

# 2020 Annual Report to The School Community



School Name: Woolsthorpe Primary School (0688)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 15 April 2021 at 04:35 PM by Mandy Jones (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 27 April 2021 at 09:24 PM by Danielle Gladman (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

Woolsthorpe Primary School is a learning community driven by a culture of learning and continuous improvement. We focus on innovation and structures for learning from each other. As staff we have a relentless focus on improvement in Literacy and Numeracy outcomes for all students and we see this as our core work. We also know our students' health and wellbeing is vital to their development and learning outcomes. Our Trademark values of Respect, Excellence, Care and Teamwork are embedded into the culture of our school and are visible in the daily actions and behaviour of students, staff and parents.

We believe an education worth having is built on authentic learning experiences and relationships. Students at Woolsthorpe have a range of ways of connecting and collaborating with each other through the rich learning programs we provide. Our Kitchen Garden Program, House System, Creative Arts, Physical Education, Sporting Teams, STEAM specialist, Leadership Programs and opportunities to be part of our community connections are just some of the ways we foster and build a true Learning Community.

Our school is small in size but thinks big in how we innovate and design learning and teaching programs for students. We have a dedicated team of teachers and support staff, who take on many leadership roles and responsibilities within the school. Staff support and care for each other and go above and beyond to ensure our students have the best possible learning opportunities.

In 2020 we had 81 students enrolled, which were organised into 4 classes, Foundation/1, Year 1/2, Year 3/4 and Year 5/6. Our staffing profile included 4 Classroom Teachers, 1 part time Art/PE Specialist Teacher, 1 part time Education Support staff, 1 Business Manager and the Principal. Our school is classed as rural, and we are located approximately 30km from Warrnambool. The majority of our students are bussed to and from school each day. We are recognised by our community for ensuring a safe, caring and innovative learning environment. Our Staff and Parent Opinion Survey data is extremely positive with results above the state averages.

It is our school community culture that underpins everything we do. Staff work hard with all families to build close relationships. We provide excellent opportunities to form relationships with all parents and community members at our school. Staff value parent participation in all areas of the learning programs. Our Staff Opinion Survey data along with other qualitative measures in the school provides evidence of a high performance learning and improvement culture.

### Framework for Improving Student Outcomes (FISO)

In 2020, Woolsthorpe Primary School focused on the implementation of our Key Improvement Strategy (KIS) to build teacher capacity to effectively teach reading, under the FISO dimension of Curriculum Planning and Assessment. Most of the AIP actions and professional development plans were achieved during the year with some actions modified in relation to Remote Learning.

Woolsthorpe Primary School continued to provide a high-quality Remote Learning program, continuing with our relentless focus on Excellence. We used a variety of digital platforms to communicate with families and provide learning tasks. All staff were involved in developing learning tasks with a focus on the explicit teaching of phonics and reading during Literacy tasks. Numeracy tasks were hands on and relevant and we also provided wellbeing tasks and a variety of specialist tasks including art, PE and science. Staff were in constant communication with all families, and available to assist with anything at all. We built upon the already strong connections with families during this time. Feedback was sought from staff, students and parents, both during and at the end of both Remote Learning periods and changed made based on this feedback.

Teachers participated in the Reading Growth for All Community of Practice and participated in external professional development on guided reading practices. Staff then worked collaboratively to improve student reading outcomes across the school, increased their understanding, knowledge and skills in the teaching of reading, analysed student data and planned for differentiate instruction, continued to develop their understanding and the structure of the reading pedagogical model and the instructional practices. Staff participated in peer observations, both during Remote Learning and on return to school to provide meaningful feedback to each other and promote reflection and improved

professional practice on the implementation of the new learning from the professional development. We revised the Literacy Instructional Model and ensured it was evident in all classrooms. And staff used the Data Assessment Tool and 5 Week Planners to plan for Literacy, using Learning Intentions and Success Criteria that were differentiated.

### Achievement

We are proud of the achievements that all our students made during 2020. Using the school comparison measures, our teacher judgment data indicates that our students are working above the expected level in both English and Mathematics.

By providing live small group and individual conferences via WebEx, staff were able to continue with the school's goal of providing a focus on the explicit teaching of reading and phonics during Remote Learning. We regularly tracked the reading progress of all students, with data sets showing an overall increase in students at or above the expected reading level and growth across the school.

