

2021 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 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 07 April 2022 at 12:55 PM by Damian Duncan (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 07 April 2022 at 01:14 PM by Nat Thompson (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

In 2021, Wodonga Primary School entered the final year of its Strategic Plan and all staff continued to navigate the challenges of the pandemic. The new COVID normal set challenges for our community with the decrease in physical / in person connections with our community. Our school vision to "Engage Learning and Expand Minds" continued to drive us to think, plan and enact our work in different ways. Our enrolment base continued to be strong with 938 students F to 6. As the school year drew to a close and our School Review was rescheduled to 2022, we looked inwardly on our school. Through consultative practices the school opted for a new structure leading in to our next Strategic Plan. 2021 was the last year of 8 Learning Specialists across each year level, to be replaced by 6 Leading Teachers with specific roles, in order for classroom Professional Learning and access to continuous support to students and teachers.

In 2021, Flexible and Remote learning was delivered via Google Classroom, and saw staff, parents and students solidifying their capabilities in using learning technologies at home and at school. As a Visible Learning school, students from Foundation to Year 6 are actively engaged in the core learning areas of English and Mathematics 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. Wodonga Primary School does not have any overseas students. In 2021, Wodonga PS had 42 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 Mathematics 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 2021, Wodonga PS had 46 equivalent full-time teaching staff, 8 Learning Specialists, 4 Principal Class and 18 Education Support staff. Our school does not have any Aboriginal or Torres Strait Islander 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 2021 Annual Implementation Plan for Wodonga PS focused on the following FISO initiatives:

Building Practice Excellence

Deepening our pedagogies and practices in the area of Mathematics teaching and learning was once again hindered by the Pandemic. Inroads made in previous years were not capitalized on, due to the switching between RFL and onsite learning. Embedding the Exploratory Instructional model was not successful and the focus was on student and staff wellbeing. Bringing about change in teacher practices was not advisable in the COVID climate. This being the case, Numeracy instruction and learning continues at the capacity of the individual teacher and support was provided as requested. Numeracy tutoring through the TLI program in 2021 occurred in some year levels of our school.

Positive Climate for Learning

In 2021 the deep focus of developing meta-cognition thinking, practices and learning approaches was a high focus in our classrooms and staff PLTs. Embedding our previous work with the school's "My Thinking Brain" school wide initiative was supported through the implementation of the following activities.

* Meeting schedule supporting the consistent Professional Learning for staff in the area of Meta-cognition at Whole Staff PLTs

* An audit that ensured all classrooms have the "My Thinking Brain" resources, including posters and prompts, as well as learning pathways.

- * Student forums to elicit student voice and agency around accessing learning independently
 - * WebEx professional learning that developed teacher's understandings of incorporating the meta-cognitive strategies in targeted small group instruction
 - * We continued to employ Learning Specialists (SSP leadership goal) to drive school improvement with principals
 - * Our Community Metacognition Night was cancelled and a Metacognition Website was designed for family engagement activities in lieu of the night.
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Achievement

The following data summaries outline our 2021 performance accessed from various sources in the core curriculum areas ...

Teacher Judgment:

- * English: F-6 students at or above the expected English standard at Wodonga Primary School was 82.1% (Like Schools: 83.5%, State: 86.2%)
- * Mathematics: F-6 students at or above the expected Numeracy standard at Wodonga Primary School was 82.8% (Like Schools: 82.9%, State: 84.9%)

NAPLAN:

-YEAR 3-

- *Reading: 66.9% of Year 3 students were in the top three bands in Reading (Like Schools 74.4%, State 76.5%)
- *Numeracy: 59.5% of Year 3 students were in the top three bands in Numeracy (Like Schools 64.3%, State 67.6%)

-YEAR 5-

- *Reading: 68.1% of Year 5 students were in the top three bands in Reading (Like Schools 67.5%, State 70.4%)
- *Numeracy: 49.6% of Year 5 students were in the top three bands in Numeracy (Like Schools 57.4%, State 61.6%)

Learning Gains - Year 3 (2019) to Year 5 (2021)

- Reading High Gain: 25% (Similar Schools 22%)
 - Numeracy High Gain: 16% (Similar Schools 22%)
 - Writing High Gain: 27% (Similar Schools 19%)
 - Spelling High Gain: 29% (Similar Schools 20%)
 - Grammar and Punctuation: 14% (Similar Schools 20%)
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Engagement

Our goals of ensuring student engagement became even more important in 2021 with the continuation of the pandemic. Our planning for students learning remotely and frequently transitioning between onsite learning and learning from home was strategic. Thinking and implementing things in different ways was essential. Here are a few of the highlights of the work we did in 2021 to continue to engage our students and our community...

