

2021 Annual Report to The School Community



School Name: Wahgunyah Primary School (0644)



- 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 31 March 2022 at 12:53 PM by Joshua Reid (Principal)

- This 2021 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 31 March 2022 at 01:19 PM by Chris Cull (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

Wahgunyah Primary School is a small school located in the township of Wahgunyah, nestled on the banks of the Murray River in the wine growing region of North-East Victoria. It is a beautiful place to live and in close proximity to the regional cities of Albury, Wodonga and Wangaratta. In 2021, Wahgunyah Primary School had an enrolment of 98 students which consisted of four classrooms housed in the BER building. The workforce consisted of the principal, five classroom teachers, a wellbeing coordinator/specialist science teacher, specialist LOTE teacher, four educational assistants, a cleaner and a business manager.

In 2021, our community, like others, managed the impact of COVID-19. Moving in and out of remote learning for several months was challenging for our students, staff and families. Despite this our strong sense of values carried us through the challenges of the year.

Wahgunyah Primary School's vision is to ensure that all students have access to a high-quality education regardless of their economic status or life outside of school. Wahgunyah Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Wahgunyah Primary School's values are: Being your best, Showing Respect and Ensuring Everyone Belongs. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

The school provides a varied curriculum and participates in a wide range of extra curricula activities. We believe in healthy living. This includes a daily fitness program throughout the year, and regular physical education. We actively teach our students about resilience and having respect for others.

We have a very active and inclusive School Council who have helped shape the school into what it is today. We also have a terrific Parent Group who run many different fundraisers and fun activities for the kids.

Framework for Improving Student Outcomes (FISO)

The school's FISO Priorities for 2021 included the Learning, catch-up and extension priority in addition to 'Excellence in Teaching' with a focus on 'Building Practice Excellence'. Two focus areas for the school were to build teacher capacity to implement evidence-based, high-impact teaching strategies in Mathematics and build teacher capacity to collaboratively plan, deliver and evaluate differentiated teaching approaches in Mathematics. Through our engagement with the Tutor Learning Initiative, the school provided targeted support to students whose learning trajectory was impacted by COVID19.

Despite the challenges of long periods of remote learning, the staff participated in a variety of professional learning opportunities. We also placed a large emphasis on collaboration between grade levels with a focus on data analysis and individual goal setting. Teachers used multiple forms of assessment and feedback to help students improve their learning and develop agency in Mathematics. They also monitored student progress and analysed data to draw conclusions about the effectiveness of their teaching practices, identify areas for improvement and address student individual needs in Mathematics. This work was led by the school leadership team including, principal, learning specialist/Literacy leader and our Primary Maths Specialist.

Achievement

Wahgunyah Primary School aims to provide an enriching program for all students by providing a differentiated, innovative curriculum where learning outcomes for students are the focus.

The percentage of all students from Years P-6 working at or above age expected standards was above that of similar schools and extremely close to the State average for English. With a focus on Mathematics, we were pleased to see our results to be above both that of similar schools and the State average.

In NAPLAN, our Year 3 Reading results were quite pleasing based on previous years, despite being below the State average. The students performed extremely well in Maths however being almost equal to the State average and above that of similar schools.

Our Year 5 students performed extremely well in Reading, well above the State average. Their performance in Maths was an improvement from previous years, however below the State average.

Our Year 3-5 Learning Gain data demonstrated some pleasing aspects across all domains however, we achieved lower growth in Numeracy compared to other domains.

Engagement

At Wahgunyah Primary we place a huge emphasis on creating a positive climate for learning which is reflected in all of our engagement data.

Our attendance data regarding absences is well below the State average and also below that of similar schools which is extremely positive.

The school actively promoted the importance of attending every day and followed up absences promptly using our Wellbeing Coordinator.

Attitudes to School Survey results for our management of bullying was also at the top percentiles. This can be largely attributed to our strong stance on behaviour management and building positive relationships.

Based on our school values, the students continued to be engaged with the Wonders of Wahgunyah program. This continued to be an excellent way of motivating the students to live out our school values.

Our School Staff Survey data results are in the 90th percentile, well above State average for all Victorian Schools for 'School Climate' demonstrating our staff are very happy with their work environment.

Wellbeing

Our school continued our focus on wellbeing and increased student support levels throughout 2021 using Equity funding to increase the time-fraction of our Primary Welfare Officer as well as our educational support staff who provided classroom support roles and intervention programs.

