

2022 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 of the previous calendar year 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 28 March 2023 at 09:51 AM by Shannon Cormack (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 05 April 2023 at 12:07 PM by Michelle Owens (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 is located in Whittington, a residential suburb of Geelong, Victoria, 4 km south-east of the city centre. Whittington has a current enrolment of 128 students.

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.

In the 2022 School Performance Report, Whittington Primary School was identified as a "Stretch" school, showing considerable growth and improvement in all areas of achievement, school climate, student attitudes, engagement and participation.

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 26 staff employed in both a full time and part time capacity, with 1 staff member identifying as ATSI. We do not currently have any overseas students enrolled. Whittington Primary School has an SFOE of 0.6973.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 began with a review of our school-wide numeracy strategy, with a focus on explicit teaching. We felt this was an essential component of the maths lessons that was missing. A lot of time had been spent on developing staff capacity in other areas of our instructional model, but our data was telling us that students were missing the deep understanding of key concepts, so we recognised that our teachers were not spending enough time on the explicit teach component of their lesson.

We set about readjusting this in our Instructional Model to ensure that opportunities for explicit teaching and explicit reflections were woven through each lesson. We also made a point to explicitly include time for the annotations of adjustments within the Instructional Model to assist teachers with expectations around the collection of data to support the Disability Inclusion Profile. Staff were supported to strengthen and enhance their maths teaching practice through high quality professional learning in evidence-based approaches / coaching/ modelling/ feedback and supported teacher collaborative planning time.

Teachers now consistently align their practice with the agreed Instructional Model for numeracy and cater for the individual learning needs of all students by delivering high quality, differentiated learning tasks. Our new Instructional Model allows teachers to provide regular feedback and monitor student progress using goal setting and conferencing. We also refocused our priorities aligned to the delivery of the Tutor Learning Initiative. Our Tutor learning model is now a classroom-based model, with the Tutor providing classroom-based support in collaboration with the classroom teacher, whilst also providing targeted interventions/extension to students who require it.

In 2022 we continued to use the Professional Learning Community (PLC) cycle to drive teacher knowledge and capacity in delivering a high-quality writing program. All staff undertook professional learning to further develop their understanding of the 'mechanics' of writing by engaging with a highly regarded expert in teaching writing to deepen their understanding of best practice, alongside of our continued relationship with the 100 Story Building. This engagement in quality professional learning has built the capacity of staff with a focus on the authorial, big picture skills of planning and drafting a text, whilst combining the creative, fun side of writing in a structured way that teaches students critical thinking strategies about writing: what to say, how to say it, when to make certain decisions, and how to engage and hold a reader's attention. This approach has also allowed for focus on other aspects of literacy, such as sentence structure, grammar and spelling.

2022 Data:

Goal: To increase the percentage of students achieving in the top two bands in NAPLAN for:

- Year 3 Numeracy from 0 per cent in 2021 to 15 per cent in 2022, result = 28% top 2 bands - MET
- Year 3 Writing from 11 per cent in 2021 to 16 per cent in 2022, result = 39% top 2 bands - MET
- Year 5 Numeracy from 0 per cent in 2021 to 10 per cent in 2022, result = 7% top 2 bands - PARTIALLY MET
- Year 5 Writing from 0 per cent in 2021 to 5 per cent in 2022, result = 0% top 2 bands - NOT MET

Goal: To increase the percentage of students making at and above benchmark growth in NAPLAN for:

- Numeracy from 78 per cent in 2021 to 83 per cent in 2022
- Writing from 67 per cent in 2021 to 72 per cent in 2022

NAPLAN Benchmark Growth not available in 2022 (no NAPLAN in 2020)

Goal: To increase the percentage of students P-6 achieving at or above the expected level, according to teacher judgements for:

- Number & Algebra from 41 per cent in 2021 to 50 per cent to 2022, result = 64% at or above expected level - MET
- Writing from 52 per cent in 2021 to 57 per cent to 2024, result = 61% at or above expected level - MET