- Whole School Assemblies were consistent each week via WebEx to classrooms. We included the regular routines and celebrations across the whole school. Video recordings of the assemblies were posted on the school's Facebook page.
- Planning for remote learning that engages our students at home. The use of Google Classroom was a dynamic platform for teachers and ES to deliver engaging instruction and learning opportunities.
- Small group instruction still occurred during remote learning via Google Meets. All students were scheduled to be in a small group while remote, our TLI tutors also had their scheduled small group instruction.
- The further development of the Wellbeing Website was a great success and the school received great feedback from families regarding this initiative.
- Barkley continued to do "his job", providing support and care to students who were challenged by re-engaging with school after the remote learning periods.
- Our AIP goal to re-engage Home Reading through an online log was hindered due to the pandemic too, though

gains were made with a successful trial in Year 2. We established a School Council Home Reading task force to drive a connection between school and families which enabled this Key Improvement Strategy. The foundation of this work in 2021 has set a great platform for work in 2022.

- We ran year level and staff specific "fun and engaging" opportunities throughout the year, from year level fun days to initiatives such as the whole school "Colour Run". Teachers had shortened meeting times and team building initiatives such as "Finska" comps, special lunches etc.

- Our attendance data is of concern to Leadership and through the school review process we aim to ensure this is a goal of our new Strategic Plan.

We worked with staff to ensure they had more awareness when supporting students emotionally and socially. Teachers were hugely supportive of Wellness Wednesdays.

2021 Parent Parent Opinion Survey has maintained positive outcomes in all areas and in some areas the 2021 data is stronger.

In 2022 we have employed two full time Leading Teachers in the area of Wellbeing and Engagement. They will work closely with our AP for Positive Climate for Learning, our school psychologist and our student counsellor. A significant emphasis on student and community engagement will be common place in 2022.

Wellbeing

Included is an outline of our school highlights from the 2021 year:

*Development and distribution of Whole School Respectful Relationships / Wellbeing Units focusing on engaging students and personal growth

*Our school pivoted to online delivery of health and wellbeing supports to students and their families through the development of the school Wellbeing Website with weekly updates to connect to students and families during Remote and Flexible learning

*Implementation of lunchtime clubs and engagement activities that were strategically scheduled and monitored through the wellbeing team

*Sensory support for students with sensory needs and acute processing problems

*Administering of school wide positive behaviour (KIND) incentive for acknowledging and celebrating kids being KIND to kids in the yard. Acknowledgement at weekly assembly, Facebook and school newsletter

*Specialist Program Initiatives to Engage Students across the whole school:

- Expansion of choir and music groups/bands to include a larger group of students

- Taiko drumming

- Continuation of basketball shootout competitions during break times

- STEM / STARS Club

- Various incursion and excursions across the Specialist levels

- Awards and points system that encourages and celebrates hard work and an adherence to the KIND-ER rules

Our school worked extensively to plan and be prepared for the multiple shifts to and from Remote and Flexible Learning and onsite through the 2021 year. In addition to school closures from Covid 19 outbreaks, the school ensured transition plans and wellbeing initiatives were prioritized through the uncertain period of time. The continuation of Wellbeing Wednesday initiative and use of wellbeing activities throughout the weeks were prioritized. In addition, staff were supported through a meeting schedule that aligned to the needs of staff wellbeing and supports for students that were challenged with the constant disruptions.

The success of the wellbeing initiatives, and also the increase in need for wellbeing supports of students, led the school to its decision of increasing the staffing profile of the Wellbeing team for 2022 and beyond.

Finance performance and position

Wodonga Primary Schools financial situation at the end of December 2021 was in a strong position.

