

2021 Annual Report to The School Community



School Name: Welshpool and District Primary School (5396)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2022 at 05:41 PM by Gabrielle Boyd (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 12 April 2022 at 08:53 PM by Kym Beaton (School Council President)

How to read the Annual Report

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

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Welshpool & District Primary School is a school formed from the merger of Port Welshpool Primary School and Welshpool Primary School. Located centrally between Foster and Yarram in South Gippsland, the school's enrolment is drawn from the township of Welshpool, the fishing village of Port Welshpool and the rural communities of Hedley, Wonyip, Woorarra, Binginwarri and Agnes. A significant number of our students travel to school on the school bus. Welshpool and District PS has 5.65 equivalent full-time staff: 1 Principal class, 4 teachers and 4 Education Support Staff. Our student enrolment for 2021 was 41. Our staff are experienced and dedicated and provided a wide, interesting and differentiated curriculum for all students. The school continues to build upon previous gains in the school's positive learning atmosphere through continued deliberate effort to improve connectedness between staff, students and community.

At Welshpool & District Primary School, our school vision is to provide a safe and welcoming environment where everyone is respected and valued, where through effective teaching students aspire to become lifelong learners who are confident and competent participants in their community.

The school values achievement, excellence, curiosity, innovation, respect and responsibility, perseverance, integrity, inclusiveness, respect for diversity, compassion, honesty and equity. The school also believes in having high expectations for all students and a commitment to hard work.

There are strong, positive relationships between all of the members of the school community and the wider Welshpool community. We have continued to develop and create strong links beyond the school, especially with the Corner Inlet Learning Alliance (CILA), the 4 cluster school PLC work, Welshpool playgroup and Welshpool Kindergarten.

Framework for Improving Student Outcomes (FISO)

Our FISO priority for 2021 was Curriculum Planning and Assessment and Building Practice Excellence. This included:
*Undertake the Professional Learning Community (PLC) initiative to strengthened practice to support differentiation through building teacher capacity and data analysis

*Review the current Numeracy program throughout the school looking at intervention strategies and developing a whole school assessment schedule to monitor student growth

Due to the move to Remote and Flexible Learning we had a shift in our priorities and the focus during this period was around building teacher capacity in developing and implementing an online learning program, student engagement and student, staff and family wellbeing.

To support these priorities staff attended professional development around Wellbeing and Remote and Flexible teaching. The four Cluster PLC work moved to a remote space and staff continued to meet up until term 3 where we then moved to a school based PLC.. The school based PLC focus was on Numeracy. We created data walls and restructured our Numeracy learning and teaching.

The Tutor Learning program focused on Numeracy support and extension. We supplemented this program with a Literacy intervention program.

Achievement

A second year of Remote and Flexible learning, as well as the instability of term 3 was difficult for all. Engagement was varied over this term 3 period. Over the many Remote Learning periods the school adjusted how we delivered our programs to our classes and adjusted according to the individual needs of the student and families. During the periods of Remote and Flexible Learning staff were able to utilise online resources and tools (including WebEx) to deliver an curriculum based, educational program which supported the learning of all students.

We utilised Compass as a way of communicating our learning plans and learning schedule to students, families and other staff. During 2021 we conducted our Parent teacher conference via WebEx or phone.

Our education support staff were able to support students by running small group and/or one on one WebEx session

for speech, reading, numeracy.

We were aware coming back to onsite learning after a significant period of unsettledness students would require support. We modified our teaching and learning programs to priorities Numeracy, Literacy and Wellbeing. Small group and point of need teaching and learning had a significant impact to student growth.

Testing completed in December showed growth for most students particularly in the area of Numeracy. We have set up the same structure for 2022 to consolidate this growth in student learning.

Engagement

Welshpool and District Primary School has a culture of all staff being responsible for all students. This allows the students and staff to make meaningful and respectful relationship across the entire school community. The size of our school supports the nature of these relationships, both formal and informal. Welshpool and District Primary School is able to provide low student to staff ratios which allow us to design programs to meet the individual needs of each child. We continue to run leadership programs throughout the school which gives student voice and helps to develop community relationships. We encourage the students to participate and contribute to many local community activities and events.

Students attendance remains a focus at Welshpool and District Primary School. We continue to educate families about the importance of attendance and what absences over a period of time mean for their child. Newsletters, Compass and notes home are all used a means to communicate information about attendance. The school follows a process for unexplained absences which involves an SMS and/or a reminder note home. WDPS also follows the Network Attendance process.

