

2020 Annual Report to The School Community



School Name: Woorinen District Primary School (5439)



- 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 10 May 2021 at 12:52 PM by Kristie Bennett (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 10 May 2021 at 08:58 PM by Rebecca Carmichael (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

Woorinen District Primary School is a small rural school located eleven kilometres north of Swan Hill that provides a rural atmosphere with active involvement from the wider school community. The enrolment for 2020 was 90 students, most of who live in the town or surrounding areas of Woorinen South. There are a number of students who travel from outside the area each day from up to 50km away to access the programs offered by the school. Enrolments continue to show a steady upward trend.

Staffing includes a Principal, five full time and one part time teaching staff and ESO Integration Aides. An EFT staff of 7.0 includes 1 EFT principal, 1 Learning Specialist 0.6, 5 EFT teaching staff and 3.6 EFT ESO staff. A Business Manager works part time and a casual admin officer is employed for 1.5EFT, IT technician visits weekly, MARC van visits weekly, Japanese via Polycom P- 2, and a part time maintenance worker and gardener are also employed by the school. The school receives support from the Visiting Teacher Service to support hearing and visually impaired students. The school falls within the low-mid socio economic profile and within the mid-range for Language Backgrounds other than English.

Woorinen District Primary School has maintained a strong reputation for working effectively with students with additional needs. Students have been enrolled from areas outside the normal catchment area to take part in the programs which the school offers for students with physical, visual, intellectual, ASD or behavioral special needs. Families are also attracted by the caring, family style of education and amazing small school facilities. Woorinen District Primary is also known for it's high academic achievements and strong individualised focus on each child's individual needs.

Framework for Improving Student Outcomes (FISO)

The following areas were identified in our AIP

Throughout 2020 we have placed a strong emphasis on consistency of teaching and learning through collaboration, with a focus on using assessment data to drive teaching. We continue to make significant gains and our student learning growth has reached and in some cases exceeded targets. With a strong PLC focus we have continued to focus on Excellence in Teaching and Learning and ensure all our teachers become embedded in our agreed teaching strategies using the gradual release model, that we have put in place. We have revisited our teaching and learning model and developed a whole school approach where teachers have ownership. However, some of our AIP actions and professional development plans were modified to suit remote learning. We did this by establishing some professional development to establish a whole school plan to implement our teaching program remotely with our focus on every student still having meaningful lessons and enabled them to continue learn. We continually refined our teaching and reviewed our methods to ensure our students and families had access to quality teaching.

Achievement

Woorinen District Primary School students continued to show good growth despite the unprecedented circumstances of 2020 with students having remote learning. Teachers and the school developed a great model for remote learning through the use of Webex for our online teaching and Teams for uploading work and presentations. We had teachers teaching literacy and numeracy lessons with each student as a class on each day, which enabled students to have strong consistency. The presentations of teachers teaching concepts (ie maths - measurement) was an effective way for students to be able to watch and rewatch the lesson as many times as needed to consolidate the child's understanding, we have planned to incorporate this into our teaching and planning by developing a resource bank of teaching resources that students can continue to access. No NAPLAN was undertaken in 2020 but we continued to monitor students growth through the use of Essential Assessment for Maths, with teachers using the pre test and post test of topics to measure student growth. In literacy we continued to use a range of measurements to ensure students were reaching bench marks and we used small intervention groups in term 4 to ensure students had the opportunity to

achieve their potential, we will continue to use this model in 2021 with the introduction of the tutoring program. We ensured we used term four when the students returned to onsite learning to assess students and monitor student growth with that from term one and used the data wall to have a comprehensive picture of each student.

Engagement

To support students with engagement we developed online social groups whilst on remote learning to ensure our students had the opportunity to stay connected with their classmates. To support our students engagement during the transition back to onsite learning, our school had a focus on having fun and getting back together. We organised 2 onsite fun days, to help children reconnect to school and we also went on local excursions to support students feel reconnected. During term four when we returned to school we had organised lunch time activities to support students settle back into being at school and help them reconnect with peers in a supported environment. We introduced our School Assemblies to go online so parents could see these whilst not being permitted to attend school and planned on keeping this to support working families that would like to see our Assemblies.

Wellbeing

During remote learning we prioritised our wellbeing by having online social groups and adapting our practice, which students highlighted as a need. We did put our plans to further enhance Positive School Wide Behaviours on hold during remote learning. We ran FRIENDS in term 4 when students returned to onsite learning and introduced social groups to teach small groups that need explicit instruction and modelling. Respectful Relationships is timetabled into the whole school on a Monday morning to ensure a School wide consistent approach. We also have Fi as part of our wellbeing team that provides additional support to families and link them with services when needed.

