

2020 Annual Report to The School Community



School Name: Woodville Primary School (5049)



- 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 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 11 August 2021 at 07:10 PM by Nadia Lenart (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 offline by School Council President and processed by Kaitlin Morris (SPOT Admin) on 17 August 2021 at 10:19 AM

How to read the Annual Report

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.

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.

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)

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. 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.

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

Woodville Primary School was established in Hoppers Crossing in the city of Wyndham in 1973. The school enrolment in February 2020 on Census Day was 477 students, with 32% being EAL and 5% ATSI. Our workforce composition in 2020 comprised of 2.7 principal class, 32.3 EFT teaching staff and 11.5 Education Support staff. The school's socio-economic band is rated as high with an SFOE of 0.5348 with 48% of students considered disadvantaged. 19% of students have a recognised disability requiring some level of additional support and/or curriculum modification. Throughout 2020, 22 ATSI students and three Out-of-Home Care students were enrolled at Woodville.

Woodville Primary School's vision and values help to guide the decisions and behaviours for all members of our school community each and every day. The Woodville Community proudly adheres to the school values of Respect, Resilience, Responsibility and Inclusion. Our vision of 'Success for every one, in everything, every day' empowers us as an inclusive learning community that recognises both effort and achievement made.

2020 tested us all but as we reflect on what was achieved in very difficult circumstances for many of our families, we can proudly acknowledge that the vast majority of our students didn't just survive, but thrived throughout the year. This success is attributed to our staff who worked tirelessly, and to our parents and carers who supported their children despite difficulties encountered. Students rose to the challenges thrown at them and did the best they could.

The 2020 school year began like any other with student enrolments remaining high at 477 students on Census Day. However, after extended periods of lockdown and remote learning throughout terms two and three, the enrolments in term 4 were reduced to 439. Our families had relocated into the growth corridor or moved in with family as economic or family circumstances changed. Wyndham municipality attracts large numbers of recently-arrived migrants in Victoria, we were impacted once Australia's borders were closed. The usual pattern of newly arrived immigrant students enrolling from the Western English Language School also ceased with these students remaining with teachers who understood their learning and social needs. Consequently, very few student enrolments occurred after term one.

Although the school's SFOE reduced slightly in 2020, Equity and EAL funding continued to be made available to support students at a high level throughout remote learning and then in term four when 'catch-up' instruction was a priority. The demographic profile consisted of 22 different cultural identities with the three largest groups being Indian, Pacific Islanders and Myanmar. Support for Non-English speaking families became a priority during 2020, particularly during Lockdowns with our MEA and EAL teacher working with families on a daily basis either via phone or on Google Classroom. This ensured vulnerable families received both support from the school and outside agencies if required.

The school was led by three Principal Class, however the substantive Principal was on leave for most of the year and therefore the two assistant principals were translated to Acting Principals for most of the year. They were well supported by a team of leaders comprising of two Leading Teachers and two Learning Specialists. An additional 32.3 teachers undertook either classroom or Specialist roles – Visual Art, LOTE (Japanese), Physical Education, Music and EAL. Our 11.5 Educational Support Officers support students in the classroom with learning and also intervention programs such as Levelled Literacy, Phonological Awareness and GRIN (Getting Ready in Numeracy).

The focus on developing leadership capacity contributed significantly to the smooth and effective transition to remote learning from home and demonstrated the importance of organised, flexible, supportive and agile leadership. Led by excellent team leaders, teachers were able to respond to the challenges of a completely different way of teaching, new roles and the changing contexts of the on-site, remote learning, on-site, remote learning cycle of 2020. Our Leading Teachers and Learning Specialists provided ongoing professional development to staff in how to most effectively develop effective and sequential lessons for students to ensure engagement, success and to cater for a broad range of differentiated learners. Woodville Primary School continued to focus on upskilling staff and developing knowledge and capacity throughout 2020. During the year teachers continued to undertake professional development in Literacy and Numeracy. We worked with our consultants to ensure the focus (AIP) 'differentiation across the curriculum' was embedded and that students were working on tasks at their level of learning therefore working towards success and reaching their learning goals. This continued during remote learning and when students returned to on-site learning, Literacy and Numeracy continued to remain the focus as a result of the anticipated need for 'catch-up' teaching and learning.

