

2020 Annual Report to The School Community



School Name: Wattle Park Primary School (3841)



- 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 25 March 2021 at 09:38 AM by Gayle Cope (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 31 March 2021 at 05:14 PM by Angus Mackinnon (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

The 'Statement of Values and Philosophy' outlines the values of our school community and explains the vision, mission and objectives of our school.

To guide us in our thinking the school researched and adopted the 9 guiding beliefs and principles by Mr. John B. Mahaffie (Leading Futurist LLC). These are based on the beliefs that:

Our lives and work lives will be swept by regular waves of change

More work will involve international connections and citizenship will gain a more global focus More work will be multidisciplinary, involving new kinds of collaboration

Far more jobs will mean working intimately with digital machines and intelligent systems

More elements of work and life will use visual communication

The world will be battling sustainability issues in ways that will affect most workers

Citizenship responsibilities will only grow more complicated as societies confront new issues

The 9 principles that we endeavour to instil in our students as they progress through the school:

Love of Learning

People sense

Comfort with complexity

Skill at learning

Communication

Goal setting

Self-knowledge

Worldliness

Open minds

Additionally we have our school values of Respect, Encourage, Value, Care, Challenge and to be Responsible.

All of our 18 classes are age appropriate with 19 classroom teachers, 6 specialist teachers and 5 Learning Assistants. Student enrolment is 378 with two students being of Aboriginal descent.

The school is located on the edge of Whitehorse City Council.

The school grounds are extensive with a natural grass oval and grass and asphalt playing spaces.

For those students who need additional language support we have an EAL teacher who is employed one day per week.

Framework for Improving Student Outcomes (FISO)

Our Strategic Goal as outlined in our 2020 Annual Implementation Plan of 'Improving the Instructional Capability of the Leadership Team and the Collective Endeavour of all Staff to Effectively Support Student Learning' was achieved via the platform of remote learning. The responsibility of the team leaders to ensure that the quality of their teaching and learning program was maintained during this time was paramount. Teams were able to view and discuss each other's curriculum content and the ways in which they were able to best present it in an engaging manner. During this time it was difficult to implement assessment strategies that were indicative of students' current performance. This was a goal left until mid term 4. Upon returning to school in term 4, teachers' efforts were focussed on the health and wellbeing of themselves and their students. Specialist support staff worked closely with classroom teachers in developing online activities and communicating with parents weekly to support any learning issues. The key improvement strategy of 'Ensuring all students are learning to their potential across all stages of learning and areas of the school curriculum' was a challenge due to the constraints of remote learning. The goal for the school was to ensure that all students and families remained in contact with the school and given every opportunity to access learning tasks and support when needed. The next goal of 'Developing and implementing a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers was modified to 'Developing and

implementing a systematic approach to on line and remote learning that was engaging and provided students with opportunities to participate in curriculum tasks to enhance their understanding of the curriculum presented.' This was achieved by the majority of students.

The Key Improvement strategy of 'Building expertise in the teaching of reading and spelling across the school' was researched by our Literacy leader, Ms Philippa Statkus. A revised whole school reading approach was introduced at the beginning of 2020, and will be fully implemented in 2021. New approaches for both spelling and writing are to be implemented in 2021.

Achievement

During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently develop new ways of differentiating for students. Some of our students coped well in the remote and flexible learning environment, others have maintained their learning progress, and some have fallen behind (despite their best efforts and those of their families and teachers). We provided extra support to those who needed to catch up and those who have thrived to continue to extend their learning.

Additionally, those students whose mental health and attendance to school were most affected were individually supported by leadership staff.

A range of processes were implemented to adapt to the unique learning environment that was created by COVID 19. These included:

- * Work shops run for teachers prior to the commencement of remote learning to provide them with skills to develop online learning environments
- * Provision of effectively evaluated learning platforms best suited to remote learning
- * Creation of google sites for each class vertically and horizontally aligned with the school values, student digital citizenship and child safety engagement policies
- * Monitoring of student engagement in these platforms via agreed upon class and year level wide involvement strategies
- * Evolution of a variety of these platforms in response to the feedback given by all stakeholders including parents and students
- * Regularly updated procedures allowing teachers to make individual contact with their students via twice weekly phone calls, group WebEx sessions, videos and comprehensive lessons on-line.

Those students who are on the PSD program were either accommodated at school with extra individual assistance from Learning Assistants or individual booklets were produced with modified curriculum activities to complete. These booklets were most successful and valued by students and parents.

