

2020 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 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 10 March 2021 at 12:50 PM by Arthur Lane (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 10 May 2021 at 11:28 AM by Lee Hadden (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

Warrenheip Primary School is situated in a picturesque setting on the eastern approach to 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 move fluidly between nominated instructional groups in literacy & numeracy, where every effort is made to place them at a more appropriate 'point of learning need'. Over recent years, this approach has led to consistent student achievement, as evidenced in the formal departmental measures of NAPLAN and On Demand Testing.

During 2020 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 modern 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 modern notebook computer for school-based usage. These notebook units are supported by 3 interactive whiteboards, which have been strategically placed in classrooms. Warrenheip School is a 'great little school for great little people'; we are proud of our achievements and confident in our future.

Framework for Improving Student Outcomes (FISO)

In 2020 Warrenheip Primary School chose the FISO priorities of "Building Practice Excellence" and "Empowering Students and Building School Pride" as areas of focus. These areas were chosen to maintain the school's academic achievements and to ensure that all students had a genuine voice in the running of the school.

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 'Reading' from P-6, ensured that our students remained engaged with their learning whilst learning at their point of academic need.

We continued to work on the social and emotional learning of our students by partnering with 'The Resilience Project' to deliver regular learning around the topics of 'mindfulness', 'gratitude' and 'empathy'. We have continued to work hard to minimise the number of incidents of social conflict. We have sourced external providers to assist with our social and emotional learning program as well as holding a 'Welcome' barbecue and a one day camp experience early in the school year to help with generating a sense of community.

The impact of the two extended lock-down periods due to the pandemic have made it much harder than usual to maintain progress with FISO priorities. Our Respectful Relationships program implementation has had to be put on hold until 2021 and most of our efforts went into ensuring that the periods of remote learning proceeded as smoothly as

possible.

Achievement

In 2020 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

We continue to offer a comprehensive curriculum using specific programs to boost student success in Reading, Spelling and Mathematics. Staff teach with an explicit focus on the individual needs of the children in each classroom and work together to ensure that all children achieve to the best of their ability.

Students have continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected due to the extended periods of remote learning. Our results show that we are a little below the level of Similar schools in English and at or above Similar schools in Mathematics.

The effects of the Pandemic meant that student learning data has been very difficult to collect, with NAPLAN not taking place and teacher judgements on student learning only being made at the end of the year in Mathematics and Literacy.

Engagement

Our absence data has significantly improved again in 2020 over the historic levels shown in the 4 year average. The average number of absence days was 10.8 which is around a 95% attendance rate. We are out-performing Similar and State averages in this area. This is very pleasing and reflects efforts that the school has made to address this issue. Strategies such as 'It's Not OK To Be Away', newsletter articles and follow up to ascertain reasons for absence will continue to be part of the school's response.

Respect for others and responsibility for personal actions remain key values in the school. We continue to work with the Resilience Project to deliver social and emotional well-being programs as well as partnering with external providers to support the work which is done at school. Students are recognised for positive behaviour during classroom resilience sessions and are given opportunities to contribute to the running of the school.

We strive to improve connectedness for all students and assist them to recognise that our school has a safe and nurturing environment. Remote learning has impacted deeply on connectedness to school this year and we have worked to re-establish relationships during term 4. Respectful Relationships has not made progress and many school - based programs had to be cancelled or postponed. 2021 will see a concerted effort to re-engage students with on-site schooling.

Wellbeing

Warrenheip Primary School, a small semi – rural school, maintains a ‘family’ atmosphere where students care for one another and where older students take the lead in ensuring the safety of their younger peers. Our Attitudes to School Survey data from previous years bears out this situation, and in 2020 we have outperformed Similar and State schools in 'Sense of Connectedness' and 'Management of Bullying'.

Warrenheip PS teaching staff and School Council undertake a close analysis of the results of these surveys on an annual basis, especially with regard to any dramatic swings in nominated areas.

It is important to our educational community that the older students are given a regular opportunity to ‘have a say’ about their school environment and consideration is always given as to what may be influencing any major changes in perspective in specific areas of this annual survey. Student ‘voice’ is a valuable input into school operations and given due consideration in the planning and governance mechanisms of our school.

Financial performance and position

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 2020 school year saw the school with no data available to report on surplus or deficit. Our actual position taken from the department's financial reports was a surplus of some \$15,000, which will be drawn on to support programs in 2021.

The school has continued to see an increase in student numbers which has had a positive impact on the financial position. Due to this we have been able to commit resources to supporting classroom programs.

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.

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 25 students were enrolled at this school in 2020, 10 female and 15 male.

