

2020 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 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 07 May 2021 at 12:03 PM by Ty Hoggins (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 07 May 2021 at 03:28 PM by Josh Parks (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

At Whittlesea Primary School the student is 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, with an emphasis on creating a positive climate for learning.

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 estates, 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 and refugee percentages are, with only a handful of students meeting this criteria. 91% of students were born in Australia, with New Zealand and the UK accounting for 2.3% and 1.76% respectively for student's origin countries. Only .7% of students are non-english speakers.

Over the term of the current strategic period enrolments has remained relatively stable, peaking at 438 in 2019, reducing to just over 400 at present. The enrolment has been as low as 345 back in 2010. 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 in 2021. Also in 2021, composite structures were introduced for Years 3/4 and 5/6. The junior primary classes remain a straight class structure.

The staff profile of Whittlesea Primary School has evolved over the strategic period. The current leadership team consists 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 .4ETF 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 form the 'leadership team' and collaborate closely on all aspect 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. Our teaching staff profile includes 14.99 ETF Classroom Teacher range 2 and 10.08 Classroom Teacher range 1, with 2.89 ETF Learning Tutor.

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 attend to 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. We currently have 13.33 ETF Education Support staff.

Our school engaged with Dan Petro (Behavioural specialist) in 2017 and commenced the School-wide Positive Behaviour Supports 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 2020, Whittlesea Primary School was due to undertake a school review as part of the normal strategic improvement cycle. This was postponed to Term 2, 2021 due to COVID interruptions. Throughout 2020 the existing strategic goals remained the focus: -

- 1 - To broaden and deepen consistent teacher pedagogy to improve student engagement and learning.
- 2 - To develop and implement a school-based professional learning program that supports the school's identified improvement strategies, leading to improved student outcomes.
- 3 - To embed student agency and high expectations across all areas of learning so that all students develop greater pride and connectedness to school, for themselves and peers.

Framework for Improving Student Outcomes (FISO)

Progress towards goals identified for 2020 was impacted upon due to the implementation of remote learning over long periods of time. Whittlesea Primary School did however achieve numerous key improvement strategies while adapting to the unique challenges of 2020. Our school's approach to professional learning continued to improve, with a whole school professional learning plan developed and actioned. In particular, adapted professional learning programs were fast tracked to meet the demands of remote learning. Staff were led through a series of sessions covering Office 365 and associated digital tools. The school also remained active in Professional Learning Communities (PLC) where possible and actively contributed as a member of the local schools network, collaborating on the development of best practice remote learning processes and procedures.

Key improvement strategies relating to the full implementation of F-6 wellbeing approaches were also achieved. Expert staff established new initiatives and actions relating to their study of the Berry Street Model and the Respectful Relationships program progressed in its implementation.

Whittlesea Primary School was highly successful in activating student voice and agency while remote learning was in place. Students actively contributed to remote learning programs and provided feedback through online forms on a regular basis. The school undertook a review of remote learning processes in early Term 3 after collating feedback from both students and parents. Through this engagement a series of adaptations were made to the structure of the remote learning day, the delivery of learning and the tasks provided to reinforce new concepts. An afternoon elective program was also implemented to act on student engagement data from years 3 to 6.

The school remained focussed on developing growth in 'Excellence in Teaching and Learning' and 'Positive Climates for Learning' throughout 2020.

Achievement

Through 2020 students generally adapted well to remote learning delivery. Whittlesea Primary School offered online daily learning through the Office 365 suite, primarily using Microsoft Teams for online collaboration and learning management. Learning was a blended approach of direct teacher instruction over video conference with independent tasks that were generally completed within the Office 365 environment for submission and feedback. Some students found this delivery empowering and it became a preferred way of learning, while others missed the onsite support and highly scaffolded programs. As a result, some of these students disengaged and their achievement was impacted upon as a result.

Despite the daily differentiated curriculum delivery and efforts to present a stimulating and practical program, some reduction in learning progress is noted across most year levels. The annual report indicates teacher judgement data only for the end of 2020. This shows our school slightly below similar school group for English and slightly above for Mathematics.

During remote learning teachers utilised a variety of resources to support student learning in an online environment. The use of instructional videos was successful with teachers recording themselves or utilising existing content to explain concepts. Student learning was further supported by existing subscription based programs. Learning was differentiated through these resources with specific tasks being assigned to individual students or cohort groups. When onsite, students were accurately assessed to gain a greater understanding of learning progress and a modified program was developed to meet individual need.

Students funded through the PSD program were supported through our education support team with a system in place for regular check-ins through web or phone. Staff were allocated into virtual teams to work with particular children and learning support plans were developed and maintained. Student Support Group meetings were also conducted through online conferencing to gauge engagement and achievement.

