

2022 Annual Report to the School Community

School Name: Whittlesea Primary School (2090)



- 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 of the previous calendar year 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 April 2023 at 08:11 AM by Ty Hoggins (Principal)

- This 2022 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

Attested on 25 April 2023 at 12:19 PM by Lyle Winter (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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

Whittlesea Primary School is led by an established and defined vision statement. At Whittlesea Primary School the students are at the centre of everything we do. Our vision is to be an inclusive community where learning is highly valued. We strive to develop and support the emotional, social and physical wellbeing of the whole child. We create a positive climate for learning that encourages all children to become collaborative and innovative members of local and global communities. Established in 1878, Whittlesea Primary School has a long history in the local community. The township lies on the outskirts of Melbourne and Whittlesea Primary is the most northern school of the Whittlesea Schools Network. Positioned centrally in Whittlesea, the school is in a prominent position along Plenty Road, the main thoroughfare through the town towards Kinglake, Flowerdale, and Yea. To the south, urban sprawl is growing ever closer to the area with Laurimar (Doreen), Mernda and South Morang all developing at a fast pace. New developments are also growing rapidly to the west with Donnybrook, Beveridge, Mickleham, and Wollert expanding quickly. Our school zone has been reduced slightly each year since 2019 with the introduction of new schools in these areas. Housing is diverse in Whittlesea with a mixture of medium density residential, semi-rural and rural properties within close proximity to the school. Culturally, there is a strong sense of history and connection to Whittlesea's identity as a 'township', although this is shifting over time with more new residents to the area and a slowly increasing diversity. It is noteworthy how low the school's EAL percentages are, with only a handful of students meeting this criterion. Only 2.08% of students are eligible for funding Under EAL (English as an additional language). Twenty-five students, or 5.77% identify as Aboriginal or Torres Strait Islander. At present Whittlesea Primary School does not provide a program for overseas students.

Over the term of the current strategic period enrolments have remained relatively stable, peaking at 438 in 2019. The enrolment for 2022 as of August was 418.8. At the commencement of the strategic period the school was arranged in straight year level groupings, consisting of 20 classes. This increased to 21 classes during 2019 to 2020, then reduced to 19 classes for 2021 and 18 for 2022. In 2022, composite structures were utilised for Years 3/4 and 5/6. The junior primary classes remained in a straight class structure. The staff profile of Whittlesea Primary School has evolved over the strategic period. In 2022 the leadership team consisted of Principal, Assistant Principal (Curriculum, Operations, and shared responsibility for school-wide priorities), Leading Teacher (Wellbeing and 3/4 leader) and two Learning Specialists. The two Learning Specialist roles involve a .4 ETF classroom component, with .6ETF to leadership responsibilities. One leads our junior school and literacy development, while the other leads the upper primary years and numeracy. As a team of five, this group forms the 'leadership team' and collaborate closely on all aspects of school direction. The school improvement team consists of the leaders forementioned and the Professional Learning Community (PLC) leaders for Foundation, Years 1, 2, 3/4 and 5/6. The team also includes a specialist leader and the Business Manager. Teachers and leaders also formed Priority Action Teams in 2002. These teams each focused on a school priority that held strategic importance. These areas include literacy, community engagement, wellbeing and student voice and agency. The 2022 teaching staff profile included 12.4 ETF (effective time fraction) Classroom Teacher Range 2 and 8.2 ETF Classroom Teacher Range 1, with 2.5 ETF Learning Tutor. At present Whittlesea Primary School does not have a staff member who identifies as Aboriginal or Torres Strait Islander.

Whittlesea Primary School has a talented and well organised education support team who perform a vital role in the school. The administration team of Business Manager and administration officer / daily organiser coordinate our office with professionalism, efficiency and a community focused approach. The Business Manager leads the broader team including Integration aides (including integration leader), maintenance, first aid and student mentor. In 2022 our non-teaching team consisted of 9.9 ETF Education Support staff. Our school engaged with Dan Petro (Behavioural specialist) in 2017 and commenced the School-wide Positive Behaviour Supports (SWPBS) training through North West Victoria Region in 2018. The school has fully completed this training. The school expectations of 'Respect Your School', 'Do Your Best' and 'Help Others Succeed' are well engrained throughout the school, as are the key components of SWPBS including behaviour matrix, flowchart, universal reinforcement programs (Golden Tickets) and group / individual supports. In 2021, Whittlesea Primary School completed a school review as part of the normal strategic improvement cycle. This was earlier scheduled for 2020 but delayed due to COVID interruptions.