Engagement

Student attendance at the commencement of the year was high. The implementation of the Compass online attendance monitor where parents are contacted by phone regarding students' attendance has proven beneficial in reducing unexplained absences. Family holidays throughout the year were certainly curtailed and this had a positive outcome on the attendance rate. The introduction of remote learning daily teaching plans included an attendance question per day to ensure that students were at least tuning in to classes. Most students were engaged in their learning tasks but some were not. A mode of communication tools were utilised to maintain contact and support with students and families; twice weekly telephone calls, WebEx class sessions and emails. Teacher feedback on set tasks was maintained as per classroom activities.

Koorie students were provided with their own personalised Ipad to encourage participation and connection with their class.

A number of initiatives were introduced to maintain connections; individual cards were sent to all students Foundation to Year 6 from the principal, seed packs were sent to all students during spring with a note from the school, a leadership and office staff video was posted on the school website to welcome students back to school.

The school was decorated with welcome back signs and balloons at each entry. A welcome back barbecue lunch was provided to all students cooked by our specialist class teachers. That was a huge success!

The Parent and Friend's Association organised a free on line disco for the students as well as a veggie box and mango drive. Families in need were given a box of each; vegetables and mangoes.

Wellbeing

As stated in our Strategic Plan 2017-2020 under Community Engagement our goal was to review our current Engagement and Wellbeing policy and related programs. The Student Well-Being and Engagement Policy has been reviewed and ratified by School Council during 2020 along with a plethora of related policies. A Duty of Care Policy was developed to take reasonable measures to protect students from reasonably foreseeable risks of injury and that the school,

- owes a duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises
- owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation
- that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care.

The school's Compass management system tracks student academic progress and social and emotional concerns throughout the students' school life. This has proven to be extremely valuable in building a clear picture of a student's achievements and behaviour over time.

The school has commenced a relationship with The Be You Initiative, as a whole school focus, since the commencement in 2019 to assist in the students mental health and well-being however it is still in it's infancy and needs further development to be consistent across the school.

The North East Region of DET has been proactive in providing a health and wellbeing contact to support and guide staff and students with extra needs.

Financial performance and position

Wattle Park Primary School completed a most interrupted 2020 with a surplus of \$165,069 which is an increase from \$96,585 in 2019.

The school's revenue for 2020 was \$686,149 (substantially lower than 2019 due to COVID-19) which included State and Commonwealth government funding of \$378,590 (including \$39,040 for overseas student fees).

The balance of income came from parents' voluntary contributions and levies, fundraising, donations to Building and Library Funds, contributions towards Grounds/Maintenance, interest and trading operations, and hire of the school facilities. The hire of the Gymnasium provides a source of income which is used to maintain the facility in good condition for the school community. Hiring of the school facilities to the after-school care provider is an additional income stream for the school while providing access to the school community to this important service.

Expenditure totalled \$521,080 (a decrease from \$971,794 in 2019). Consistent with the impact to revenue by COVID-19, expenditure was also impacted in a positive manner, with substantial savings in expenditure on consumables and works on school grounds.

Equity funding continued to be used for extra teacher support for those students needing additional assistance; Reading Intervention sessions continued via WebEx.

For more detailed information regarding our school please visit our website at
<https://www.wattleparkps.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 378 students were enrolled at this school in 2020, 188 female and 190 male.

25 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.

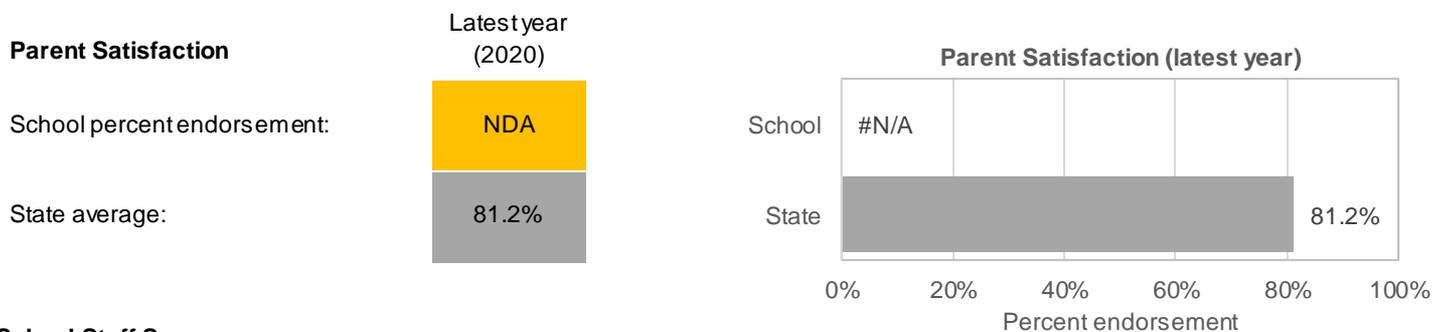
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