Covid-19 impacted the school spending as many Professional Development programs, Courses and Seminars had to be cancelled for the year. As we moved back into Remote and Flexible Learning there was less need for CRT's and the schools budgeted expenditure was not utilised. The use of the Tutor Learning Initiative teachers also assisted in this area, reducing spending on replacement teachers (this was not completely ideal, however with the CRT shortage it helped the school get through tough times). Wodonga Primary school continued to receive further government funding for Covid-19 cleaning which was spent according to the Operation Guidelines.

Significant funds were spent during 2021 on the completion of the Toilet Block and also a new Playground area to accommodate for the growth of the school. These projects were budgeted for in the 2020 calendar year but were not completed until 2021.

We continued to receive funding to assist in the facilitation of programs within our school, such as Defence Mentor Program, Learning Specialists, Equity Support and Sporting Schools Grants.

Due to the students not being able to attend school camps in 2021 many CSEF funded students carried over their CSEF credits which are funds for those students to spend in 2022. We anticipate that camps will go ahead in 2022 and students will be able to utilise these funds.

School Council approved a new kitchen project to commence in 2022 costing approximately \$300k and the installation of a COLA (Covered Outdoor Learning Area).

For more detailed information regarding our school please visit our website at <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 938 students were enrolled at this school in 2021, 450 female and 488 male.

7 percent of students had English as an additional language and 7 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).

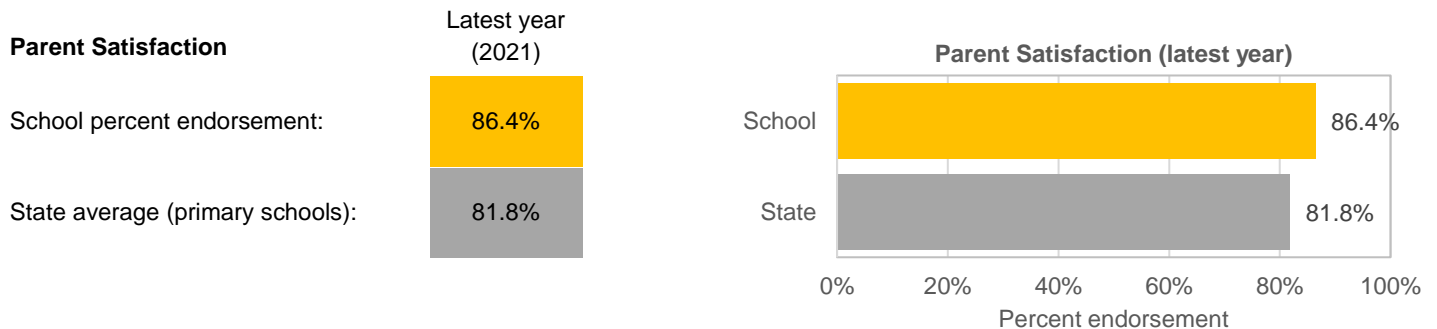
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