We maintained a coordinated approach to managing the wellbeing needs of our students and their families, with an increasing emphasis on facilitating programs within the school and working with outside agencies to implement early intervention programs.

We maintained excellent working relationships with local pre-schools and high schools in the area where we collaborated on transition programs for our current and new students.

Our Year 4-6 results for Sense of connectedness is amongst the highest in the State. As is our results for Management of Bullying.

Finance performance and position

In 2021, the school finished with a net surplus of \$310,859 which includes a carried over surplus from previous years. This surplus puts the school in a strong financial position which will enable the school to maintain current staffing arrangements during predicted periods of lower enrolment numbers. Our current financial position will also enable us to continue to support students with additional needs should our short-term funding through the Program for Students with Disabilities be discontinued in the near future. Our financial position also gives us flexibility in the future should we need to introduce an additional classroom should enrolment numbers unexpectedly increase beyond our current capacity.

For more detailed information regarding our school please visit our website at
<http://www.wahgunyahps.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 98 students were enrolled at this school in 2021, 42 female and 56 male.

0 percent of students had English as an additional language and 4 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).

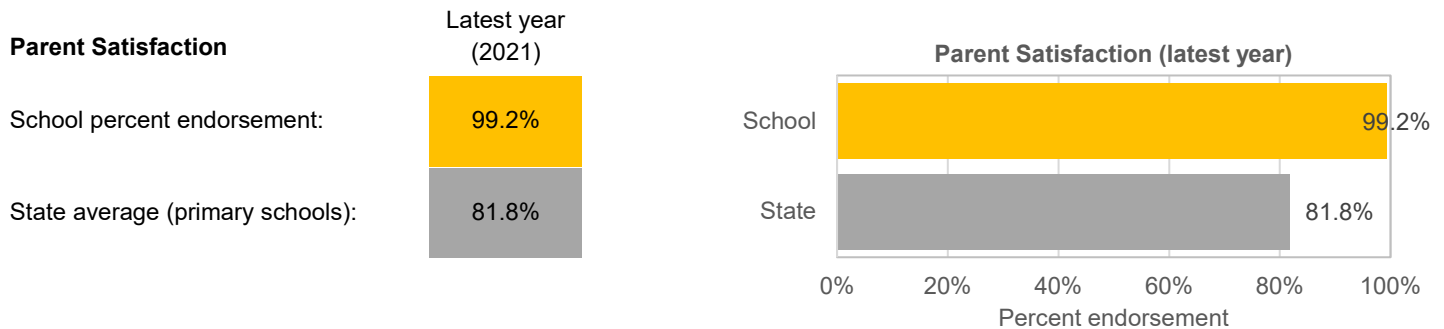
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

