

2021 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).
- 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 16 March 2022 at 02:03 PM by Mandy Jones (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 16 March 2022 at 06:30 PM by Sam O'Keefe (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

Woolsthorpe Primary School aims to provide a caring, unique and active learning environment for all children in our care. We understand that building genuine relationships with our families and community will enable our students to thrive as kind, curious, resilient and happy learners.

Our School values of: Respect * Excellence * Care * Teamwork are deeply embedded into the culture of the school and are highly visible in classroom work, community interactions and the physical surrounds of the school.

- Respect – We take pride in how we treat each other in our work to create an environment of innovation and professionalism
- Excellence - We aim high and strive for excellence as a team and support each other's ideas
- Care - We show through our actions that we care and provide a safe learning community for all members to achieve their best
- Teamwork - We are committed and dedicated to self- improvement and learning by working in teams across the school to achieve this.

Our School is a small school with enrolments ranging between 80 and 85 students over the last few years.

Our school is situated in the Moyne Shire, approximately 30km from Warrnambool. We have a history and culture of high expectations, parent involvement and academic excellence.

In 2021 we had 82 students enrolled in February 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 PE and Science Specialist Teacher, 1 part time Junior PE and Music Teacher. 1 part time Education Support staff, 1 Business Manager and the Principal.

The Tutor Learning Initiative allowed us to provide targeted support to small groups of children in 3 literacy and 2 numeracy sessions a week for the entire year. This program proved valuable in providing additional support to identified students.

We are fortunate to have a very experienced staffing profile of classroom teachers that are leaders and have many years of experience in teaching. Our staff work as a collaborative team for the benefit of all our students.

iPad technology is embedded into all areas of learning at all year levels from Prep to Year 6, this is used to enhance student learning, create collaboration and creativity and a platform to record and share learning with parents.

We are extremely proud of our Heritage Apple Orchard, Ground Force and Kitchen Garden Programs which contribute to the unique experiences and opportunities our students have at Woolsthorpe.

We offer many extra curricula activities and opportunities for our students to be actively engaged in, such as sporting, debating, eisteddfod, public speaking, and Science and Technology experiences.

Our student leadership structure allows students to be actively engaged with their community.

Our school values each learner's passions and aims to develop students' confidence, knowledge, understanding, appreciation, curiosity and most of all a love of learning.

At Woolsthorpe we pride ourselves on our genuine relationships with our students and families and the wider school community. We highly value parental involvement and our Pancake Trailer is well known and appreciated in the wider community, our Parent's and Friends Association (PFA) are an active parent group who work hard to support programs and provide unique experiences for our students.

Our engagement in joint Professional Learning Communities (PLC's) with other schools, over the past years in literacy and numeracy has seen us working together to improve practice.

Our Health and Wellbeing plan was developed with a focus on trauma informed practices and supported by our involvement with A Big Life by implementing health and wellbeing programs in our classrooms and providing parental supports.

Parents and students have a strong sense of connectedness with our school, we promote happy, active & healthy kids in a safe, caring and supportive environment that fosters a sense of connection and a feeling of acceptance.

Woolsthorpe identifies the importance of strengthening and promoting physical, emotional and cultural safety approaches to support learning for all students and safeguard the wellbeing of staff.

Woolsthorpe Primary School is committed to building student resilience capacity by continuing to build a sense of connectedness; prosocial values; and equip students with skills and strategies to tackle current and future challenges to support their wellbeing and mental health.

As a school we strive for a culture of kindness, belonging, care, and passion for learning with a focus on the mental health and wellbeing of our students and families to enable our students to thrive as kind, curious, resilient and happy learners.

We endeavour to build an environment that ensures everyone including staff and parents thrive in our environment and feel safe and positive.

We want our students to be:

- Safe and have good health
- Engaged in rich learning tasks and inquiries
- Connected to each other and their community
- Inspired to be creative, curious and resourceful
- Able to learn in a style that best suits their needs
- Be resilient in times of challenge

To be literate and numerate underpins a positive future of learning and living.

in 2021 we were successful in being selected to train a teacher as a Science Specialist teacher through the Primary Mathematics and Science Specialist Program. This has allowed extensive professional development opportunities as well as providing Science as a specialist subject to all year levels.