As an outcome of this review a new strategic plan was endorsed that included the school's new strategic goals: -

- 1 - Maximise learning growth for all students.
- 2 - Strengthen student agency and engagement in learning
- 3 - Maximise the resilience and confidence of all students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022 students remained onsite without remote learning interruptions. This enabled the school to set a strong academic focus and return to a teaching and learning approach that was more consistent and familiar. Literacy growth has been established as a key goal for the school and the results summary demonstrates positive trends, particularly in Year 3 NAPLAN reading where that particular cohort improved 6% over the 4-year trend for students in the top 3 bands. This represented an achievement above similar school and state cohorts.

Throughout 2022 a new spelling program was introduced - Weekly Whittlesea Spelling. The new program closely aligns with the Write 2 Read program which is the foundation for phonics learning in early primary. Students work through a sequence of weekly spelling focuses that reinforce the codes taught explicitly in the classroom. This rigorous and regular pattern of explicit teaching in spelling supported the literacy growth observed across reading and writing outcomes.

The school also commenced a new literacy improvement plan that involves connecting with an Education Improvement Leader (EIL) from North Western Victoria Region. A curriculum team has commenced a review into curriculum planning, particularly literacy. Through early engagement with supports, the school established a draft curriculum map and introduced an innovative approach to unit planning. This work will continue into 2023.

The school fully implemented the '7 Steps to Writing Success' approach throughout the year. This led to measured improvement in writing outcome, with students developing improved knowledge and strategy with planning, text construction and writing craft. In mathematics, Common Assessment Tasks have been developed by all teams through a collaborative process. These tasks have supported the teaching and learning programs in numeracy with a focus on diagnostic assessment to inform future planning and accurate reporting. My Numeracy has been adopted across the school and provides a personalised approach. There has also been a growth in understanding and language across staff through the use of this resource. The resource has also led to more detailed and specific education learning plans for students drawing on specific assessment data and growth measures. The shift from Mathletics has been positive, with the new resource providing more opportunities for differentiation.

Wellbeing

Data shows a consistent pattern in relation to connectedness to school and experience of bullying. Coming out of interrupted COVID-19 periods, wellbeing has been a dynamic space with many students and their families experiencing distress. The school achieved all planned activities within this area to address these needs and continued to prioritise the wellbeing of students. This work was primarily led through the work of a Strategic Priority Action Team. This team met regularly and worked through the Annual Implementation Plan activities.

In 2022, a comprehensive Foundation to Year 6 Wellbeing Curriculum was published and implemented in classrooms. This document includes a term-by-term scope and sequence for years F-6 and embraces parts of existing programs such as PATHS (Promoting Alternative Thinking Strategies) Curriculum for years F-2 and Resilience, Rights and Respectful Relationships (RRRR) for years 3-6.

In 2022, the school also introduced a tier two intervention program through Austin Health named CASEA. This program is an emotional awareness and social skills group for children aged 5 - 9 years. CASEA included an eight-week intensive program for selected students in years 1 and 2, as well a corresponding parent program for the families of the selected students. The CASEA team have also been instrumental in initiating referrals for some students following the conclusion of the program. Both staff and parents have provided anecdotal feedback that the program has had a positive effect for the students. A marked improvement has been noted in classroom behaviour and level of anxiety by the participating students. This has also been evidenced by a decrease in behaviour incidents.

The school participated in the Mental Health in Primary Schools pilot (MHiPS). A professional learning series has been led for all staff covering key theory topics relating to mental wellbeing. The coordinator of the program was active working with students daily and has proven to be a voice of expertise for all staff. Knowledge across the staff has grown and the school successfully meets the varied wellbeing needs that present.

Finally, the school continued its ongoing work with School Wide Positive Behaviour Supports (SWPBS). The school applied for and was accepted to be part of the Vic SWPBS initiative and has been working with Daniel Ioannides, the SWPBS coach for the area. Throughout the year the wellbeing leader meets with our coach to work through the SWPBS action plan and refine current practice. The school also undertook a SET assessment and a Tiered Fidelity Inventory (TFI) assessment during term 1 and received a result of 93.33% This assessment was able to pinpoint procedures that have been embedded with fidelity and areas that need to be strengthened in the future.