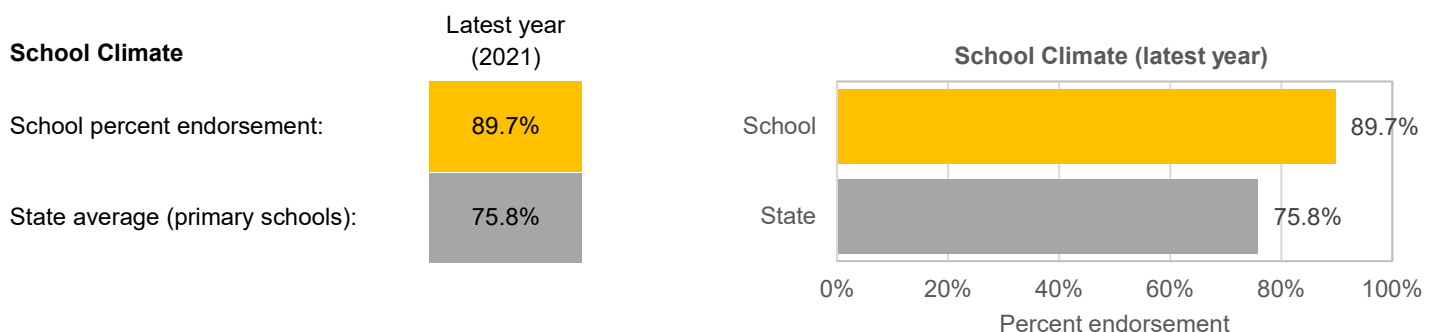


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

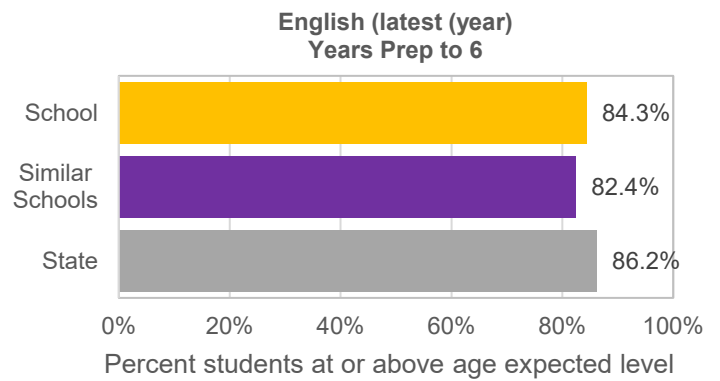
84.3%

Similar Schools average:

82.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

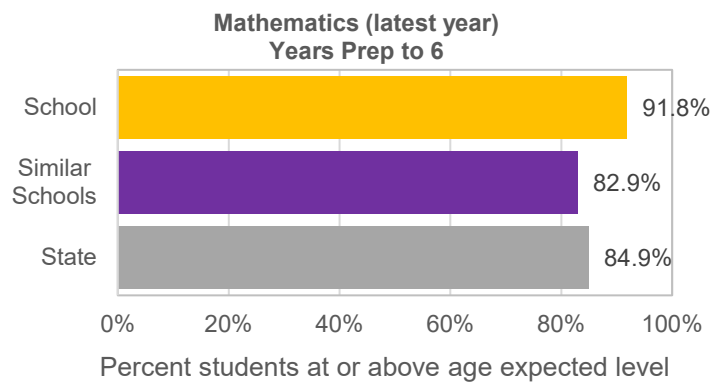
91.8%

Similar Schools average:

82.9%

State average:

84.9%



ACHIEVEMENT (continued)

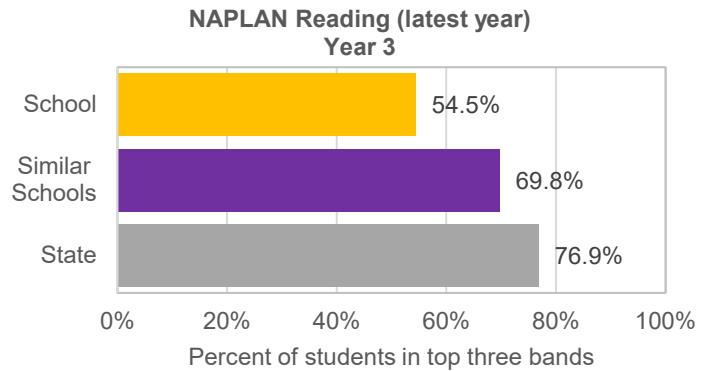
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

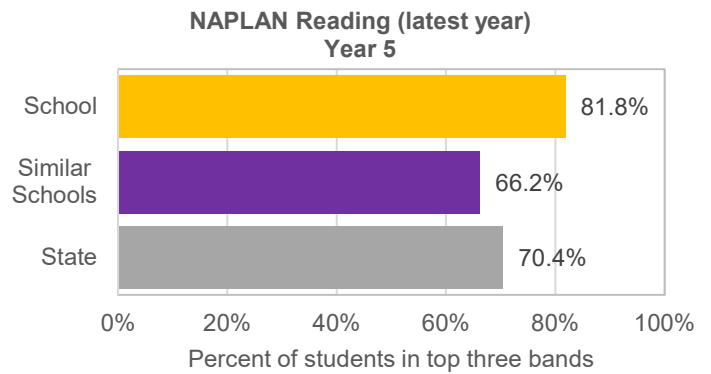
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

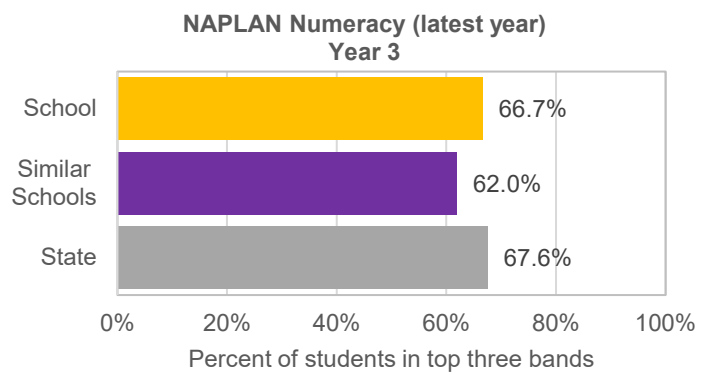
| Reading Year 3 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 54.5% | 44.7% |
| Similar Schools average: | 69.8% | 70.0% |
| State average: | 76.9% | 76.5% |