The low SES demographic of this school posed previously unconsidered challenges through the introduction of Learning from home. The accessibility to both devices and connectivity, along with the low ICT skills of parents, presented initial difficulties the school was required to address during both periods of flexible and remote learning. The

school sourced internet dongles for families without internet connectivity and had to reformat and provide 273 laptops and iPads to students within a short time span. Onsite supervision and learning was provided for up to 24 students whose parents were classed as Essential workers or considered vulnerable. For EAL students unable to effectively manage devices, for families that preferred working from paper work packs, and for students struggling with the remote learning arrangements, individualised paper packs were prepared and sent home to students via emails from teachers and highly organised collection days over the fence at the front of the school.

Our MEA and EAL staff member worked tirelessly with parents and students on a daily basis assisting with both learning and wellbeing concerns. The lack of ICT skills of our EAL families further disadvantaged the students with their learning growth despite their enthusiasm and desire to learn. Students in the EAL Program and the Prep students experienced the greatest impact in their inability to access the quality of teaching they would receive when on site, learning face to face. The wellbeing of students, teachers and parents became a priority that had not specifically been identified in the 2020 AIP. It quickly became a constant underlying focus of the school's Leadership Team from the beginning of the first period of lockdown until the end of the year, and is ongoing. With many of our community having families living overseas in countries significantly impacted by COVID-19, considerable sensitivity and understanding was required to balance learning with the anxiety students and parents were experiencing. Wellbeing check-in phone calls became a daily priority and vulnerable students were identified and brought to school for on-site learning. The positive impact this had on these children was almost immediate as was the return to school in term four for disengaged students and their families.

Framework for Improving Student Outcomes (FISO)

Instructional models in Reading, Writing and Mathematics were embedded across the school throughout 2020. The models include evidence based pedagogical practices including DET's High Impact Teaching Strategies. Staff at the school played an instrumental role in co-creating and evaluating the Instructional model and ensuring HITS instructional practices were at the forefront of improving student learning. The Instructional Model was implemented with the support of professional learning by school leaders and coaches, classroom modelling strategies/best practice and observation and feedback. This was to ensure a consistent and transparent approach across the school. The use of HITS was reviewed regularly throughout 2020 with a focus on Differentiation, Metacognition and Feedback in line with KIS 1a. in our AIP.

We were fortunate to be part of the PLC Inquiry Learning Partnership program during 2020. Taking part in this DET initiative enabled and encouraged our teachers to be more reflective about their teaching practice and helped build teacher capacity to look deeply into data, not only class data but cohort and whole school data. The emphasis shifted the focus to 'What did our students achieve throughout the unit?' and 'What might be done differently (and what did my colleagues do differently) to achieve better results?'. Consultants and school-based coaches played a critical role in modelling, observations and providing feedback to staff about their teaching practice. In Professional Learning Communities, Team leaders encouraged staff to have those 'Challenging conversations' in relation to cohort data, trends, concerns and successes. This helped to build teacher confidence and capabilities to differentiate teaching in order to ensure improved learning outcomes for every student. This will remain a focus of PLC's in 2021.

Our students generally enrol with low English language skills, disrupted schooling and learning gaps that require informed and high quality teaching to address and quickly rectify. Teachers new to the school need professional learning programs that are able to accelerate both their knowledge and skills to ensure all students receive consistently high quality instruction. This was supported by our graduate teachers meeting weekly with both Leading Teachers and mentors. In term 1 the focus on Professional Learning, for teachers new to the school, involved extensive training in the school's Instructional Model, aligned with observations and lesson plan development and monitoring. This was further supported by Leading teachers/coaches and mentors modelling lessons, observing and providing feedback to teachers to ensure all elements of the Teaching and Learning Model were incorporated in a cohesive lesson design and delivery. This proved an important element in building these teachers' practice when the COVID-19 outbreak led to remote learning from home. Having an Instructional Model that students understood and teachers were familiar with ensured a smoother than expected transition to a new, and previously untried, delivery model during remote learning from home. Planning collaboratively and sharing stimulating lesson ideas between teachers in year level teams also provided a quality control element to the lesson design and delivery.

