

2020 Annual Report to The School Community



School Name: Williamstown North Primary School (1409)



- 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 29 April 2021 at 09:59 AM by Jim Cahill (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 on 29 April 2021 at 12:08 PM by Julia Kaye (School Council President)

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

Williamstown North Primary School's vision is to empower students to reach their personal best and to make a positive difference with their learning. In working towards this vision, the school is characterised as a dynamic and inclusive learning community that actively promotes personal excellence, critical thinking and empowerment. The school's daily practices are underpinned by the school's four values: Respect, Responsibility, Resilience and Doing Your Best. Williamstown North Primary School is located in the seaside suburb of Williamstown, approximately 14 kilometres from Melbourne CBD. The school's SFO (School Family Occupation) Index of 0.1478 (2019) and SFOE (School Family Occupation & Education) Index of 0.1258 in 2020, reflect the generally strong socio-economic profile of the school community.

Student enrolments in 2020 were stable for most of the school year, with approximately 789 students being accommodated across thirty-three grades (all being single level classes) throughout the year. In Term 4 however, the school unexpectedly lost significant enrolments due to families moving to regional Victoria and interstate.

The school's staffing profile remained relatively stable through this period, with three Principal Class Officers and 44.3 (EFT) teaching staff. The Education Support Staff profile consisted of three main office staff, six classroom aides, a nurse, ICT Technician, Canteen Manager, Grounds person and Maintenance person.

In 2020, the school timetable facilitated five specialist programs. All students participated in weekly Physical Education classes throughout the year, whilst Japanese, Visual Arts, Performing Arts and Science were undertaken by students on a semester basis.

Framework for Improving Student Outcomes (FISO)

In 2020, WNPS entered into the final year of its current Strategic Plan (2017 - 2020). Against the FISO framework, the school focussed its journey on excellence in teaching and learning through building practice excellence, as well as further promoting a positive climate for learning through empowering students and building school pride.

In building practice excellence, the school articulated four key improvement strategies. These included:

1. The endorsement and implementation of a School Wide Instructional Model.
2. The improved use of Compass as a communication platform.
3. The refined implementation of a whole staff coaching program.
4. Implement Science as a specialist program and broaden the School's Sustainability Platform.

In further empowering students and building school pride, the school articulated four key improvement strategies. These included:

1. The implementation of the School Wide Positive Behaviours Support (SWPBS) program & Respectful Relationships.
2. The Health Hub focus to broaden support for student and staff wellbeing.
3. Enhanced student leadership program and broader lunchtime activities program.
4. Further develop student goal setting protocols to enhance feedback to students.

In responding to the COVID-19 pandemic and the multiple challenges associated with periods of remote and flexible learning, minimal progress was made against the above mentioned key improvement strategies.

The school's Instructional Model was endorsed at School Council at the beginning of 2021. The Compass platform was invaluable during 2020 as the school navigated complex and time bound communications as a result of the pandemic. Whilst the school's coaching program was suspended during 2020, many staff reported heightened professional learning in responding to the challenges associated with remote learning. Specialist programs continued during remote and flexible learning, with a "Specialist Day" providing students with a rich repertoire of more hands on learning and therefore a timely break each week from their regular learning slides.

Professional learning linked to the implementation of the Respectful Relationships program continued in 2020, however there were limited opportunities for translation into the classroom.

The presence of the school's Health Hub during 2020 proved to be an invaluable resource as the school responded to the challenges of the pandemic. Having a registered nurse on-site who was able to undertake temperature and

wellness checks on students, staff and parents, as well as advising on a range of general health measures, was greatly appreciated and valued.

Unfortunately there were few opportunities to pursue student leadership programs and lunchtime activities during 2020. Feedback to students became an increasing focus during the periods of remote and flexible learning, with teachers undertaking daily Google Meets or WebEx meetings with students across all year levels.

Achievement

In regards to student achievement in 2020, the school was very proud of its response to remote and flexible learning, whereby it was able to maintain a strong learning focus for students whilst also proactively supporting the wellbeing and mental health of students, staff and parents.

This was particularly evident during Term 3, where the large majority of students worked remotely and accessed their daily learning programs through the Google Classroom platform. Teachers met online with students each day to explain their daily slides and to provide additional support where needed, as well as facilitating small group instructions. Students in Years 4-6 collaborated with their teachers via Google Meets, whilst F-3 students utilised the WebEx platform. Feedback to students on their learning was facilitated via SeeSaw and Google Classroom.

