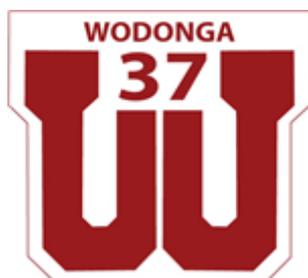


2020 Annual Report to The School Community



School Name: Wodonga Primary School (0037)



- 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 18 March 2021 at 11:15 AM by Damian Duncan (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 18 March 2021 at 12:03 PM by Greg Pinkerton (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

In 2020, Wodonga Primary School entered the third year of its Strategic Plan where all staff navigated the challenges the pandemic threw at us to engage the learning of 946 students from our regional city. Our school is committed to driving our school improvement measures from within the classroom through our leadership structure, eight Learning Specialists across the school (each year level, including our Specialist team was appointed a Learning Specialist in 2018 based on our SSP goal of transformational leadership. Embedding our work has been an area of high priority and sees our staff constantly reflecting on their methods and pedagogies through a coordinated and effective SIT (School Improvement Team). This was also enhanced through the delivery of teaching and learning online. Flexible and Remote learning was delivered via Google Classroom, and saw staff, parents and students grow exponentially in new learning technologies. As a Visible Learning school, students from Foundation to Year 6 are actively engaged in the core learning areas of English and Maths while exploring the other subject domains via an inquiry-based learning model. Student Wellbeing and Engagement are integral aspects of our school environment with consistent language and approaches implemented from F–6. Specialist teachers in Visual Arts, Music, PE, STEM, Computer Studies and Japanese not only provide curriculum coverage but also further opportunities for students to choose pathways they are passionate about, due to the additional activities they provide. In 2020, Wodonga PS had 40 classrooms that were structured to enhance collaborative practices within year levels – teachers plan and implement teaching programs that respond to student data and identified areas of need. Reading, Writing and Math curriculum pathways supported students to understand their learning progress. Our Vision Principles of Culture, Challenge, Curiosity, Community and Collaboration underpin all learning. Strong community connections are evident across our school and local environment. Wodonga Primary School is a proud member of the Wodonga Federation of Government Schools and works tirelessly with the Federation in promoting strong educational pathways in Government schools across Wodonga. In 2020, Wodonga PS had 46 equivalent full-time teaching staff, 8 Learning Specialists, 4 Principal Class and 18 Education Support staff. The culture of our school is one of professionalism, student-driven intent and passion for ensuring the whole child is educated.

Framework for Improving Student Outcomes (FISO)

The 2020 Annual Implementation Plan for Wodonga PS focused on the following FISO initiatives:

Building Practice Excellence

For the second year in the School's Strategic Plan, the 2020 AIP Goal in Building Teacher capacity in the teaching and learning area of Mathematics was a major element of work for our school, however this was deeply impacted due to Remote and Flexible Learning. Throughout the year, staff worked on aligning practices to online delivery methods. It was great to see staff being creative in transforming practices into accommodating the online delivery method and expanding on the Mathematical Proficiencies, "Number Talks" and "Low Floor, High Ceiling Tasks". These accommodations to include our AIP goals into the remote environment, was a true testament to our school.

Positive Climate for Learning

Unfortunately, the online world was not great at focusing on teachers supporting meta-cognition with our students, however the leadership team was extremely focused on ensuring there was equity for all students in the remote environment, as well as providing systems of feedback by all teachers, attendance tracking, engagement in learning processes and pathways for students to seek assistance, academically and emotionally to ensure their safety. Upon the two returns to school from remote learning in 2020, the leadership team worked rigorously to ensure supports for students were in place for students to thrive back on-site. These included...

- well-being, engagement and psychology supports triaged for identified students/groups
- academic priority which was supported by a review of Term 4's curriculum
- health and hygiene proactive measures.

Achievement

To say that 2020 was a challenge for educators and students, is a huge understatement. The Covid-19 Global Pandemic saw the first ever implementation of Remote Learning. To make this effective, teachers needed to be flexible, creative and fast learners. The staff at WPS did us all proud, quickly adapting their learning program to continue to deliver authentic and engaging learning programs remotely.

Being locked down didn't stop our staff in terms of professional growth, our leadership team continued to facilitate weekly staff PLTs remotely. During Term 3, we engaged the services of SchoolEd Consultancy to work collaboratively with our staff for a whole day PD with numerous follow-up PDs in the weeks following. The outcome of this meant that a huge element of the Strategic Plan was completed in the development of an agreed upon Instructional Model for Maths, the Instructional Workshop Model and the Exploratory Instructional Model.

