

# 2020 Annual Report to The School Community



**School Name: Whittington Primary School (5123)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 22 April 2021 at 10:46 AM by Craig Smith (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 22 April 2021 at 12:36 PM by Dana Nikkelson (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Whittington Primary School’s vision is to be a school community where everyone is empowered to achieve excellence. This vision is captured in our motto ‘Empowering Young Minds’ and values of respect, responsibility and resilience. Our mission is to provide a safe and supportive learning environment that inspires and challenges all members of the community to embrace learning and achieve academic, social and emotional excellence.

In 2019, the school rebuild was completed and the school now boasts modern, state of the art learning spaces as well as access to high quality resources to complement our comprehensive teaching and learning programs. Staff are purposeful in delivering optimal experiences, providing all students with learning that is personalised, evidence-based and technologically rich. Our students engage in a broad and differentiated curriculum promoting creativity, resilience and a growth mindset.

High expectations of our students underpin the rich learning tasks and challenges provided for all students as they are supported to achieve and thrive. Professionalism, instructional capacity and accountability of our teachers is paramount to the education our students receive. Teacher quality is crucial for optimal student achievement and so our energies are strategically directed towards coaching and capacity building of our teaching staff.

Whittington Primary School is committed to:

- building a culture of high expectations
- empowering all learners to achieve excellence and celebrate their success
- developing a professional learning community that is focused on the continuous improvement
- delivering a high quality and rigorous curriculum that meets the learning needs of all students
- empowering learners to take ownership and be active participants in their learning
- building resilience and supporting students to be happy, healthy and confident learners
- engaging with parents, carers and the wider community as genuine partners in learning, striving to achieve the best possible outcomes for all students.

### Framework for Improving Student Outcomes (FISO)

2017 - 2020 School Strategic Plan goals consistent with FISO initiatives:

- a. improve student learning outcomes in Mathematics (Excellence in Teaching & Learning)
- b. further embed SWPBS and a positive learning culture across all areas of the school (Positive Climate for Learning)
- c. achieve a reduction in student absenteeism (Community Engagement in Learning)
- d. build and strengthen PLC’s (Professional Leadership)

2020 Annual Implementation Plan

Excellence in Teaching & Learning

Goal #1: To improve student learning outcomes in Numeracy

Goal #2: To improve student learning outcomes in Reading

KIS - Promote student ownership of developing and reviewing their own learning goals

Actions:

- Build staff and student capacity through professional learning and classroom coaching in Goal Setting (HITS)
- Develop a consistent approach to goal setting and conferencing across the school to enhance Student Agency

### Achievement

While some positive developments were made during 2020, our progress was impeded by the disruptions to learning as a result of the COVID-19 pandemic.

Students are beginning to use their learning goals to plan their own learning and self-monitor their progress. During learning conferences with their teacher, students are beginning to provide evidence to demonstrate that they have achieved their goals and identify future learning goals based on their identified strengths and areas for improvement. Teachers have continued to develop their data literacy and use evidence to differentiate learning goals for individual students based on their needs. Teachers are designing high quality learning tasks with a clear learning intention, linked to the specific learning goals of each individual student.

School leaders have provided targeted professional learning, collaborative planning opportunities and access to coaching and modelling within classrooms to support teachers to deepen their understanding of goal setting and student conferencing to support the implementation of consistent practices across the school.

**Engagement**

The school continued to make progress in implementing school wide approaches that aimed to build a positive learning culture. The Whittington Positive Behaviours Matrix is highly visible around the school and positive interactions between students and staff are evident. Students feel connected and enjoy coming to school. Parents feel that the school provides a caring environment for their children and generally, students want to come to school. Consistent implementation of SWPBS and the common use of the Positive Behaviours Matrix has resulted in the school developing a positive learning culture for all students.

Despite the interruptions to the school year due to the COVID-19 pandemic, we embedded a new set of values, a clear mission and vision, designed to align with a positive school culture that is focused on teaching and learning.

**Wellbeing**

During 2020, health and wellbeing was a key priority, during periods of both onsite and remote learning, for staff and students.

We endeavoured to look after our students mental health to ensure every student felt connected and engaged to their learning, their school and their peers. We did this by establishing a routine of staff contacting students and their families, several times a week to check in and support their emotional and academic needs. Staff also provided quality re-engagement activities to ensure students transitioned back to face-to-face learning after periods of interruption.

To support staff wellbeing, we scheduled weekly opportunities for staff to meet, collaborate and support each other, primarily utilising WebEx. Staff who were willing and able to support the supervision of students onsite, providing an additional opportunity for staff to connect and collaborate. Staff were provided with the details of the numerous DET support resources and encouraged to utilise these services as required.

**Financial performance and position**

Whittington Primary School maintained a sound financial position throughout 2020. After allocation of sufficient funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year with a small surplus which will be utilised to continue to enhance learning programs and develop modern facilities and a positive learning environment.

