2021 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).
- 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 2021 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 11 March 2022 at 11:33 AM by Craig Smith (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 11 March 2022 at 11:41 AM by Dana Stageman (School Council President)

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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. Our school currently has 17.72 FTE staff employed, with 1 staff member identifying as ATSI. We do not currently have any overseas students enrolled.

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)

2020 - 2024 School Strategic Plan goals consistent with FISO initiatives:
a.   To improve literacy and numeracy outcomes for all students
b.   To improve engagement in learning for all students
c.   To improve student attendance across all year levels.

2021 Annual Implementation Plan

Goal #1: 2021 Priorities Goal

Curriculum Planning & Assessment:
Learning Catch-up & Extensions Priority - In 2021, increase the percentage of students P-6 achieving at or above the expected level in Literacy, according to teacher judgements by 5%.

Success Indicators:
- Classroom observations and learning walks demonstrating take up of professional learning strategies
- Evidence of differentiation, consistent delivery of the instructional models, and use of HITS in classroom practice
- Strategic appointment of staff to facilitate tutoring programs
- Differentiated resources used in tailored supports

Health & Wellbeing:
Happy, Active & Healthy Kids Priority - In 2021, improve the positive endorsement of all Year 4-6 students in the

AToSS, Sense of Confidence and Sense of Connectedness by 5%.

Success Indicators:
- Curriculum documentation reflects social and emotional learning
- Shared PL goals documented in staff PDPs
- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns
- Students engagement in wellbeing programs

Building Communities:
Connected Schools Priority - In 2021, decrease the percentage of students P-6 with 20 or more days of absence over the school year by 5%.

Success Indicators:
- Improved student attendance data and participation of at-risk students in intervention/tailored support programs
- Increased frequency of communications with parents/carers/kin
- Strengthened student perception and survey data, including improved attitudes towards attendance

Achievement

While many positive developments continued to be made during 2021, our progress was again impeded by the disruptions to learning as a result of the COVID-19 pandemic.
Students continued to benefit from greater consistency of practice across all classrooms, with teachers planning and delivering high quality, differentiated learning tasks that catered for the individual learning needs of each students. This included the differentiation of learning tasks in take home learning packs utilised during periods of remote and flexible learning. A large number of students benefitted from the Tutor Learning Initiative, providing targeted intervention and extension tasks, aligned with the teaching and learning program within their classroom.
Teachers were highly collaborative and engaged in the professional learning opportunities delivered in PLC's, with a specific focus on improving staff data literacy and strengthening high quality teaching approaches. Teachers also developed a sound knowledge and understanding of the High Impact Teaching Strategies (HITS) and improved the consistency of collaborative planning and delivery of reading lessons, aligned with the agreed school instructional model.
School leaders continued to provide targeted professional learning, collaborative planning opportunities and access to coaching and modelling within classrooms.
In 2021, we partnered with the 100 Story Building to undertake professional learning connected to sparking creativity in writing. We also worked with 100 Story Building to establish a story hub.
The school currently has 12 students receiving funding through the Program for Students with Disabilities. Allocated funding provides Education Support staff to support the social, emotional and academic learning needs of these students.

In relation to the Learning Catch-up & Extensions Priority Goal - In 2021, increase the percentage of students P-6 achieving at or above the expected level in Literacy, according to teacher judgements by 5%, the following progress was made:
According to teacher judgements, the percentage of students P-6 achieving at or above the expected level in Reading improved by 2% from 2020 to 2021, Speaking & Listening improved by 23% and Writing improved by 7%.

Engagement

The school has continued to focus on implementing school wide approaches that aim to promote a positive learning culture, improve engagement and promote positive attendance at school. The Whittington Positive Behaviours Matrix is highly visible around the school with staff following the agreed scope and sequence to explicitly teach social and emotional skills across all year levels each week. All staff also undertook professional learning in the Berry Street Education Model. Consistent implementation of SWPBS and BSEM approaches has resulted in the school developing

a positive learning culture for all students.

