

2020 Annual Report to The School Community



School Name: Willaura Primary School (2662)



- 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 21 April 2021 at 03:12 PM by Rae Perry (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 11:03 AM by John Jenkinson (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

Willaura Primary School is over 100 years old and is located in the town of Willaura, 35 kilometres south of Ararat. Willaura Primary School is part of the Ararat & Pyrenees School Network, Central Highlands Area and the Ararat Rural Schools Cluster. The total school enrolment at the end of 2020 was 32. In 2020, we ran two main classes of P-2 and 3-6. The school staff consisted of Rae Perry as Principal, Maddi Tapscott in Grade 3-6 and Camilla LeLievre in Prep-2. Other staff included our Business Manager, Christine Powell as well as providing Educational Support. Janie Evans ran our OHSC Program and provided Education Support.

Willaura Primary School's purpose is to provide personalised, high quality learning programs and opportunities for every student to learn at their individual point of need, aspire to become lifelong learners and reach their full academic, social and emotional potential. We provide a caring, nurturing and stimulating learning environment so that our students are prepared for the next stage of their education. At Willaura Primary School, we strive to create a learning environment that empowers our students to become active citizens who contribute positively to their community. We also promote our school values 'Stay Safe, Try Your Best, Act Responsibly and Respect Others' to ensure that our learning environment is safe and supportive, as complimented by our School Wide Positive Behaviour Support Framework.

Willaura Primary School is proud of the variety of programs we offered to our students in 2020. We began with 'Quality Beginnings' for the first three weeks of the year, building student involvement, pride in our school, understanding our values and setting classroom routines with high expectations. We used Essential Assessment in Numeracy and Literacy across the whole school, for assessment and as a teaching/learning tool. We continued building family relationships and engaged parents in student learning through Family Centred Classroom Practice, Student Led Conferences and semester reports as well as newsletters and fortnightly assembly. To build student engagement we continued student Educational Research Projects focusing on areas of History, Science and Indigenous Learning. We offered specialist programs in the Arts and Health and Physical Education, Stephanie Alexander Kitchen Garden Program and Music lessons focusing on stringed instruments. In Term 1, we ran our swimming program culminating in our annual Swimming Carnival and held our Athletics Carnival in Term 4. We provided a variety of intervention programs including classroom practices, Reading Recovery, MiniLit and MultiLit in Literacy and Fluid Groups in Numeracy. We developed teacher curriculum knowledge through ongoing revision our "I Can Statement" books for students and through parent feedback used these to compliment reporting to parents. Throughout 2020, our staff have increased their use of assessment and analysing data to plan for individual student needs.

The biggest change in 2020 was the impact of COVID19. We went into Lockdown in Term 1 and moved to Remote Learning in Term 2 and Term 3. May 26, saw a staged return onsite with Prep-2 students attending and on June 9, Grade 3-6 returned. Term 3 started with students onsite, but once again we went into lockdown on August 4 for the remainder of Term 3. All students were welcomed back onsite in for all of Term 4. We had the fortune of managing a positive Prep Transition and End of Year celebration for our Grade 6 students, with an intimate picnic in the park with student's families.

Framework for Improving Student Outcomes (FISO)

Staff used the ROADMAP TO FLEXIBLE AND REMOTE LEARNING - PLANNING TEMPLATE to guide our planning. This document became an organic reflective tool throughout remote learning meetings as issues evolved.

Our active participation Stages of Learning Streams during Remote Learning provided an area to commit to many of the actions in our AIP, as follows

- Whole school professional development based on identified AIP focus area
- Whole Instructional Model to include Pedagogical Model
- HITS
- Learning Intentions and Success Criteria
- Peer Observation/Feedback focus on Instructional Model

- Use Literacy and Numeracy Toolkit to plan
- Scaffold and differentiate learning to enable students to achieve their goals
- Provide regular feedback to students on their progress against individual learning goals

SOLS allowed staff to essentially “peer observe” and the lessons were exemplary models of best practice for our Instructional Model regarding use of Learning Intentions, Success Criteria, HITS and Structured lessons.