Parents were surveyed in regards to the school's remote learning frameworks and 76% of parents indicated that the daily learning programs were clear and well structured, whilst 62% of parents indicated that the amount of online learning each day was 'about right'.

2020 was a very challenging year for many students with additional needs, including those on the Program for Students with Disabilities (PSD). During the first round of remote learning in Term 2, the school provided on-site supervision for approximately 15-20 students each day with the majority of these students presenting with additional needs. This on-site supervision was facilitated by members of the school's leadership team, volunteer teachers and educational support staff. During the more extended period of remote learning in Term 3, the school accommodated between 30-40 students on-site each day. Students with disabilities and those deemed vulnerable contributed to the increased need for on-site supervision. During both periods of remote learning, a ratio of one staff member to 4 - 5 students was maintained though this entire period. This ensured high levels of support for students with additional needs. In addition, ES staff, the school's Inclusion Leader and classroom teachers, went to exhaustive lengths to 'check-in' regularly with students with additional needs. Towards the end of Term 4, over fifty School Support Group Meetings (SSGs) were facilitated to ensure all of these students had new goals documented in Individual Learning Plans for the commencement of 2021.

Overall school achievement in English & Mathematics for Years F-6 was determined solely through the triangulation of internal data sets (to form teacher judgements) in 2020, as no external system testing (e.g. NAPLAN) was undertaken. Whilst the percentage of students at or above age expected standards was clearly above the state average in both English and Mathematics, the school was slightly below similar school averages in these areas.

Engagement

Student engagement was a very difficult landscape to navigate in 2020 as the daily routines of students became heavily impacted by the COVID-19 pandemic. Whilst most of Term 1 was undertaken on site with face to face teaching, increasing complexities in daily operations meant many school programs and events were either scaled back or suspended. Heightened anxiety levels of students, staff and parents, became increasingly apparent as Term 1 proceeded. Whilst a learning focus was maintained during this first term, supporting student wellbeing and engagement was emerging as the number one priority that would ultimately shape the 2020 academic year.

In Term 2, as schools were closed for the first time as a result of the pandemic, teachers did an amazing job reframing their classroom practice to a remote and flexible structure. Daily slides were posted onto the Google Classroom platform each day, for students to complete at home under the supervision of parents. The duration of remote learning undertaken each day varied from two and a half to approximately three and a half hours in accordance with DET Operational Guidelines. Feedback to students on their learning was an important element to optimise student engagement during this period. This was done through the Google suite for students in Years 4 - 6, whilst F - Year 3 students utilised the See Saw platform. Teachers ensured that students received feedback on at least one piece of work each day. As the period of remote learning progressed, teachers were increasingly conscious of the nature/presentation of the learning content, to ensure heightened engagement levels. During this first period of remote

learning, the school utilised volunteer staff and members of the leadership team to provide on-site supervision for approximately 10-15 students each day. As students gradually returned to face to face instruction during the second half of Term 2, teachers observed greater variations in engagement levels of students as well as increasing levels of anxiety.

Sadly, as the pandemic gripped Victoria in the middle of the year, Term 3 was undertaken remotely for the whole term. Fortuitously, the school undertook an extensive survey of parents at the end of Term 2 to obtain feedback on the first period of remote learning. In analysing this parent feedback, it was evident that greater connectedness was needed for our more junior students. Consequently, the WebEx platform was utilised for F - 3 each day to brief students on their daily slides and to undertake small group instruction. In Years 4 - 6, Google Meets were undertaken each day to orient students to their daily slides and facilitate group work. As the rigour around student learning was elevated during Term 3, instructional videos were more frequently used to support students and parents. As Term 3 progressed, the guidelines around on-site supervision were broadened to include the children of essential workers as well as vulnerable students and those with disabilities. During the second half of Term 3, the school provided on-site supervision each day for approximately 30 - 40 students, whilst all other students continued to learn at home. In order to maintain student engagement and foster wellbeing, Specialist classes were grouped onto one day a week in order to provide students with a break in their literacy and numeracy instruction.

Student attendance fluctuated during Term 3. Students were marked present for the day if they attended their online meetings and submitted work. Where students did not attend their regular online meetings, members of the school's leadership team made phone contact with these families to 'check-in'.

Students returned to on-site instruction in Term 4. This was a valuable opportunity to re-engage many students in their learning and given that there were no extra curricula activities occurring due to complex operational guidelines, the last term of the year was important for ensuring that all students had completed the major components of their learning for the year.

