

2019 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 2019 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 27 April 2020 at 01:00 PM by Ty Hoggins (Principal)

The 2019 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.

To be attested by School Council President

About Our School

School context

Whittlesea Primary School is located in the township of Whittlesea, 40 kilometres north-east of Melbourne's CBD. The school's enrolment is stable, but projections are for an increase as population growth continues along the north-east development corridor. The enrolment for 2019 was 441, only slightly less than the previous year. Projections indicate growth will bring the population to in excess of 500 over the next three years. Of those enrolled, Whittlesea Primary School maintains a very low number of students identified as learning 'English as an Additional Language (EAL)' with only 1% meeting this criteria. The school enjoys a strong connection to the local community which embraces a country feel while being in close proximity to suburban development.

Throughout 2019 our school operated 20 classes, 19 straight year levels and one composite structure. Whittlesea Primary School still has a relatively inexperienced staffing profile with 14.19 ETF (effective time fraction) classroom 1 teachers and only 9.17 ETF of the more experienced Classroom 2 classification. This shifted significantly in 2020 to 14.19 Classroom 2 classifications in comparison to 8.96 Classroom 1 teachers.

Whittlesea Primary School has a strong vision statement which drives our direction. It states: '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 well being 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.'

As a School-wide Positive Behaviour Support school, our community expectations of 'Respect Your School', 'Do Your Best' and 'Help Others Succeed' are pivotal to our school's success.

We provide an array of experiences and opportunities that strive to meet and challenge children so that they can be the best that they can be.

The children in our school are nurtured and guided by skilled, committed and enthusiastic staff who care about our children's educational outcomes. Teachers also focus on providing a positive approach to student welfare and promote increased responsibility and self-growth of our children at all levels.

We want children to want to come to school, to love learning and achieve their potential.

Parents are actively encouraged, welcomed and promoted to become involved in our school as volunteers e.g. Parents and Friends, at a wide range of school events, in the classroom, and on excursions. This gives parents a more personal link to our school and sends a clear message to their children that education is important to all of us.

Framework for Improving Student Outcomes (FISO)

In 2019 Whittlesea Primary School's focus continued to be the establishment a 'Positive Climate for Learning' and improvement in the area of 'Excellence in Teaching and Learning'. Within the initiative of 'Positive Climate for Learning', three key improvement strategies were identified. These involved developing the school's well being approach across F-6, student leadership development and establishing a house program to foster students leadership and active agency opportunities. The key measure of our success in these areas remain perception surveys completed by our three key stakeholder groups - students, parents and staff. Within the Excellence in Teaching and Learning initiative, the school's key improvement strategies related to the development and use of evidence based models of instructional practice, through data, peer observation, coaching and moderation and the development of a consistent whole school assessment strategy for Literacy and Numeracy. Student achievement data indicates a need to maintain a focus on these key improvement strategies into the future. Whilst there is strong growth in data relating to school connectedness, the school still lies below the state mean and needs to progress further before it can be stated that students feel 'well' connected to the school.

Achievement

Whittlesea Primary School has on the whole maintained a consistent level of performance through teacher judgement data. We've maintained our pattern of having our students achieving slightly above average in mathematics, but will a lower rating across literacy. Many actions undertaken across 2019 have been in response to declining data - particularly in growth from years 3 to 5 in NAPLAN achievement. The actions taken have been significant and designed to have long term improvement. The most key of these is the development of a new reading instructional model. This project spanned across two school terms and involved staff working through a comprehensive professional learning program to develop a new, evidence based approach to improving reading development. This model was drafted, consulted upon and finally launched in the 4th quarter of 2019 and features greater time allocation to independent reading, more explicit and deliberate reinforcement of learning intentions and planned opportunities for conferencing whereby students receive detailed feedback. The new reading model has been supported through the engagement with consultants and experts to ensure its success. While this action may not reflect in the data collections immediately, we are confident it establishes norms and structures which will bring greater outcomes, particularly in middle and upper primary into the future.

Another highlight of the work in 2019 has been the development of literacy and inquiry plans. These comprehensive curriculum documents include enhancements to assessment schedules, summaries of instructional approaches and direction towards the planning and delivery of curriculum. These core elements represent a key improvement in supporting our teachers to provide rich programs for their cohorts of students.

Moving forward, our school has further committed to shifting more focus toward academic achievement and excellence in teaching. In the past our school has prioritised a great deal of resources towards establishing positive climates for learning. These pre-conditions now exist and our mission into the future is to improve instruction for every child. This will be achieved through new initiatives such as the 'Professional Learning Communities' approach to collaborative teams and the introduction of a structured coaching program. Both are planned for the early stages of 2020 and should directly impact upon student achievement. We will also continue with our work with data walls, ensuring that PLC's are acting upon the most recent and valid data to inform their direction.