Initially engagement was high during the first Remote Learning period. After the several stop/starts in term 3 engagement was slipping . We had many more families requesting onsite supervision which we were able to cater for. As a school we made many adjustments to work with students and families to allow them to engage in meaningful and effective educational opportunities during Remote and Flexible Learning which worked for them.

The return to school after Remote and Flexible Learning was good with all students excited to return. The ongoing COVID situation made it difficult for families to engage with school onsite. This lead to many challenges that needed to be navigated. Students were highly engaged in the whole school Numeracy program as well as the tutoring support and extension.

Wellbeing

Welshpool and District Primary School is proud of the progress we have made in the area of wellbeing. During 2021 this again was the focus especially around the periods of Remote and Flexible Learning and the return to school after these times. Our staff worked extremely hard to develop and maintain relationships with students and families throughout 2021. During the Remote Learning periods staff conducted wellbeing check ins with families, we had a help yourself table of food for families and community members, we organised food drops to community members, we had Wellbeing Wednesday which ran every Wednesday and focused on wellbeing and connection rather than online work and we created Wellbeing packs that were distributed to every student. Back onsite students participated in Social and Emotional programs, were supported by the student support service team and lead peer based wellbeing activities. Term 4 was a particularly difficult time for staff dealing with the return to onsite learning and then managing families onsite (vaccinations, restrictions to onsite, classes back at different times). Staff participated in a number of Wellbeing programs and professional development to support them during this time.

Wellbeing remains a priority for 2022 and we look forward to extending this work.

Finance performance and position

Welshpool and District Primary School is in a sound financial position, with an operating surplus. This operating surplus is slightly higher than expected due to increased numbers and less expenditure during the lockdown periods. Our equity money went towards the employment of Education Support in the early years classroom to support intervention programs, the transition into school and the WDPS speech program. This extra support will continue into following years. We received grants from Sporting Schools to improve health and physical education outcomes. We also received a grant to run an OSHC program onsite. Strong fundraising from our Parent's Club raise much needed funds for additional resources for students. Money has been held over for the redevelopment of the school entry and also the school play ground.

A capital works grant and an accessible building grant secured in 2021 will see works commenced in 2022.

For more detailed information regarding our school please visit our website at
www.welshpoolps.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 41 students were enrolled at this school in 2021, 17 female and 24 male.

NDP 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).

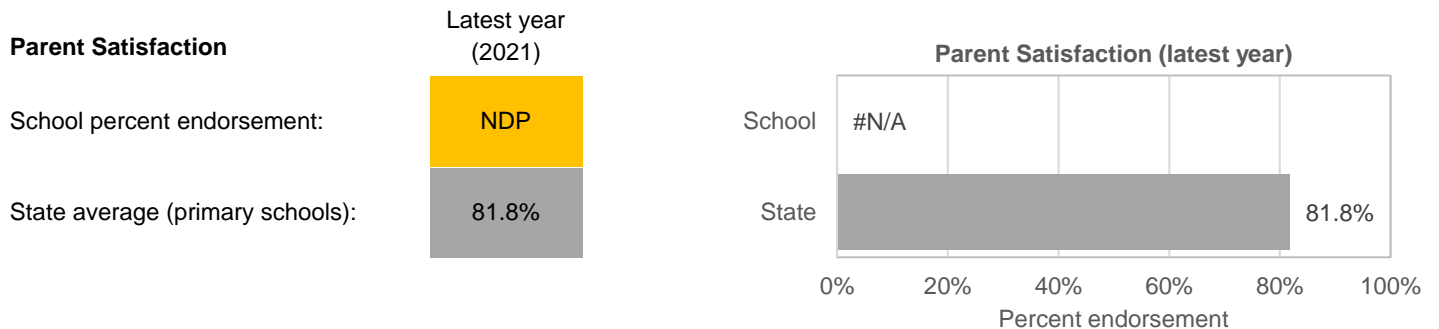
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