Wellbeing

The wellbeing of students, staff and parents, was unquestionably the school's highest priority during 2020.

The school's leadership team and consultative committee met on a weekly basis for the vast majority of the year to ensure structures and supports were in place to support everyone's wellbeing.

The presence of a school nurse on-site, was an invaluable resource and means of re-assurance for our school community, particularly as operational guidelines continued to change and evolve.

Managing teacher workload throughout 2020, was a key undertaking for the school to ensure that teachers were then well placed to support both the complex learning and wellbeing needs of students.

The school declined the opportunity for students to participate in the annual Attitude to School Survey (AtoSS) as it was felt that this was not supportive of our student's wellbeing.

Teachers continued to undertake professional learning related to the Respectful Relationships program. Whilst there were limited opportunities to extend the implementation of this program throughout 2020, the school began to develop new Wellbeing Scope and Sequence planners for each year level of the school. These Wellbeing planners incorporated several important wellbeing structures across the school including: School Wide Positive Behaviours Support, Respectful Relationships, Social Thinking and Cybersafety.

A feature of 2020 was the fantastic support extended to our students with additional needs as a result of the enduring efforts of the Education Support staff members. Many of our students with additional needs found remote learning to be a difficult learning mode. ES staff were able to provide invaluable 1:1 support to ensure the learning and wellbeing of these students was heightened.

Wellbeing resources became a weekly feature of the school's newsletter to ensure families had access to a range of ideas and services.

In further supporting both student engagement & wellbeing during the periods of remote learning, the school loaned approximately 135 laptops to families to ensure students could access their remote learning without placing pressure on families to share devices.

As wellbeing and mental health issues became more prevalent over the course of the year, the school continued to make reasonable adjustments for many individual students. Notably, many teachers volunteered their time to meet with students on-site, so that they could provide very targeted 1:1 support.

Financial performance and position

Despite the many challenges of 2020, the school was very fortunate to once again have outstanding financial support from the school community with 93% of families paying all essential items costs.

As the extent of the COVID-19 pandemic began to become apparent in Term 1 of 2020, all program budgets were closed and all expenditure for the remainder of the year was highly scrutinised as the school anticipated significant revenue losses resulting from OSHClub, hiring of facilities, canteen closure and the mandated employment of local CRTs as a result of DET guidelines. The prudent management of the school's funds in 2020 was vitally important for mitigating the potential losses over the course of the year.

Throughout 2020, the Facilities & Finance team continued to meet every month (except August) to carefully navigate the many complex challenges that impacted on the school's finance. We particularly thank Kaylene Chaproniere, who was appointed to the school in March as our new Business Manager, for competently managing the school's finances through this difficult period. Kaylene completed 2020 in the role of Business Manager and then transferred to a new position in regional Victoria for 2021. We have been delighted to appoint Naomi Hill to the role of Business Manager for 2021.

The school's unexpected enrolment decline at the end of 2020, will have significant ramifications for the 2021 School Resource Package (SRP) and future program budgeting.

In regards to locally raised funds, the school will not proceed with its biennial Fete in 2021. The school will review its future fundraising strategy in light of the COVID-19 pandemic.

For more detailed information regarding our school please visit our website at
<https://www.willynthps.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 789 students were enrolled at this school in 2020, 350 female and 439 male.

5 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

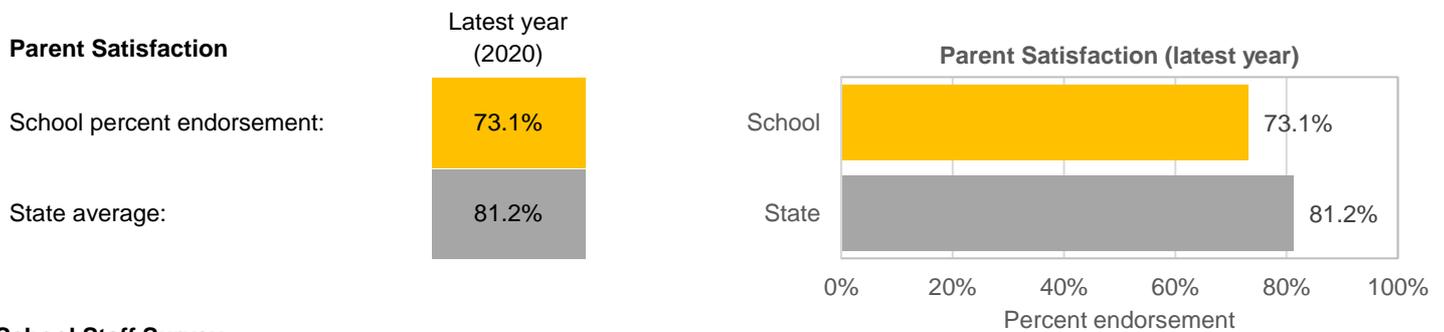
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

