

2022 Annual Report to the School Community

School Name: Warrenheip Primary School (1591)



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

Attested on 26 April 2023 at 06:34 PM by Johanne Reyntjes (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 16 May 2023 at 10:31 AM by Catherine Gill (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Warrenheip Primary School is situated in a picturesque setting on the eastern side of Ballarat, on a site it has occupied since 1875. The school is set on large, attractive grounds that offer a semi-rural learning environment for its educational community. Enrolments are drawn from both urban and rural homes and with no form of bus service; the majority of pupils rely upon family transport to get them to and from school. The school's vision is for the students to become successful learners in an environment that provides the best possible opportunities for academic excellence. We are a friendly school which values Learning, Respect and Safety. The Warrenheip teaching staff works closely with School Council and the parent community in maintaining a 'multi-aged' approach to teaching all aspects of the curriculum; as opposed to a more traditional reliance on unitary grade structures. Students no longer move from class to class for their similar ability groups, instead staying with their home classroom. During 2022 the workforce composition was: 4 permanent teaching staff (including a teaching principal), 1 business manager and a number of experienced teachers who were employed on a casual basis to help minimise class numbers in core literacy and numeracy programs. Attendance is recognised as an integral element of each child's education with close attention being paid to children whose attendance levels fall below expected standards. Most of the buildings are in good overall condition; the school currently offers 5 classroom units, 1 multi-purpose room, 2 outdoor playgrounds combined with modern toilet amenities for both children and adults. The school maintains an extensive array of computer resources, with each child allocated a notebook computer for school-based usage. These notebook units are supported by 3 interactive whiteboards, which have been strategically placed in classrooms. Warrenheip School offers a wide open play space, with football oval, soccer pitch, basketball courts and quiet play spaces.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

In 2022, Warrenheip PS maintained the instructional elements which had been identified as contributing to the academic achievement of our students in previous years. This, together with a continued focus on 'Numeracy' from P-6, ensured that our students remained engaged with their learning whilst learning at their point of academic need. We worked collectively to create an instructional model for the teaching of reading and undertook professional learning around using the 'Top Maths' resources. The real-life hands-on approach to learning that took place during lock down was identified as fun and engaging and worth continuing when we returned onsite. We employed a tutor who worked with individual students several times a week. This work was individualised to the identified students needs.

Considerations identified in the 2021 AIP to enact in 2022 have been carried out. Education Support staff undertook MultiLit training to support students who were not showing expected growth. A consistent approach to teaching was developed through the collaborative creation of our Workshop Model. This identified the need and method for ensuring differentiation in each classroom. Collaborative planning documents were created that reflected the professional learning that was undertaken.

Increase the percentage of students achieving at or above the expected level (as measured by teacher judgements) in Number and Algebra from 79% (Semester 1, 2021) to 82%. This has remained constant at 79% in 2022 this is the same as Similar schools but below the State (86%).

Wellbeing

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We continued to work on the social and emotional learning of our students and will implement the wellbeing program; 'The Resilience Project' to deliver regular learning around the topics of 'mindfulness', 'gratitude' and 'empathy' in 2022. We have continued to work hard to minimise the number of incidents of social conflict. As a staff we are constructing a suitable behaviour matrix that can be followed consistently across all year levels. We have sourced external providers to assist with our social and emotional learning program as well as holding a 'Welcome Back' barbecue and a one day camp experience early in the school year to help with generating a sense of community. The impact of the remote learning periods due to the pandemic have made it much harder than usual to maintain progress with FISO priorities. Our Respectful Relationships program and implementation was put on hold in 2022 and most of our efforts went into ensuring the rollout of our behaviour matrix.

Engagement

In 2022 students at Warrenheip Primary School had the opportunity to engage in practical, real-life learning opportunities which complemented the core curriculum subjects. Opportunities were provided for the students to engage in The Arts through programs that included 'The Song Room' and 'Picture Thinking.' These initiatives were very popular with our students and proved to be successful steps forward in tackling engagement at our school.

Our absence data is once again an area of focus for 2022. We were aiming to reduce our attendance below 90% of school days from 48% to 40%. We know that due to the pandemic, this may be challenging. Respect for others and responsibility for personal actions remain key values in the school. We engaged with the The Resilience Project and external providers to support the school with social and emotional learning. Students are recognised for positive behaviour and are given opportunities to contribute to the running of the school. We aim to improve our positive student endorsement from the Student Opinion Survey from 43% (in 2021) to 60%. We strive to improve connectedness for all students and assist them to recognise that our school has a safe and nurturing environment. Respectful Relationships has not made progress and a greater effort will be undertaken in 2023 to support this program.

Reduce the percentage of students with attendance below 90% of school days from 48% (2021) to 40%. This was not achieved in 2022 with a result of 55%, compared to a State average of 44%.

