

2022 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 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 06 March 2023 at 11:42 AM by Gabrielle Boyd (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 21 March 2023 at 09:04 AM 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 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

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 4.92 equivalent full-time staff: 1 Principal class, 4 teachers and 4 Education Support Staff. Our student enrolment for 2022 was 32. 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 efforts 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our FISO 2.0 priority for 2022 was Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy, and in Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Staff undertook professional development through the Mathematics Association of Victoria around the Big Ideas of Maths. We strengthened teacher practice to support differentiation through building teacher capacity and data analysis. Staff reviewed the current Numeracy program throughout the school looking at intervention strategies and developing a whole school assessment schedule to monitor student growth. The Tutor Learning program focused on Numeracy support and extension.

Staff also started their learning journey with the Soundwrite program, supported by the SSSO team. As stated below staff were employed into wellbeing roles and social emotional classes were scheduled for the year. The SELs and Wellbeing programs were a direct response to the needs of the students, school and community at that particular time.

Wellbeing

Welshpool and District Primary School is proud of the progress we have made in the area of wellbeing. During 2022 we again focused on the wellbeing of students, staff and families.

Our school worked with members of the SSSO team to provide support and strategies during times of critical incidents as well as providing ongoing support for day to day wellbeing issues. We employed a Wellbeing staff member (0.2) who was able to work with the students on a one on one basis and small group programs.

Our IncrediGirls program kicked off in 2022. This program was designed to build a passion around STEM as well as developing teamwork, problem solving, critical thinking skills and empowerment. Social emotional learning (SEL) classes ran every Wednesday where students focussed on wellbeing skills and strategies including the learnings from the Respectful Relationships and Rock and

Water programs.

We continue to offer frozen meals, fresh fruit and pantry staples to all families. In conjunction with the local Post Office, we continue to provide food drops for community members.

Wellbeing remains a priority for 2023 and we look forward to extending this work with the support of the Department initiatives.

Engagement

Welshpool and District Primary School has a culture of all staff being responsible for all students. This allows the students and staff to build meaningful and respectful relationships 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. Student absence in 2022 was high due to a run of covid with our school and community. Families were very diligent in following protocol in keeping students home when unwell. 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 as 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. Staff also follow up with a courtesy phone call home (either for clarity or to provide support). WDPS also follows the Network Attendance process.

Students were highly engaged in the whole school Numeracy program as well as the tutoring support and extension sessions. We saw excellent results across the school from both of these programs. Students were also highly engaged in the school run speech and phonics program.

Other highlights from the school year

We were able to offer a Positive start camp for our students in 2022. All students were able to participate in a camp of some description (P/1/2 sleepover, Grade 3/4 camp, Grade 5/6 camp, Somers camp). For the first time in a number of years we were able to host an Easter Fun Day and a Christmas Celebration, both which families and our wider community could attend. We were able to check in with our local community with a street visit during R U OK? Day. We also held a well attended community morning tea.

Our IncrediGirls program which kicked off in 2022 was another highlight. This program has a focus on STEM but aims to empower and develop critical thinking skills of participants.

We were fortunate to secure a number of grants all of which directly impact student learning and outcomes (FRRR, Sporting Schools, Accessible Buildings, OSHC). Our Parent's Club also had a fantastic year of fundraising, raising approximately \$10 000 for the school. Having come out of lockdowns and remote learning the year previous, and our school and community starting to find a sense of the 'normal', this fundraising amount surpassed anything we thought possible.

2022 saw a year of great learning growth, increased community and family connection and a positive outlook for the year to come.

Financial performance

Welshpool and District Primary School is in a sound financial position, with an operating surplus. 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. School Council continues to employ a maintenance person to help with the upkeep of the school grounds and buildings. We received two 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 payment of the newly redeveloped playground which was installed over the Christmas period. The accessible building grant secured in 2021 saw the build of a ramp into the main classroom space. Works are still continuing on the portable toilet space, ramp to the hall and pathway works.

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 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 32 students were enrolled at this school in 2022, 9 female and 23 male.

NDP percent of students had English as an additional language and 0 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).