The school continued to strategically manage the allocation of financial resources (Equity, Locally Raised Funds, Grants) to support high quality teaching and learning programs and continue our relentless pursuit of improved student learning outcomes.

Students, staff and the wider school community take great pride in having modern, well resourced teaching and learning spaces, with the school being identified as a place of importance within the Whittington community.

**For more detailed information regarding our school please visit our website at <https://www.whittingtonps.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 155 students were enrolled at this school in 2020, 72 female and 83 male.

9 percent of students had English as an additional language and 16 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.

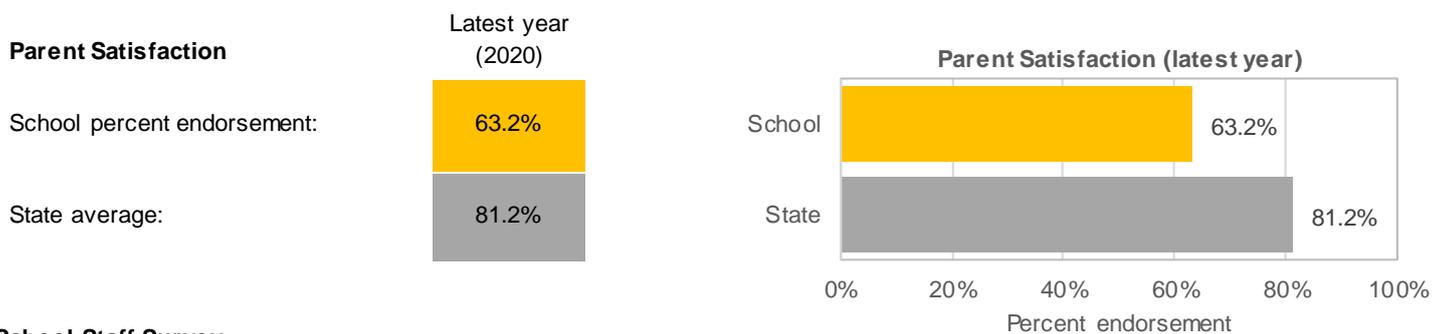
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

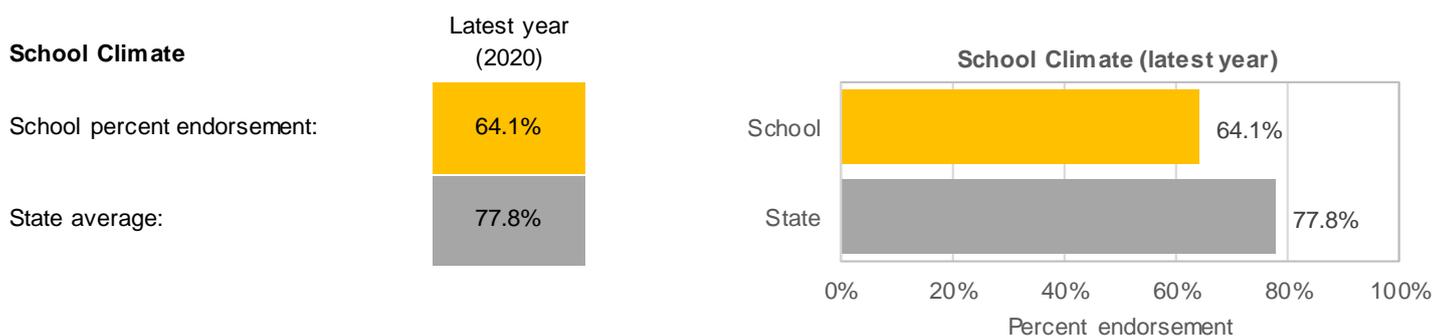


### School Staff Survey

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

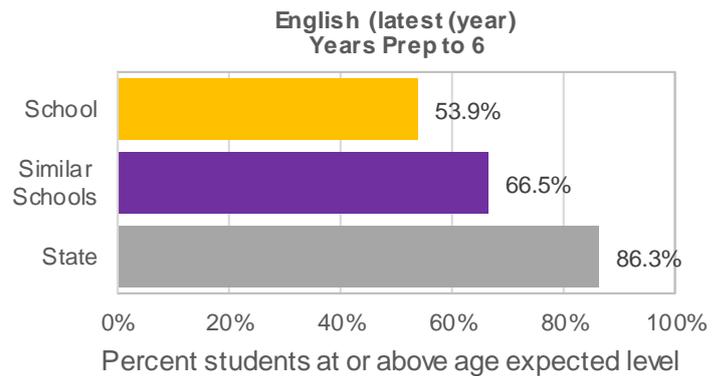
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