Financial performance

Warrenheip Primary School Council has continued to manage the school finances and resources in accordance with government audit requirements and good financial practice. The end of the 2022 school year saw the school record a surplus \$114,316. This is our credit amount, which will be drawn on to support programs in 2023. Our cash balance was at \$0. School Council continued to work closely with the teaching staff and business manager in effectively managing budgets in a manner appropriate to changing financial circumstances. Systematic review of the school's financial resources continues to enable the school to confidently plan its expenditures and expand the educational opportunities for its student population.

For more detailed information regarding our school please visit our website at
<https://whps.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 36 students were enrolled at this school in 2022, 10 female and 26 male.

0 percent of students had English as an additional language and 12 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

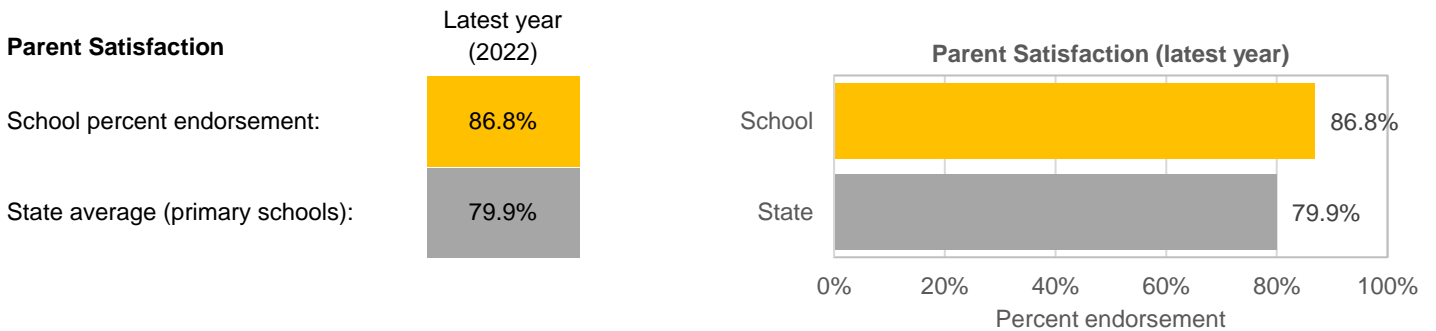
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

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

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

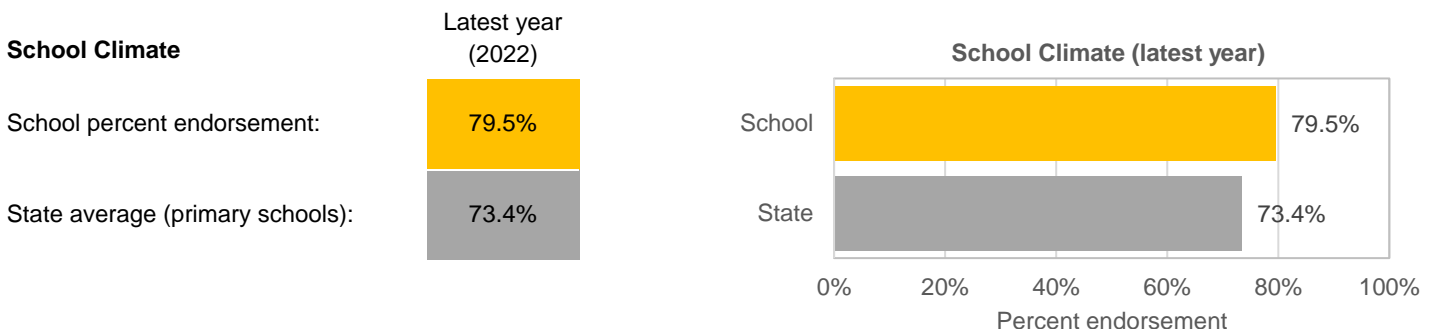


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

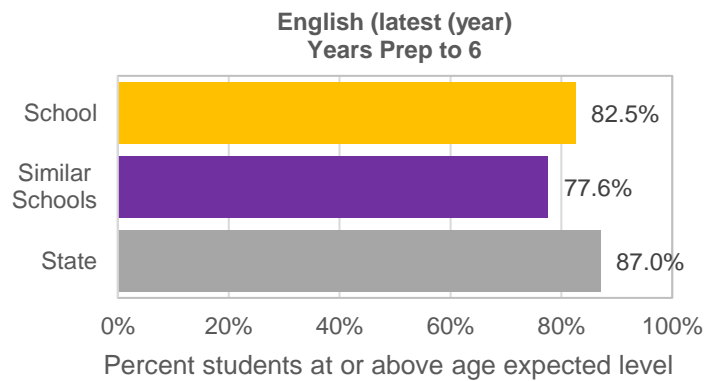
82.5%

Similar Schools average:

77.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

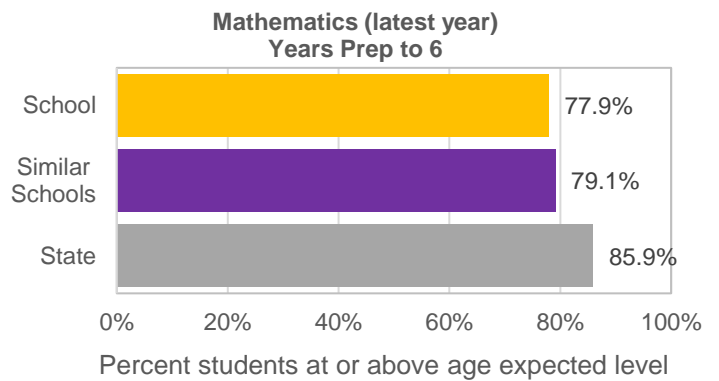
77.9%

Similar Schools average:

79.1%

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.

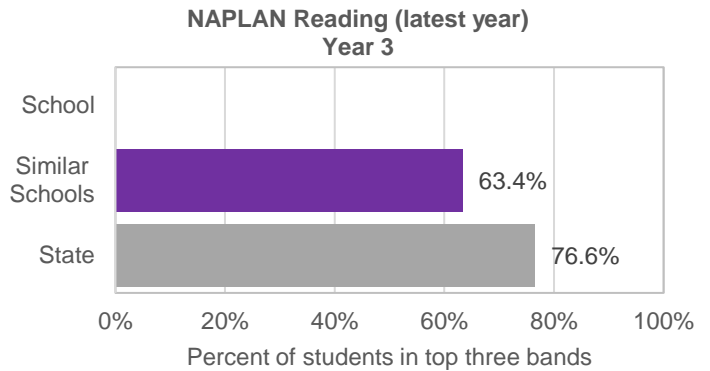
NAPLAN

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.

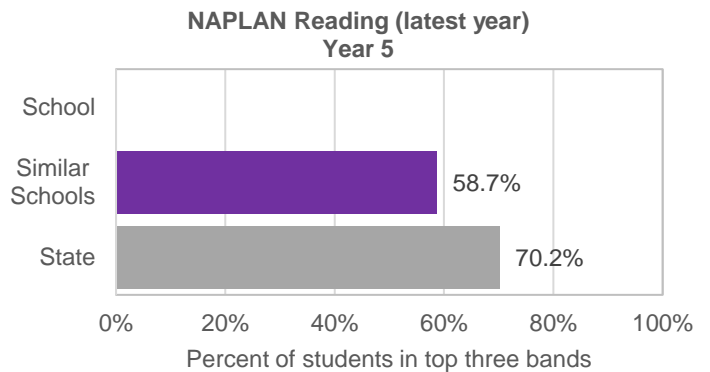
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	50.0%
Similar Schools average:	63.4%	59.5%
State average:	76.6%	76.6%



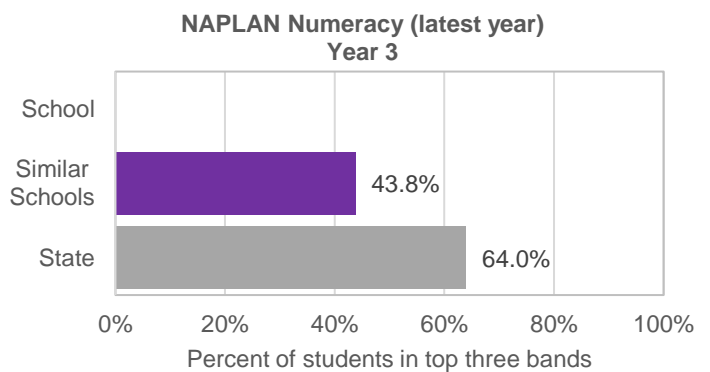
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	71.4%
Similar Schools average:	58.7%	56.8%
State average:	70.2%	69.5%



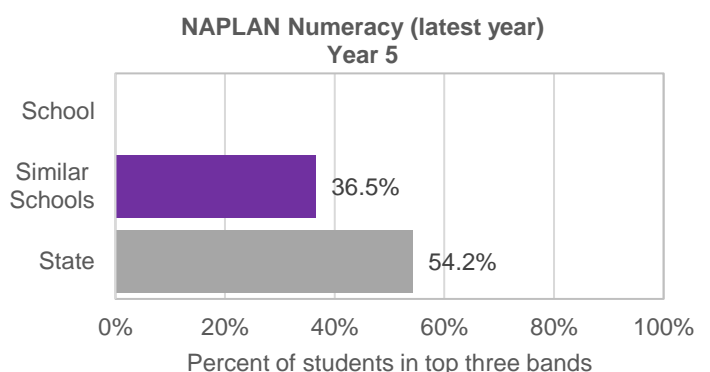
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	43.8%	47.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	54.5%
Similar Schools average:	36.5%	42.0%
State average:	54.2%	58.8%