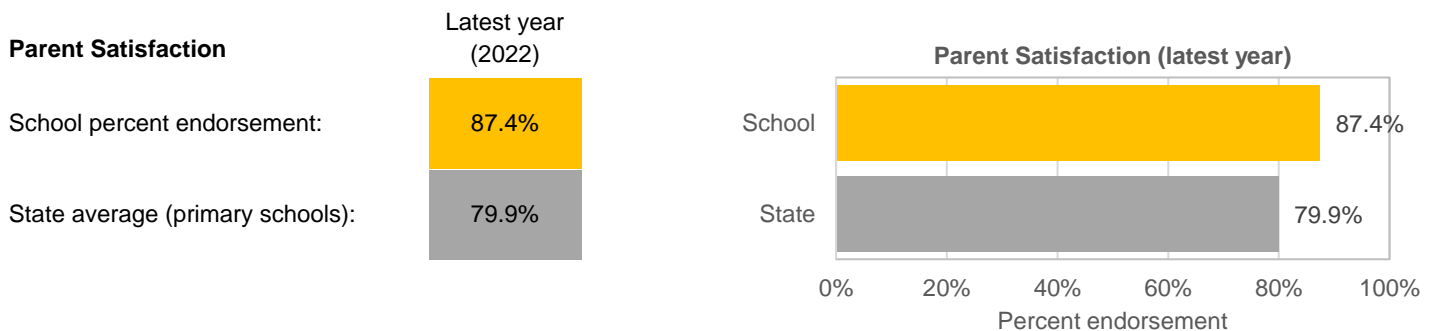
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

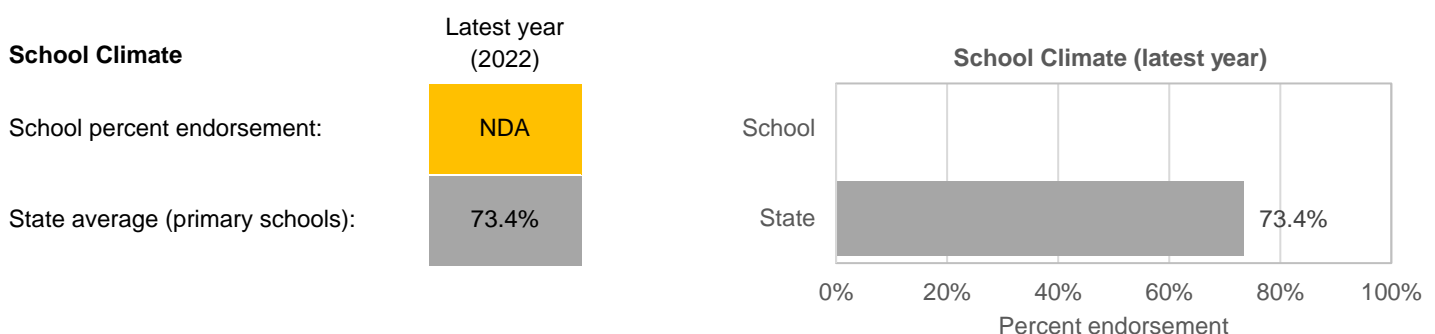


School Staff Survey

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:

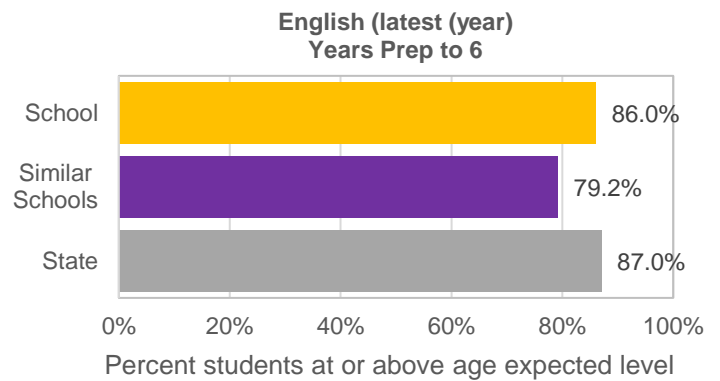
86.0%

Similar Schools average:

79.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

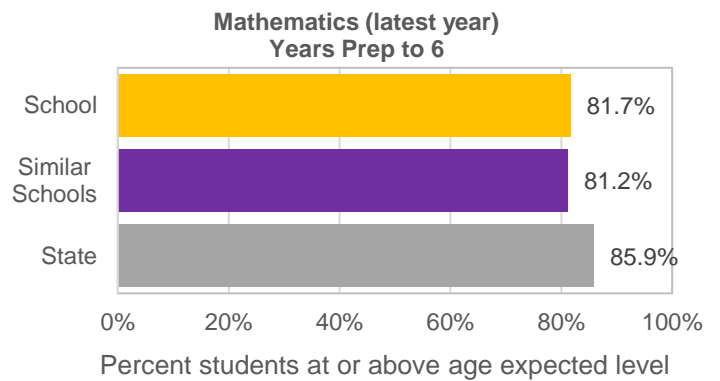
81.7%

Similar Schools average:

81.2%

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.