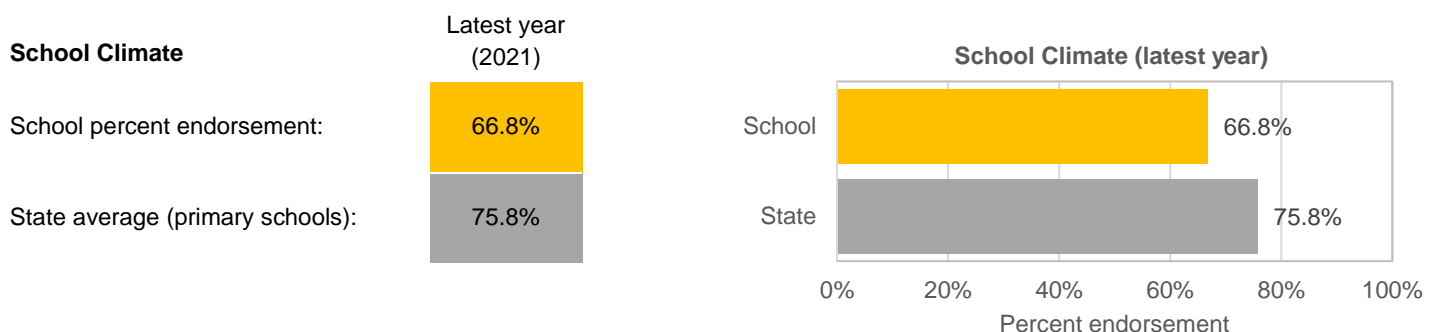


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

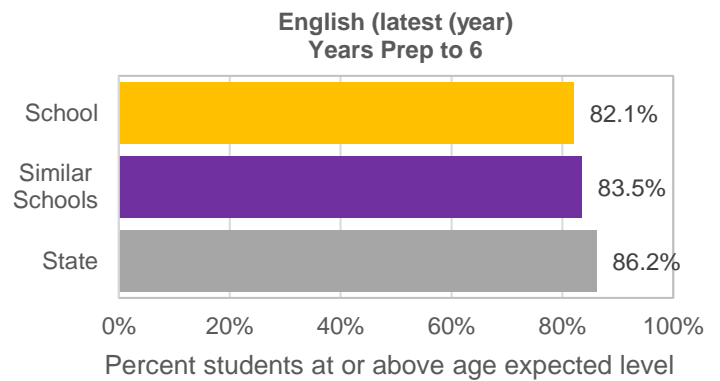
82.1%

Similar Schools average:

83.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

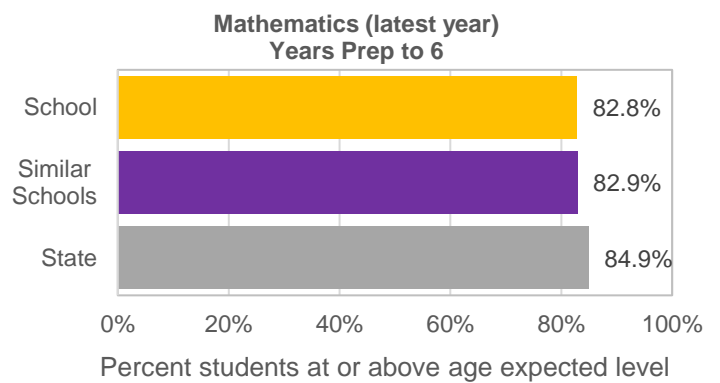
82.8%

Similar Schools average:

82.9%

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.

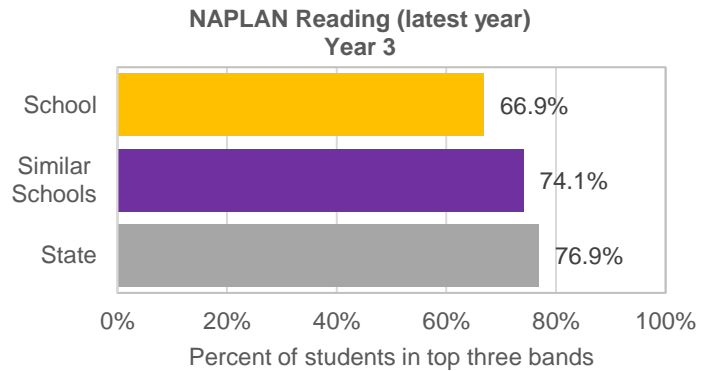
NAPLAN

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.

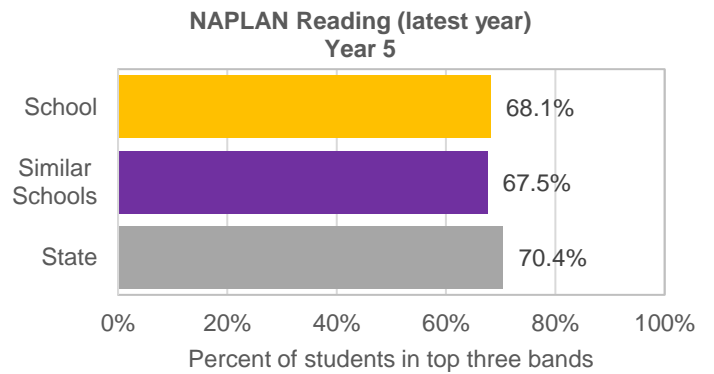
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.9%	69.5%
Similar Schools average:	74.1%	74.4%
State average:	76.9%	76.5%