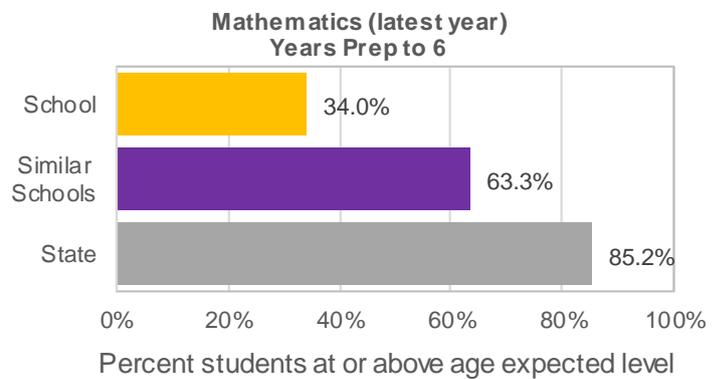
#### English Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	53.9%
Similar Schools average:	66.5%
State average:	86.3%



#### Mathematics Years Prep to 6

	Latest year (2020)
School percent of students at or above age expected standards:	34.0%
Similar Schools average:	63.3%
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

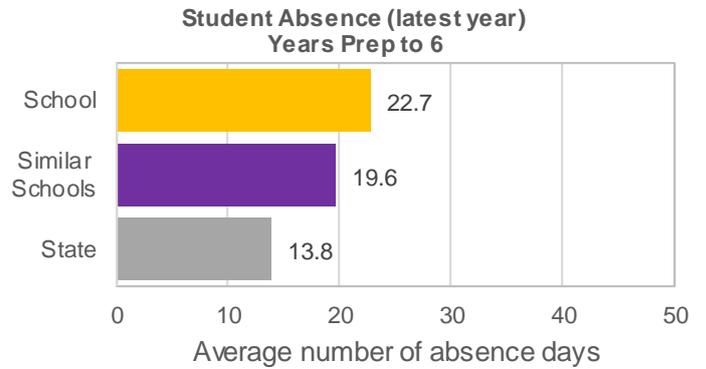
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	22.7	24.1
Similar Schools average:	19.6	19.1
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):	88%	92%	93%	89%	86%	84%	86%

**WELLBEING**

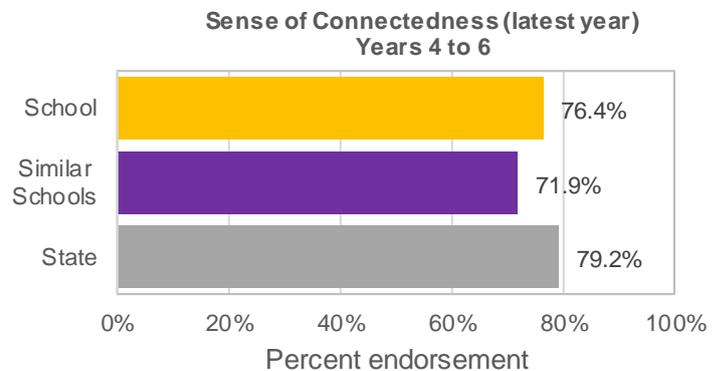
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.4%	73.6%
Similar Schools average:	71.9%	79.0%
State average:	79.2%	81.0%



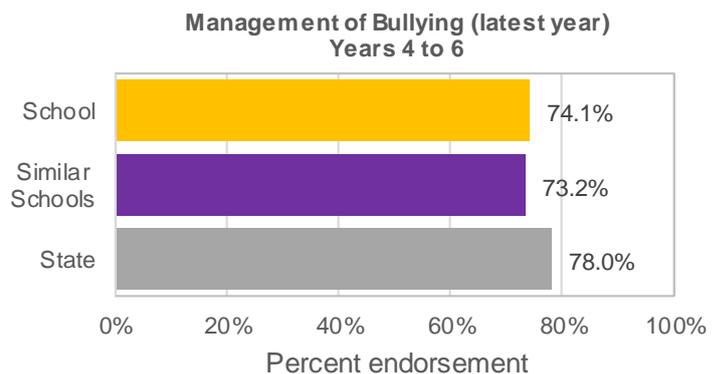
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	74.1%	73.2%
Similar Schools average:	73.2%	79.5%
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	\$2,133,410
Government Provided DET Grants	\$745,698
Government Grants Commonwealth	\$5,050
Government Grants State	\$13,913
Revenue Other	\$9,252
Locally Raised Funds	\$135,299
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,042,621</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$643,238
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$643,238</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,099,590
Adjustments	NDA
Books & Publications	\$21,295
Camps/Excursions/Activities	\$21,814
Communication Costs	\$6,110
Consumables	\$73,782
Miscellaneous Expense <sup>3</sup>	\$14,428
Professional Development	\$7,107
Equipment/Maintenance/Hire	\$50,540
Property Services	\$63,779
Salaries & Allowances <sup>4</sup>	\$50,720
Support Services	\$11,773
Trading & Fundraising	\$535
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$27,125
<b>Total Operating Expenditure</b>	<b>\$2,448,598</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$594,023</b>
<b>Asset Acquisitions</b>	<b>\$71,288</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,002,340
Official Account	\$28,969
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$1,031,309</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$56,228
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$29,416
School Based Programs	\$87,087
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$600
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$101,501
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$274,832</b>

*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.*