Student feedback from the Attitudes to School Survey was extremely positive, with every measure exceeding the Similar Schools and Network Schools average, as well as 17 out of the 18 measures also exceeded the State average for schools.

Parent feedback from the Parent Opinion Survey identified that 100% of respondents felt that the school provides an excellent physical learning environment for their children, 92% think the school promotes positive behaviour, 85% felt positively about student motivation and support, and 81% believe the school sets high expectations for success.

Improving student attendance across all year levels has been identified as an improvement goal in our School Strategic Plan (2020 - 2024). Improving attendance for all students and identified groups, including ATSI students, will continue to be prioritised through targeted intervention practices. The development of an agreed school response model to student absences, the positive promotion of attendance with students and their families, and focussed professional learning to build staff capacity of staff have been key activities undertaken to support improved attendance.

In the Attitude to School Survey, 92% of students had a positive attitude to attendance, and improvement of 5% from 2020 and an improvement of 18% from 2019.

Wellbeing

During 2021, the health and wellbeing of students and staff continued to be a key focus, particularly during periods of remote and learning.

To monitor the mental health and wellbeing of students, as well as maintaining a positive connection with school staff and engagement in their learning, a home check-in routine continued with 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, reconnecting effectively with their peers and school staff.

As part of the National School Chaplaincy Program, the school was able to provide a dedicated counsellor, accessible to support the needs of all students and their families.

To support staff wellbeing, we continued to nurture a positive and highly collaborative team culture by organising staff activities and professional learning opportunities that fostered positive health and wellbeing.

Staff have been provided with the details of the numerous DET support resources and encouraged to utilise these services as required.

In the Attitude to School Survey, 95% of students felt positive about having an advocate at school, 95% indicated that their learning was stimulating and 84% were positive about their relationships with their peers, which improved by 7% from 2020.

In the School Staff Survey, 95% of staff reported positive levels of collective responsibility, 83% indicated an increase in trust in colleagues by 10% from 2020 and a significant increase in teacher collaboration from 65% in 2020 to 83% in 2021.

Finance performance and position

Whittington Primary School maintained a sound financial position throughout 2021. 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 managed deficit.

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 128 students were enrolled at this school in 2021, 56 female and 72 male.