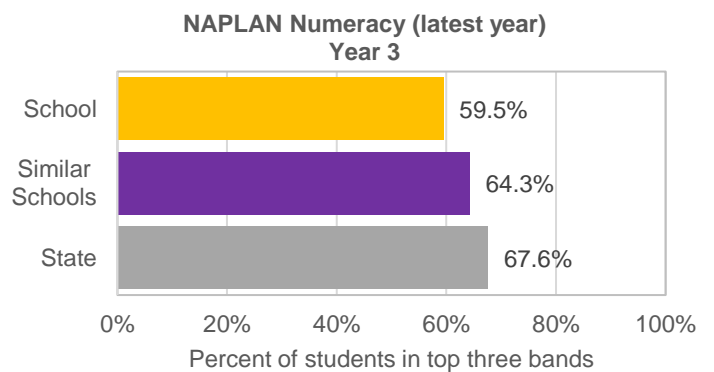
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	65.9%
Similar Schools average:	67.5%	66.3%
State average:	70.4%	67.7%



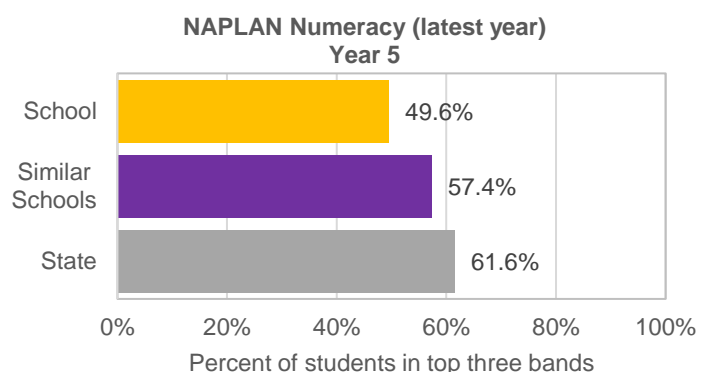
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.5%	58.4%
Similar Schools average:	64.3%	66.4%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	49.6%	49.6%
Similar Schools average:	57.4%	56.8%
State average:	61.6%	60.0%



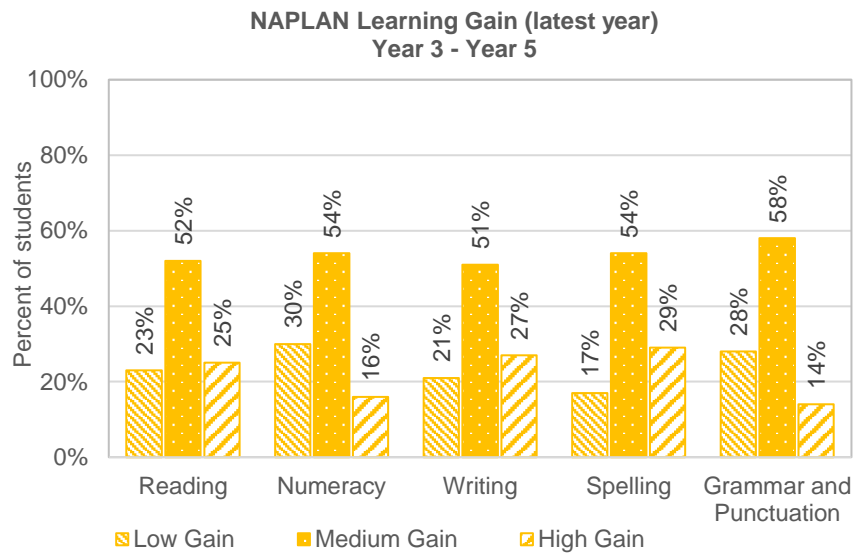
ACHIEVEMENT (continued)

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:	23%	52%	25%	22%
Numeracy:	30%	54%	16%	22%
Writing:	21%	51%	27%	19%
Spelling:	17%	54%	29%	20%
Grammar and Punctuation:	28%	58%	14%	20%