Engagement

The performance summary indicated that Whittlesea Primary School students have a higher rate of absence than the state and similar school group. While all cohorts (state / similar schools group) showed a significant rise in missed days of learning, this was

even more pronounced at our school. To support students coming to school processes were used such as regular parent communication via phone and email and formal written correspondence. A range of regular events that were impacted by COVID returned to further encourage connection and attendance. The school hosted academic themed days, including a Book Week parade and 'Write Fest' and sports events such as cross country, athletics carnival, and swimming programs. There have been positive steps taken in shifting towards greater voice and agency among the student population. New approaches to collecting feedback are in place using tools such as Plickers. The Pivot survey was a positive addition and students and teachers reflected positively on this tool's introduction.

The SRC has been reviewed by a strategic priority action team and there is a consensus that the purpose of this team can be revisited for future improvement. The existing team focused on fundraising activities with student input. Through a higher profile voice team, we are looking to shift towards a more engaged and active student body more linked into school improvement and learning. The school also commenced work on a new engagement platform - Seesaw. This online tool has been trailed by another action team and has generated excitement and interest among the community.

Other highlights from the school year

Despite challenging operational demands, the school successfully delivered camping experiences to both year 3/4 and year 5/6 students. The middle primary students attended Ballarat / Bendigo and visited historically significant sites that complemented their inquiry studies. The year 5/6 students were disappointed to hear that the planned trip to Canberra had to be cancelled due to COVID travel restrictions. Despite this the school planned a Melbourne city experience over 3 days. The students enjoyed an action-packed itinerary, and the experience was overwhelmingly positive.

Whittlesea Primary School unveiled two new flag poles at the front of the school and hosted a special ceremony to signify the importance of displaying the Aboriginal and Torres Strait Islands flags proudly. This formal event was attended by local leaders and coincided with a 'campfire conversation' through the school's engagement with a region-based program. This event was a great success and followed on from activities including the redesign of our indigenous garden.

Financial performance

The school remains in a strong financial position due to sound financial management. The Business Manager and Principal regularly meet to review finance matters including budgets, fundraising, minor works, maintenance, and school improvement. A finance sub-committee of the school council provides the regular accountability and governance measures required. Overall, the school holds a growing reserve in high yield accounts in preparation for larger school improvement projects. These include a contribution to playground surfacing, restroom renovations and landscaping projects. For the 2022 year, the credit budget delivered a small surplus as the staffing profile slightly shifted to a less experience profile. The previous year surplus was also carried forward.

In fundraising, the school once again raised funds through key activities including a 'Colour Run' and 'Cadbury Chocolates'. Our school was successful in obtaining several grants back in 2021 with works still pending to be completed in 2023. One grant that was received and delivered in 2022 was the addition of a shade sail to an outdoor learning space. This new area will allow teachers to lead learning sessions outside in a well-ventilated space. The grant projects incomplete in 2022 include an inclusive play space to be located at the top end of the school and an upgrade of all student toilet facilities within the school.

Various maintenance improvements were completed over the 2022 period with new carpets, internal painting of various classrooms and surfacing works to school grounds all adding to the safety and aesthetic of the school.

Overall due to thorough financial management, the school remains in a healthy financial position moving into 2023.

For more detailed information regarding our school please visit our website at
<https://www.whittleseaps.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 2.0 (FISO 2.0).

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 407 students were enrolled at this school in 2022, 193 female and 214 male.

2 percent of students had English as an additional language and 5 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).