In terms of achievement data, the lack of face-to-face schooling had some negative effects on some students while others thrived in the remote learning environment. A culmination of the aforementioned efforts of our staff saw the following positive results in the AIP focus of Maths:

- Our school having 83% of students at or above age expected level in Measurement and Geometry, 8% higher than Network schools (75%)
- Our school having 82% of students at or above age expected level in Number and Algebra, 8% higher than Network schools (74%)
- Our school having 80% of students at or above age expected level in Statistics and Probability, 8% higher than Network schools (72%)

A huge focus in 2021, revolves around those students who made minimal progress throughout Remote Learning. The Tutor Learning Program will identify, assess and provide targeted small group learning opportunities to these students with the aim of bringing them back to their original learning projection.

Our school is also in the implementation phase of the Exploratory model and we are already seeing some amazing anecdotal results in terms of student participation, engagement and achievement in Maths.

Engagement

The notion of student engagement was taken to a whole new level in 2020!

Remote learning saw staff go above and beyond to ensure that the engagement of students continued to be a focus, regardless of whether they were working from home or on-site.

The implementation of Google Classroom ensured that students had the opportunity to continue to engage with their classmates and teacher on a regular basis while continuing their learning. The school also supported families who didn't have the technology to access Google Classroom by lending laptops.

School leadership engaged the school community by continuing our whole school assemblies remotely. In addition, the Principal's eye on learning videos were a hit!

Although student attendance parameters changed during the school closures, staff were still diligent in making contact with families who were disengaged from learning. This was done through phone calls, video conferences and email.

The feedback the school received for their overall support of students during this time was very positive!

The school Engagement Team continued to grow in 2020 with the introduction of our Educational Support Dog, Barkley. Barkley is still growing and learning through his regular training but we have all seen a huge beneficial impact on many students (and staff) across the school.

In addition to our 'wonder dog', the school also added a Leading teacher to the Engagement Team. Ryan Gordon has worked diligently in the role and has supported staff in responding to behaviours in the classroom and building staff capacity. During this year, the team also said farewell to long-serving guidance counsellor, Geoff O'Neill. He was replaced late last year by Erin Cooper who is growing into her role nicely!

Wellbeing

Well-being is a consistent area of focus at Wodonga Primary School, and there had been no year where this area of our work was of higher priority, than in 2020. With such unprecedented impacts on the community, we were challenged to meet the rapid changes of operations within a school, as well as the need to research, adopt and implement new ways of doing things. This had a remarkable impact on staff and students. We prioritized time and effort towards ensuring the emotional wellness of staff and students was being addressed. The following are a few of the adjustments made to underwrite our support of student and staff wellness...

- We introduced Wellness Wednesday to our remote learning program.
- Google Meets every morning at 9:30am was another wellbeing initiative implemented for students to maintain connectedness to their teacher and their friends/classmates. Participation in these was very high.
- - Ran our Whole School Assemblies live across the school and then put the video on Facebook for families to view.
- Use the Wellness Website (specifically made by our school) to provide well-being and mindfulness activities.
- Feedback from remote learning (1.0), told us that students like choice in learning while working remotely, and also the physical and positive emotional activity was helpful and enjoyable.

Financial performance and position

The school's financial situation at the end of 2020 was in a healthy position. Due to Remote and Flexible Learning, a lot of the school's budget expenses were not utilised. Additionally, DET supports our school with COVID cleaning grants and support during the pandemic. We continued to receive funding to assist in the facilitation of programs within our school, such as the Defence School Mentor Program, Learning Specialists, Equity Support and Sporting Schools Grants.

The school concluded a self-funding redevelopment of our main toilet facility, to better accommodate our growing student population and to repair our ageing facilities which will alleviate ongoing maintenance issues. This required funds to be allocated to the project over 3-4 years, which commenced in 2019. The final payments of this project were not received and paid until the 2021 school year. Additionally, the School Council's Priority Project group planned for the replacement of the senior playground. Due to the pandemic, it did not eventuate until the 2021 school year, even though funding was planned for in the 2020 budget. Once again, the school also self-funded a variety of building works due to classroom expansion, given our growing population, which included two new classrooms and a tutor learning hub.

For more detailed information regarding our school please visit our website at
[www.http://www.wodonga-ps.vic.edu.au/](http://www.wodonga-ps.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 937 students were enrolled at this school in 2020, 451 female and 486 male.

6 percent of students had English as an additional language and 6 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.