Throughout the year teachers undertook extensive professional learning in a range of literacy and numeracy areas with

the support of Literacy and numeracy Leading Teachers/Coaches. This was delivered both in face to face professional learning opportunities and in online platforms such as WebEx and Goggle Meet. Consultants were employed to build teacher pedagogical knowledge, and efficacy to teach and improve student learning outcomes. Our major focus for 2020 was 'differentiation , questioning and setting goals'. Numeracy was another focus revisited to build staff capacity as a result of the anticipated need for 'catch-up' teaching and learning once on-site learning commenced. Our focus on professional learning was incredibly strong throughout 2020 despite the difficulties presented by the imposed lockdown and increased workload on teachers. During remote learning Team Leaders and Leading teachers met weekly with their teaching team to discuss the effectiveness of virtual lessons. Established team planning protocols and practices transferred seamlessly through the teachers' Google Classroom sessions, ensuring targeted and effective teaching to students. Adjustments were regularly made in forward planning depending on the feedback received from students, parents and class teacher's own assessments. This was especially crucial during the first period of remote learning and led to a more informed approach for the second period of lockdown. Planning meetings were attended by Leading Teachers and Principal Class members during remote learning in order to gain and understand of the issues teachers were experiencing, along with receiving updates on the effectiveness of new tech equipment and refinement of feedback techniques. The leadership provided by this team of Team Leaders contributed significantly to the ongoing learning growth for the majority of students.

During term four, planning was based on formative assessment and feedback rather than summative assessments as children readjusted to the routine and rigour of the school day as we returned to learning onsite. Some children experienced difficulty settling after such a long period being isolated and disconnected from school. Observations of teacher practice recommenced in term four which provided Team Leaders with an overview for adjustments in weekly planning along with additional feedback to teachers as they recommenced with more targeted teaching.

Despite the shift to Learning From Home, student/teacher goal setting conferences continued to be a major focus of 2020. This enabled authentic student voice and agency and gave students the opportunities to collaborate, co-conference and make decisions around their learning. Students in years Prep to year six were involved in establishing SMARTS goals in Reading, Writing and Numeracy. Students would refer to their learning goals throughout each day (read them prior to each lesson), chart their learning growth on the Visible Learning Wall in the classroom, and share and celebrate their learning goals and growth with their families. Staff and students are confident with the continual and fluid setting of SMARTS goals. Students are able to articulate their goals and the strategies needed to be successful in order to reach them.

2020 proved to be the year in which home/school partnerships was more crucial than ever before. Staff, students and our families have always shared open communication relationship however, with the switch from learning at school to learning from home, then back to learning at school and so on, the need to be there for each other as a community was critical during 2020. As circumstances changed so did the way in which we as a school changed - there was a great need to ensure everyone was being supported and heard. A difficult year in so many ways but also a year in which we all worked together to get the job done and be on the same page so that our students continued to grow and be supported both academically, socially and emotionally.

Achievement

During remote learning from home, staff were flexible and able to learn new systems for communication and resource sharing in a very short time. A professional learning meeting (and subsequent human resource supports) was held to quickly teach the ins and outs of the Google Classroom. As a staff we were very impressed with how students proved to be resilient and more independent than first anticipated. Families expressed appreciation for the support received and assistance in providing strategies to establish a calm learning environment at home which enabled families to feel better equipped to focus on assisting their child with their learning tasks.

Teacher Judgement of student achievement during 2020 shows that students in Foundation to Year 6 achieved in English 79.6% at or above age expected standards and in Mathematics 74% at or above age expected standards. Unfortunately due to remote and flexible learning constraints full data sets were not available to further highlight student progress. The children enrolled under the Program for Students with a Disability showed progress at a satisfactory level with the support of their classroom teacher, Education Support staff and through the guidance of the Wellbeing Team and professional support agencies when required.

Strongly established team planning protocols and practices transferred seamlessly through the Google classroom sessions, ensuring targeted and effective teaching to students throughout 2020. All lessons were taught explicitly by teachers, whether attending school or during flexible and remote learning. When working on-line in the Google classroom teachers ensured students were not reliant on software programs unless it was to access reading material.