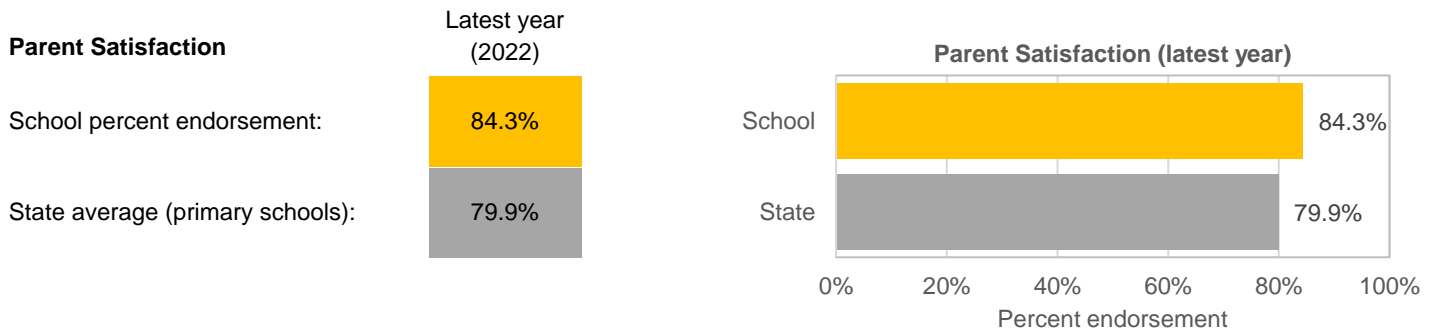
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

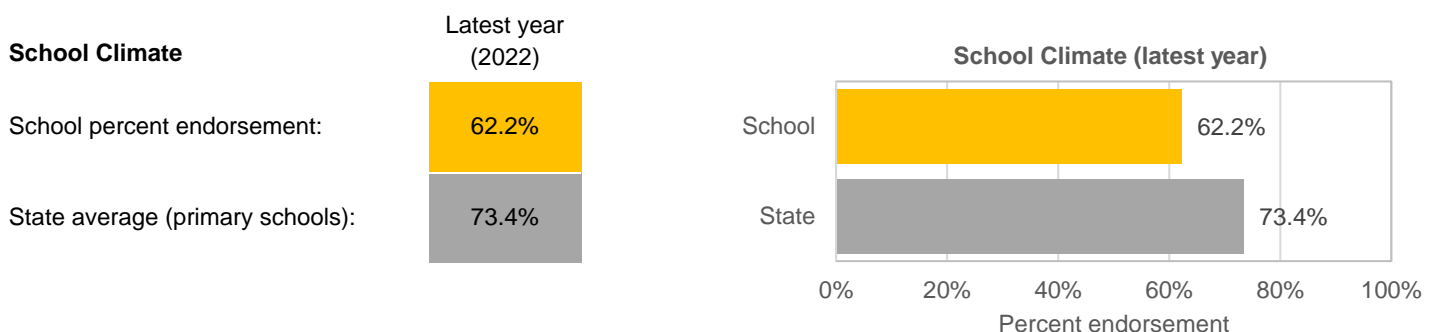


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

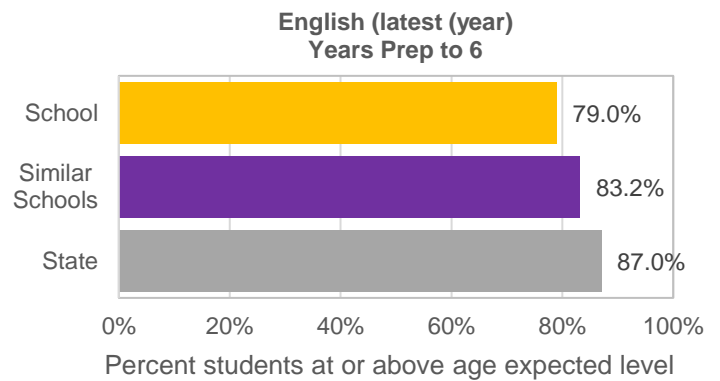
79.0%

Similar Schools average:

83.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

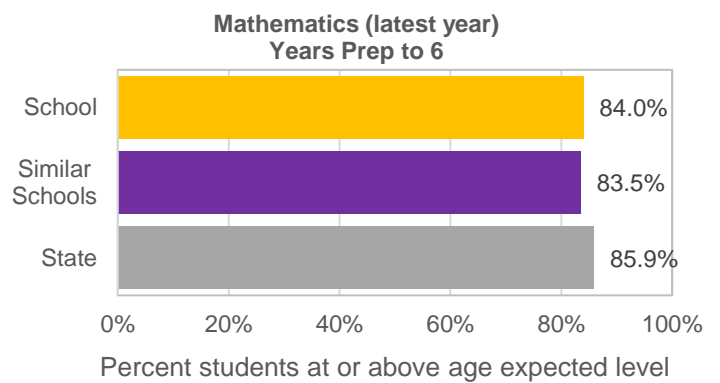
84.0%

Similar Schools average:

83.5%

State average:

85.9%



LEARNING (continued)

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.