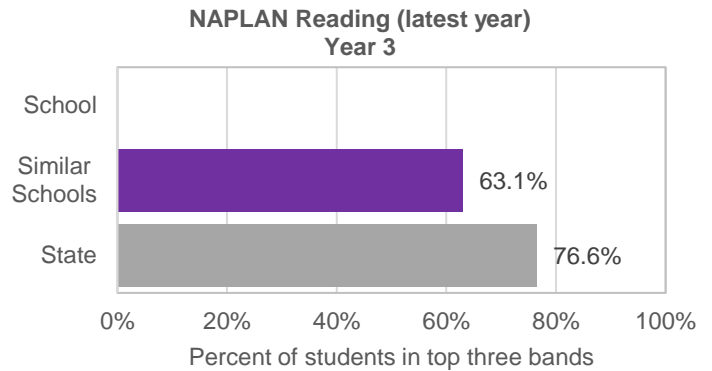
NAPLAN

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.

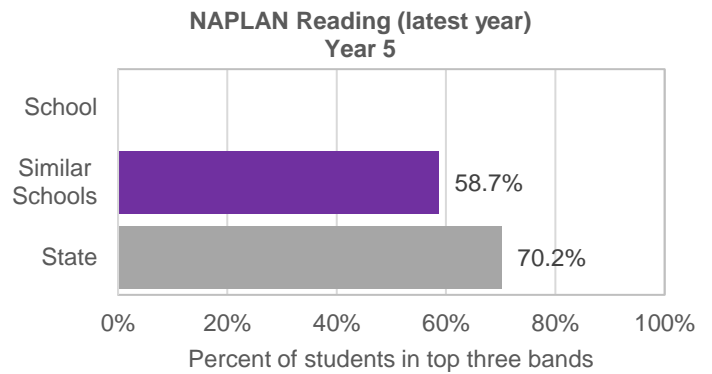
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	73.3%
Similar Schools average:	63.1%	59.1%
State average:	76.6%	76.6%



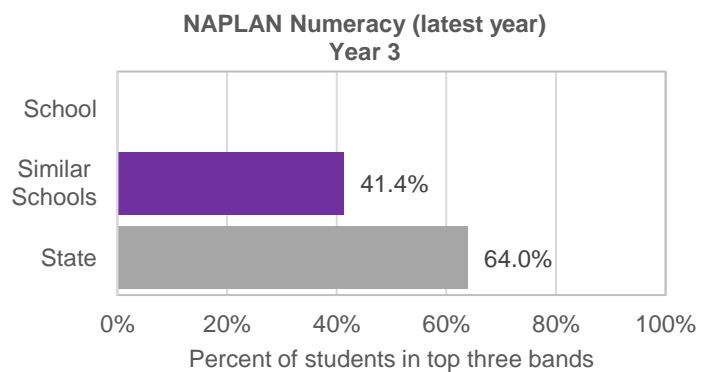
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	40.0%
Similar Schools average:	58.7%	54.8%
State average:	70.2%	69.5%



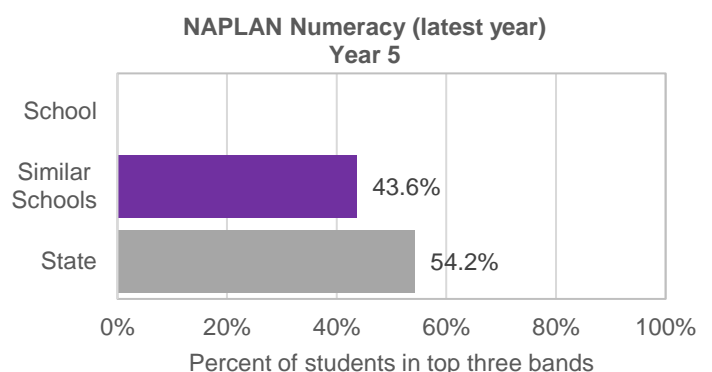
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	33.3%
Similar Schools average:	41.4%	49.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	30.0%
Similar Schools average:	43.6%	44.4%
State average:	54.2%	58.8%