EAL students unable to receive or manage lessons online were provided with paper packs tailored to their sub-stage of the EAL curriculum and supported heavily by the MEA and EAL teacher.

Learning units were designed to build on prior learning and lessons were sequential to reinforce skills and to provide multiple exposures. Feedback was provided to students by teachers through Google Classroom conferencing sessions, phone calls, emails and SMS messages. Peer feedback was also provided through the Google Classroom or Google Meet chats. Returning to on-site learning, teachers focused heavily on oral formative feedback to ensure immediate instructions or 'next-step' learning was provided to students. The use of concrete materials in Numeracy continued to be a focus regardless of the Learning from Home arrangements, with resources being made available for parents to collect safely from the school. This ensured our students had an opportunity to develop their understanding beyond visuals and calculations. The opportunity to discuss mathematical concepts was a strong focus in term four to extend students' mathematical reasoning and problem solving skills.

Data remained an important planning tool for both planning, identifying students who are outliers within a curriculum area throughout the year. Weekly analysis of formative and summative information was discussed at weekly team PLC meetings throughout the year to ensure key concepts were being mastered by students. Teachers focused on 'what matters most' within each curriculum area to ensure key skills were covered with sufficient intensity. This planning practice and discussion has resulted in learning growth consistent with previous years despite such a disruptive year of schooling.

We were invited to be a part of the late 2020 intake for the The PLC initiative. The team consisted of the PCT and three team leaders. Throughout the initiative, new learning was shared on a regular basis with staff during staff meetings and Professional Learning was provided throughout each stage of the the initiative. After completing the PLC initiative and presenting the Pecha Kucha to staff and the School Council, team leaders continued to have robust discussions during SIT meetings as well as engage with regional PLC Practice Instructors. This enabled changes to be made, and helped to create a culture of working collaboratively to continuously improve teaching and learning and to ensure that FISO has the greatest impact on school improvement.

Student Support Group meetings were held each term with parents either on-site, face to face or via WebEx. These meetings continued to provide families and our school with the opportunity to discuss student progress, to collaboratively set goals, and to discuss the experience and impact of remote learning on each individual student. During periods of remote Learning from Home, some of our vulnerable or PSD students attended onsite learning. Those who did not were supported by Education Support staff who set up breakout support classrooms using the Google Classroom platform.

On returning to school in term four a sense of urgency to review skills and move students forward was evident. This, however, needed to be balanced with understanding some learning had been lost over almost two terms of remote learning and that embedding new knowledge and skills takes time with opportunities for practice and application. Some students were unsettled by the severe disruption lockdown had presented in their lives and a balance between academic and wellbeing needs was required. Students' stamina to maintain focus throughout a full school day, in years P-2, was initially difficult to sustain and therefore adjustments to their learning programs were required. Formal assessments were undertaken later in term four to inform report writing and selecting students for the 2021 Tutor Learning Initiative.

Engagement

Student attendance data was difficult to analyse in 2020 with the extended periods of remote learning impacting on the students' 'full' attendance on-line. The data informs us that the average number of days absent per student was 13.2, better than that of similar schools (14.9) and the state (13.8). All classes had attendance rates above 92%, with the year four cohort recording 94.8% attendance for the 2020 school year.

At the beginning of the first lockdown, many students engaged enthusiastically with lessons online, partly due to the novelty of using a device and the changed format of lessons through videos, stimulating hooks and an opportunity to vary the pace students chose to work at.

Some students and families did experience difficulty connecting to the internet either through a lack of knowledge or unaware of how to access the data provided on the dongles. However, these difficulties were overcome through the extensive assistance of translators, phone calls to homes, adding more data for device connections or bringing students on-site. Until these issues were resolved some students were unable to fully attend classes and could only undertake learning through paper packs and text book tasks with phone instructions from teachers or ES staff. So, while children were attending, some were engaged more fully in the online platform of the Google Classroom than

others.

Some families chose to complete work using a more flexible arrangement and worked at their own pace, using a paper work pack provided by the school. A small minority of students chose to complete part of the work provided but also engaged in their own interest-based learning which enable them to remain motivated at home and engaged in learning.