ENGAGEMENT

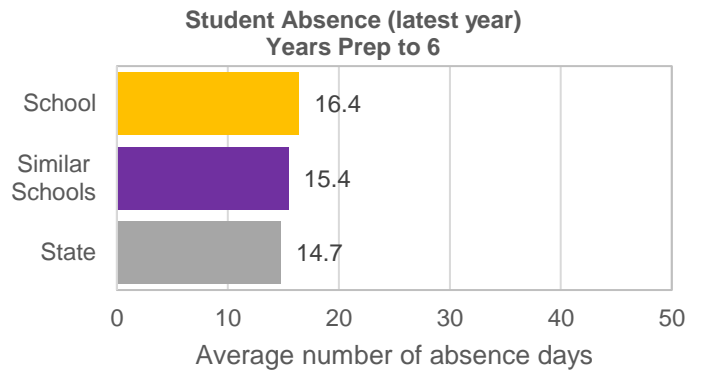
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.4	14.5
Similar Schools average:	15.4	15.2
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):	93%	92%	92%	92%	92%	92%	89%

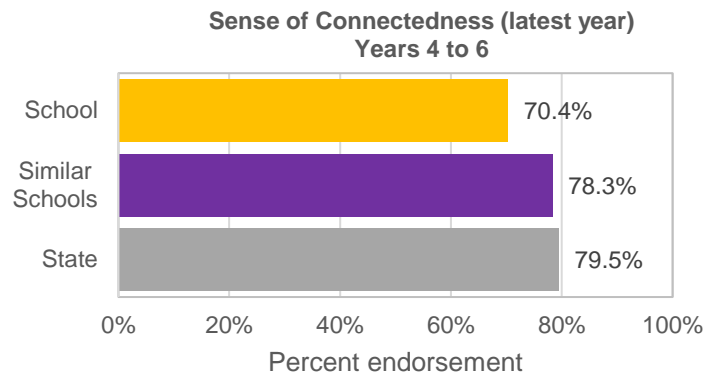
WELLBEING

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:	70.4%	73.1%
Similar Schools average:	78.3%	80.0%
State average:	79.5%	80.4%

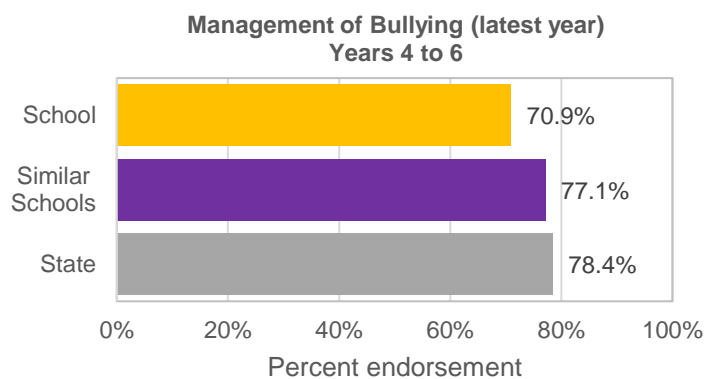


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	70.9%	73.8%
Similar Schools average:	77.1%	79.3%
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	\$8,333,003
Government Provided DET Grants	\$1,183,898
Government Grants Commonwealth	\$13,700
Government Grants State	\$0
Revenue Other	\$11,519
Locally Raised Funds	\$323,991
Capital Grants	\$0
Total Operating Revenue	\$9,866,112

Equity ¹	Actual
Equity (Social Disadvantage)	\$507,725
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$507,725

Expenditure	Actual
Student Resource Package ²	\$8,219,244
Adjustments	\$0
Books & Publications	\$10,059
Camps/Excursions/Activities	\$40,108
Communication Costs	\$15,411
Consumables	\$152,221
Miscellaneous Expense ³	\$40,624
Professional Development	\$6,473
Equipment/Maintenance/Hire	\$150,695
Property Services	\$602,226
Salaries & Allowances ⁴	\$248,094
Support Services	\$9,545
Trading & Fundraising	\$71,960
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$313
Utilities	\$77,036
Total Operating Expenditure	\$9,644,009
Net Operating Surplus/-Deficit	\$222,103
Asset Acquisitions	\$12,499

- (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	\$1,704,686
Official Account	(\$5,058)
Other Accounts	\$0
Total Funds Available	\$1,699,628

Financial Commitments	Actual
Operating Reserve	\$163,628
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$17,933
School Based Programs	\$339,869
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,127
Repayable to the Department	\$1,262
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$529,533
Maintenance - Buildings/Grounds < 12 months	\$151,669
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,214,021

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.