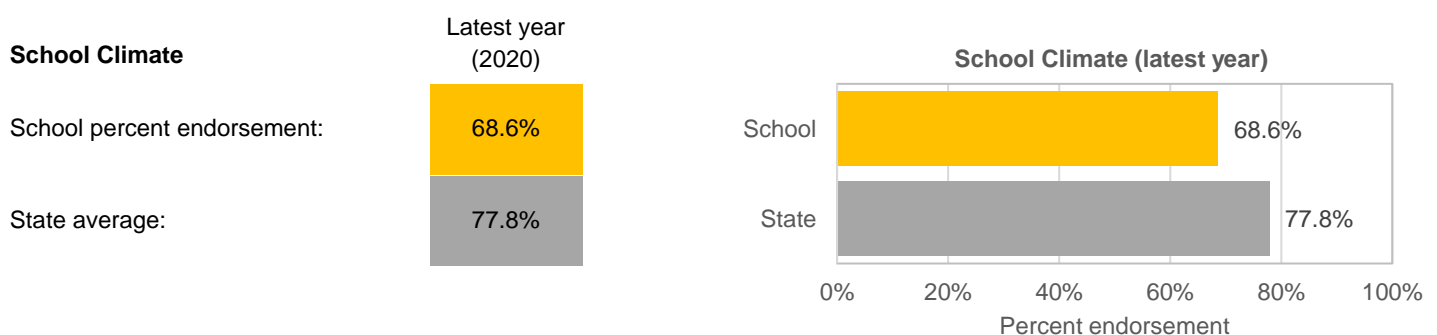


School Staff Survey

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:

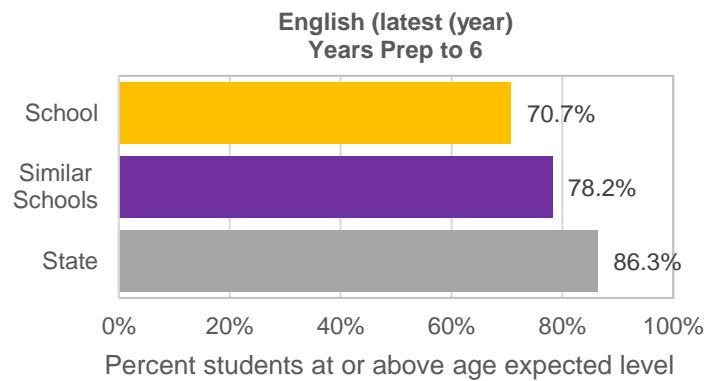
70.7%

Similar Schools average:

78.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

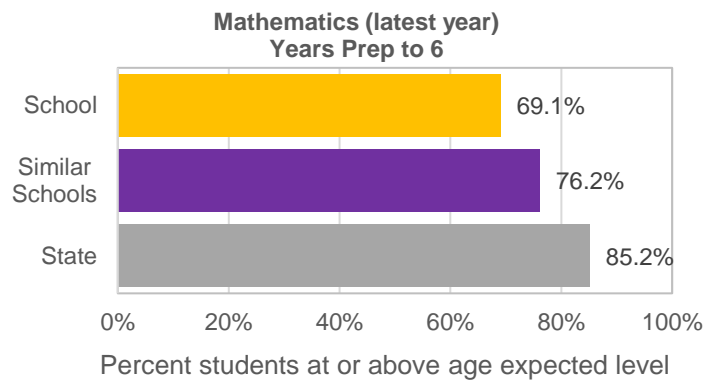
69.1%

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

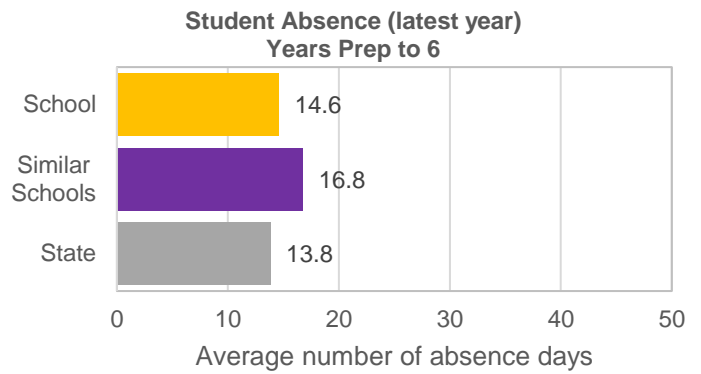
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.6	17.6
Similar Schools average:	16.8	17.2
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%	92%	94%	94%	94%	90%	94%