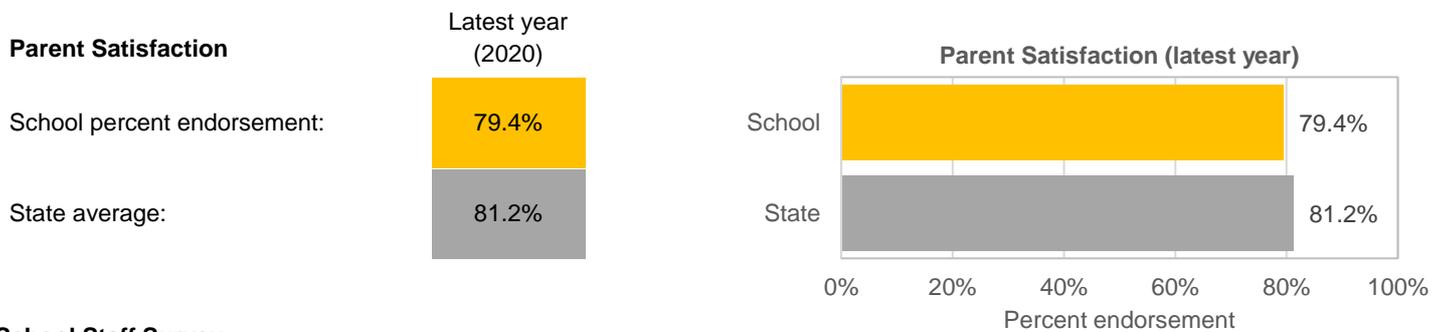
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

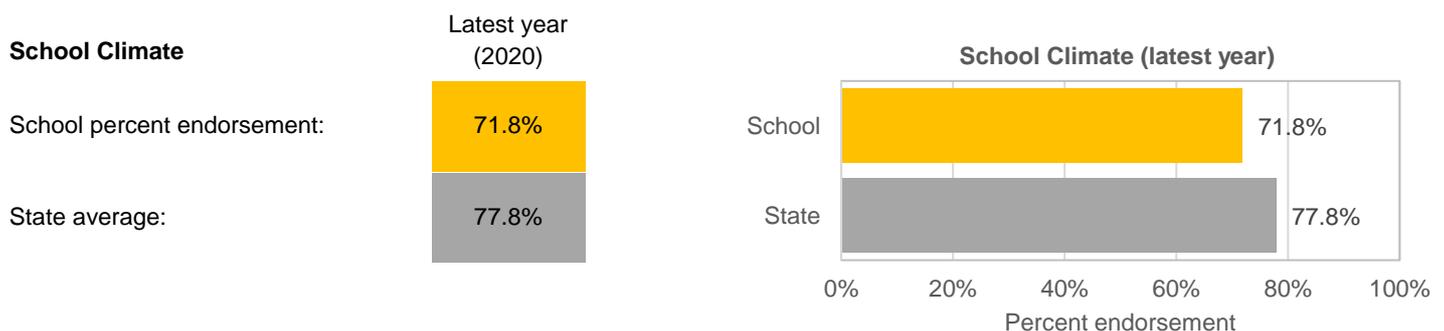


School Staff Survey

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:

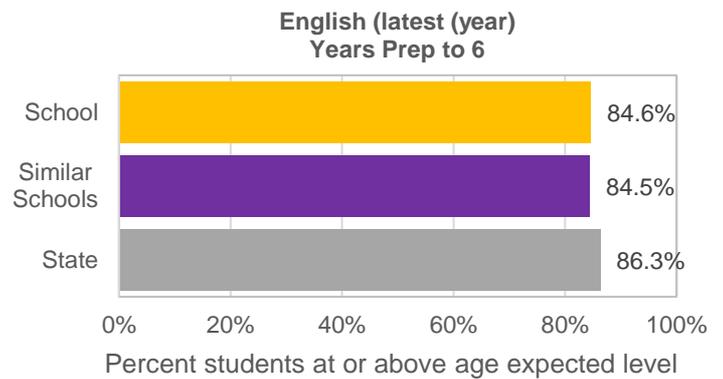
84.6%

Similar Schools average:

84.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

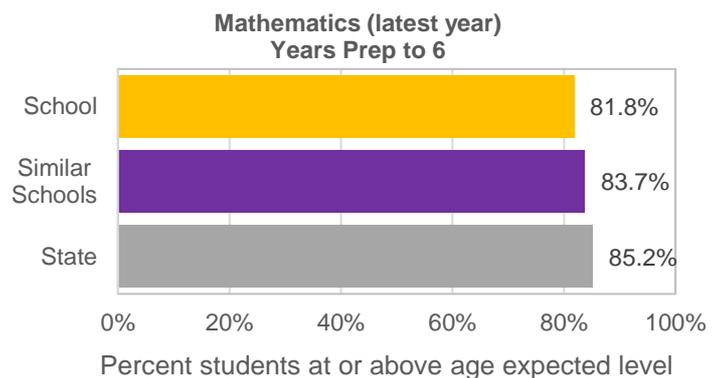
81.8%

Similar Schools average:

83.7%

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

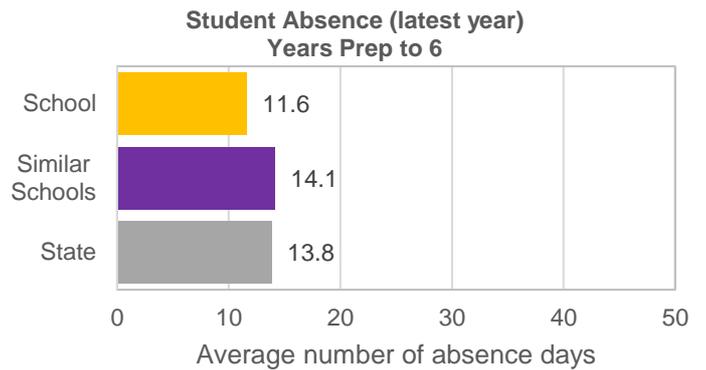
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.6	13.9
Similar Schools average:	14.1	15.3
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):	95%	94%	94%	95%	94%	92%	93%

WELLBEING

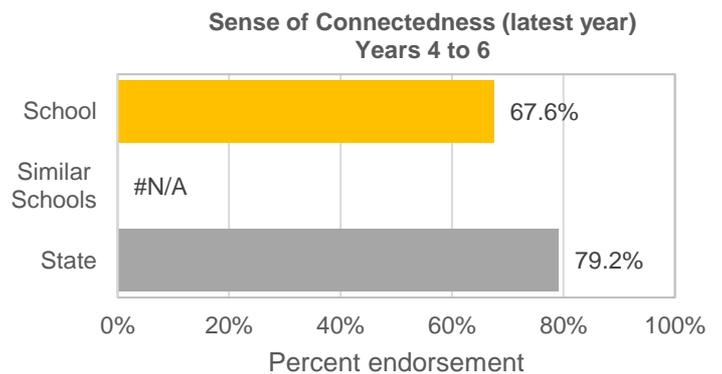
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	67.6%	74.2%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%



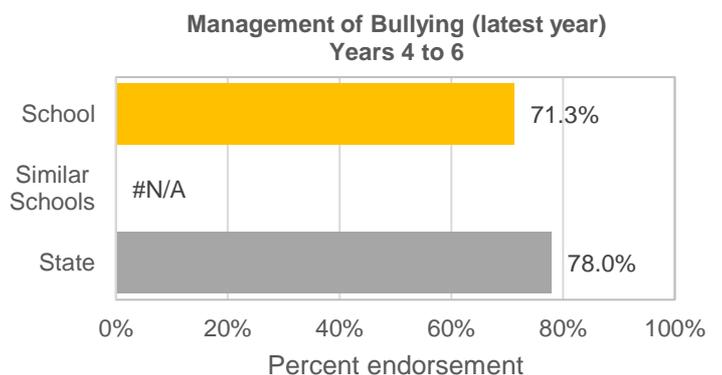
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	71.3%	74.9%
Similar Schools average:	NDP	80.2%
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	\$7,968,714
Government Provided DET Grants	\$1,274,631
Government Grants Commonwealth	\$17,968
Government Grants State	NDA
Revenue Other	\$60,963
Locally Raised Funds	\$321,270
Capital Grants	NDA
Total Operating Revenue	\$9,643,546

Equity ¹	Actual
Equity (Social Disadvantage)	\$492,387
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$492,387

Expenditure	Actual
Student Resource Package ²	\$7,487,515
Adjustments	NDA
Books & Publications	\$17,512
Camps/Excursions/Activities	\$204,362
Communication Costs	\$13,823
Consumables	\$136,020
Miscellaneous Expense ³	\$26,919
Professional Development	\$17,698
Equipment/Maintenance/Hire	\$149,733
Property Services	\$498,625
Salaries & Allowances ⁴	\$264,043
Support Services	\$101,327
Trading & Fundraising	\$54,140
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$86,276
Total Operating Expenditure	\$9,057,994
Net Operating Surplus/-Deficit	\$585,552
Asset Acquisitions	\$22,418

- (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	\$1,572,664
Official Account	\$16,225
Other Accounts	NDA
Total Funds Available	\$1,588,889

Financial Commitments	Actual
Operating Reserve	\$211,691
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$86,092
School Based Programs	\$352,961
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$16,678
Repayable to the Department	\$1,557
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$562,045
Maintenance - Buildings/Grounds < 12 months	\$134,603
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$1,365,626

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.