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

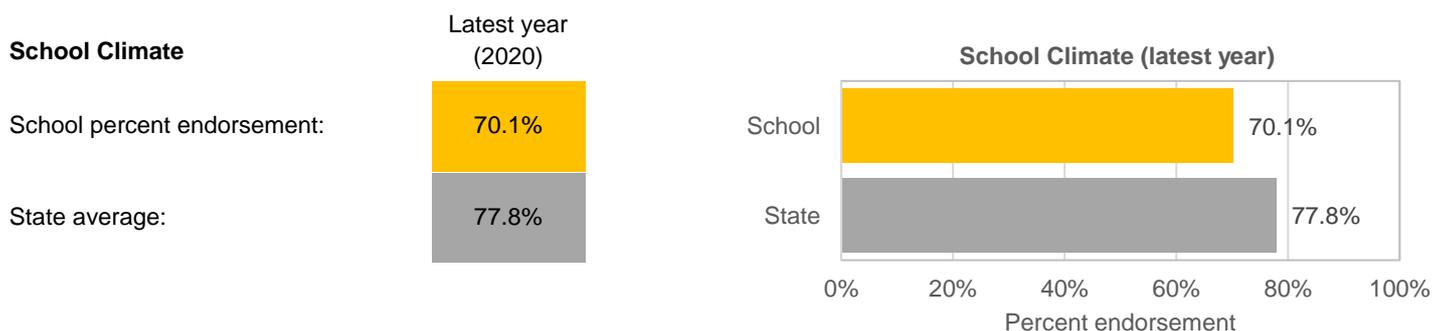


School Staff Survey

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:

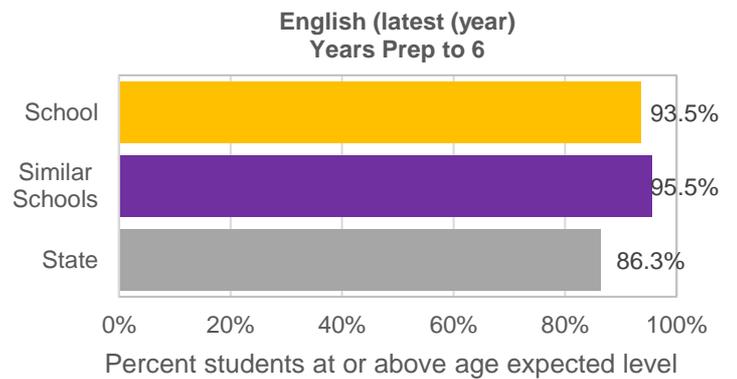
93.5%

Similar Schools average:

95.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

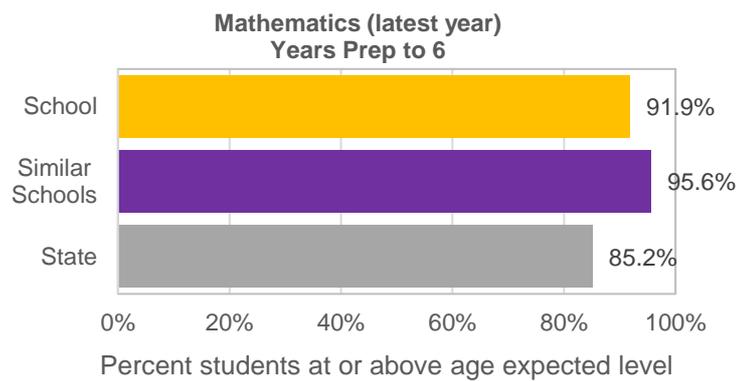
91.9%

Similar Schools average:

95.6%

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

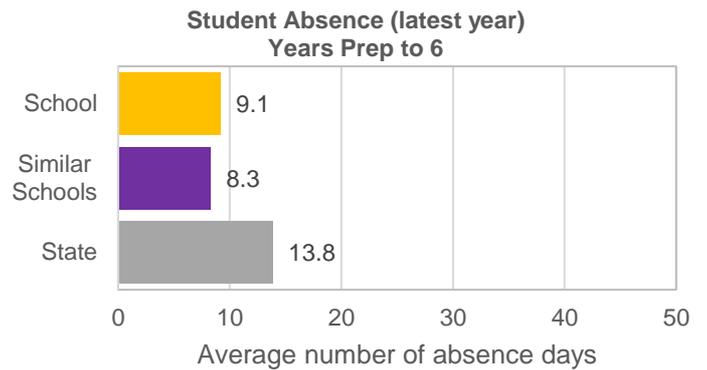
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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: | 9.1 | 13.6 |
| Similar Schools average: | 8.3 | 12.3 |
| 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): | 97% | 96% | 95% | 95% | 95% | 96% | 94% |

WELLBEING

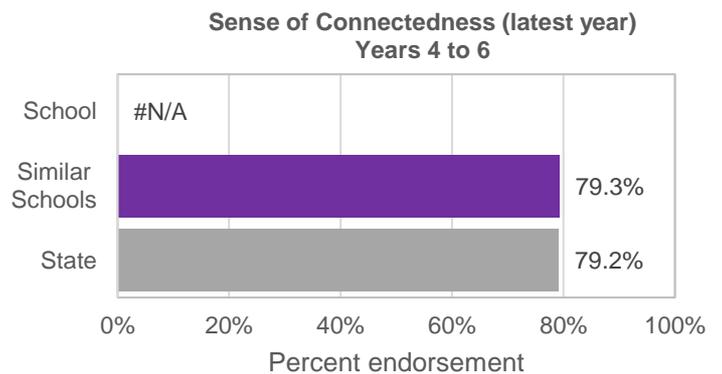
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 | 78.4% |
| Similar Schools average: | 79.3% | 80.2% |
| State average: | 79.2% | 81.0% |



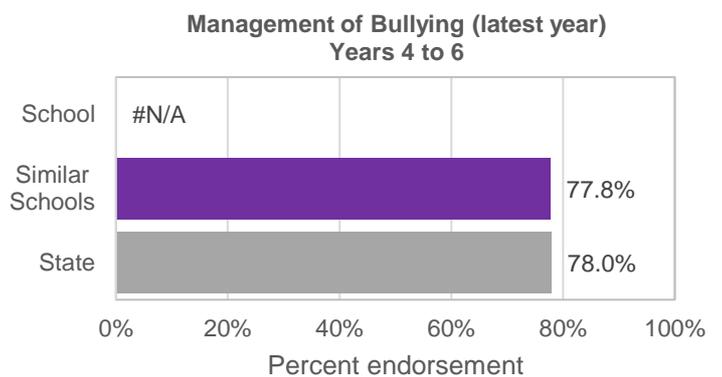
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 | 79.7% |
| Similar Schools average: | 77.8% | 80.3% |
| 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 | \$5,994,277 |
| Government Provided DET Grants | \$574,303 |
| Government Grants Commonwealth | \$518 |
| Government Grants State | \$3,750 |
| Revenue Other | \$24,778 |
| Locally Raised Funds | \$1,095,117 |
| Capital Grants | NDA |
| Total Operating Revenue | \$7,692,742 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$19,139 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | \$19,139 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$5,853,616 |
| Adjustments | NDA |
| Books & Publications | \$4,076 |
| Camps/Excursions/Activities | \$51,491 |
| Communication Costs | \$5,578 |
| Consumables | \$90,136 |
| Miscellaneous Expense ³ | \$41,654 |
| Professional Development | \$18,414 |
| Equipment/Maintenance/Hire | \$256,560 |
| Property Services | \$107,197 |
| Salaries & Allowances ⁴ | \$250,648 |
| Support Services | \$116,797 |
| Trading & Fundraising | \$33,508 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | \$46,786 |
| Total Operating Expenditure | \$6,876,463 |
| Net Operating Surplus/-Deficit | \$816,280 |
| Asset Acquisitions | \$35,847 |

- (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 | \$502,050 |
| Official Account | \$115,109 |
| Other Accounts | \$30,490 |
| Total Funds Available | \$647,650 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$158,268 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | \$2,613 |
| Funds Received in Advance | \$320,793 |
| School Based Programs | \$2,260 |
| Beneficiary/Memorial Accounts | \$9,200 |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | \$2,688 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | \$50,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | \$545,302 |

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.