11 percent of students had English as an additional language and 15 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).
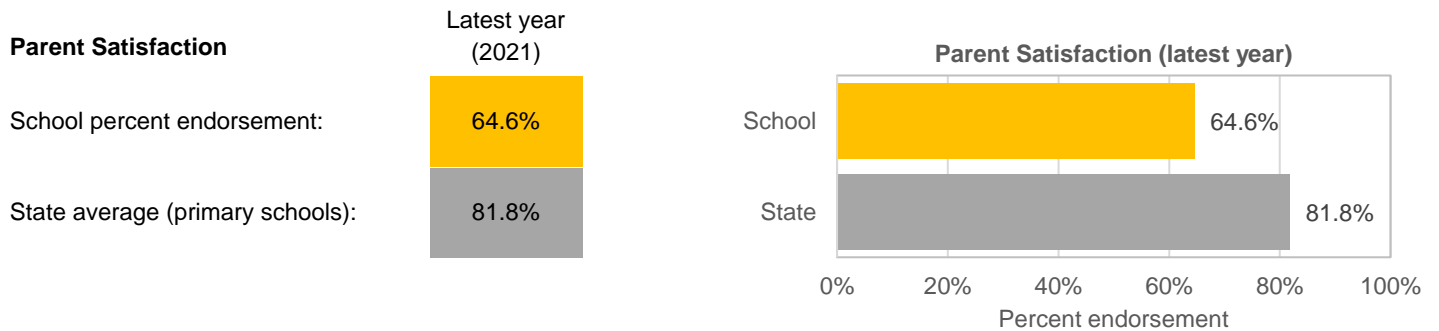
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
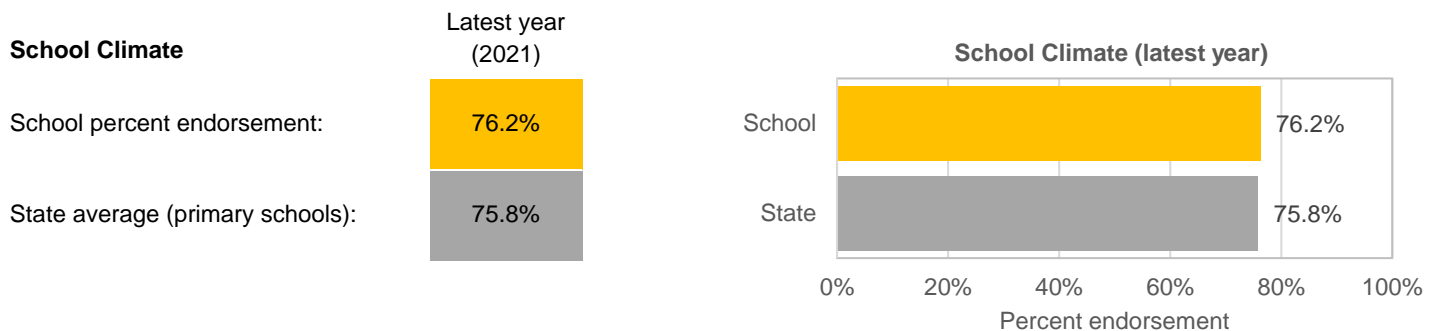
Parent Satisfaction	Latest year (2021)
School percent endorsement:	64.6%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	64.6%
State	81.8%

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	Latest year (2021)
School percent endorsement:	76.2%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	76.2%
State	75.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English
Years Prep to 6

Latest year (2021)

School percent of students at or above age expected standards:	64.7%
Similar Schools average:	66.3%
State average:	86.2%

English (latest (year)
Years Prep to 6

School — 64.7%
Similar Schools — 66.3%
State — 86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
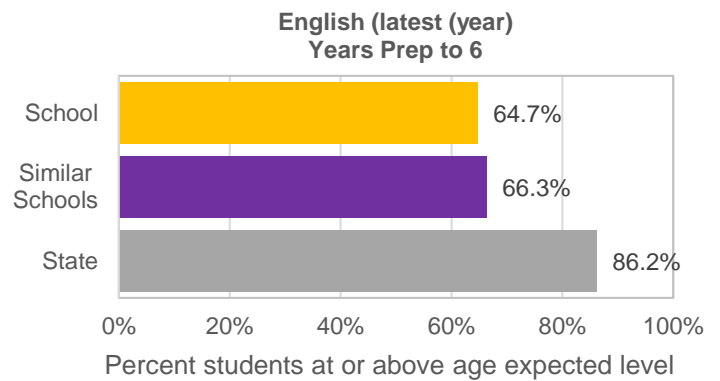
Mathematics
Years Prep to 6

Latest year (2021)

School percent of students at or above age expected standards:	68.7%
Similar Schools average:	64.0%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School — 68.7%
Similar Schools — 64.0%
State — 84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
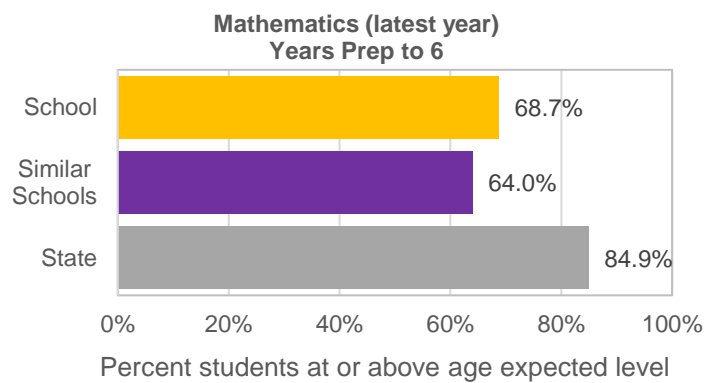
ACHIEVEMENT (continued)

