

# 2022 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2023 at 07:52 PM by Richard Buckingham (Principal)

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

Attested on 02 May 2023 at 10:17 AM by Martin Gill (School Council President)

## How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

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

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

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

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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## 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 bayside suburb of Williamstown approximately 14 kilometres from the Melbourne CBD. The school was established in 1874. The school's SFOE (School Family Occupation & Education) Index of 0.1182 in 2022 reflects the generally strong socio-economic profile of the school community.

Student enrolments in 2022 were stable for most of the school year, with approximately 706 students being accommodated across thirty grades throughout the year. The school's staffing profile remained relatively stable, made up of 46.7 (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. The leadership profile in 2022 was 1 Principal, 1 Assistant Principal, 2 Leading Teachers and 3 Learning Specialists.

In 2022, 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 over a semester basis. Social Thinking lessons were conducted for approximately 70 students on the ASD Spectrum on a weekly basis.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2022, the school began working through the newly developed Strategic Plan. The elements that the school will work on from 2022 till 2025 include:

- Improve student achievement outcomes in Literacy and Numeracy
- Implement whole school leadership that supports high quality learning outcomes for students
- Develop and implement consistent school approaches to the planning and teaching of Writing and Spelling
- Build teacher capacity to use multiple sources of assessment and evidence, including student feedback, to respond to the learning needs of students

Teacher judgments indicated that students achieved at or above Victorian Curriculum age expected standards in Reading & Viewing (95%), Speaking & Listening (98%), Writing (95%), Number & Algebra (96%), Measurement & Geometry (96%) and Statistics & Probability (96%).

Despite the challenges of remote learning, our Year 3 and 5 cohorts did very well in NAPLAN, performing above the state mean in most areas of the curriculum.

The Tutor Learning Initiative was implemented effectively across the school in Reading and was monitored through formative and summative assessments at regular intervals.

PSD (Program for Students with Disability) funded students were supported to achieve their goals outlined in their Individual Education Plans by Education Support (ES) staff and classroom teachers. Student Support Groups (SSGs) were held each term to ensure student goals were identified and progress was reported to parents.

Moving forward, the school will continue to scaffold and differentiate learning to engage and enable students to further extend those of high ability and intervene where those students need extra support to catch up.

### Wellbeing

Student wellbeing continues to be a focus at Williamstown North Primary School. In 2022, the school continued to promote a positive learning environment for all students. Classroom teachers provided regular opportunities for connections and check-ins and utilised the Respectful Relationships program to support this focus.

The school continued to offer additional supports which focussed on student wellbeing through communication with our Wellbeing team. Our whole school approach to behaviour management was implemented. An agreed upon approach to monitor and respond to student wellbeing concerns was established where referrals were collaborated on, prioritised and allocated, along with possible next steps or actions to be taken. Support was provided for PSD (Program for Students with Disability) students, including regular

Student Support Group (SSG) meetings and Individual Education Plans. Our PSD students were supported throughout the year with Education Support staff in attendance.

We offered a comprehensive transition program to support students moving from kindergarten to school. This included onsite transition sessions for students, as well as parent information sessions. Students in all other year levels were supported to transition to their following year level in transition meetings and days, including Year Six to Seven transition.

The presence of a school nurse was an invaluable resource and means of re-assurance for our school community.

## Engagement

Our school was pro-active in 2022 in the re-introduction of many student and community focussed events and activities that were ceased or postponed due to COVID lockdowns and social distancing rules. The lifting of restrictions permitted our community to come back to our school and also brought a sense of belonging, connectedness and engagement for all students.

Our specialist programs included Physical Education, Visual and Performing Arts, Science, Japanese and Social Thinking. These programs continued to implement design and interest-based projects to enhance engagement and extend learning beyond the classroom. A range of opportunities for the development of student voice and agency continue to be nurtured, however, this will maintain a focus in 2023 and beyond.

The school recorded an average of 23.2 student absence days in 2022. One reason for this particularly high absence rate was there being no COVID restrictions and families took the opportunity to engage in extended family holidays. The school continued to utilise the structures in place aligned with the DET absence guidance, to identify, monitor and follow-up unexplained absences. The school will continue to regularly promote attendance and punctuality as a vital component for school success in 2023.