Wellbeing

In late 2021, all WPS were trained (or retrained) in the Berry Street education Model, this allowed us to begin the year with a sharp and narrow focus on promoting the wellbeing and positive mental health of students. WPS staff are highly skilled in recognising and responding to students' mental health needs, whether that be to our School Chaplain, or to external supports involved with the student. Staff directly support students' mental health by working closely with families and support agencies in the best needs of the student. We have a documented scope sequence for the implementation of positive behaviour, which supports our SWPBS Positive behaviour Matrix. As a school staff, we implemented and modelled consistent routines and behaviours supporting mental health and wellbeing - for example our Community Engagement Officer regularly ran Yoga sessions for students.

Disability Inclusion was a significant area of focus during 2022. Professional learning communicating the roll out for DI was undertaken, with 100% commitment from staff.

We prioritised the delivery of high-quality professional learning, led by our DI Leader, developing staff understanding of Disability Inclusion. All staff now have a solid understanding of the intent of Disability Inclusion and have a strong commitment to using inclusive practices in their classrooms with efficacy.

All students in need of adjustments have been identified and IEPs have been created for students requiring them.

Student Support Groups (SSGs) now have a strengths-based focus, and we have restructured our process for the co-creation of student goals.

We were selected to take part in the Inclusion Outreach Coaching program and formed a very strong partnership with our IOC. We worked closely with our IOC to outline a model to provide whole-school professional learning and

coaching, school-wide adjustments, classroom-based pedagogical feedback, and support to enable staff to implement inclusive practices at the Tier 2 level.

To date, we have achieved 4 successful DIPs and have 6 more in the queue waiting to be completed.

Throughout 2022, all staff built upon their understanding of how to recognise and respond to students' mental health needs, trauma informed practices and provide high levels of support to students' mental health needs. All staff participated in the Berry Street Educational Model Masterclass: Understanding and Responding to Adverse Behaviours. This masterclass gave teachers further skills and strategies of trauma informed positive behaviour reinforcement that are essential for de-escalating and responding to adverse behaviours. Teachers are now integrating these strategies into the classroom through high quality learning experiences that cater for the diverse needs of our school community. Staff have continued to work closely with families and support agencies to ensure that the mental and well-being needs of every child are being met.

2022 Data:

Goal: To improve the positive endorsement of all Year 4-6 students in the AToSS in:

- Effective classroom behaviour from 86 per cent in 2021 to 90 per cent in 2022, result = 97% - MET
- Sense of confidence from 88 per cent in 2021 to 92 per cent in 2022, result = 100% - MET
- Sense of connectedness from 83 per cent in 2021 to 87 per cent in 2022, result = 96% - MET

Goal: To increase the positive endorsement of all staff for the School Climate module across all factors in the School Staff Survey from 64 per cent in 2020 to 69 per cent in 2022, result = 77% - MET

Goal: To decrease the percentage of 20 or more days of absence over a school year for all students P-6 from 35 per cent in 2020 to 30 per cent in 2022, result = 36% - NOT MET

Engagement

2022 was a very successful year for Whittington Primary School, with engagement, growth and improvement shown across all areas of the school.

According to the 2022 Student Attitudes to School Survey:

- 96% of students believe that staff hold high expectations for student success
- 100% of students have high levels of motivation and interest in learning
- 96% of students feel a sense of connectedness to school
- 95% of students believe that teaching time is effective
- 96% of students believe that learning at WPS is stimulating

Whilst 99% of students in Year 4-6 demonstrated a positive attitude to attendance, this continues to be an area of challenge and an area we continue to focus on by promoting a positive learning culture and communicating the importance of attendance at school, whilst improving our processes for responding to student absences.