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.*

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
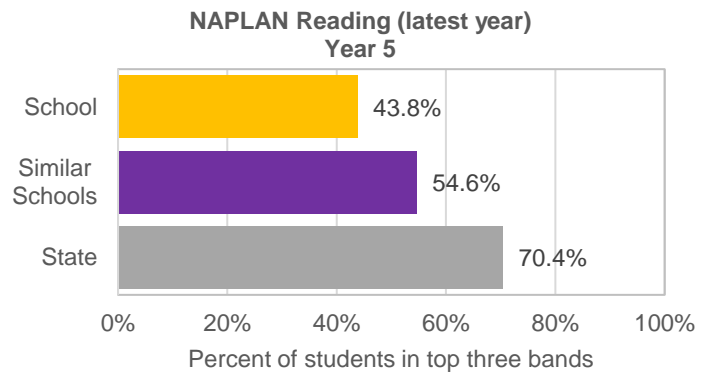
Reading **Year 3**	Latest year (2021)	4-year average
School percent of students in top three bands:	26.3%	44.3%
Similar Schools average:	61.1%	58.8%
State average:	76.9%	76.5%

NAPLAN Reading (latest year)
Year 3

School	26.3%
Similar Schools	61.1%
State	76.9%

Percent of students in top three bands
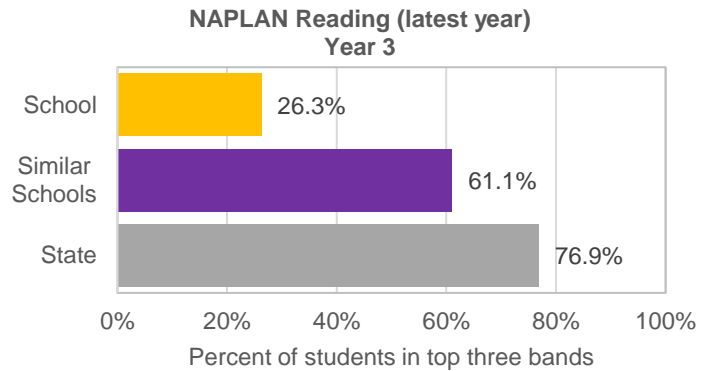
Reading **Year 5**	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	36.7%
Similar Schools average:	54.6%	51.1%
State average:	70.4%	67.7%

NAPLAN Reading (latest year)
Year 5

School	43.8%
Similar Schools	54.6%
State	70.4%

Percent of students in top three bands

Numeracy **Year 3**	Latest year (2021)	4-year average
School percent of students in top three bands:	15.8%	26.7%
Similar Schools average:	46.6%	47.6%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year)
Year 3

School	15.8%
Similar Schools	46.6%
State	67.6%

Percent of students in top three bands
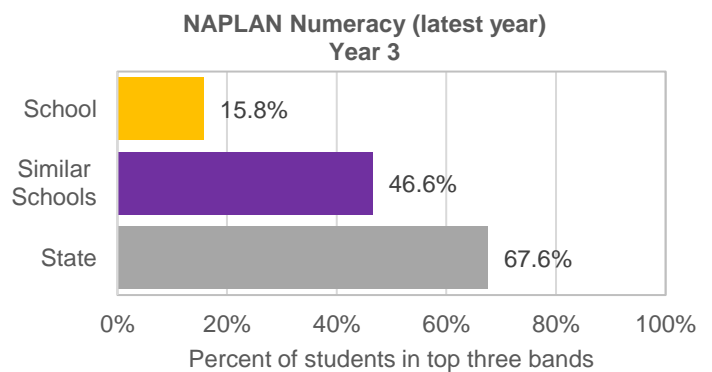
Numeracy **Year 5**	Latest year (2021)	4-year average
School percent of students in top three bands:	18.8%	25.4%
Similar Schools average:	38.7%	38.0%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year)
Year 5