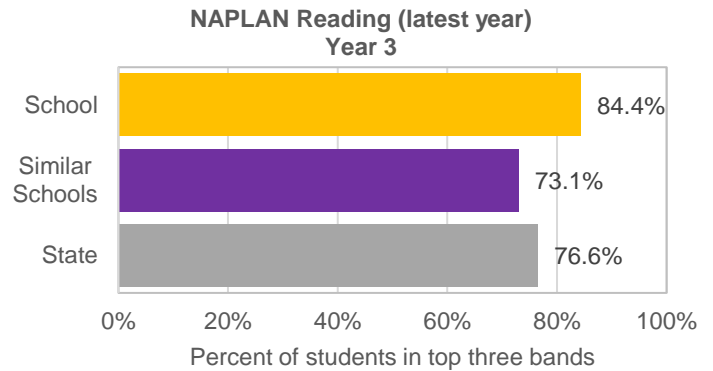
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

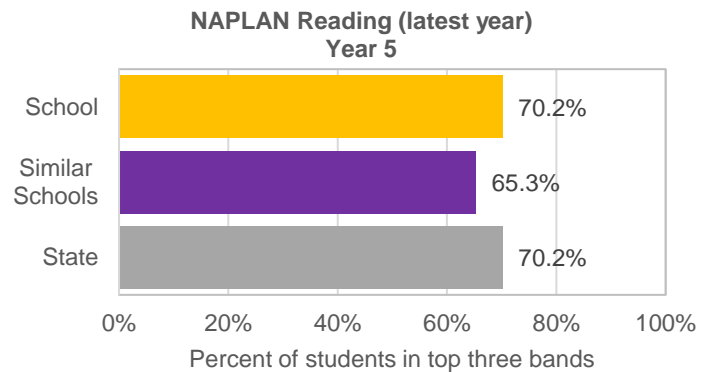
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.4%	78.1%
Similar Schools average:	73.1%	71.4%
State average:	76.6%	76.6%



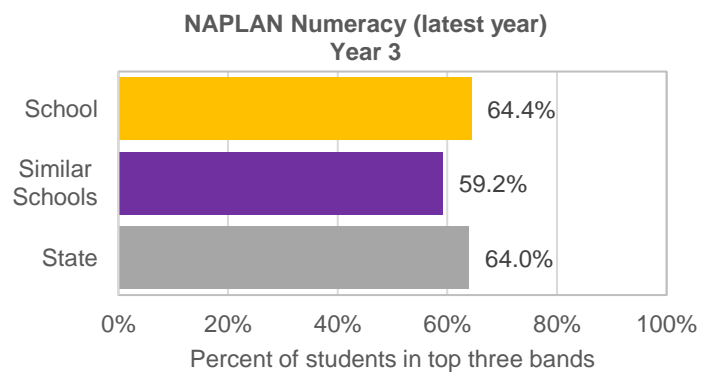
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.2%	67.5%
Similar Schools average:	65.3%	64.8%
State average:	70.2%	69.5%



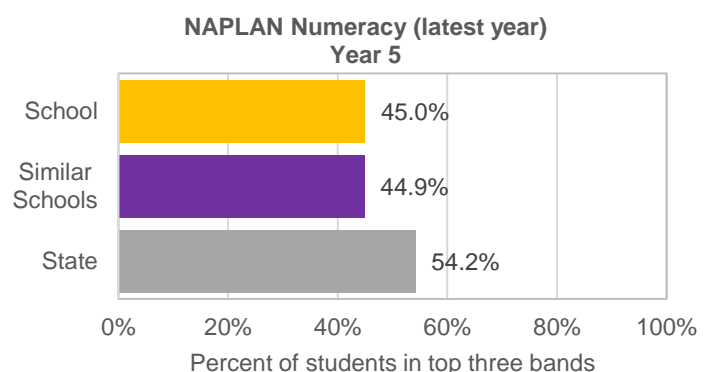
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.4%	64.7%
Similar Schools average:	59.2%	60.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.0%	52.7%
Similar Schools average:	44.9%	50.3%
State average:	54.2%	58.8%