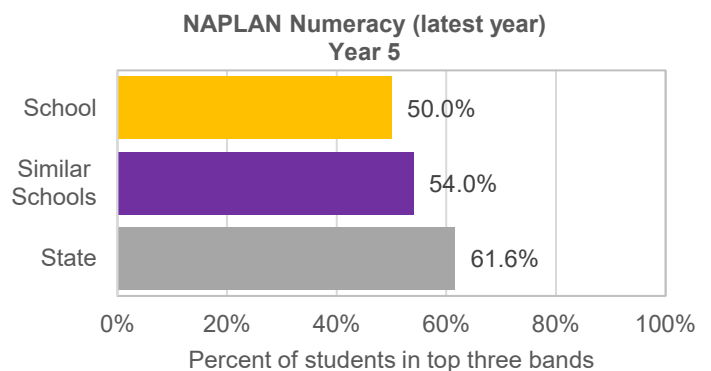
| Reading Year 5 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 81.8% | 69.7% |
| Similar Schools average: | 66.2% | 62.6% |
| State average: | 70.4% | 67.7% |



| Numeracy Year 3 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 66.7% | 56.4% |
| Similar Schools average: | 62.0% | 63.6% |
| State average: | 67.6% | 69.1% |



| Numeracy Year 5 | Latest year (2021) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 50.0% | 41.2% |
| Similar Schools average: | 54.0% | 50.8% |
| State average: | 61.6% | 60.0% |



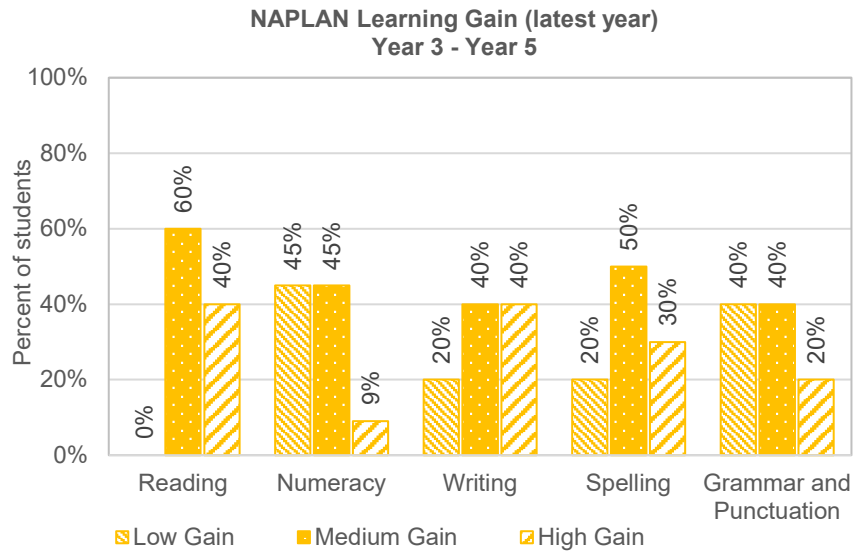
ACHIEVEMENT (continued)

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: | 0% | 60% | 40% | 22% |
| Numeracy: | 45% | 45% | 9% | 19% |
| Writing: | 20% | 40% | 40% | 16% |
| Spelling: | 20% | 50% | 30% | 19% |
| Grammar and Punctuation: | 40% | 40% | 20% | 19% |



ENGAGEMENT

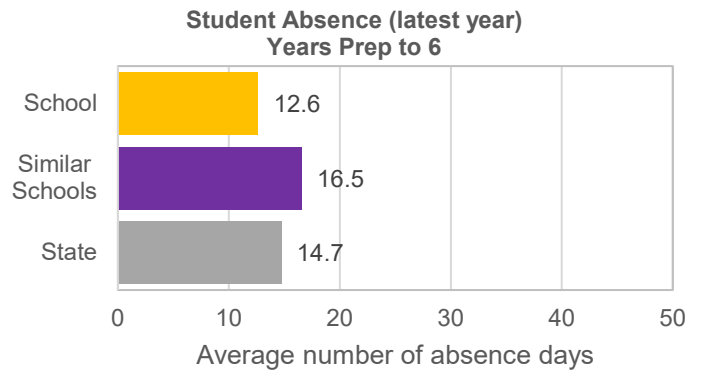
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 12.6 | 13.5 |
| Similar Schools average: | 16.5 | 15.7 |
| State average: | 14.7 | 15.0 |