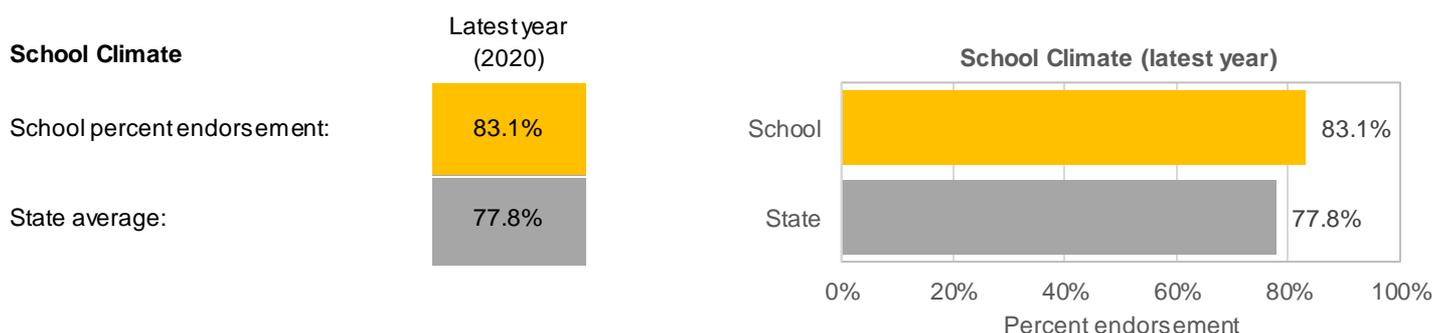


School Staff Survey

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:

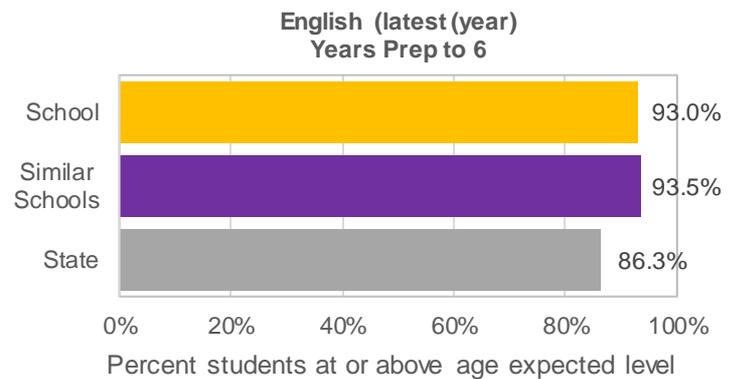
93.0%

Similar Schools average:

93.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

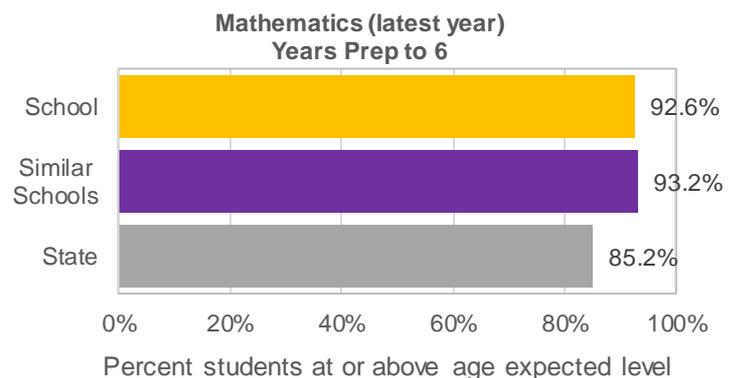
92.6%

Similar Schools average:

93.2%

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

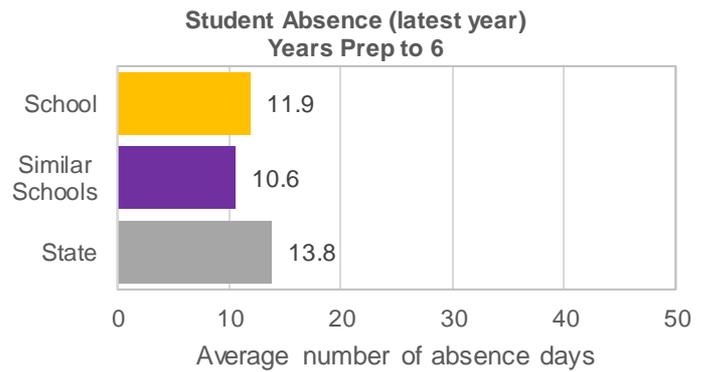
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 11.9 | 13.6 |
| Similar Schools average: | 10.6 | 12.9 |
| 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): | 94% | 92% | 92% | 93% | 94% | 97% | 96% |

WELLBEING

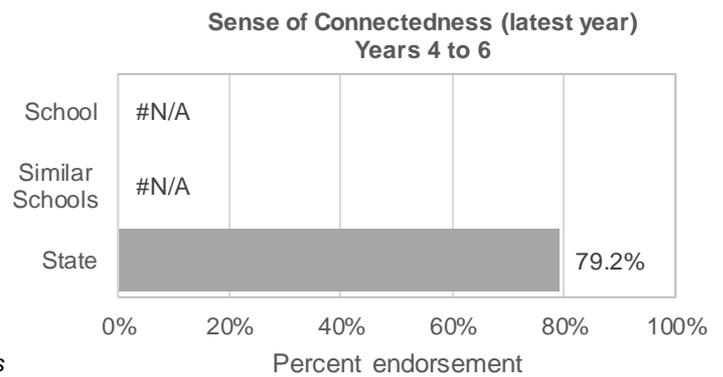
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 | 85.1% |
| Similar Schools average: | NDP | 80.9% |
| State average: | 79.2% | 81.0% |



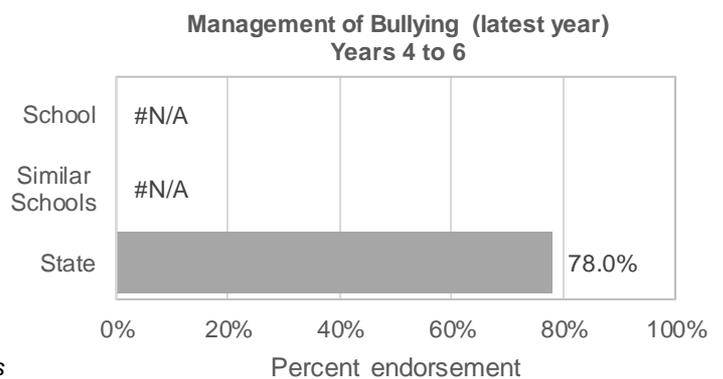
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | NDA | 87.0% |
| Similar Schools average: | NDP | 79.2% |
| 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 | \$2,994,032 |
| Government Provided DET Grants | \$378,590 |
| Government Grants Commonwealth | NDA |
| Government Grants State | NDA |
| Revenue Other | \$13,553 |
| Locally Raised Funds | \$294,006 |
| Capital Grants | NDA |
| Total Operating Revenue | \$3,680,181 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$10,305 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$10,305 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,942,361 |
| Adjustments | NDA |
| Books & Publications | \$1,707 |
| Camps/Excursions/Activities | \$12,165 |
| Communication Costs | \$6,702 |
| Consumables | \$69,336 |
| Miscellaneous Expense ³ | \$18,140 |
| Professional Development | \$9,088 |
| Equipment/Maintenance/Hire | \$49,763 |
| Property Services | \$54,296 |
| Salaries & Allowances ⁴ | \$217,720 |
| Support Services | \$30,226 |
| Trading & Fundraising | \$26,258 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$25,679 |
| Total Operating Expenditure | \$3,463,441 |
| Net Operating Surplus/-Deficit | \$216,740 |
| 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 | \$652,139 |
| Official Account | \$47,266 |
| Other Accounts | \$213,264 |
| Total Funds Available | \$912,669 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$79,880 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | \$4,304 |
| Funds Received in Advance | \$122,392 |
| School Based Programs | \$323,564 |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | \$100,000 |
| Asset/Equipment Replacement < 12 months | \$30,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$248,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$908,140 |

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.