WELLBEING

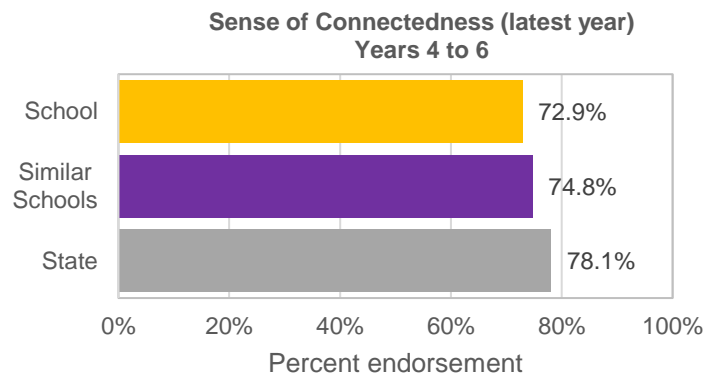
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.9%	73.1%
Similar Schools average:	74.8%	76.7%
State average:	78.1%	79.5%

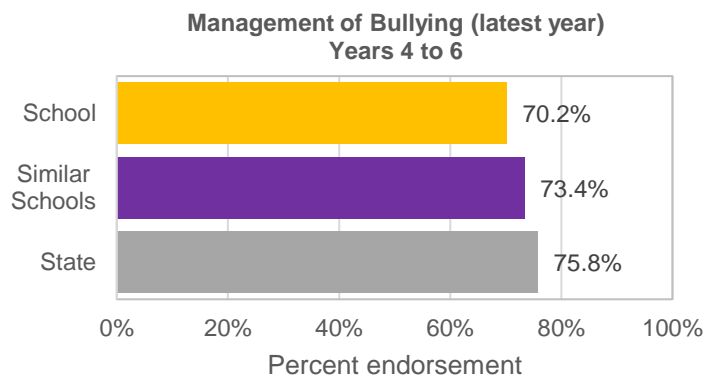


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.2%	72.7%
Similar Schools average:	73.4%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

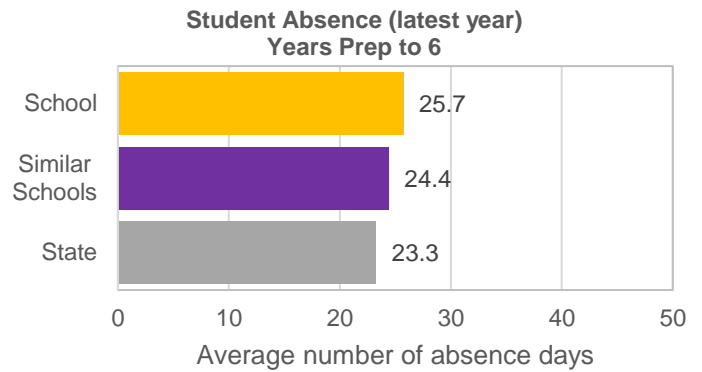
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	25.7	17.4
Similar Schools average:	24.4	18.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	87%	88%	86%	88%	86%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,985,240
Government Provided DET Grants	\$534,381
Government Grants Commonwealth	\$6,800
Government Grants State	\$0
Revenue Other	\$29,911
Locally Raised Funds	\$267,534
Capital Grants	\$19,680
Total Operating Revenue	\$4,843,547

Equity ¹	Actual
Equity (Social Disadvantage)	\$193,115
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$193,115

Expenditure	Actual
Student Resource Package ²	\$3,942,565
Adjustments	\$0
Books & Publications	\$18,991
Camps/Excursions/Activities	\$174,955
Communication Costs	\$650
Consumables	\$76,786
Miscellaneous Expense ³	\$19,698
Professional Development	\$28,586
Equipment/Maintenance/Hire	\$53,447
Property Services	\$102,511
Salaries & Allowances ⁴	\$88,775
Support Services	\$48,935
Trading & Fundraising	\$48,043
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,026
Total Operating Expenditure	\$4,638,969
Net Operating Surplus/-Deficit	\$184,898
Asset Acquisitions	\$34,570

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$532,841
Official Account	\$17,843
Other Accounts	\$6,198
Total Funds Available	\$556,882

Financial Commitments	Actual
Operating Reserve	\$103,474
Other Recurrent Expenditure	\$20,497
Provision Accounts	\$0
Funds Received in Advance	\$32,593
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$87,112
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$81,466
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$211,242
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$536,385

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.