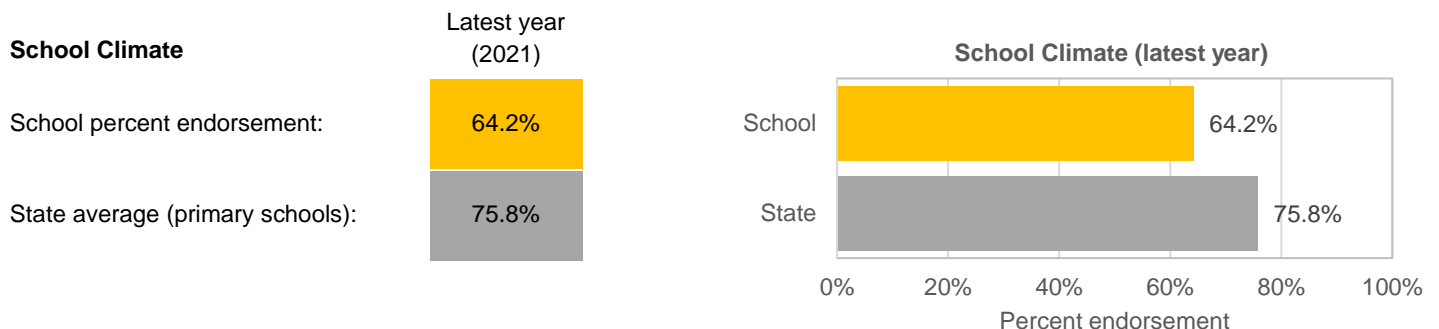


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

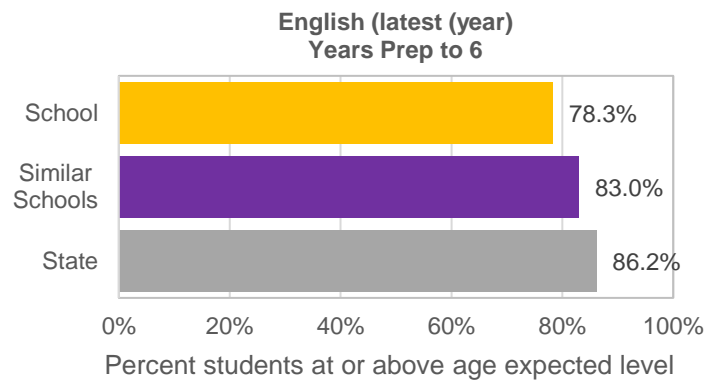
78.3%

Similar Schools average:

83.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

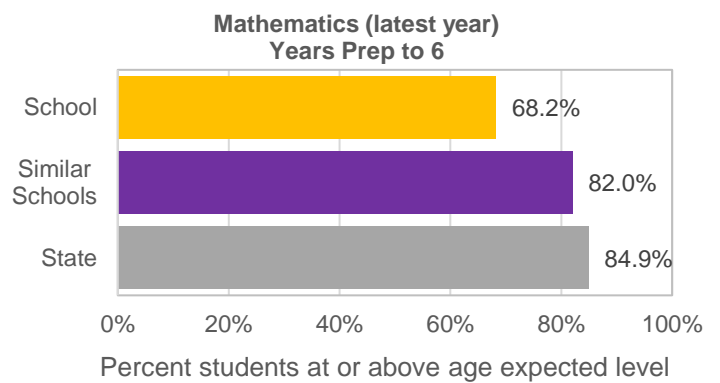
68.2%

Similar Schools average:

82.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

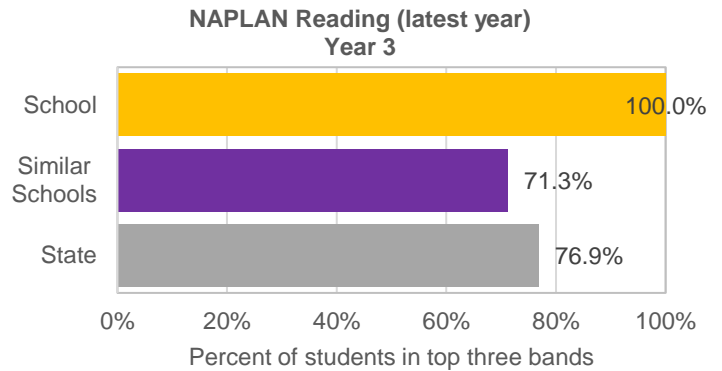
NAPLAN

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

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

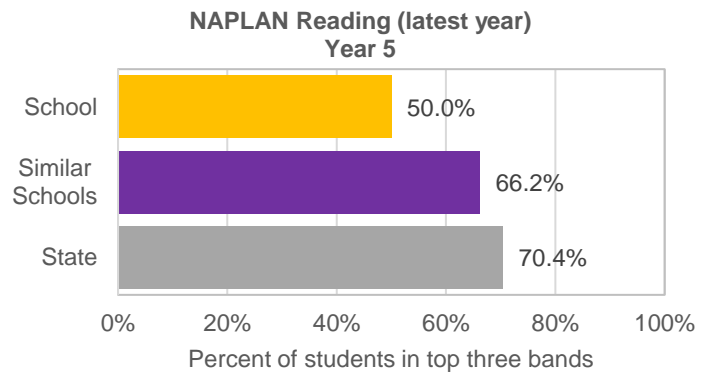
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	71.4%
Similar Schools average:	71.3%	68.5%
State average:	76.9%	76.5%