Overwhelmingly, families engaged in Remote Learning to a high level, supported their student's classroom teacher. Staff were constantly available for students and parents via WebEx, phone and text. Staff provided effective feedback to students on the skills and knowledge demonstrated on each learning task to move students forward in their learning.

Weekly planners were published for parents and students to see the tasks expected for the week and we responded to requests for students to have access to tasks early in the morning as some liked to complete them extremely early and then help out on farms or have additional timer during the day to suit the family's arrangements. At all times the family's wellbeing was at the forefront of our planning.

We continued to build the capacity of all staff to use assessment data to inform their teaching practices and plan learning at individual student points of need in Literacy and Numeracy. Our PLCs were a key driver of this improvement and collaboration work.

PM Benchmark results at the beginning of term 4, on return to on-site learning after 7 weeks of Remote Learning in term 3 showed that 23 % of students were reading below the expected level, 40% at the expected level and 37% were reading above the expected PM level.

### Engagement

Woolsthorpe Primary School students feel stimulated and motivated to learn. They trust their teachers and feel supported in all areas of the school and their learning programs. Engagement across the school is extremely high for all learners as is evident in our student surveys.

A proportion of students enjoyed the opportunities, flexibility and choices that Remote Learning provided. However, they were equally happy to return to on-site schooling to be with their friends again. We conducted our own student surveys both during Remote Learning and on return to on-site schooling. We continued to provide as many activities to encourage engagement as we could and prided ourselves on constantly thinking positively about how we could adapt and change to adjust. We were able to still hold regular school events such as ANZAC day services, weekly assemblies, virtual cross country and the Year 5/6 Speech night competition. These events meant we were also including the boarder community in our school and its events.

Our students feel connected in the community and at school. They have very strong relationships with their peers and other parents in the school community. Student Engagement at Woolsthorpe is about giving students voice and choice in what and how they learn. Discovery Learning and the use of our Learning Process is one way we integrated curriculum through inquiry learning, where students explore Big Ideas and areas of interest and passion. Creative Arts, Money Maths, Maker Club, STEAM projects, student led projects, Kitchen Garden programs and Ground Force are just some of the unique experiences our learners have here at Woolsthorpe. Our curriculum provides all students with opportunities to learn by doing through a project-based approach.

### Wellbeing

We have high expectations of all members in our school community when it comes to how we work in teams, care and support each other.

During 2020 we began the implementation of our focus on building resilience in students, and our involvement with The Resilience Project. All students in the school received a journal and completed activities to boost their resilience, both during Remote Learning and whilst at school.

Our Sense of connectedness and management of bullying continues to be above the 4-year average but was slightly lower than state and school average. Due to lower participation rates and differences in collection methodology in 2020, data sets are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

We sincerely thank all families for their ongoing support of the school, the staff and the students during the challenges that we all faced in 2020.

### **Financial performance and position**

In 2020 Woolsthorpe Primary School finished the year with an Operating Surplus. We ensure that budget allocations are allocated to directly support our students, programs, resources and professional development. We continued to purchase new resources to support all learning areas and programs. We have invested in staff professional learning and capacity building in areas of Literacy. The resourcing of our Professional Learning was clearly aligned to our School Strategic Plan and 2020 AIP goals and targets.

We continue to resource all areas of the curriculum and remain a leader in the use of technology to assist creative learning and teaching. Our 1 to 1 iPad program for our whole school certainly put us in a good position and made for a smooth transition to Remote Learning.

Our Equity funding has been used to staff literacy intervention and student support programs.

Whilst our PFA and School Council fundraising was used to support our resourcing vision through successful local fund raising, many of the fundraising events had to be cancelled due to Covid-19 restrictions, however our School Council and PFA were constantly planning how they could best support students and making plans for when restrictions may allow these events into the future.

**For more detailed information regarding our school please visit our website at**  
[www.woolsthorpeps.vic.edu.au](http://www.woolsthorpeps.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 81 students were enrolled at this school in 2020, 29 female and 52 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) which takes into account parents' occupations and education.