School	18.8%
Similar Schools	38.7%
State	61.6%

Percent of students in top three bands
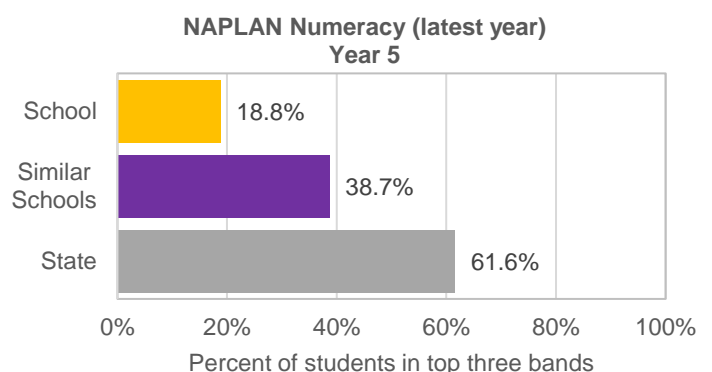
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	56%	19%	22%
Numeracy:	21%	64%	14%	22%
Writing:	40%	60%	0%	14%
Spelling:	50%	38%	13%	19%
Grammar and Punctuation:	31%	50%	19%	16%

NAPLAN Learning Gain (latest year)
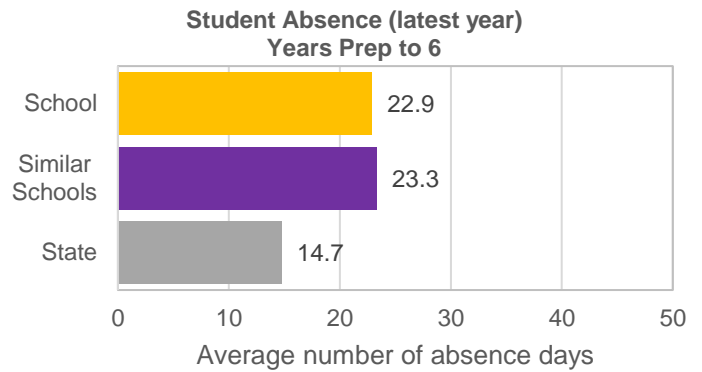**Year 3 - Year 5**
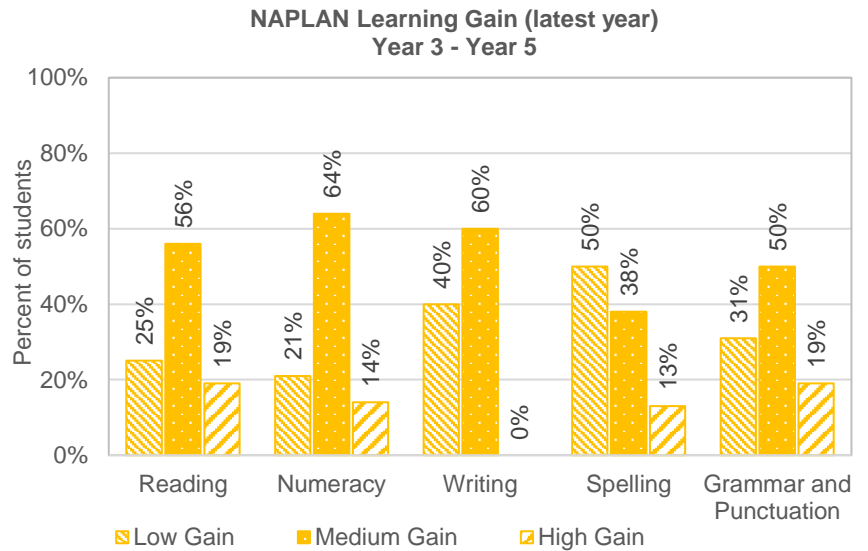
ENGAGEMENT