According to the 2022 Parent Opinion Survey:

- 94% of parents believe that their child feels connected to school
- 93% of parents believe that the school promotes positive behaviour
- 97% of parents believe that there is respect for diversity
- 93% of parents their children possess high levels of confidence and resilience
- 100% believe that WPS staff hold high expectations for student success

According to the School Staff Survey:

- 96% of staff believe that there is a collective focus on student learning
- 100% of staff understand how to analyse data
- 100% of staff use evidence to inform their teaching practice
- 100% of staff believe student engagement is key to learning
- 100% of staff use high impact teaching strategies

With improved student attendance continuing to be an area of focus, we are strengthening our practices for responding to absences and refining our procedures for communicating the importance of school attendance with families.

Our 2022 attendance data indicates:

- 42% of students had 20 or more absent days (this is 6% lower than similar schools)
- an improvement in '0' days absent from 8% to 15%

- explained absences improved from 13.2 per student to 7 per student

The launch of the WPS App in mid-2022 has allowed for greater ease of communication between home and school, with all WPS families (except for those students in out of home care) actively using the app to receive information, approve school activities and log student absences.

Other highlights from the school year

Financial performance

Whittington Primary School has continued to maintain a sound financial position throughout 2022.

After the careful and considered allocation of funds to provide a quality educational program and ensure amenities and utilities are maintained, the school ended the year with a small deficit.

The school continued to strategically manage the allocation of financial resources (Equity Funds & Grants) to support high quality teaching and learning programs and continue our sharp & narrow focus on improving student learning outcomes.

To ensure the continued financial stability of the school, considerable time has been spent on the creation of a long term plan to allocate funds to future projects and upgrades.

Students, staff, and the wider school community take great pride in having modern, well-resourced teaching and learning spaces, with the school being an important feature within the Whittington community.

For more detailed information regarding our school please visit our website at
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 2.0 (FISO 2.0).

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 127 students were enrolled at this school in 2022, 55 female and 72 male.

9 percent of students had English as an additional language and 14 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).

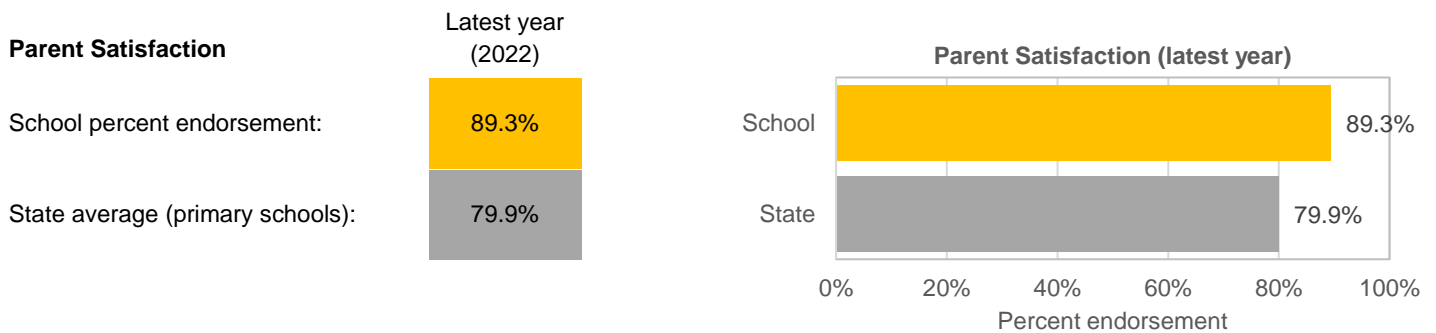
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, 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.

