

# 2019 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 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 15 June 2020 at 03:06 PM by Craig Smith (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.

Attested on 12 October 2020 at 01:29 PM by Dana Nikkelson (School Council President)

## 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 focussed 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)

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)

Excellence in Teaching & Learning

AIP KIS 1

- Develop consistent whole school documentation and approaches to Numeracy/Reading, including curriculum plans and agreed assessment procedures

Actions:

- Early investigation and development of an agreed school Coaching Model
- Literacy and Numeracy Learning Specialists delivered professional learning and classroom support to build staff capacity in Explicit Teaching (HITS)
- Numeracy Specialists guided the development of consistent whole school documentation, with the introduction of a whole school Instructional Model
- Literacy Specialist guided the development of consistent whole school documentation, with the introduction of a whole school Instructional Model

AIP KIS 2

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

Actions:

- Literacy and Numeracy Learning Specialists delivered professional learning and classroom support to build staff capacity in Goal Setting (HITS)
- Literacy and Numeracy Learning Specialists worked with staff to develop a consistent approach to goal setting and conferencing across the school to enhance Student Agency

Positive Climate for Learning

AIP KIS 1

- Develop school-based measures to regularly monitor and respond to Student Safety, Engagement and Learning

Actions:

- Undertook the redesign of a school wide approach to maintain a positive climate which aligns with staff, students and parents values and beliefs
- Collaborated with Sunshine Heights P.S as part of our School Improvement Partnership (SIP) to design opportunities to increase the level of parent engagement in learning at the school

AIP KIS 2

- Use a range of strategies and approaches to promote the importance of school attendance

Actions:

- A strong focus on high quality classroom programs and additional opportunities have been used to engage all students in their learning and encourage improved school attendance
- The school Attendance Policy has been reviewed and staff continually reflect and discuss how we can improve our procedures for monitoring and improving student attendance
- Continue our strong partnership with The Smith Family to support improved school attendance through the delivery student scholarships

## Achievement

After a number of years of disruption during the capital works project, we were excited to move into our brand new school. This was a time of great excitement and anticipation for all staff, students and families. Whilst this was a very busy and stressful time for our school community, the resulting growth in school pride has been amazing for our community. With modern learning spaces and a suite of new resources, we have noticed a more positive shift in culture at the school.

The strategic appointment and development of learning specialists provided distributed leadership across the school and focussed heavily on building the capacity of all staff in Literacy and Numeracy. Protected collaborative planning time was introduced to provide teachers with the opportunity to build collective efficacy, whilst being supported by a learning specialist to plan and deliver a high quality teaching and learning program.

Our commitment to undertake several Department initiatives such as the School Improvement Partnership, the Reading Growth Project and the Primary Maths and Science Specialist Initiatives has strongly aligned with our sharp and narrow focus on school improvement. The willingness of our staff to our engage meaningfully in these initiatives is a reflection of the positive culture and openness to embrace researched based best practice at our school. In acknowledgement of our relentless focus on school improvement, we were invited to speak at the BSW Regional Performance Review.

Achievement Highlights:

A total of 5 students achieved in the Top 2 Bands for Reading in Year 3 NAPLAN, compared to 0 students in 2018

We had an improved number of students who have maintained the Top 2 Bands in NAPLAN Reading from Year 3 - 5  
Our Year 5 NAPLAN Spelling data has greatly improved from Year 3 matched cohort  
Our Year 5 NAPLAN Numeracy data has greatly improved from Year 3 matched cohort  
The Year 5 NAPLAN Numeracy mean score is following a similar trend when compared to similar schools

We are confident that the systems and processes that we have implemented to enhance whole school improvement over the last few years will see a positive growth in student learning outcomes. Our School Review in early 2020 will guide our focus in the development of a new Strategic Plan.

## Engagement

The move into the new school buildings in 2019 supported improved engagement in learning with modern classroom and specialist spaces, as well as quality resources being readily accessible for all staff and students.

Our key focus to improve student engagement has been through improving teacher capacity to deliver high quality, engaging and differentiated tasks to cater for the individual learning needs of each student. This has been supported through focussed PLC's, collaborative planning opportunities and targeted professional learning and support from the Learning Specialists.