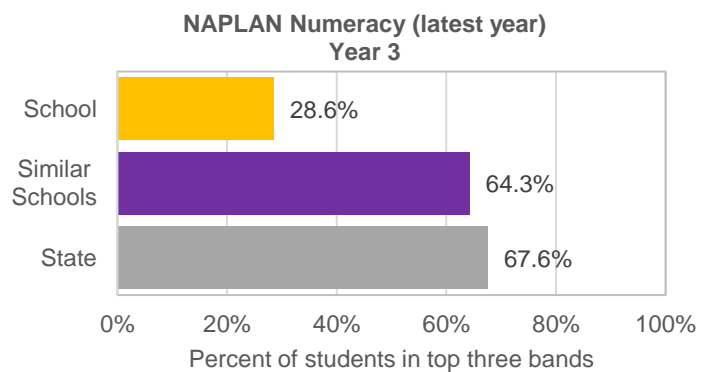
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	53.8%
Similar Schools average:	66.2%	62.1%
State average:	70.4%	67.7%



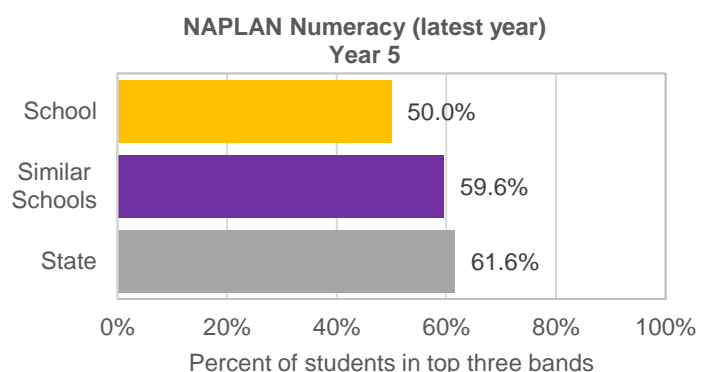
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	28.6%
Similar Schools average:	64.3%	67.8%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	46.2%
Similar Schools average:	59.6%	53.2%
State average:	61.6%	60.0%



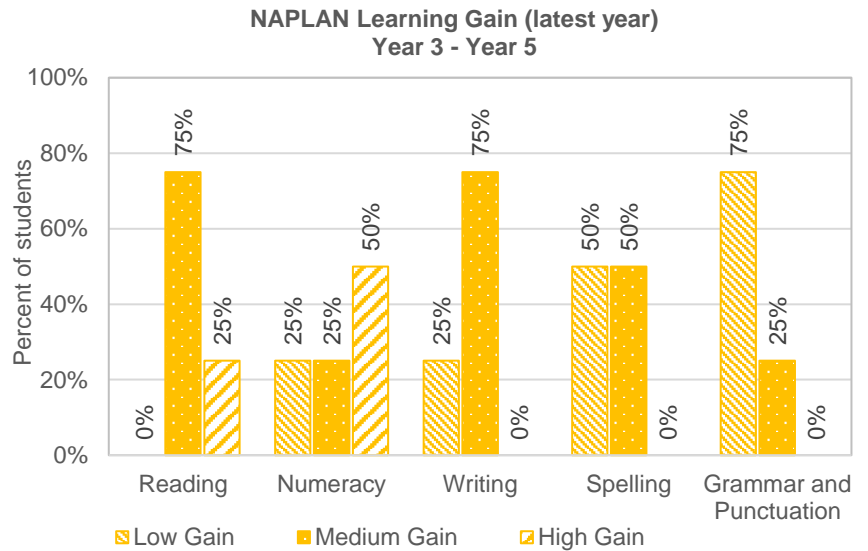
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	0%	75%	25%	28%
Numeracy:	25%	25%	50%	23%
Writing:	25%	75%	0%	17%
Spelling:	50%	50%	0%	20%
Grammar and Punctuation:	75%	25%	0%	18%