Framework for Improving Student Outcomes (FISO)

Our Key Improvement Strategies were implemented, and actions and goals achieved in 2021. Our Tutor Learning Program was a huge success, with us being able to provide targeted support to identified students across the school year. We engaged a highly skilled teacher to deliver the program. The program was implemented throughout the whole year. Collection and analysis of data informed the program and next steps and was critical to identify students to participate in the program. 5 week cycles were implemented to analyse, evaluate, monitor and re-assess the TLI program, this allowed for fluid movement of groups as needed. Data collected showed great growth for the selected students in this program. Parent communication was enhanced through the tutor learning program as parents were informed of where their child was at and the progress made towards their goals.

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 families needed. 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 Remote Learning periods and changes made based on this feedback.

Achievement

We are proud of the achievements that all our students made during 2021. Using the school comparison measures, our teacher judgment data indicates that our students are working above the expected in both English and Mathematics in comparison to state averages.

Our NAPLAN data shows that our students are achieving above similar schools and state averages in Year 3 Reading and Numeracy and Year 5 Reading. Our year 5 numeracy results were in line with the state averages.

Our relentless focus on student wellbeing and designing quality learning tasks during remote learning ensured our students achieved great student outcomes in their achievement levels. We provided individual learning tasks as well as small group conferences to provide explicit teaching in literacy and numeracy to ensure continuity of learning.

Overwhelmingly, families engaged in Remote Learning to a high level, supporting 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.

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 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 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 and weekly assemblies. 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. 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 approach.

To address student non-attendance our school made individual plans with identified families, and implemented return to school plans for individual students. We made referrals to the regional Attendance officer and worked collaboratively with them to engage families and address attendance issues for identified students.

Wellbeing

2021 saw us engage the services of A Big Life to work with staff, students and parents to enhance the delivery of Health and Wellbeing across the school. A joint Big Life AIP was developed in conjunction with the other 5 Big Life primary schools. Multiple Communities of Practices were established to assist with the implementation of this work. All staff engaged in professional learning about wellbeing topics at our point of need at termly launches. A whole school and community needs analysis was completed to determine our point of need and identify what we already do well and have in place at Woolsthorpe. Big Life Educators worked collaboratively with classroom teachers to implement social and emotional learning for students. Parent resources and forums were provided to further support families. And boosts and information was provided through our communication platforms.

Our sense of connectedness and management of bullying data showed a decrease in percentages in 2021. 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 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 times of Remote Learning in 2021.

Finance performance and position

In 2021 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, especially in Writing. The resourcing of our Professional Learning was clearly aligned to our School Strategic Plan and 2021 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.

2021 saw a new Billy McNeil Memorial Playground installed to replace an old playground removed a few years ago. We funded this through locally raised funds and seeking grant donations from outside agencies.

We were successful in obtaining an Outside School Hours Care grant which allowed us to fully provide a before and after school care program in conjunction with another local primary school at an off site location for the next 4 years. This is providing a valuable service for our families.

**For more detailed information regarding our school please visit our website at
<https://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 82 students were enrolled at this school in 2021, 30 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).

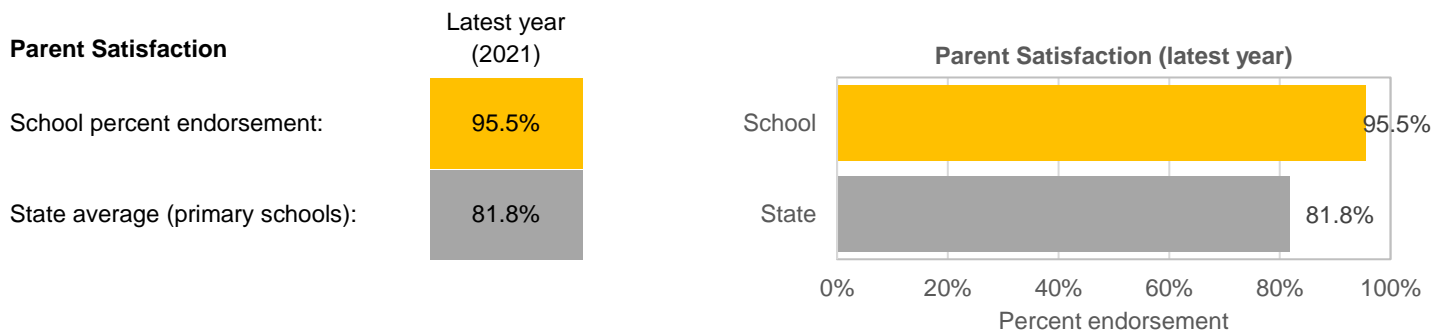
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