Our school continues to provide a wide range of additional learning opportunities to engage our students meaningfully in their learning and their local community. Opportunities include a structured Stephanie Alexander Kitchen Garden program, participation in SongRoom sessions, an offering of instrumental brass and strings lessons and The Smith Family Homework Club.

A strong focus on high quality classroom programs and additional opportunities have been used to engage all students in their learning and encourage improved school attendance. The school Attendance Policy has been reviewed and staff continually reflect and discuss how we can improve our procedures for monitoring and improving student attendance. We continue our strong partnership with The Smith Family to support improved school attendance through the delivery student scholarships. We acknowledge that below average attendance continues to be of concern and will be addressed in detail during the 2020 School Review.

Achievement Highlights:

In the AToSS, we improved in Effective classroom behaviour, Sense of Connectedness and Managing Bullying from 2018 to 2019

81% of parents think that bullying is well managed by the school

In the AToSS, 87% of students identified as being motivated and interested in their learning

## Wellbeing

A review and redesign of the school's Positive Behaviour Support approach formed part of our core work for 2019. The redesign included a reworking of our Positive Behaviour Matrix and other associated documentation; the development of a Scope and Sequence; and the introduction of the 'Whittington Dollars' reward system. New school values of Respect, Responsibility and Resilience aligned with our new school Mission and Vision Statements. PBS continues to be the foundation of our social and emotional engagement and wellbeing of all students. PBS across the school promotes a culture of positive engagement and supports our commitment to providing happy and safe learning environments.

We continue to support the wellbeing of our students through the employment of a Social Worker, Community Engagement Officer and a Speech Therapist. Our wellbeing programs continue to be an integral part of supporting the social, emotional and academic learning needs of our students.

Achievement Highlights:

As student behaviour has improved over recent years and perceptions of safety have increased, students have felt more connected

In the Parent Opinion Survey, perceptions of Student Safety improved from 73% in 2018 to 81% in 2019

In the AToSS, 80% of students identified as feeling resilient

### **Financial performance and position**

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.

Successful grant applications have also ensured that we continue to deliver a wide range of rich learning opportunities for our students that they may not ordinarily get to experience.

School funds were utilised to ensure that the capital works project and additional resources were completed to a very high standard. Students, staff and the wider school community now 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 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 160 students were enrolled at this school in 2019, 72 female and 88 male.

6 percent of students had English as an additional language and 12 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

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	88.4	85.8	79.2	92.0

### 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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	51.7	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	65.0	89.7	81.7	95.0	Below
Mathematics	57.5	90.3	81.8	95.8	Below

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	59.1	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	28.6	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	42.3	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	36.0	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	50.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	35.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	35.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	28.8	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	56.5	21.7	21.7
Numeracy	30.4	56.5	13.0
Writing	40.9	45.5	13.6
Spelling	25.0	37.5	37.5
Grammar and Punctuation	37.5	50.0	12.5

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.1	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	23.4	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	92	91	85	82	87	87

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	77.6	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	73.1	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.7	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	73.3	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,184,371
Government Provided DET Grants	\$859,150
Government Grants Commonwealth	\$15,511
Government Grants State	\$0
Revenue Other	\$33,522
Locally Raised Funds	\$176,659
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,269,214</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$652,986
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$652,986</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,029,997
Adjustments	\$0
Books & Publications	\$3,245
Communication Costs	\$5,660
Consumables	\$44,597
Miscellaneous Expense <sup>3</sup>	\$405,024
Professional Development	\$26,798
Property and Equipment Services	\$168,412
Salaries & Allowances <sup>4</sup>	\$121,216
Trading & Fundraising	\$4,164
Travel & Subsistence	\$1,740
Utilities	\$24,368
<b>Total Operating Expenditure</b>	<b>\$2,835,220</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$433,993</b>
<b>Asset Acquisitions</b>	<b>\$385,942</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$512,914
Official Account	\$26,041
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$538,955</b>

Financial Commitments	Actual
Operating Reserve	\$128,549
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$25,928
School Based Programs	\$100,452
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,010
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$255,938</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 26 Feb 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, 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 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').