Financial performance and position

Woorinen District Primary School finished 2020 with a surplus of \$113,382.14 The school is in a sound financial position with the majority of funds targeted to future projects and future budget items. The school received grants of \$5000 for Sporting Schools and Bushfire safety money of \$17,000 which we put towards enhancing the watering system and clearing the abandoned oval and establishing a clearing around the oval. The school received a total of \$94,494 in Equity funding which was used towards funding Educational Support staff wages, to ensure we had additional support in each room to support all students and meet any additional student needs. Equity funding is also used to subsidize camps and excursions and buses to ensure we keep the costs down, so all students can attend. We have also used this funding to support us in purchasing a class set of computers to ensure that we can use them for NAPLAN when it goes online. The Parents Club has \$2000 in it's account however had limited opportunities due the circumstances of the year. The school continues to pay off our junior playground that we purchased in 2018.

For more detailed information regarding our school please visit our website at
<http://www.woorinendistrictps.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 90 students were enrolled at this school in 2020, 31 female and 59 male.

0 percent of students had English as an additional language and 19 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.

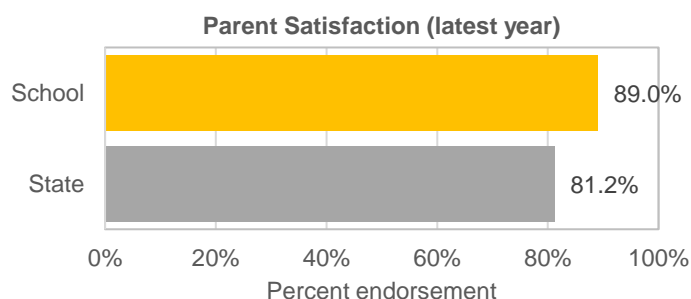
This school's socio-economic band value is: High

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.

Parent Satisfaction	Latest year (2020)
School percent endorsement:	89.0%
State average:	81.2%



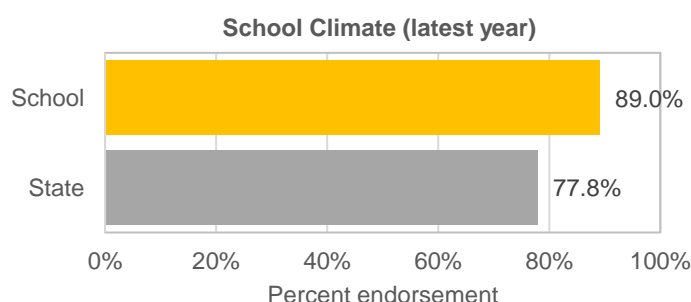
School Staff Survey

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.

School Climate	Latest year (2020)
School percent endorsement:	89.0%
State average:	77.8%



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:

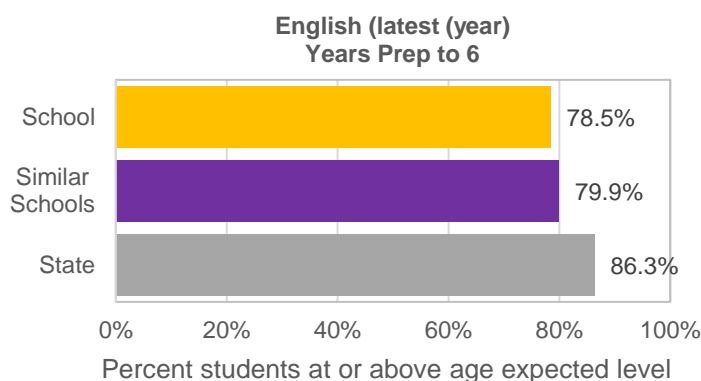
78.5%

Similar Schools average:

79.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

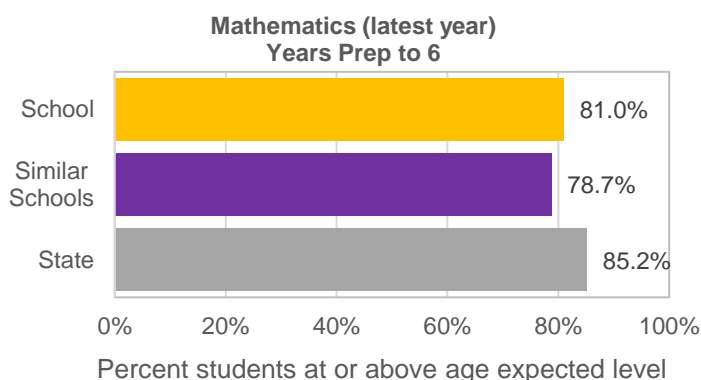
81.0%

Similar Schools average:

78.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

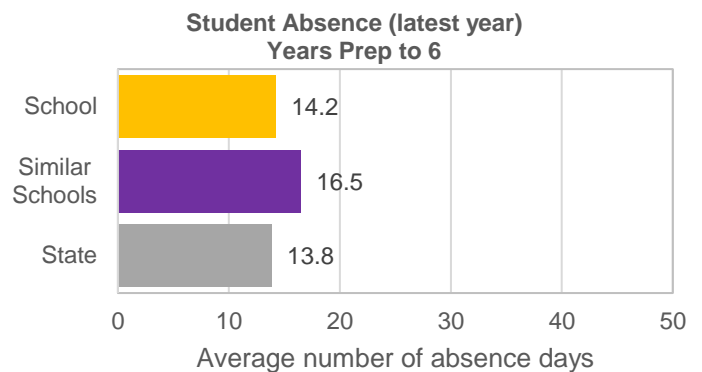
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	14.2	13.7
Similar Schools average:	16.5	17.0
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):	86%	96%	94%	91%	94%	94%	95%

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.

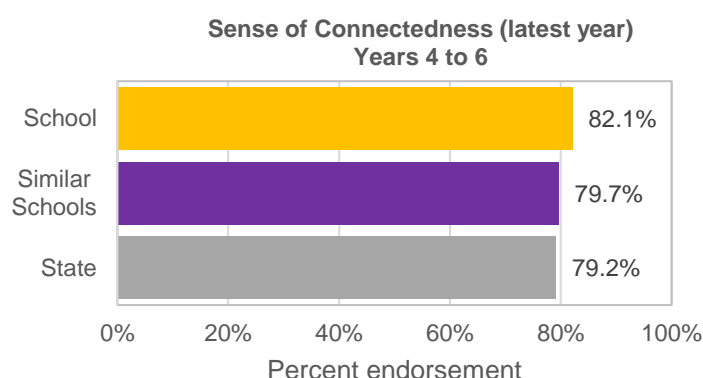
Student Attitudes to School – Sense of Connectedness

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:	82.1%	87.8%
Similar Schools average:	79.7%	81.1%
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.

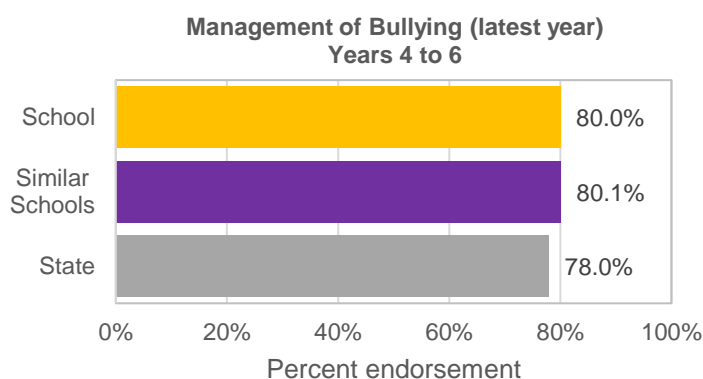
Student Attitudes to School – Management of Bullying

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:	80.0%	87.1%
Similar Schools average:	80.1%	81.6%
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	\$961,912
Government Provided DET Grants	\$229,607
Government Grants Commonwealth	NDA
Government Grants State	\$3,476
Revenue Other	\$7,020
Locally Raised Funds	\$18,429
Capital Grants	NDA
Total Operating Revenue	\$1,220,443

Equity ¹	Actual
Equity (Social Disadvantage)	\$94,493
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$94,493

Expenditure	Actual
Student Resource Package ²	\$923,726
Adjustments	NDA
Books & Publications	\$2,510
Camps/Excursions/Activities	\$12,208
Communication Costs	\$1,975
Consumables	\$27,637
Miscellaneous Expense ³	\$2,491
Professional Development	\$2,694
Equipment/Maintenance/Hire	\$36,411
Property Services	\$76,660
Salaries & Allowances ⁴	\$77,327
Support Services	NDA
Trading & Fundraising	\$4,684
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$275
Utilities	\$10,879
Total Operating Expenditure	\$1,179,477
Net Operating Surplus/-Deficit	\$40,966
Asset Acquisitions	\$5,081

- (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	\$89,015
Official Account	\$9,287
Other Accounts	NDA
Total Funds Available	\$98,302

Financial Commitments	Actual
Operating Reserve	\$31,609
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$65,693
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	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$97,302

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.