Engagement

Measurement of engagement is unique for 2020. Teachers maintained records of student engagement during remote learning, with great variety observed. Some students were highly engaged in the remote learning environment, present for all class meetings and submitting learning for feedback on a daily basis. Others, while present at times (particularly morning conferences), became less engaged throughout the day with not all learning tasks attempted or submitted. Despite regular contact via Teams and phone calls, some students engaged in learning infrequently. Some families opted to complete learning offline using a resource pack of learning provided by the school. For these students it was harder to track their daily engagement in learning. Throughout remote learning the school tracked students and parent engagement through regular feedback mechanisms such as online surveys. From this data, approaches to remote learning were modified. This included updated daily structures and new approaches to learning. In response to declining engagement in the upper primary years, a new elective program was devised to give students choice and freedom in the afternoon learning each day.

At the conclusion of remote learning Whittlesea Primary School prioritised the engagement of students. In term 4 we introduced 'PE Boost'. In recognition of the value placed on sport in our community and in responding to low levels of activity due to lockdown, we employed an additional PE teacher to deliver an extra PE session once a fortnight for all students. This served many purposes in the engagement space and focused on developing play skills in a high participation environment.

In 2021, Whittlesea Primary School commences a new strategic plan. A key aspect of this plan will be building student agency and engagement. This will be delivered through a focus on engaging learning where students have greater ownership and voice in their learning and the school more generally.

Wellbeing

The health and wellbeing of our students, families and staff were a priority throughout 2020. In unprecedented times, our school implemented a range of successful initiatives to support the community during extended periods of remote learning.

For our students, regular connection with teachers and support staff was vital for maintaining relationship. Our school's School-wide Positive behaviour Supports (SWPBS) framework remained the cornerstone of our approach in a virtual environment - reinforcing our expectations of 'Respect Your School', 'Do Your Best' and 'Help Others Succeed'. Our staff posted letters to students during remote learning to connect on a personal level and we continued awards and reinforcements, often through video presentation to the community. Through feedback from students, social online chats were established to help children remain connected to their peers. We also implemented 'Wonderful Wednesdays' as part of our wellbeing approach with each class engaging in a fun online quiz or challenge once a week. Our leadership students were also supported to develop initiatives while at home. 'Trick Shot Tuesday' was a weekly competition whereby students sent in videos of trick shots for our captains to judge and award winners. For those identified as vulnerable or with additional needs Whittlesea Primary School maintained a register, logging all contact and tracking engagement in remote learning.

For our staff, the leadership group delivered care packs to each staff member's home and regular support initiatives were implemented. These included acknowledgement notes, renting a pinball machine for onsite staff, delivering donuts to education support staff, providing catered lunches and hosting breakfast events. In 2020, our Principal class team completed the Worksafe Smiling Minds Mindfulness program. This program led to the establishment of a 'champion team' and new learning was shared across the staff on mindfulness and mental wellbeing. October was mindfulness month and a number of initiatives were delivered broadly.

In 2021 wellbeing will remain a priority, acknowledging the challenges experienced throughout COVID lockdowns. Our SWPBS approach is well embeded and through greater student agency initiatives we will bring greater connectedness to school.

Financial performance and position

2020 presented as a year like no other, with the COVID-19 global pandemic seeing students completed remote learning for a large portion of the year. The pandemic resulted in the school spending additional unplanned funds on cleaning and sanitising supplies, as well as casual relief teachers due to the department agreement with the education union.

Our school was not able to complete any fundraising for 2020 due to the restraints of the pandemic, although were able

to use the funds raised in 2019 along with additional school based funds on upgrading the senior library. The library received a full paint, a new compactus system and a large variety of additional books for students to borrow. The new learning space has been widely utilised by students and teachers.

In 2019, we were successful in receiving a grant from Landcare. These funds have been utilised throughout 2020 with the replanting of the Indigenous garden. The new plants, pathways and signs have restored this area into an additional learning space for students.

Overall due to comprehensive financial management our school remains in a healthy financial position. We were able to carry forward surplus funds from 2019 and build upon this surplus in 2020. We have an operational reserve and surplus that allows for the school to plan for future capital improvements.

Equity funding continues to support a number of school initiatives including staff appointments to see through strategic priorities relating to positive climates for learning.

For more detailed information regarding our school please visit our website at
<https://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.

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 429 students were enrolled at this school in 2020, 196 female and 233 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) which takes into account parents' occupations and education.