Outcomes we achieved included

- provide worked examples
- provide students opportunities to collaborate
- regularly monitor student understanding and adapt instruction to meet students’ needs
- provide regular feedback to students on their progress against individual learning goals
- support students to monitor their own learning and self-assess

As far as curriculum planning, we were directed by the Department guidelines, as follows;

P-2, the aim was to provide

- Literacy activities for a total of 45-60 minutes
- Numeracy activities that take a total of 30-45
- Play-based learning and physical activities of 30-45 minutes

3-6, the aim was to provide

- literacy for a total of 45-60 minutes
- numeracy for 30-45 minutes
- physical activities for 30 minutes

90 minutes of science, the humanities, the arts, health and languages, with learning activities enabling students to develop the general capabilities of critical and creative thinking, intercultural understanding and ethical understanding activities were used to support student’s personal and social development.

The P-2 classroom teacher hosted 2 synchronous learning sessions daily for 60 minutes, with a break for eating and physical activity. Learning packs were picked up by families at school each Friday. Planners were emailed to the principal and uploaded on the school network drive.

The 3-6 classroom teachers hosted 2 synchronous learning sessions daily for 60 minutes, with a break for snacks and physical activity. The teacher also committed to remain online for 1 hour after each session to support students and engage in group work. Alternate weeks the teacher held 30 minute conferences with students. All student learning was on a shared Google drive. Planners were emailed to the principal and uploaded on the school network drive.

Afternoon sessions were self-directed to include other curriculum areas which was science-based, cooking and gardening, the arts and well-being. Student interest was considered in these afternoon sessions as well. MARC Van was held once a week in an afternoon session.

Teachers developed a planner each week (3-6 teacher used Google Drive and the P-2 teacher was paper based) and modelled and scaffolded the work via video conference. Teacher expectations were clear and feedback was provided regularly. Students and parents/families were given clear information about how and when they would receive learning materials and feedback. Parents and carers supported their children online.

Achievement

In 2020, NAPLAN was cancelled and therefore we had no data. Our Achievement results are based on Teacher Judgment and triangulated assessment.

Literacy results show that 81% of students are at or above age expected level in Reading, 88% in Speaking and Listening and 78% in Writing. Numeracy results show that 75% of students are at or above age expected level in Number and Algebra, 75% in Measurement and Geometry and 88% in Statistics and Probability. All of these increased from 2019. Writing and Spelling will continue to be a whole school focus and we will continue our Fluid Group Intervention in Numeracy.

Assessment upon returning onsite showed areas of growth, both in student learning and staff teaching capacity. One area of particularly high growth were students involved in one-to-one intervention (MultiLIT and Reading Recovery).

Engagement

The 2020 Student Engagement data for attendance reveals 18% of students had 20 or more absent days in 2020. This was impacted by COVID19 as stricter guidelines were implemented for students allowed to be on site. We were above the state average. Student’s engagement with flexible and remote learning was recorded regularly, with records retained. Although student attendance was high, engagement for a small cohort of students was low, in that there was little work uploaded or completed.

An obvious benefit of Remote Learning was increased parent engagement and understanding of how their child is taught, how they learn and how they behave. Some parents who were previously not involved in student learning took on a more significant role. Parents provided insight into the challenges they were experiencing and offered advice on how to support each other through the difficulties. They all conveyed that they are really in “the thick of their child’s learning” which at times can be confronting. There still exists a small cohort of parents that remain quite elusive to communicate with digitally, so personal phone calls were put in place. The principal created a “Communication Council”, calling out the a cohort of parents for weekly feedback.

A concern transitioning to Remote Learning was student and family well-being. We introduced “WIN Time” on Fridays. WIN is an acronym for “What I Need”. We used these sessions with parents and students to get feedback about Remote Learning with a strong focus on student engagement and well being. Key questions were shared with students and parents prior to WIN Time and we set up a Google Meet, one with parents and another with mixed aged groups of students. We discussed what was going well, some of the challenges were, areas of improvement and how staff can help to address their ideas. But mainly we were there to listen. These sessions provided a great opportunity for all students and parents to have a voice, a voice that can be used for change.

We used this time to address engagement, with ideas flowing such as a Family Trivia event, dance-offs, student-led challenges, dress-ups, online choir and Lego group challenges, incursions to name a few. The key was to be authentic and achievable and allowing students and families to have ownership, take action and lead.