Engagement

In 2019, Whittlesea Primary School attendance data was consistent with the 4-year average. This year's result however, places the school in the 'lower' category when compared to our like school group, and the number of absences on average are above mean for the state. As a result this remains an area for improvement. Whittlesea Primary School continues to offer many targeted group and individual interventions to those at risk of disengaging. Lunchtime clubs continue and help our students to develop a range of skills to help them connect with their peers and the school as a whole. Our school improved our processes around absence learning plans and these were created for a number of children with regular or prolonged absences. The data was heavily impacted upon by some students who undertook extended holidays throughout school terms. Into the future there will be continued emphasis on creating engaging learning experiences that encourage engagement.

Wellbeing

Whittlesea Primary School is now consolidating the 'School Wide Positive Behaviour Supports' (SWPBS) approach which was introduced back in 2017. Throughout semester 1 progress was made across all planned actions as part of this improvement strategy. The development of key documentation commenced, particularly a new policy and manual relating to the SWPBS program at Whittlesea Primary School. Through the second half of 2019, these documents were fully consulted upon and implemented. Whittlesea Primary School has hosted staff from various schools to share our work in SWPBS. This has further embedded the program locally and staff have taken pride in sharing broadly our progress in this key area. Throughout semester 2 there was completion of the actions outlined in the Annual Improvement Plan. The new policy was ratified through school council and now a thorough manual exists, documenting our school's approach to school wide positive behaviour supports. An SWPBS 'Celebration Day' was held with students engaging in activities across year levels reinforcing our core expectations. A selection of staff have also completed the first modules of the Berry Street Model.

As a result of the actions planned, there has been a further reduction in 'major' behaviours as indicated in school data

collections through the Compass tool. Attitudinal surveys also support the work, demonstrating higher perceptions for classroom behaviour in the school. Calm and orderly classrooms that have become a norm are an indication of the program's success. While the data presentation in the annual report may not reflect improvements these initiatives have delivered in detail, internal surveys and data collections show there is a much greater knowledge and understanding of the school's approach. Our 2019 connectedness data was impacted upon by a change in staffing across one year level among other factors. While our connectedness data is improved from the extremely low levels of a few years prior, it remains an area for improvement.

Financial performance and position

With the carried over surplus funds from 2018, and an additional surplus for the 2019 year, our school remains in a healthy financial position. Our school now has an operational reserve that allows for effective school operation and future planning for large scale improvements. Student Resource Package funds were prioritised toward programs and supports to meet the school strategic direction - particularly curriculum where more money was allocated to literacy and numeracy programs. Fundraising was active in 2019 and the school accumulated funds through activities such as chocolate sales, our annual Christmas Carnival and Colour Run events. Smaller activities contributed to a result of over \$20,000 in funds for school improvement.

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 Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 441 students were enrolled at this school in 2019, 203 female and 238 male.

1 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



















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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Below </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>46%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>52%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>45%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>36%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>52%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	46%	13%	Numeracy	39%	52%	9%	Writing	47%	45%	8%	Spelling	46%	36%	18%	Grammar and Punctuation	42%	52%	6%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>88 %</td> <td>90 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	90 %	92 %	90 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,536,926	High Yield Investment Account	\$70,468
Government Provided DET Grants	\$595,371	Official Account	\$32,798
Government Grants Commonwealth	\$16,230	Other Accounts	\$9,461
Revenue Other	\$6,174	Total Funds Available	\$112,726
Locally Raised Funds	\$277,169		
Total Operating Revenue	\$4,431,870		
Equity¹			
Equity (Social Disadvantage)	\$221,194		
Equity Total	\$221,194		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,454,768	Operating Reserve	\$112,570
Books & Publications	\$3,692	Other Recurrent Expenditure	\$109
Communication Costs	\$5,487	Total Financial Commitments	\$112,679
Consumables	\$95,545		
Miscellaneous Expense ³	\$219,784		
Professional Development	\$25,798		
Property and Equipment Services	\$185,789		
Salaries & Allowances ⁴	\$154,083		
Trading & Fundraising	\$32,364		
Utilities	\$46,135		
Total Operating Expenditure	\$4,223,445		
Net Operating Surplus/-Deficit	\$208,425		
Asset Acquisitions	\$10,735		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

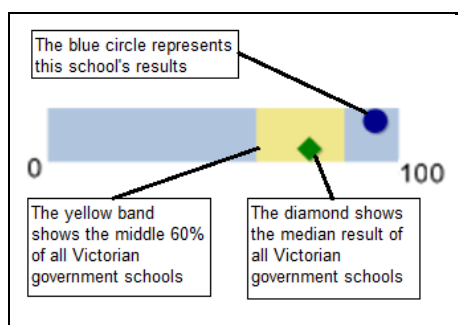
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

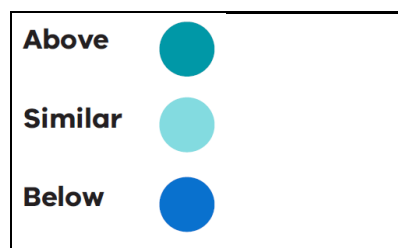


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').