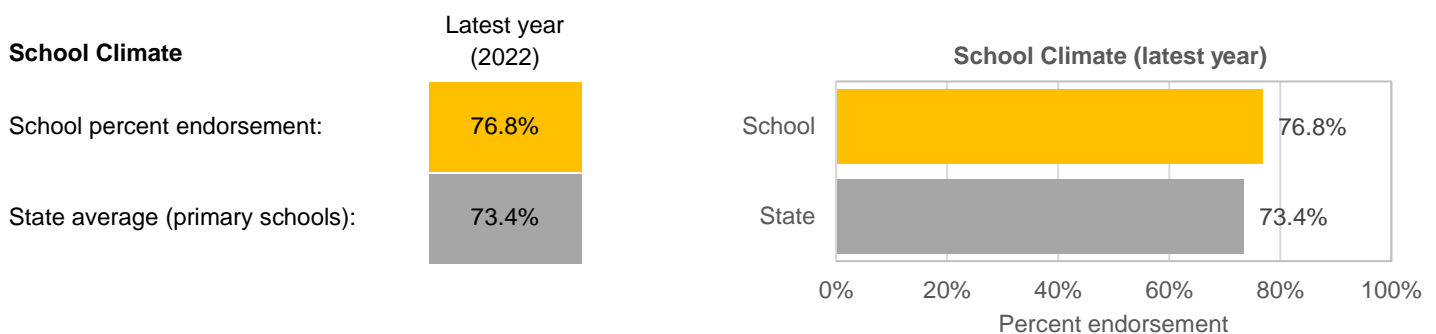


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

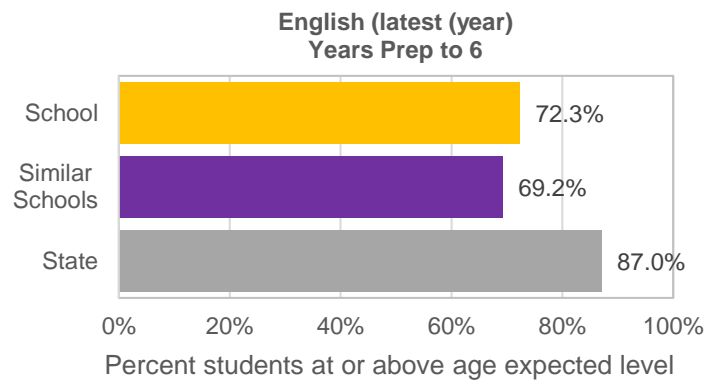
72.3%

Similar Schools average:

69.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

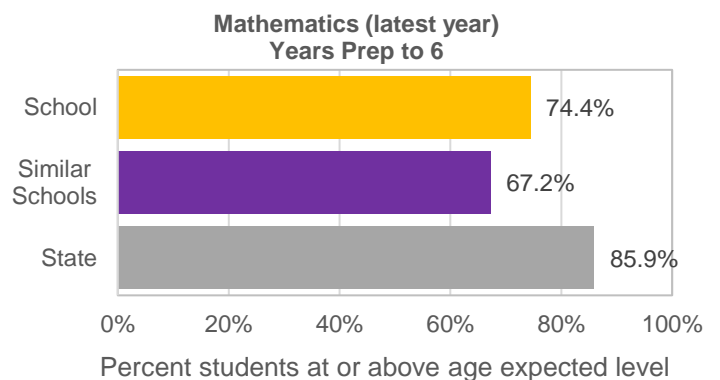
74.4%

Similar Schools average:

67.2%

State average:

85.9%



LEARNING (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.

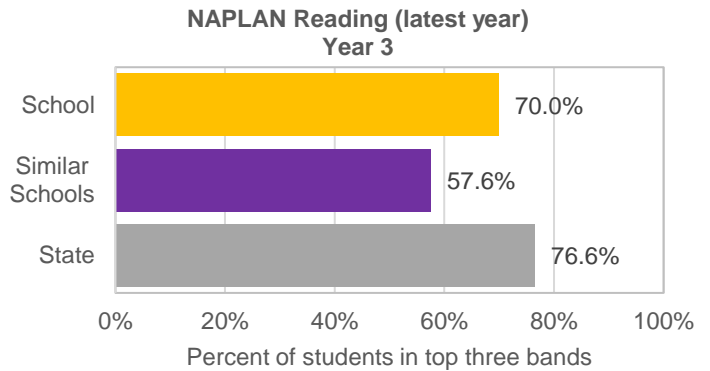
NAPLAN

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 2019, 2021 and 2022 data.