WELLBEING

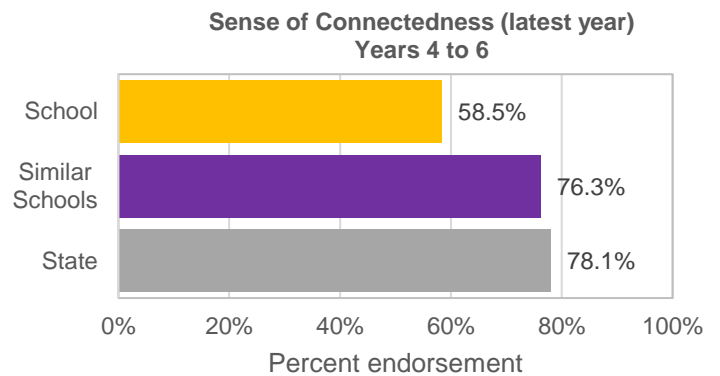
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	58.5%	81.7%
Similar Schools average:	76.3%	80.7%
State average:	78.1%	79.5%

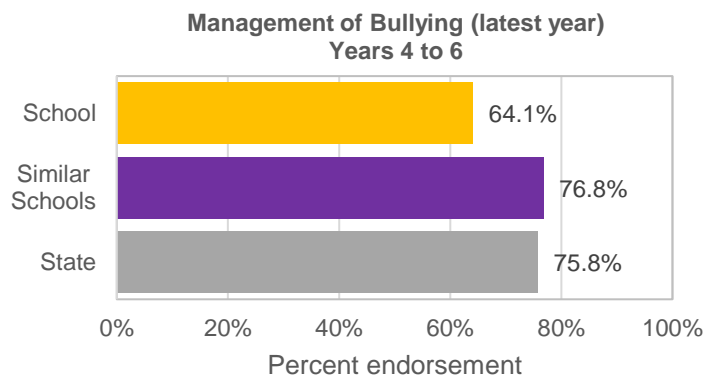


Student Attitudes to School – Management of Bullying

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:	64.1%	82.0%
Similar Schools average:	76.8%	81.9%
State average:	75.8%	78.3%



ENGAGEMENT

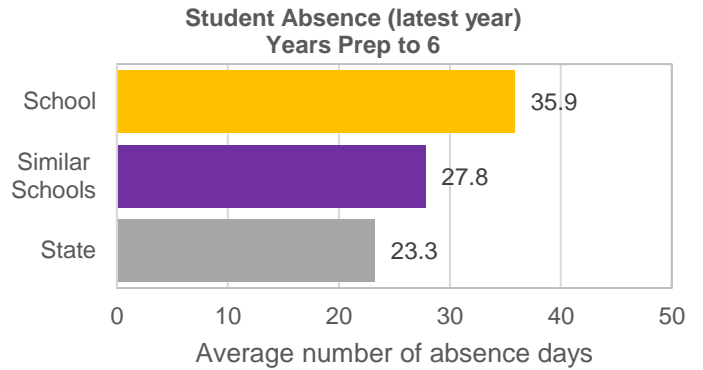
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	35.9	19.2
Similar Schools average:	27.8	19.7
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):	87%	76%	85%	63%	79%	92%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$626,128
Government Provided DET Grants	\$133,541
Government Grants Commonwealth	\$4,100
Government Grants State	\$0
Revenue Other	\$126,901
Locally Raised Funds	\$19,844
Capital Grants	\$0
Total Operating Revenue	\$910,514

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,542
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$74,542

Expenditure	Actual
Student Resource Package ²	\$525,926
Adjustments	\$0
Books & Publications	\$918
Camps/Excursions/Activities	\$21,808
Communication Costs	\$1,716
Consumables	\$23,297
Miscellaneous Expense ³	\$1,442
Professional Development	\$2,092
Equipment/Maintenance/Hire	\$24,472
Property Services	\$16,733
Salaries & Allowances ⁴	\$42,981
Support Services	\$25,051
Trading & Fundraising	\$3,707
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$5,852
Total Operating Expenditure	\$695,996
Net Operating Surplus/-Deficit	\$214,518
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 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$171,889
Official Account	\$10,270
Other Accounts	\$0
Total Funds Available	\$182,159

Financial Commitments	Actual
Operating Reserve	\$28,004
Other Recurrent Expenditure	\$1,461
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$29,464

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.