The second lockdown period required an increased creativity and effort from all staff to ensure learning remotely from home included an explicit daily schedule and a variety of stimulating learning tasks to encourage students to log on at 9 o'clock and remain engaged throughout the day's learning program.

Although our students did not complete the annual Attitudes to School survey, high attendance in individual online classrooms and discussions with the students throughout and after the remote learning period reflected students felt engaged, connected and happy to learn.

Maintaining some students' engagement and attendance became a challenge for parents also, particularly when they had more than one child to supervise or had to work from home.

Staff and parent surveys proved valuable. They allowed us to monitor workload and put in the necessary supports as required. This ensured that when we went in to the second and longer lockdown, staff, students and parents were well supported. Returning to school was extremely positive for the majority of students as they re-engaged with peers, teachers and their learning. Programs such as the Student Representative Council was severely restricted in the opportunities for students to have influence or a voice in school life or the learning programs throughout 2020.

For those students who experienced separation anxiety and/or other mental health and wellbeing issues, students and families were referred to the Principal or Assistant Principals and the Wellbeing Team to follow up and offer support where needed.

Wellbeing

Woodville Primary School supports the wellbeing of students, staff and families. The Principal Class Team and Wellbeing team supported all students, staff members and the wider Woodville Community to ensure Wellbeing was a priority, in particular during the remote learning periods of 2020. Staff took time to listen to and understand the pressures some students and their families were facing in isolation, with families overseas, with financial and/or employment pressures, and/or an increase in liaisons with DFFH and Child First as a result of family violence. Staff made check-in phone calls to families on a daily basis. Additional support was provided to some families as a result of these check-ins.

To assist families with remote learning from home, our staff supported the community in the following ways:

- * families had the opportunity to borrow a school device and/or dongle for online learning
- * families were provided with structures and the flexibility to learn from home to suit their needs/own working from home arrangements
- * the development of differentiated weekly learning grids which were uploaded weekly on to the school's website
- * families unable to access the Google classroom were provided with hard copy, paper work packs (differentiated grid) including extra resource materials to support all students to learn from home.
- * staff identified different student engagement levels depending on family circumstances such as working from home, internet access, vulnerable status and put plans in place
- * Multicultural Education Aid (MEA) and English as Additional Language (EAL) teacher provided support to EAL families via phone calls, onsite visits and participation in both the online EAL Google classroom and the Essential onsite classroom.
- * The school opened up a Community Pantry. This provided families with free essential food items and staples in a time of need. Feedback from families was overwhelmingly positive. We even had toilet paper to give out!
- * staff planned many engaging 'fun' days for students to maintenance motivation and engagement. These included a Pyjama day, Breakfast with your class, Crazy hat day, Bring your pet to the online classroom, and even an Online camping night for the year 5/6 cohort who missed their annual 5/6 school camp to the city.
- * the delivery of 'One Box' continued despite lockdowns. Families were appreciative of the weekly donation of fruit, vegetables, bread and milk.
- * Education Support staff as co-teachers provided support with phone calls and check-ins for students with additional needs and worked in 'break-out' classrooms.

Our school Chaplain continued to work with students and their families during the lockdowns of 2020, checking in with students, making phone calls to particular parents, and helping to supervise and hand out food/supplies to needy families. This program also contributed significantly to a positive school climate that operates on positive behaviours

and encourages respectful relationships.

We continued to embed School Wide Positive Behaviours and Respectful Relationships in the area of Student Engagement and Wellbeing. Our Social Skills Program, Woodville Kids Are Friendly Kids continued despite the lockdowns. Staff recognised students for their effort, either in the work pack or in the online classroom. We continued to award students with the fortnightly Woodville Kid Award, reflecting the fortnightly focus. These awards were posted to the students in the mail.

A modified Transition program enabled us to welcome small numbers of pre-school children despite restrictions in place regarding essential visitor numbers to the school. Small 'Bubble' groups participated in Prep 2021 transition sessions, with 95% in attendance. We worked with other local schools and Western Autistic School in Laverton to ensure a smooth transition for students moving to Woodville in 2021, in year levels one to six.