School camps were once again conducted with the Year Three students attending the Phillip Island camp, the Year Four students attending the Sovereign Hill camp, the Year Five students attending the Howqua camp and the Year Six students attending the Phillip Island camp. Camps were held throughout the year with more than 90% of students attending in each year level. The re-introduction of camps allowed the students and staff to engage in adventure activities in a fun, social and collective environment.

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## Other highlights from the school year

The school held three productions in 2022. The Year Three to Six students participated in the production, Aladdin, at the Williamstown Town Hall in Term Two and Four, depending on when their class participated in Performing Arts. All classes had their own item to perform as well as individual students auditioning for the main parts in the production. In December, the whole school participated in the annual Christmas Carols evening.

After an absence, due to COVID, the school re-introduced a number of whole school events. The STEAM night was a combination of work samples and activities produced from the Visual Arts, Science and Technology classes. The evening was highly popular with many families participating. RWTIM (Reading, Writing Together is Magic) was held during Term Three where students produced poems or snapshots created during classroom lessons. Students were then placed in different grades/groups to share their work to various families.

The school sporting program was re-introduced with our Year Five and Six students participating in the Inter-school Sport program in Terms One and Two. Many of our teams performed outstandingly, moving to Divisional and Regional Finals. During this time, a group of students participated in Lawn Bowls for an hour on Friday mornings with the Williamstown Lawn Bowls Club. From this group, teams were selected to participate in the Divisional and Regional Lawn Bowls finals. This has been an ongoing affiliation with the Williamstown Lawn Bowls Club for many years. The school had many outstanding individual performances in the Swimming, Athletics and Cross Country events.

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## Financial performance

The school was very fortunate to once again have strong financial support from the school community with most families paying all essential items costs. Whilst the school was able to raise funds through the OSCH care and several small fundraisers, including the Walkathon, major fundraisers such as the biennial school fete did not eventuate. The school's major focus was on re-engaging the community rather than fundraising. Throughout the year, there were several changes in business managers as well as the retirement of the substantive school principal, appointment of an acting principal and then subsequent re-appointment of the retired substantive principal which significantly impacted the school's ability to closely monitor program budgets and make prompt

payments to creditors as it has done in previous years. Significant staff absences due to COVID and other various illnesses saw the school's CRT budget expended by mid year. This had a significant negative impact on the school's operating reserves. The continued decline in enrolments coupled with the highly experienced staffing profile saw the school's credit position in significant deficit which was reimbursed from the school's cash reserves. Balancing the workforce will become a major focus in future years as we manage further projected enrolment decline. The school will also begin to rebuild its fundraising platform.

**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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 704 students were enrolled at this school in 2022, 342 female and 362 male.

6 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).

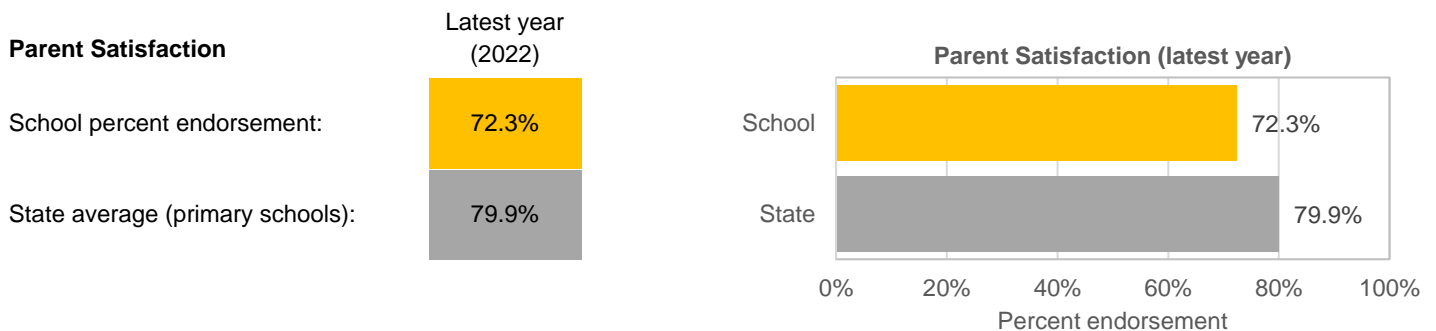
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