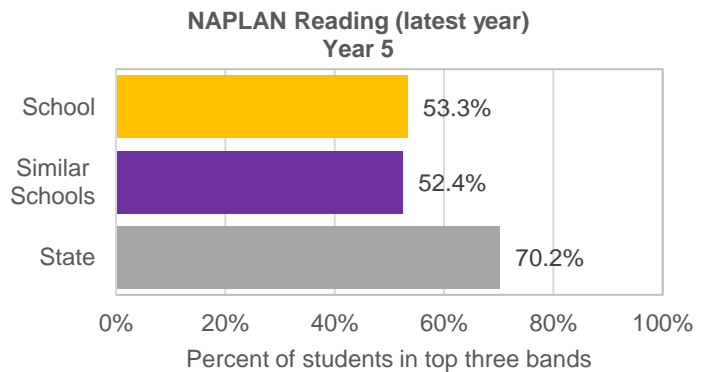
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	52.5%
Similar Schools average:	57.6%	59.3%
State average:	76.6%	76.6%



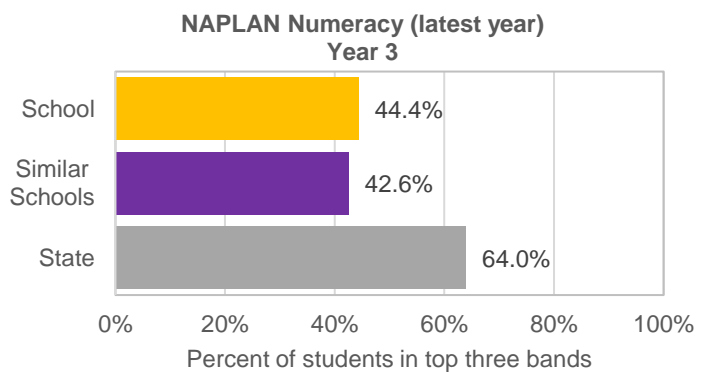
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	45.6%
Similar Schools average:	52.4%	52.5%
State average:	70.2%	69.5%



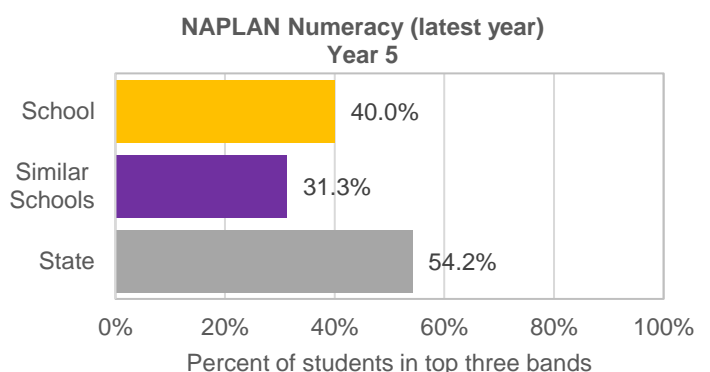
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.4%	29.3%
Similar Schools average:	42.6%	45.3%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.0%	32.1%
Similar Schools average:	31.3%	36.6%
State average:	54.2%	58.8%



WELLBEING

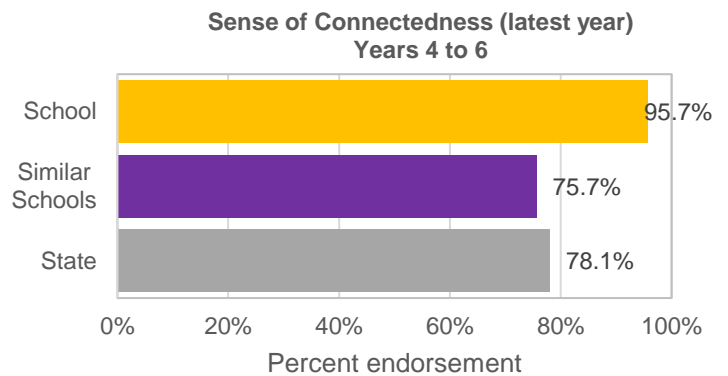
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	95.7%	83.1%
Similar Schools average:	75.7%	76.5%
State average:	78.1%	79.5%