Our Induction program supported all newly enrolled students starting in terms 1 and 4 for their first two weeks through an induction process, full assessments, IEP development and ensuring connections were made with other students and staff in a safe and considered manner. Referrals for 2021 PSD applications were acted on quickly and counselling, programs and adjustments occurred for students almost immediately. The holistic approach of the Woodville Wellbeing Program contributed significantly to the calm environment as children returned to onsite face to face teaching and learning.

Woodville Primary School responded magnificently to the challenges of nearly six months of remote learning and managed to achieve acceptable learning outcomes from students under trying circumstances. We were able to deliver significant professional development opportunities for our staff and continued to be a strong support for our students and wider community.

Financial performance and position

Woodville Primary School maintained a very sound financial position throughout 2020. The 2018 – 2022 Strategic Plan, along with the 2020 Annual Implementation Plan continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$149,793.

The SRP provided the majority of the financial surplus due to the high number of Graduate and Classroom 1 teachers employed at lower salary rates than the notional "average". In addition to the Core Funding Allocation the school received significant additional funding to address the EAL needs of our students. This allocation provides one full-time Intensive Withdrawal EAL teacher and one part time Multicultural Aides. The Program for Students with Disabilities also provided an additional targeted revenue source. DET Targeted Initiatives for the Primary Welfare, Refugee and Asylum Wellbeing Supplement provided additional revenue in the SRP. The surplus provided in the 2020 SRP was impacted by the COVID19 responses in two ways: We spent "unbudgeted" money on reprographics to create "learning, hard-copy packs and we provided huge ICT support to our disadvantaged families. On the other hand we reduced the number of Casual relief Teachers employed because there were very few teachers on-site who needed replacing.

The school was in receipt of \$619,305.14 of Equity Funding which was largely spent on teachers and some support staff delivering intervention programs designed to offset disadvantage or to enable educational adjustments required to match the learning needs of our students.

Other specialised intervention and extension programs involved one staff member working from home but still receiving a full-time Learning Specialist salary. Specifically, the Equity funding supported additional programs such as the Wellbeing/PSD Team, Levelled Literacy Intervention program comprised of two experienced Teacher Aides and up to 11 Education Support staff, Literacy and Numeracy extension and intervention programs were also funded through the Equity allocation. All allocated funds from the Equity allocation have been spent and accounted for during the 2020 school-year.

Utilities, curriculum expenses, ICT consumables and connectivity expenses were generally reduced as a consequence of the COVID impact - even though there were increased costs. The 2020 budget funded major ICT equipment upgrades and device stock expansions and maintenance. Funds were spent on repairing and replacing broken/lost/stolen devices that were lent out to families during remote learning from home. All monies were allocated appropriately and according to the DET guidelines for specific programs and resources. Fundraising was not a priority as many families in our community struggled due to the COVID crisis.

Despite the challenges and difficulties of COVID19, we delivered a surplus budget for the 2020 year. This attests to the sound fiscal management of the School Council and is considered important in realising the fit-for-purpose nature of the school facilities over time. In term four we were delighted to receive notification that Woodville was eligible for the latest round of Capital Works funding, in total 10.7 million dollars to upgrade school buildings.

The School Council of Woodville Primary School testifies that all funds received have been expended or committed to subsequent years to support the achievement of educational outcomes for students at this school.

For more detailed information regarding our school please visit our website at
woodville.ps@education.vic.gov.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 477 students were enrolled at this school in 2020, 238 female and 239 male.

38 percent of students had English as an additional language and 5 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.

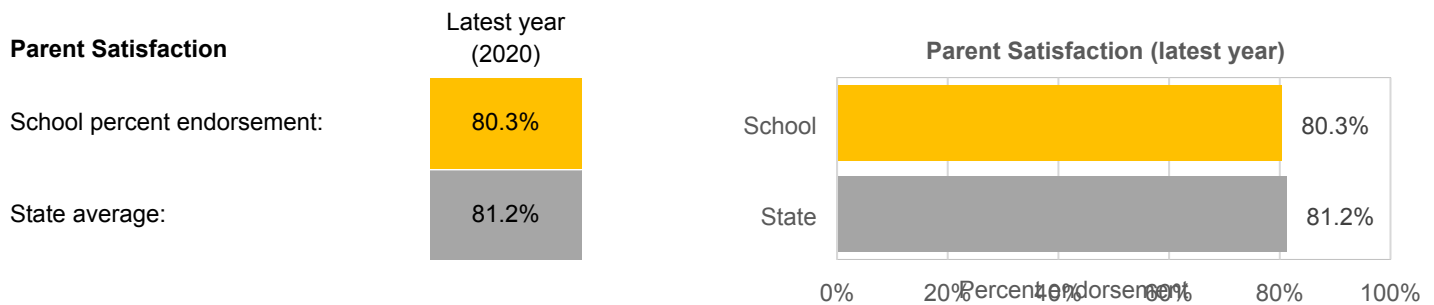
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