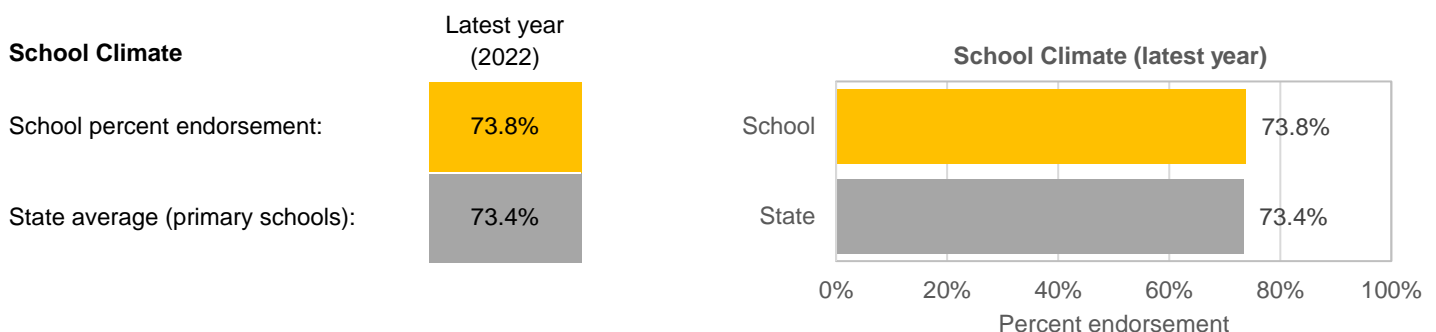


### School Staff Survey

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.



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

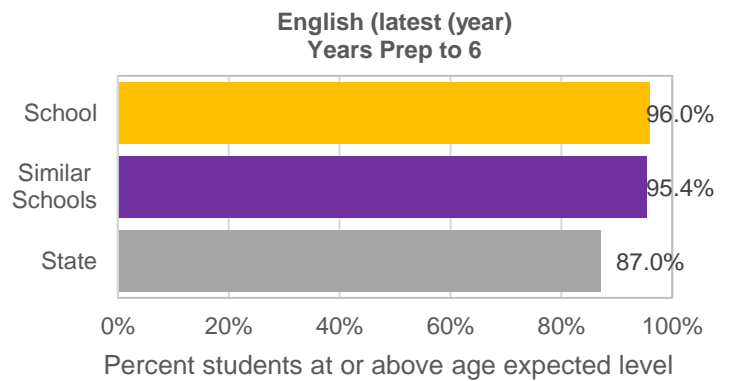
96.0%

Similar Schools average:

95.4%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

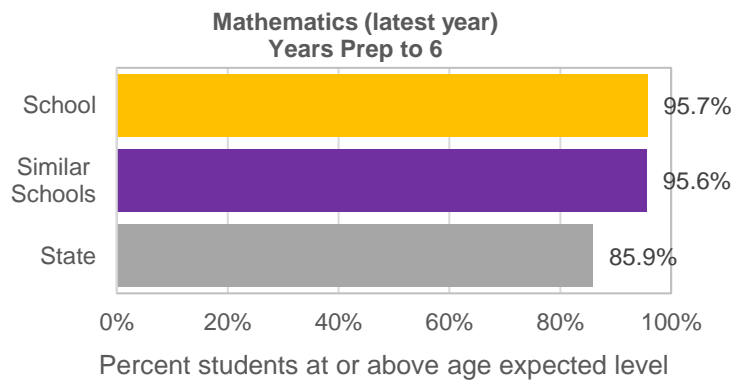
95.7%

Similar Schools average:

95.6%

State average:

85.9%





## LEARNING (continued)

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

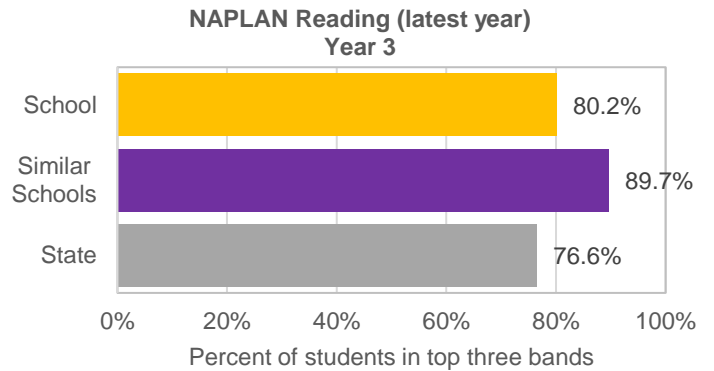
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

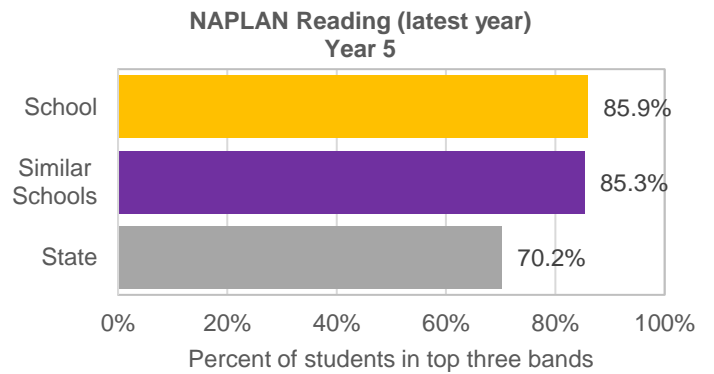
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.2%	88.3%
Similar Schools average:	89.7%	90.2%
State average:	76.6%	76.6%



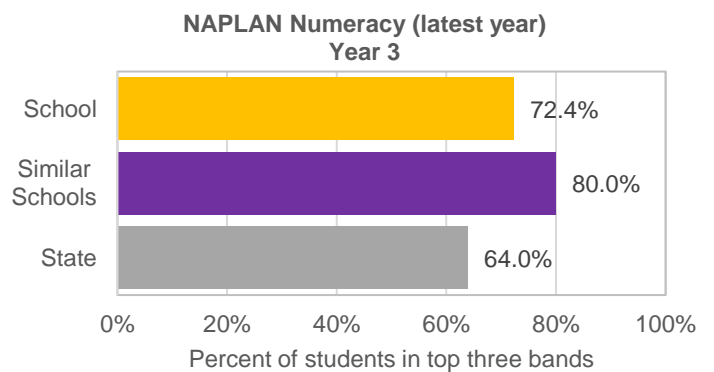
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.9%	82.4%
Similar Schools average:	85.3%	84.5%
State average:	70.2%	69.5%



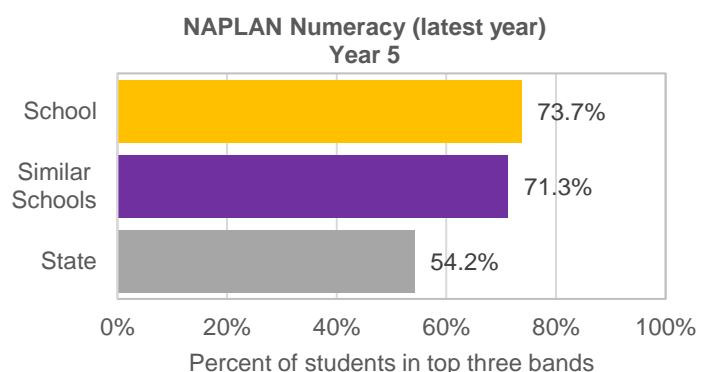
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.4%	83.5%
Similar Schools average:	80.0%	83.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.7%	77.3%
Similar Schools average:	71.3%	76.0%
State average:	54.2%	58.8%