Attendance Rate (latest year)

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------------------|------|--------|--------|--------|--------|--------|--------|
| Attendance Rate by year level (2021): | 96% | 96% | 94% | 93% | 91% | 94% | 91% |

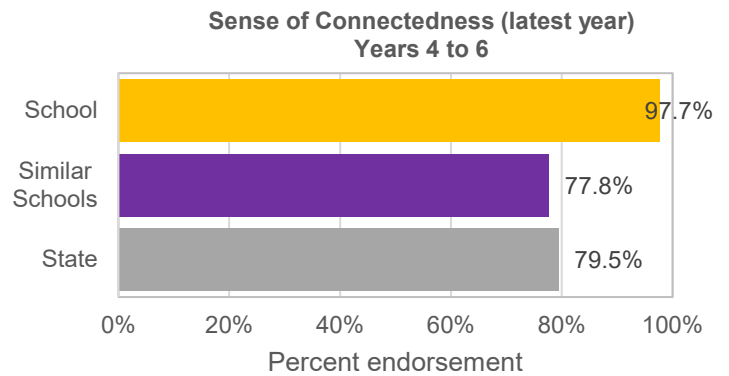
WELLBEING

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: | 97.7% | 91.6% |
| Similar Schools average: | 77.8% | 77.8% |
| State average: | 79.5% | 80.4% |

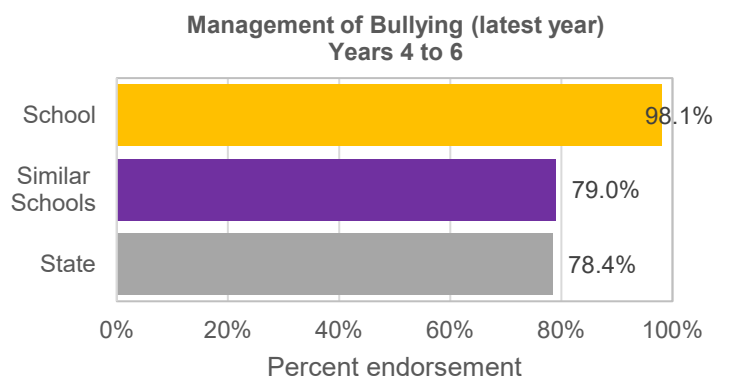


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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: | 98.1% | 94.3% |
| Similar Schools average: | 79.0% | 79.1% |
| 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.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,247,878 |
| Government Provided DET Grants | \$160,635 |
| Government Grants Commonwealth | \$9,700 |
| Government Grants State | \$0 |
| Revenue Other | \$4,523 |
| Locally Raised Funds | \$25,665 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,448,402 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$53,672 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$53,672 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$987,530 |
| Adjustments | \$0 |
| Books & Publications | \$308 |
| Camps/Excursions/Activities | \$8,403 |
| Communication Costs | \$909 |
| Consumables | \$17,216 |
| Miscellaneous Expense ³ | \$4,866 |
| Professional Development | \$7,488 |
| Equipment/Maintenance/Hire | \$26,741 |
| Property Services | \$35,271 |
| Salaries & Allowances ⁴ | \$21,746 |
| Support Services | \$9,071 |
| Trading & Fundraising | \$6,723 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$7 |
| Utilities | \$11,593 |
| Total Operating Expenditure | \$1,137,873 |
| Net Operating Surplus/-Deficit | \$310,529 |
| 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 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 | \$226,920 |
| Official Account | \$14,800 |
| Other Accounts | \$0 |
| Total Funds Available | \$241,720 |

| Financial Commitments | Actual |
|---|-----------------|
| Operating Reserve | \$23,644 |
| Other Recurrent Expenditure | \$2,864 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$0 |
| School Based Programs | \$19,119 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$1,010 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$1,741 |
| Capital - Buildings/Grounds < 12 months | \$19,222 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$67,600 |

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.