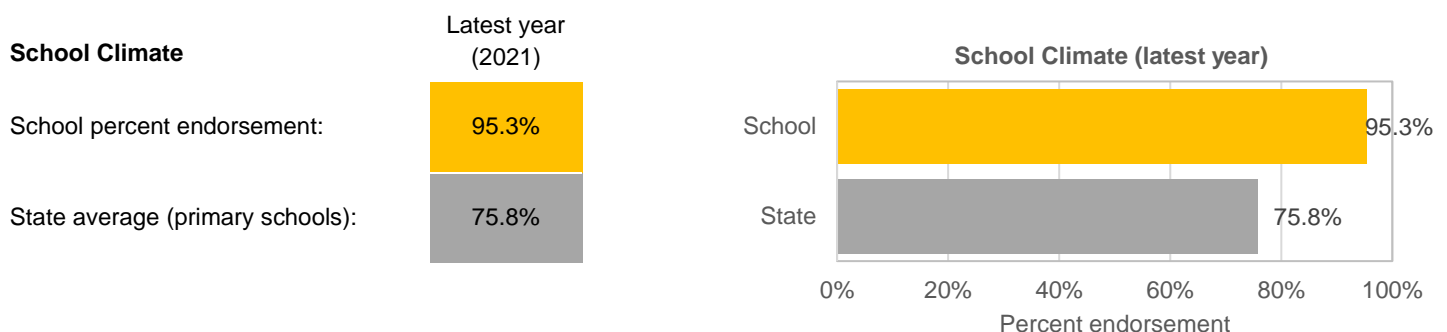


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

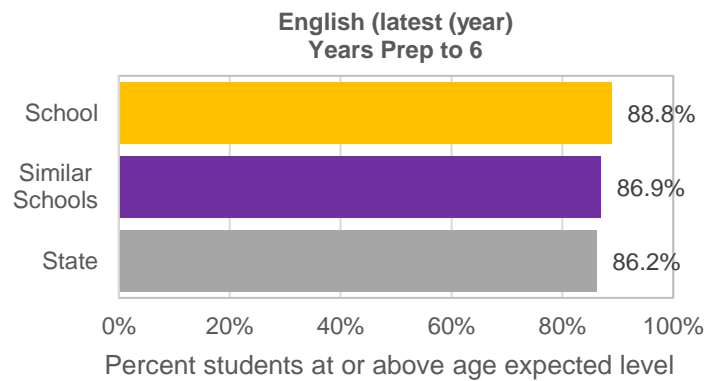
88.8%

Similar Schools average:

86.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

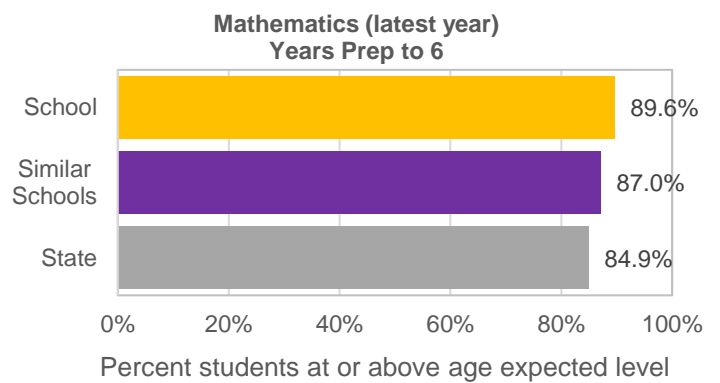
89.6%

Similar Schools average:

87.0%

State average:

84.9%



ACHIEVEMENT (continued)

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

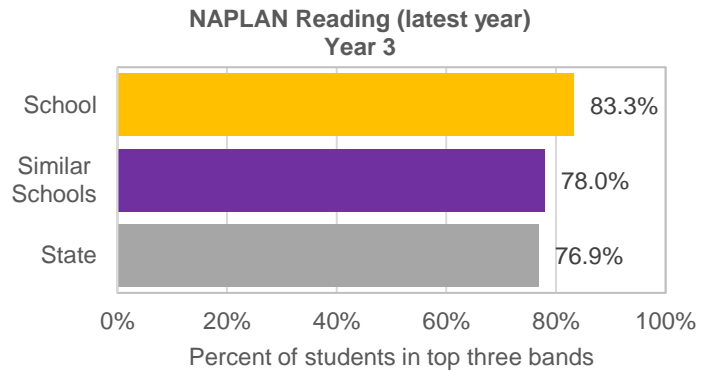
NAPLAN

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

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

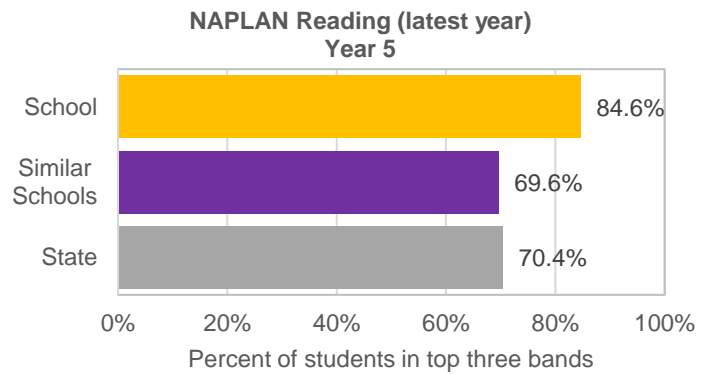
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.3%	94.1%
Similar Schools average:	78.0%	75.7%
State average:	76.9%	76.5%



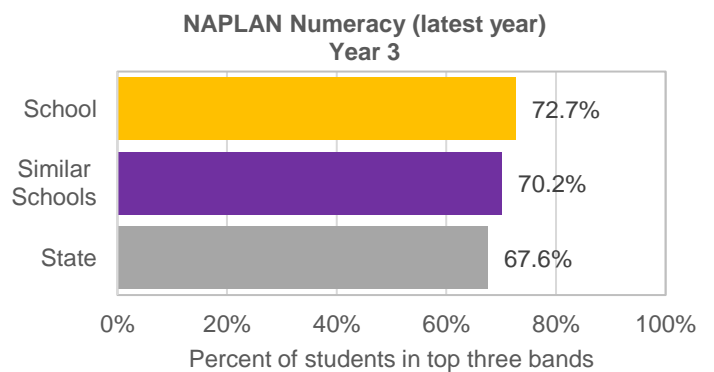
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	67.6%
Similar Schools average:	69.6%	66.8%
State average:	70.4%	67.7%



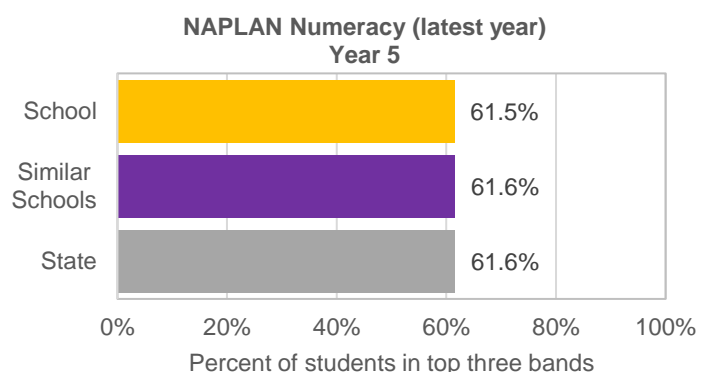
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.7%	78.8%
Similar Schools average:	70.2%	69.5%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	61.5%	56.8%
Similar Schools average:	61.6%	57.7%
State average:	61.6%	60.0%