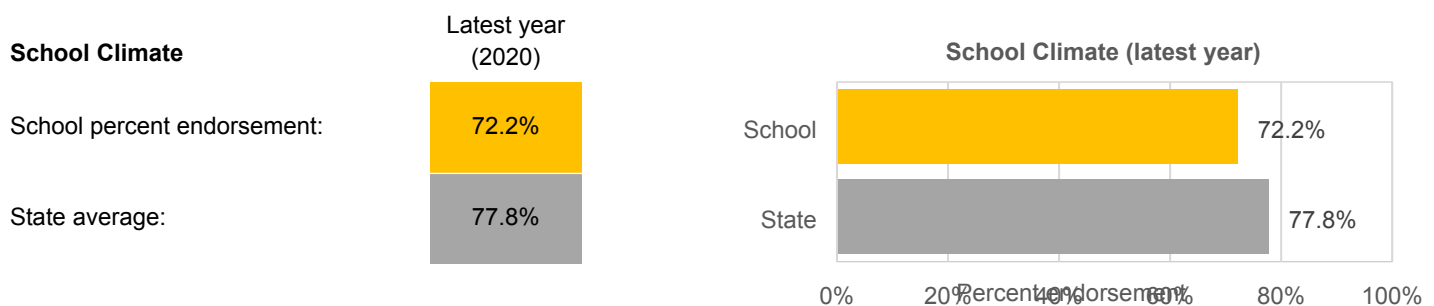


School Staff Survey

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:

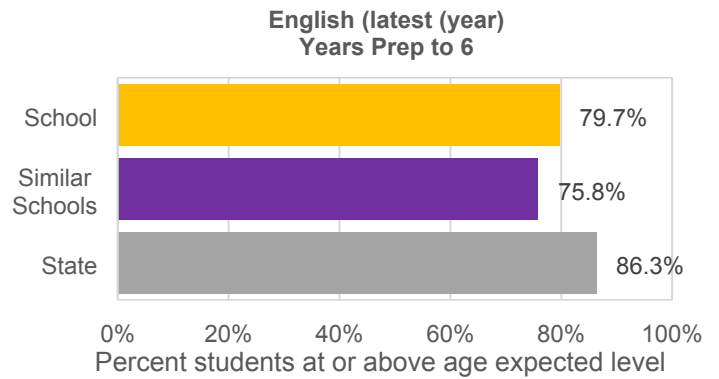
79.7%

Similar Schools average:

75.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

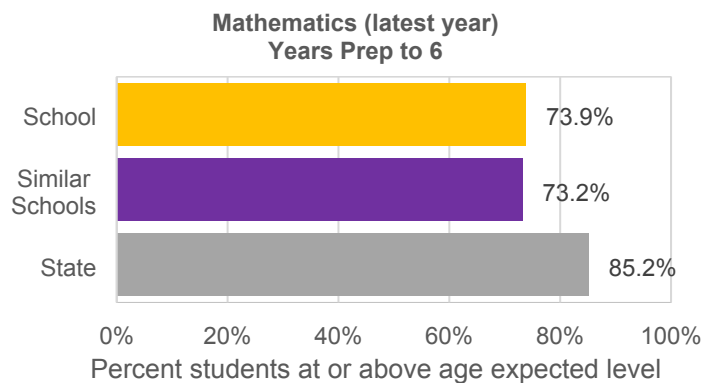
73.9%

Similar Schools average:

73.2%

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

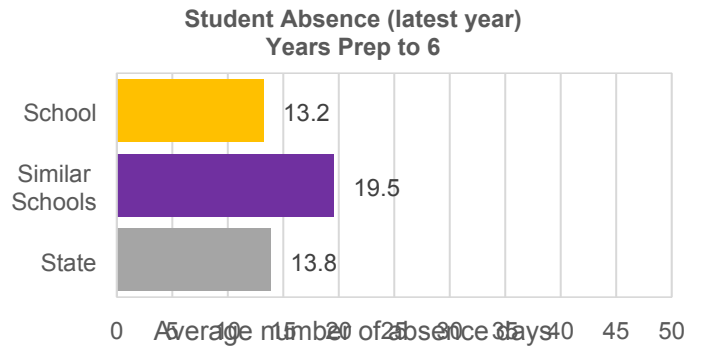
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	13.2	16.3
Similar Schools average:	19.5	18.5
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):	92%	93%	94%	94%	94%	92%	93%

WELLBEING

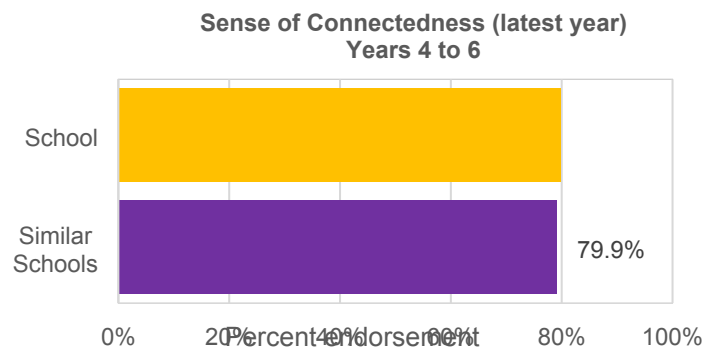
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	95.0%
Similar Schools average:	79.9%	81.6%
State average:	79.2%	81.0%



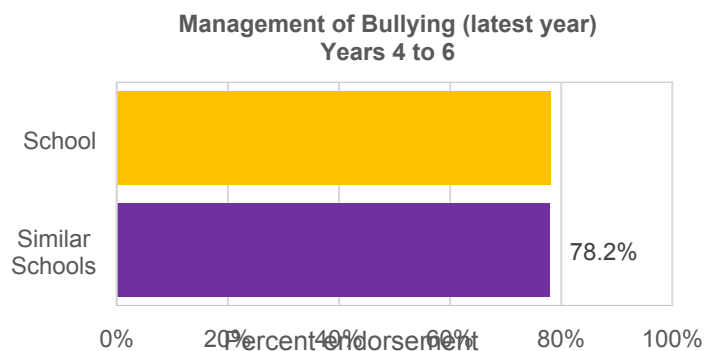
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	94.8%
Similar Schools average:	78.2%	80.9%
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	\$4,477,832
Government Provided DET Grants	\$744,111
Government Grants Commonwealth	\$17,868
Government Grants State	NDA
Revenue Other	\$12,325
Locally Raised Funds	\$107,982
Capital Grants	NDA
Total Operating Revenue	\$5,360,118

Equity ¹	Actual
Equity (Social Disadvantage)	\$619,305
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$619,305

Expenditure	Actual
Student Resource Package ²	\$4,388,486
Adjustments	NDA
Books & Publications	\$5,339
Camps/Excursions/Activities	\$17,129
Communication Costs	\$6,892
Consumables	\$130,103
Miscellaneous Expense ³	\$12,577
Professional Development	\$5,916
Equipment/Maintenance/Hire	\$128,498
Property Services	\$65,358
Salaries & Allowances ⁴	\$124,611
Support Services	\$79,070
Trading & Fundraising	\$8,656
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$36,869
Total Operating Expenditure	\$5,009,504
Net Operating Surplus/-Deficit	\$350,614
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$476,695
Official Account	\$28,378
Other Accounts	NDA
Total Funds Available	\$505,073

Financial Commitments	Actual
Operating Reserve	\$94,963
Other Recurrent Expenditure	\$1,394
Provision Accounts	\$172
Funds Received in Advance	\$97,548
School Based Programs	\$157,119
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$81,922
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$503,119

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.