WELLBEING

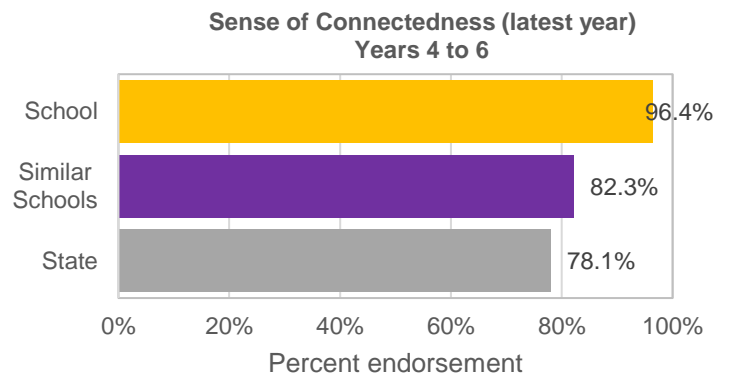
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	96.4%	93.9%
Similar Schools average:	82.3%	82.8%
State average:	78.1%	79.5%

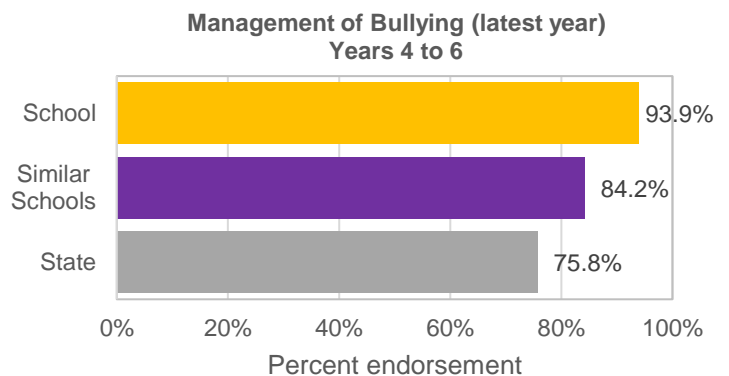


Student Attitudes to School – Management of Bullying

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:	93.9%	92.9%
Similar Schools average:	84.2%	84.6%
State average:	75.8%	78.3%



ENGAGEMENT

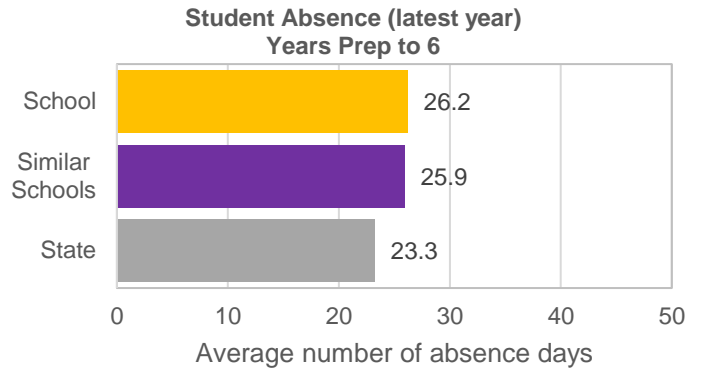
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.2	17.2
Similar Schools average:	25.9	19.1
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%	85%	83%	87%	88%	NDP	83%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$574,977
Government Provided DET Grants	\$208,094
Government Grants Commonwealth	\$0
Government Grants State	\$5,000
Revenue Other	\$8,744
Locally Raised Funds	\$100,010
Capital Grants	\$0
Total Operating Revenue	\$896,825

Equity ¹	Actual
Equity (Social Disadvantage)	\$92,206
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$92,206

Expenditure	Actual
Student Resource Package ²	\$558,977
Adjustments	\$0
Books & Publications	\$979
Camps/Excursions/Activities	\$14,402
Communication Costs	\$1,659
Consumables	\$16,169
Miscellaneous Expense ³	\$6,108
Professional Development	\$2,009
Equipment/Maintenance/Hire	\$9,048
Property Services	\$16,668
Salaries & Allowances ⁴	\$46,895
Support Services	\$77,011
Trading & Fundraising	\$25,915
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$7,463
Total Operating Expenditure	\$783,305
Net Operating Surplus/-Deficit	\$113,520
Asset Acquisitions	\$36,405

- (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	\$285,186
Official Account	\$5,807
Other Accounts	\$0
Total Funds Available	\$290,993

Financial Commitments	Actual
Operating Reserve	\$36,317
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$46,892
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	\$26,999
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$110,208

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.