ENGAGEMENT

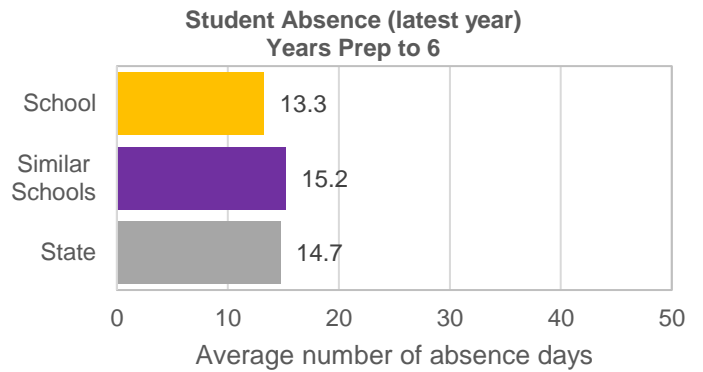
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.3	15.4
Similar Schools average:	15.2	14.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	85%	94%	96%	NDP	95%	94%

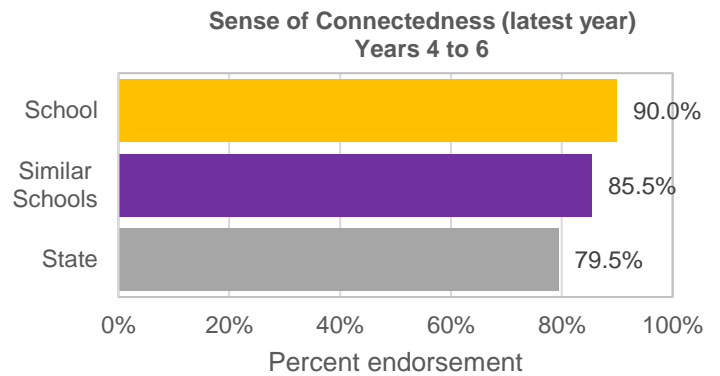
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	90.0%	92.7%
Similar Schools average:	85.5%	83.9%
State average:	79.5%	80.4%

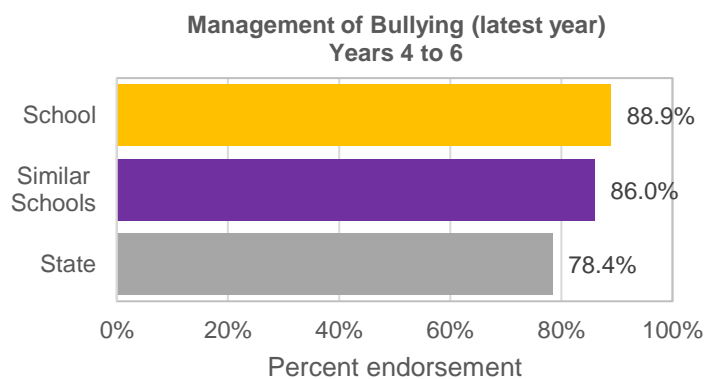


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	88.9%	93.9%
Similar Schools average:	86.0%	84.7%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$550,072
Government Provided DET Grants	\$291,410
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$710
Locally Raised Funds	\$36,600
Capital Grants	\$0
Total Operating Revenue	\$878,792

Equity ¹	Actual
Equity (Social Disadvantage)	\$75,798
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$75,798

Expenditure	Actual
Student Resource Package ²	\$542,957
Adjustments	\$0
Books & Publications	\$344
Camps/Excursions/Activities	\$6,727
Communication Costs	\$1,647
Consumables	\$14,310
Miscellaneous Expense ³	\$3,630
Professional Development	\$1,499
Equipment/Maintenance/Hire	\$17,089
Property Services	\$27,926
Salaries & Allowances ⁴	\$51,643
Support Services	\$28,963
Trading & Fundraising	\$16,339
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,903
Total Operating Expenditure	\$719,979
Net Operating Surplus/-Deficit	\$158,813
Asset Acquisitions	\$9,714

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$224,608
Official Account	\$5,146
Other Accounts	\$0
Total Funds Available	\$229,754

Financial Commitments	Actual
Operating Reserve	\$26,612
Other Recurrent Expenditure	\$354
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$25,000
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	\$50,000
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	\$101,966

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.