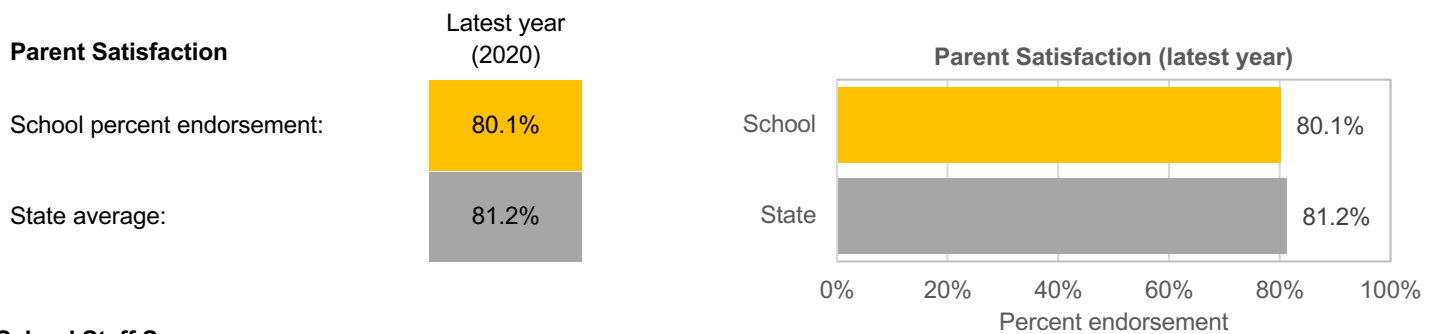
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

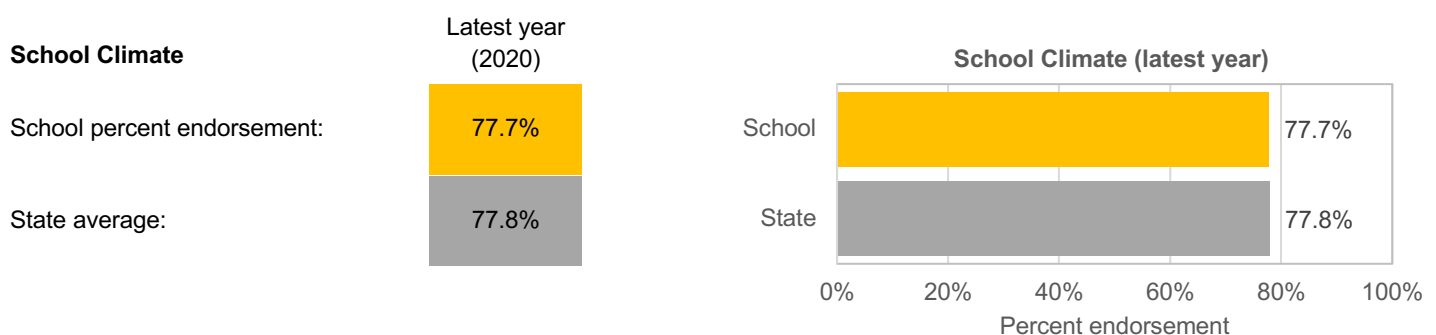


School Staff Survey

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:

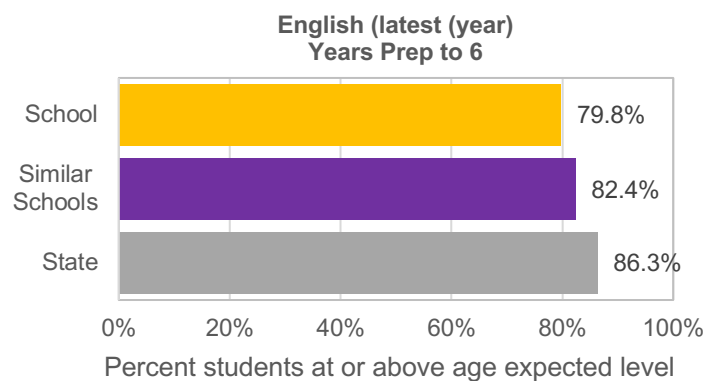
79.8%

Similar Schools average:

82.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

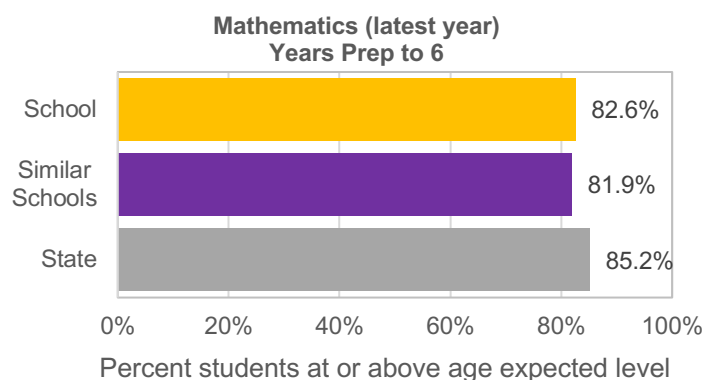
82.6%

Similar Schools average:

81.9%

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

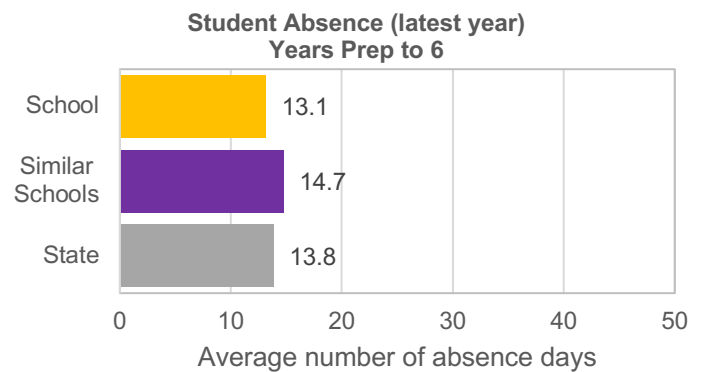
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.1	16.7
Similar Schools average:	14.7	15.9
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%	93%	94%	93%	92%	94%	92%

WELLBEING

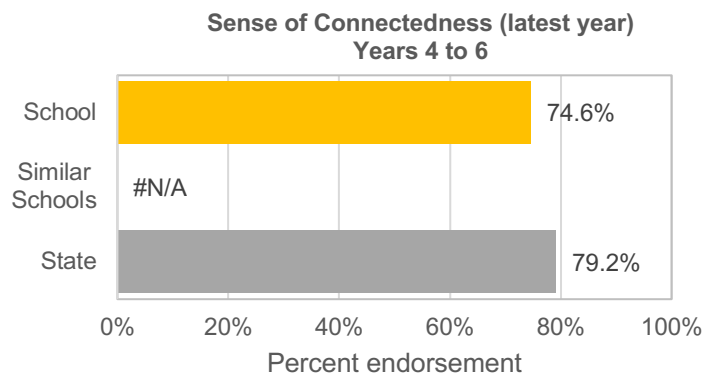
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	74.6%	76.0%
Similar Schools average:	NDP	79.3%
State average:	79.2%	81.0%



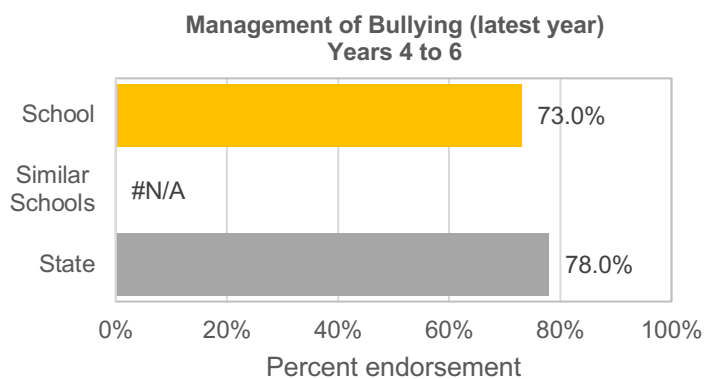
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	73.0%	79.1%
Similar Schools average:	NDP	79.6%
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	\$3,857,864
Government Provided DET Grants	\$569,186
Government Grants Commonwealth	\$650
Government Grants State	NDA
Revenue Other	\$9,556
Locally Raised Funds	\$95,268
Capital Grants	NDA
Total Operating Revenue	\$4,532,524

Equity ¹	Actual
Equity (Social Disadvantage)	\$233,142
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$233,142

Expenditure	Actual
Student Resource Package ²	\$3,818,419
Adjustments	NDA
Books & Publications	\$9,990
Camps/Excursions/Activities	\$19,358
Communication Costs	\$5,410
Consumables	\$67,579
Miscellaneous Expense ³	\$16,966
Professional Development	\$13,079
Equipment/Maintenance/Hire	\$99,910
Property Services	\$83,457
Salaries & Allowances ⁴	\$115,738
Support Services	\$51,360
Trading & Fundraising	\$12,392
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,516
Total Operating Expenditure	\$4,349,137
Net Operating Surplus/-Deficit	\$183,387
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	\$303,341
Official Account	\$21,839
Other Accounts	\$10,986
Total Funds Available	\$336,166

Financial Commitments	Actual
Operating Reserve	\$78,486
Other Recurrent Expenditure	\$12,350
Provision Accounts	NDA
Funds Received in Advance	\$57,493
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$208,329

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.