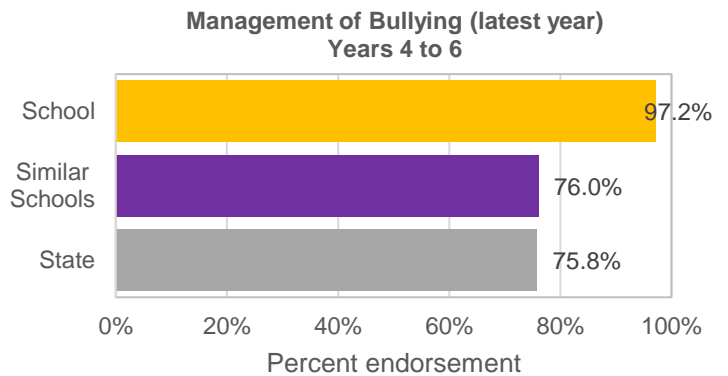


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	97.2%	84.2%
Similar Schools average:	76.0%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

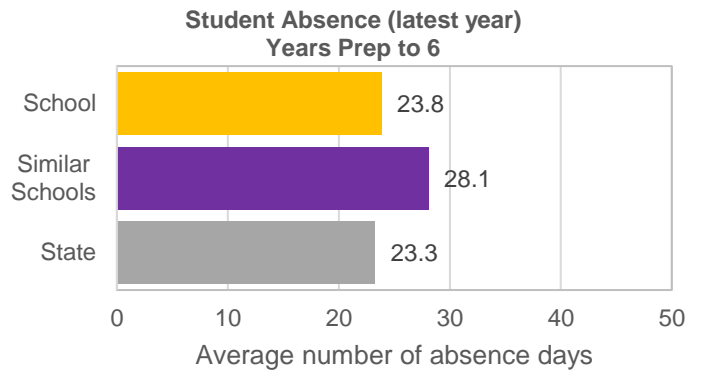
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.8	23.1
Similar Schools average:	28.1	22.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	84%	90%	94%	91%	85%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,749,582
Government Provided DET Grants	\$530,479
Government Grants Commonwealth	\$15,420
Government Grants State	\$0
Revenue Other	\$46,472
Locally Raised Funds	\$81,181
Capital Grants	\$5,000
Total Operating Revenue	\$2,428,134

Equity ¹	Actual
Equity (Social Disadvantage)	\$523,838
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$523,838

Expenditure	Actual
Student Resource Package ²	\$1,774,990
Adjustments	\$0
Books & Publications	\$4,156
Camps/Excursions/Activities	\$28,767
Communication Costs	\$5,685
Consumables	\$70,489
Miscellaneous Expense ³	\$7,280
Professional Development	\$20,139
Equipment/Maintenance/Hire	\$48,360
Property Services	\$65,485
Salaries & Allowances ⁴	\$93,252
Support Services	\$80,704
Trading & Fundraising	\$1,420
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$4,749
Utilities	\$23,482
Total Operating Expenditure	\$2,228,956
Net Operating Surplus/-Deficit	\$194,177
Asset Acquisitions	\$86,511

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,370,133
Official Account	\$25,225
Other Accounts	\$0
Total Funds Available	\$1,395,358

Financial Commitments	Actual
Operating Reserve	\$73,122
Other Recurrent Expenditure	\$1,152
Provision Accounts	\$0
Funds Received in Advance	\$40,644
School Based Programs	\$609,681
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$16,976
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$56,778
Asset/Equipment Replacement > 12 months	\$100,000
Capital - Buildings/Grounds > 12 months	\$230,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,128,353

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.