Wellbeing

During Remote Learning one key issue that was highly respected, was that staff safety, health and well-being was valued and that they would be protected with financial security. We hired our casual OSHS to support students on site. The building and grounds staff were delegated jobs to complete from our PMP and SMP funding. Cleaning staff continued to work on site and prepare the school for re-entry.

Staff well-being

As staff did not have the support of working in a team targeting their specific year levels we reached out to several schools to find support for our staff. Weekly one on one conferences were held with staff and always addressed well-being. Staff opted to work at home, but after recognizing their mental health, we discussed the benefits of coming to school one day a week, to plan together and reconnect. We changed our PLT process from two one-hour sessions to individual conferences one day a week and a whole staff PLT one day a week. Reflective feedback templates targeting areas of discussion were sent out to reduce our screen time.

Student well-being

During our weekly PLT sessions, we addressed any well-being or engagement issues with students and surveys were conducted with students as well as parents. As principal I made personal phone calls most days.

Regarding well-being of students, a Students at Risk Planning tool identified any vulnerable students and addressed concerns of all students. Vulnerable students were identified with criteria such as; children in out-of-home care, children deemed by Child Protection or Family Services, children with no siblings, mental health concerns and disengagement. These children were able to attend on-site. We used a variety of resources to support students, including The Resilience Project resources and weekly Principal Pack activities supported student well-being. Feedback from students had a common thread, that students enjoyed learning at home for several reasons, but they missed their friends and felt lonely and isolated at times. We set up “social meets” monitored by staff.

Family well-being

Feedback from parents also had a common thread, parents were concerned about the social isolation and the timing to face to face learning was appreciated as they kids were becoming increasingly disengaged.

Addressing student engagement and well-being will be a key initiative for the remainder of 2020 and reshaping parent engagement potential through a rigorous feedback process. To maintain the level of engagement with parents will require a strong focus. Although we have had a strong focus on developing I Can statements that are accessible to students and parents, feedback from parents still reveals a disconnect with understanding the content of student learning. Rethinking what “parent engagement” with student learning will require further investment.

Financial performance and position

The school’s financial situation at the end of 2020 saw Willaura Primary School with a cash surplus of \$73,574. This level of surplus was reflected in lower school expenses due to lockdown, fewer casual relief days and inability to complete building works with contractors not allowed on site. Approximately 75% of our PMP works were completed. An additional Sub Program Budget was created for COVID 19 to manage extra expenses, mainly stationary items. We used a portion of our Equity Funding to ensure that all students had access to the same netbook, with the Department of Education providing 10 new netbooks for the school. The Department of Education also provided \$8,775 extra funding for cleaning supplies and cleaning staff wages. Due to the fact that we have a surplus, we will forfeit \$4,500 to The Tutor Learning Initiative with a Department contribution of \$10,500.

For more detailed information regarding our school please visit our website at
<http://willauraps.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 33 students were enrolled at this school in 2020, 20 female and 13 male.

0 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.

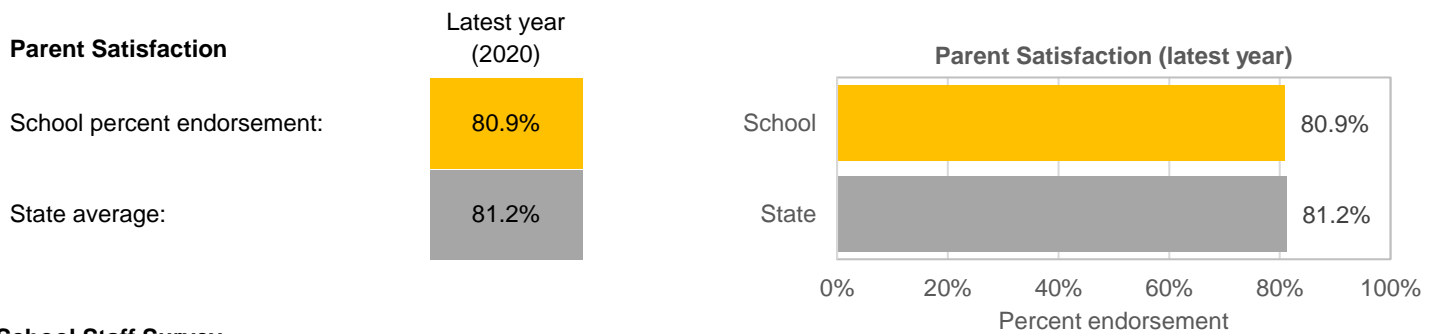
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