WELLBEING

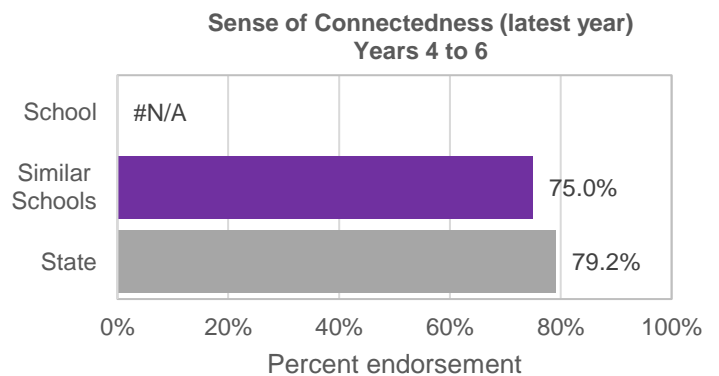
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDA	77.1%
Similar Schools average:	75.0%	78.0%
State average:	79.2%	81.0%



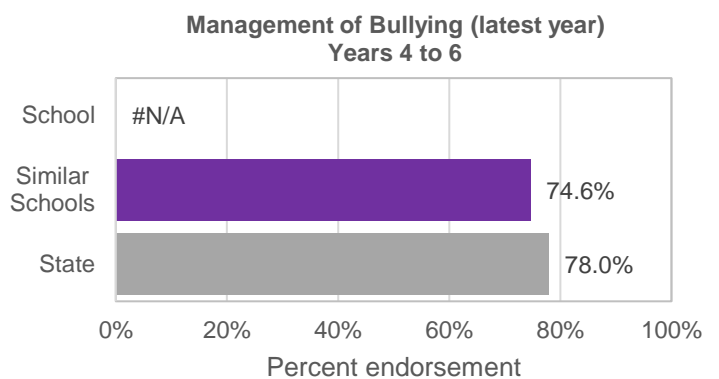
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDA	76.5%
Similar Schools average:	74.6%	78.1%
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	\$1,707,349
Government Provided DET Grants	\$434,016
Government Grants Commonwealth	\$92,187
Government Grants State	NDA
Revenue Other	\$3,654
Locally Raised Funds	\$66,991
Capital Grants	NDA
Total Operating Revenue	\$2,304,198

Equity ¹	Actual
Equity (Social Disadvantage)	\$238,486
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$238,486

Expenditure	Actual
Student Resource Package ²	\$1,709,947
Adjustments	NDA
Books & Publications	\$28,537
Camps/Excursions/Activities	\$18,487
Communication Costs	\$4,734
Consumables	\$46,086
Miscellaneous Expense ³	\$9,925
Professional Development	\$10,608
Equipment/Maintenance/Hire	\$57,358
Property Services	\$206,683
Salaries & Allowances ⁴	\$116,878
Support Services	\$103,728
Trading & Fundraising	\$9,079
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,187
Total Operating Expenditure	\$2,357,237
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$299,101
Official Account	\$24,223
Other Accounts	\$4,140
Total Funds Available	\$327,464

Financial Commitments	Actual
Operating Reserve	\$84,913
Other Recurrent Expenditure	\$3,096
Provision Accounts	\$10,000
Funds Received in Advance	\$41,447
School Based Programs	\$36,371
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$9,684
Repayable to the Department	\$2,597
Asset/Equipment Replacement < 12 months	\$21,100
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$90,000
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$324,208

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.