0 percent of students had English as an additional language and 22 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

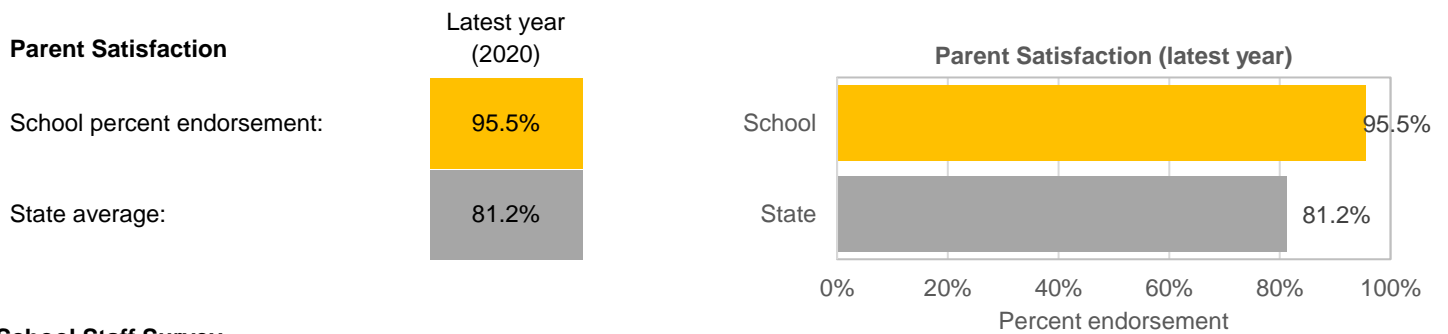
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

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

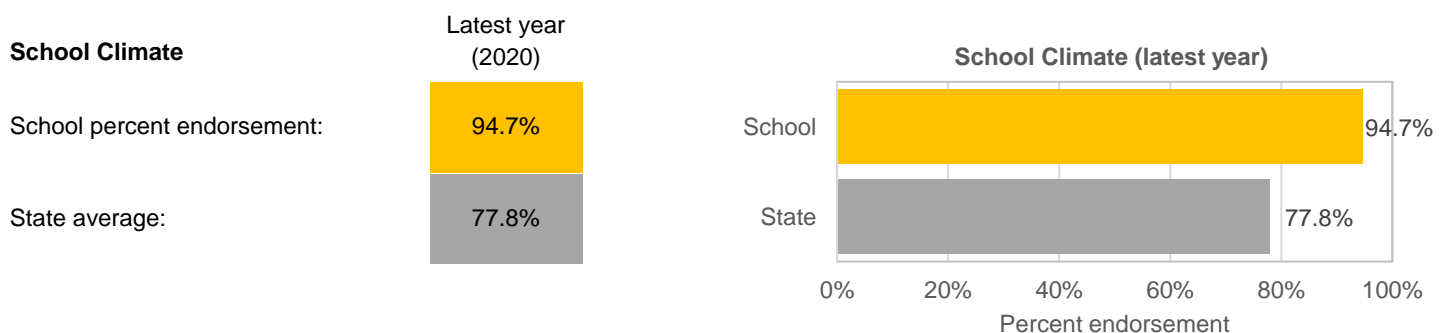


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

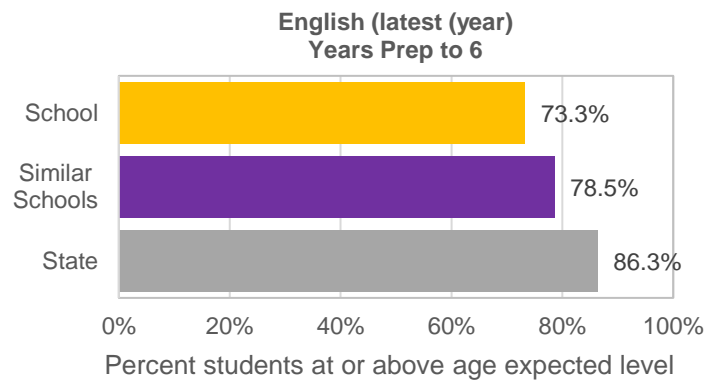
73.3%

Similar Schools average:

78.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

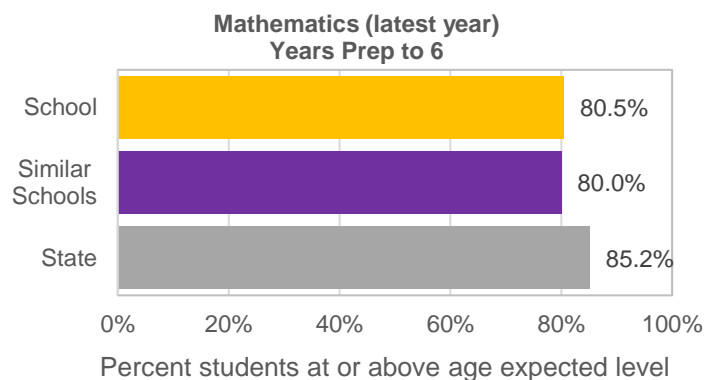
80.5%

Similar Schools average:

80.0%

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

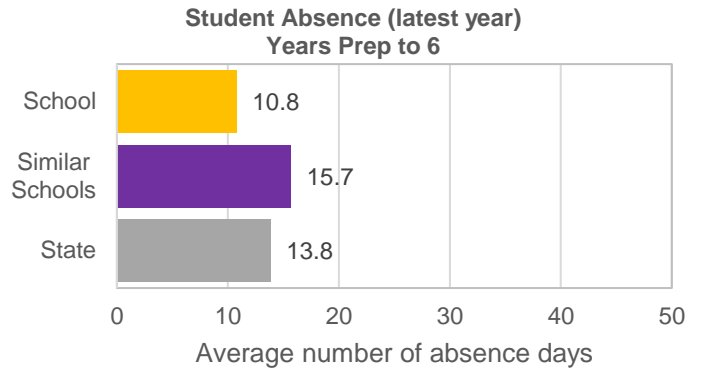
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.8	17.1
Similar Schools average:	15.7	17.4
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):	NDP	95%	90%	NDP	95%	94%	95%

WELLBEING

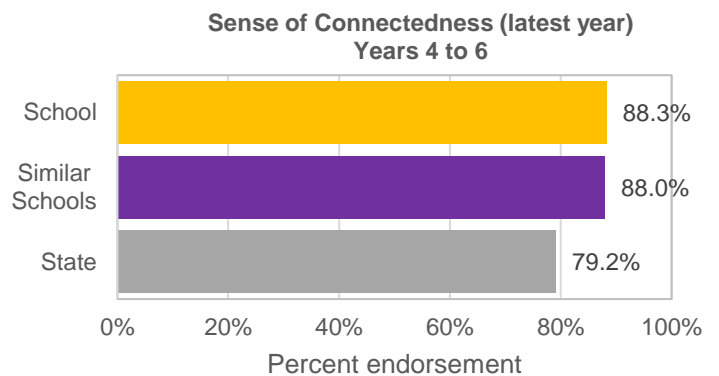
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	88.3%	89.6%
Similar Schools average:	88.0%	79.8%
State average:	79.2%	81.0%



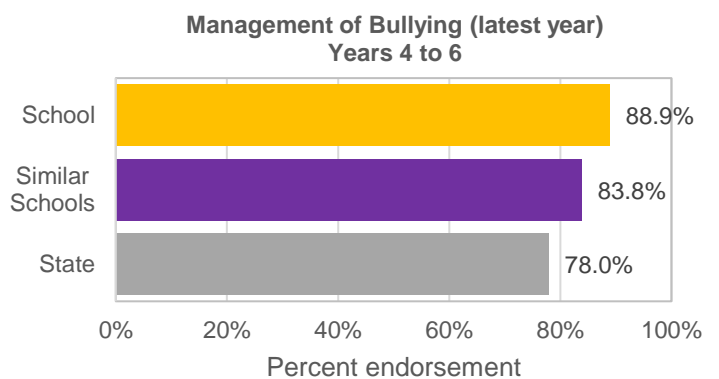
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	88.9%	87.8%
Similar Schools average:	83.8%	80.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$390,356
Government Provided DET Grants	\$118,644
Government Grants Commonwealth	\$2,500
Government Grants State	NDA
Revenue Other	\$2,200
Locally Raised Funds	\$9,846
Capital Grants	NDA
Total Operating Revenue	\$523,546

Equity ¹	Actual
Equity (Social Disadvantage)	\$44,916
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$44,916

Expenditure	Actual
Student Resource Package ²	\$380,014
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,886
Communication Costs	\$3,834
Consumables	\$22,016
Miscellaneous Expense ³	\$4,238
Professional Development	\$519
Equipment/Maintenance/Hire	\$14,936
Property Services	\$80,592
Salaries & Allowances ⁴	\$37,090
Support Services	NDA
Trading & Fundraising	\$1,826
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$6,334
Total Operating Expenditure	\$558,285
Net Operating Surplus/-Deficit	NDA
Asset Acquisitions	NDA

- (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	\$51,514
Official Account	\$5,489
Other Accounts	NDA
Total Funds Available	\$57,003

Financial Commitments	Actual
Operating Reserve	\$18,848
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$4,622
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$23,470

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.