## WELLBEING

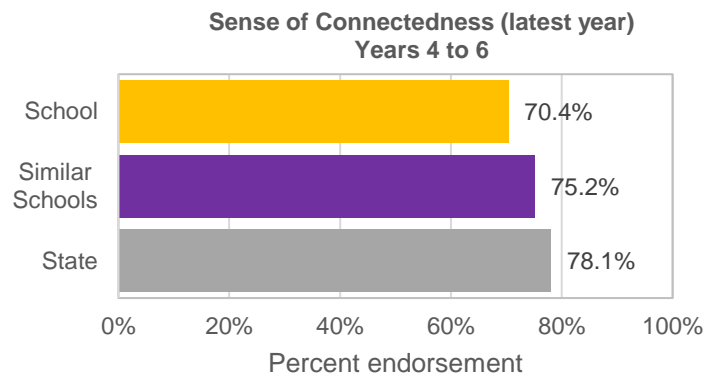
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	70.4%	74.5%
Similar Schools average:	75.2%	77.6%
State average:	78.1%	79.5%

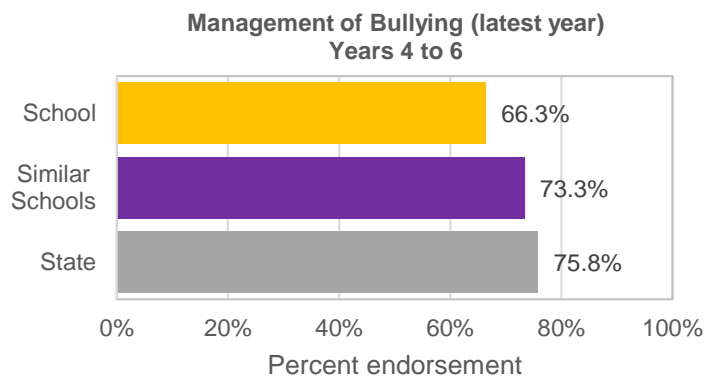


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	66.3%	73.9%
Similar Schools average:	73.3%	76.5%
State average:	75.8%	78.3%



## ENGAGEMENT

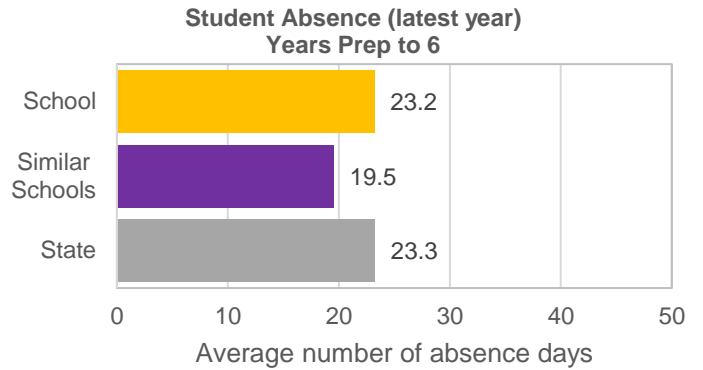
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.2	14.4
Similar Schools average:	19.5	13.0
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	88%	89%	87%	90%	87%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,900,614
Government Provided DET Grants	\$404,002
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$20,805
Locally Raised Funds	\$1,177,728
Capital Grants	\$19,600
<b>Total Operating Revenue</b>	<b>\$7,524,950</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,669
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$20,669</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,882,094
Adjustments	\$0
Books & Publications	\$4,399
Camps/Excursions/Activities	\$403,227
Communication Costs	\$5,827
Consumables	\$122,740
Miscellaneous Expense <sup>3</sup>	\$36,024
Professional Development	\$31,835
Equipment/Maintenance/Hire	\$181,151
Property Services	\$116,288
Salaries & Allowances <sup>4</sup>	\$526,151
Support Services	\$77,033
Trading & Fundraising	\$76,790
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$38
Utilities	\$43,056
<b>Total Operating Expenditure</b>	<b>\$7,506,653</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,303)</b>
<b>Asset Acquisitions</b>	<b>\$24,950</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$366,794
Official Account	\$52,325
Other Accounts	\$36,946
<b>Total Funds Available</b>	<b>\$456,065</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$257,435
Other Recurrent Expenditure	(\$2,583)
Provision Accounts	\$2,613
Funds Received in Advance	\$14,719
School Based Programs	\$29,561
Beneficiary/Memorial Accounts	\$5,600
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,966
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$2,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$313,511</b>

*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.*