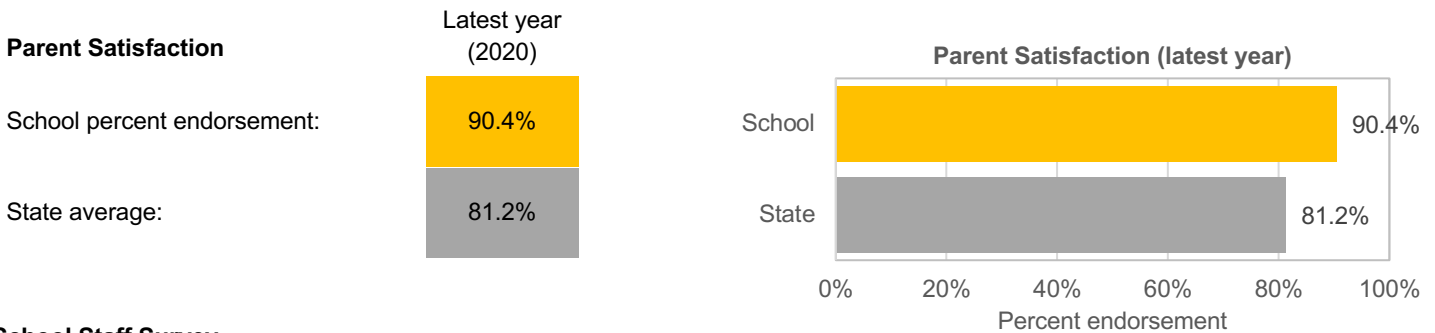
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - 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.

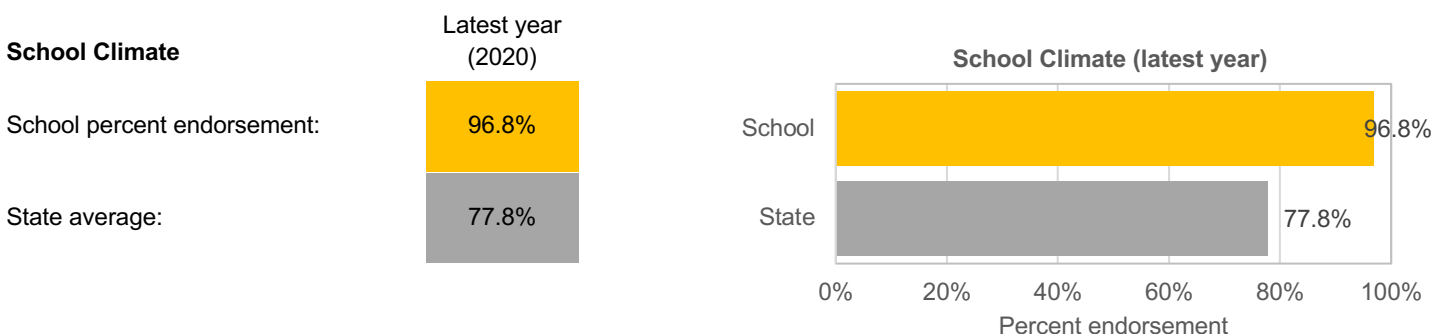


### School Staff Survey

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:

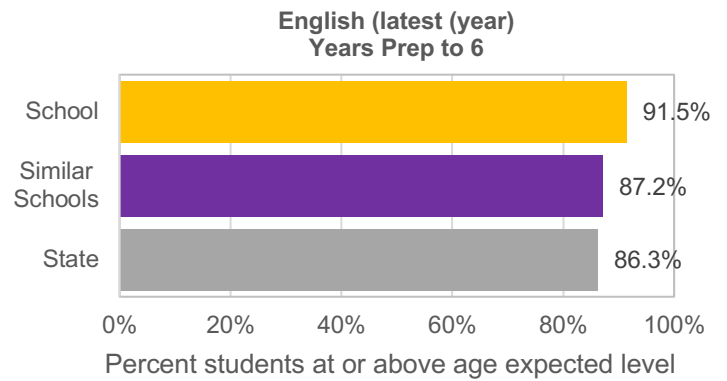
91.5%

Similar Schools average:

87.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

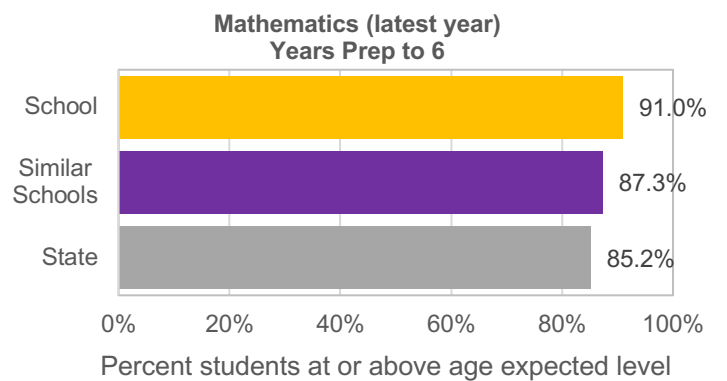
91.0%

Similar Schools average:

87.3%

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

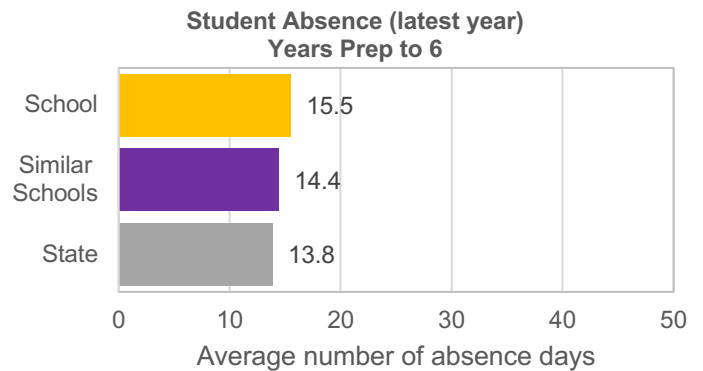
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.5	14.9
Similar Schools average:	14.4	15.0
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):	89%	94%	92%	95%	91%	92%	92%

## WELLBEING

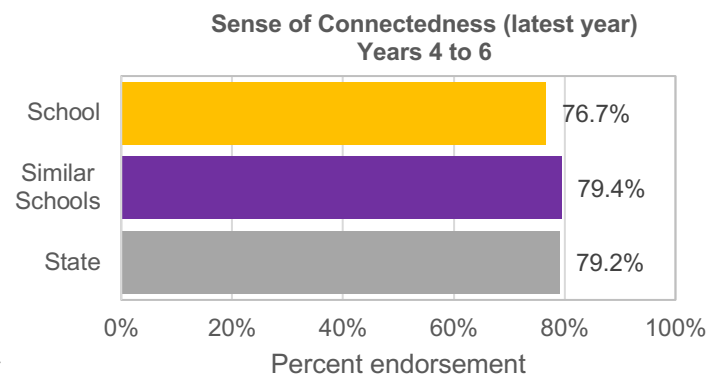
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	76.7%	85.0%
Similar Schools average:	79.4%	81.0%
State average:	79.2%	81.0%



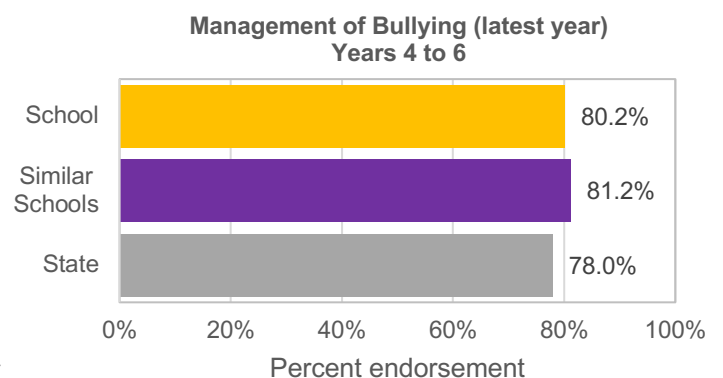
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	80.2%	87.3%
Similar Schools average:	81.2%	82.3%
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

<b>Revenue</b>	<b>Actual</b>
Student Resource Package	\$777,098
Government Provided DET Grants	\$148,700
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$6,138
Locally Raised Funds	\$57,572
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$989,508</b>

<b>Equity <sup>1</sup></b>	<b>Actual</b>
Equity (Social Disadvantage)	\$10,522
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$10,522</b>

<b>Expenditure</b>	<b>Actual</b>
Student Resource Package <sup>2</sup>	\$786,116
Adjustments	NDA
Books & Publications	\$422
Camps/Excursions/Activities	\$4,460
Communication Costs	\$2,121
Consumables	\$18,484
Miscellaneous Expense <sup>3</sup>	\$12,782
Professional Development	\$5,668
Equipment/Maintenance/Hire	\$16,100
Property Services	\$51,863
Salaries & Allowances <sup>4</sup>	\$6,239
Support Services	\$16,782
Trading & Fundraising	\$7,470
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$9,461
<b>Total Operating Expenditure</b>	<b>\$937,968</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$51,540</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$237,325
Official Account	\$15,337
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$252,662</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$23,001
Other Recurrent Expenditure	\$3,738
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$205,890
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$18,653
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$251,282</b>

*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.*