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	22.9	23.5
Similar Schools average:	23.3	20.3
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	22.9
Similar Schools	23.3
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	88%	93%	93%	86%	87%	83%

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).

| **Sense of Connectedness Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	82.5%	76.1%
Similar Schools average:	76.7%	77.5%
State average:	79.5%	80.4%
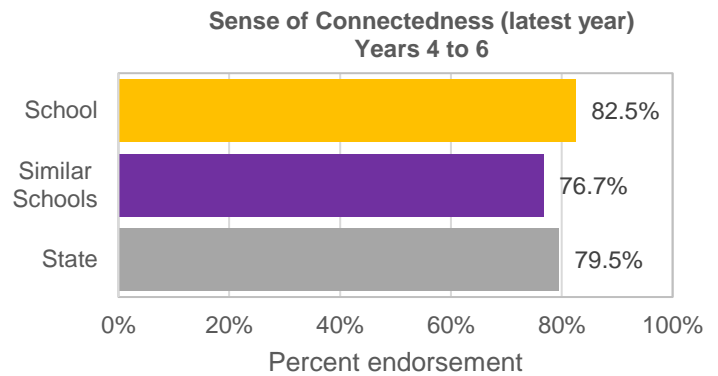
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School 82.5%
Similar Schools 76.7%
State 79.5%

Percent endorsement

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	86.8%	77.0%
Similar Schools average:	77.8%	78.1%
State average:	78.4%	79.7%
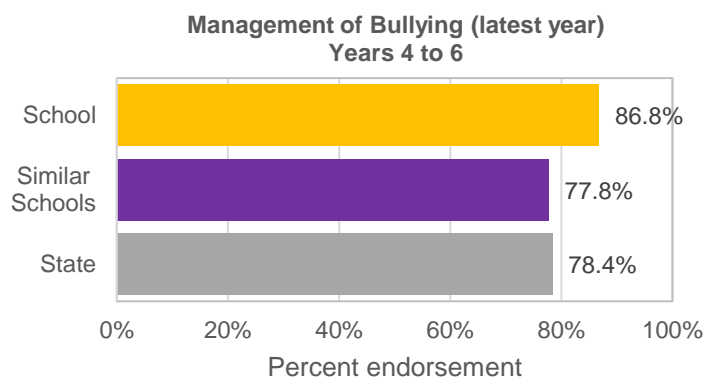
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School 86.8%
Similar Schools 77.8%
State 78.4%

Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$1,851,941
Government Provided DET Grants	$524,695
Government Grants Commonwealth	$8,975
Government Grants State	$0
Revenue Other	$26,773
Locally Raised Funds	$138,716
Capital Grants	$0
Total Operating Revenue	**$2,551,100**

Equity [1]	Actual
Equity (Social Disadvantage)	$570,245
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$570,245**

Expenditure	Actual
Student Resource Package [2]	$1,862,048
Adjustments	$0
Books & Publications	$26,350
Camps/Excursions/Activities	$32,698
Communication Costs	$6,449
Consumables	$46,583
Miscellaneous Expense [3]	$11,311
Professional Development	$15,467
Equipment/Maintenance/Hire	$29,380
Property Services	$70,399
Salaries & Allowances [4]	$60,901
Support Services	$58,326
Trading & Fundraising	$2,459
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$24,035
Total Operating Expenditure	**$2,246,405**
Net Operating Surplus/-Deficit	**$304,695**
Asset Acquisitions	**$100,091**

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	$1,219,531
Official Account	$40,733
Other Accounts	$0
Total Funds Available	**$1,260,264**

Financial Commitments	Actual
Operating Reserve	$61,315
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$38,491
School Based Programs	$114,363
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$13,312
Repayable to the Department	$122,391
Asset/Equipment Replacement < 12 months	$20,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$25,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$394,872**

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.