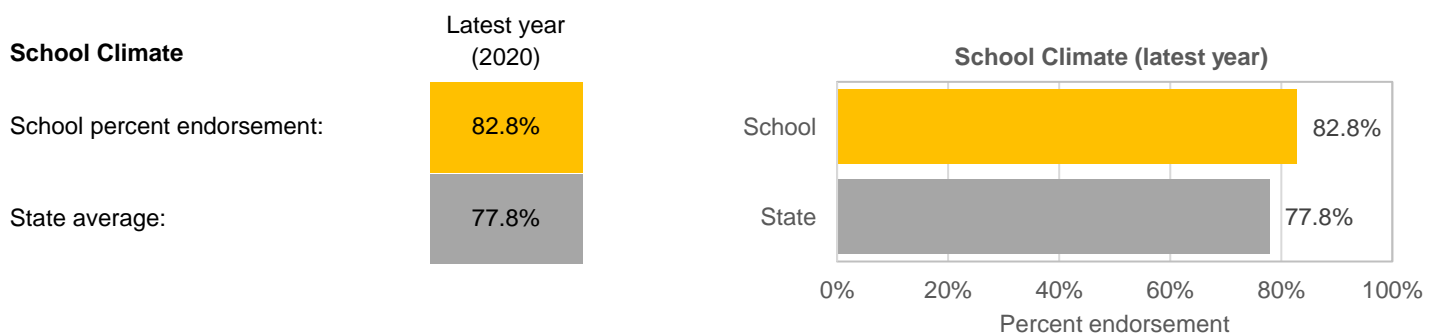


School Staff Survey

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:

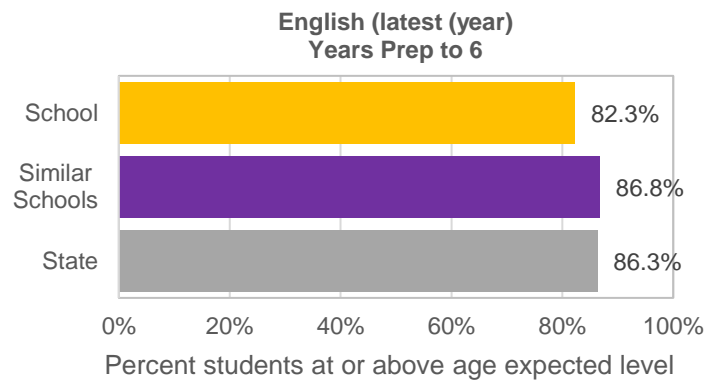
82.3%

Similar Schools average:

86.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

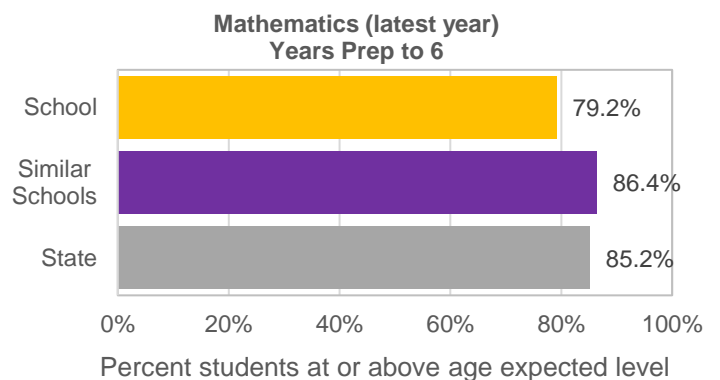
79.2%

Similar Schools average:

86.4%

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

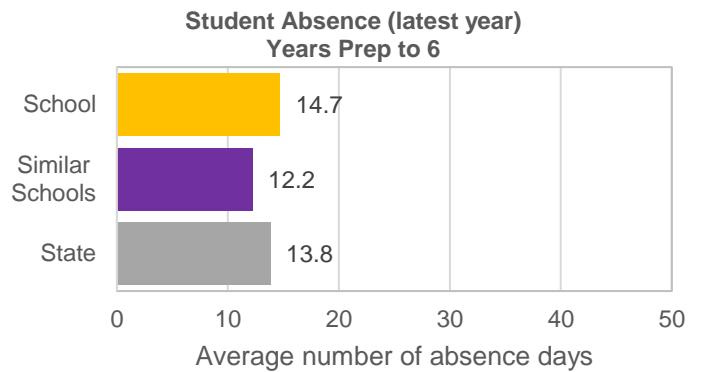
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	14.7	14.9
Similar Schools average:	12.2	14.3
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):	NDP	NDP	93%	92%	92%	94%	90%

WELLBEING

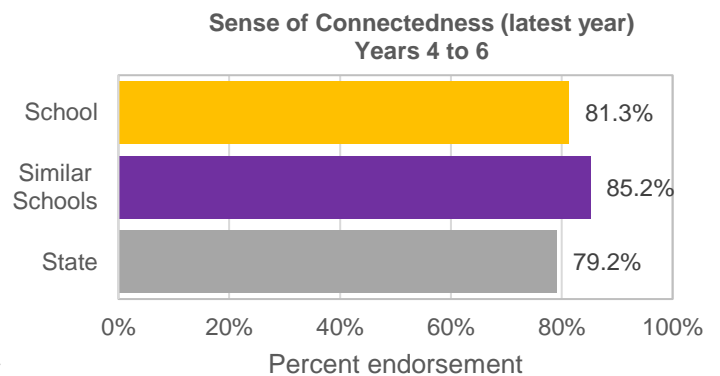
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	81.3%	77.1%
Similar Schools average:	85.2%	84.2%
State average:	79.2%	81.0%



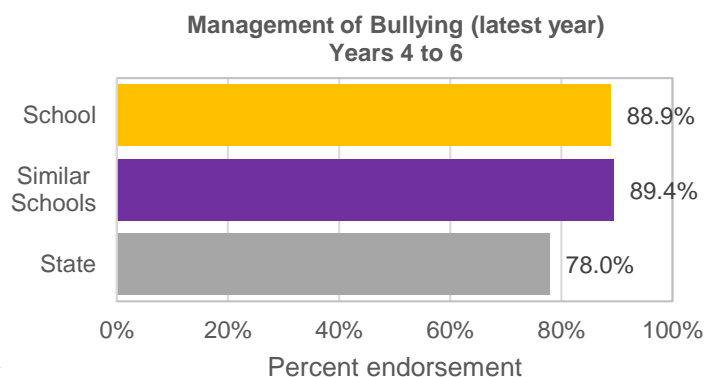
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	88.9%	83.8%
Similar Schools average:	89.4%	86.9%
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	\$479,331
Government Provided DET Grants	\$116,765
Government Grants Commonwealth	\$9,829
Government Grants State	NDA
Revenue Other	\$579
Locally Raised Funds	\$14,775
Capital Grants	NDA
Total Operating Revenue	\$621,279

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,038
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,038

Expenditure	Actual
Student Resource Package ²	\$405,758
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$8,252
Communication Costs	\$2,690
Consumables	\$7,579
Miscellaneous Expense ³	\$3,149
Professional Development	\$1,668
Equipment/Maintenance/Hire	\$6,281
Property Services	\$17,864
Salaries & Allowances ⁴	\$25,682
Support Services	\$150
Trading & Fundraising	\$5,185
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$218
Utilities	\$6,310
Total Operating Expenditure	\$490,785
Net Operating Surplus/-Deficit	\$130,493
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	\$96,576
Official Account	\$3,790
Other Accounts	NDA
Total Funds Available	\$100,366

Financial Commitments	Actual
Operating Reserve	\$12,148
Other Recurrent Expenditure	\$1,592
Provision Accounts	NDA
Funds Received in Advance	\$1,800
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$9,041
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	\$23,976
Total Financial Commitments	\$48,556

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.