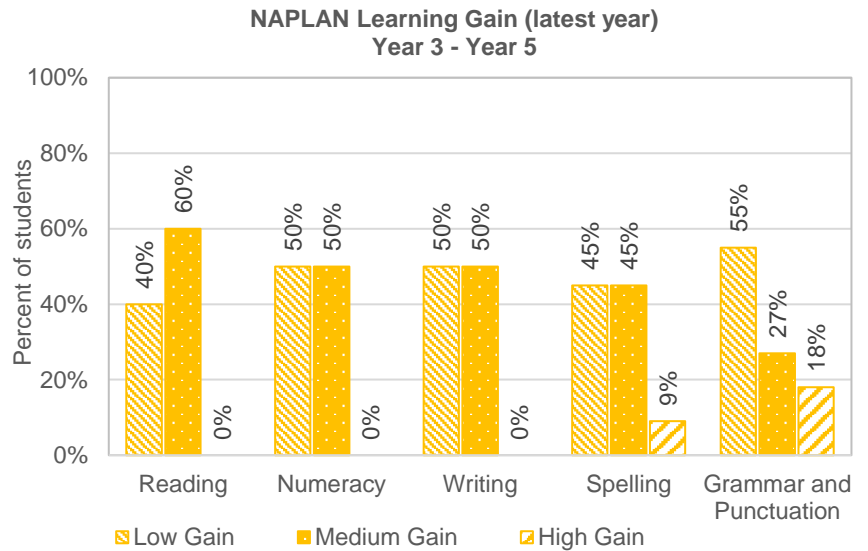
ACHIEVEMENT (continued)

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:	40%	60%	0%	22%
Numeracy:	50%	50%	0%	23%
Writing:	50%	50%	0%	19%
Spelling:	45%	45%	9%	24%
Grammar and Punctuation:	55%	27%	18%	23%



ENGAGEMENT

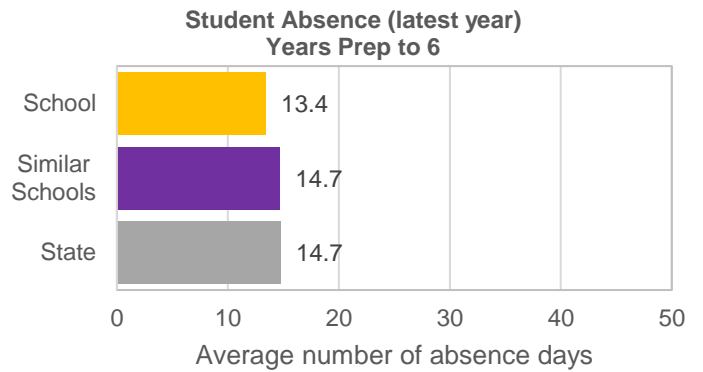
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.4	14.2
Similar Schools average:	14.7	14.9
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):	91%	95%	89%	95%	96%	95%	93%

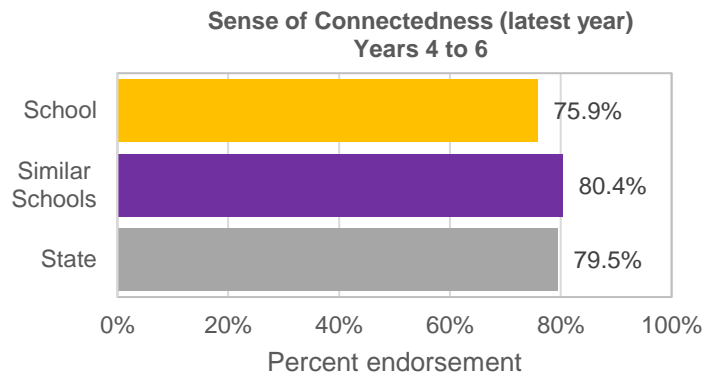
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.9%	81.1%
Similar Schools average:	80.4%	80.6%
State average:	79.5%	80.4%

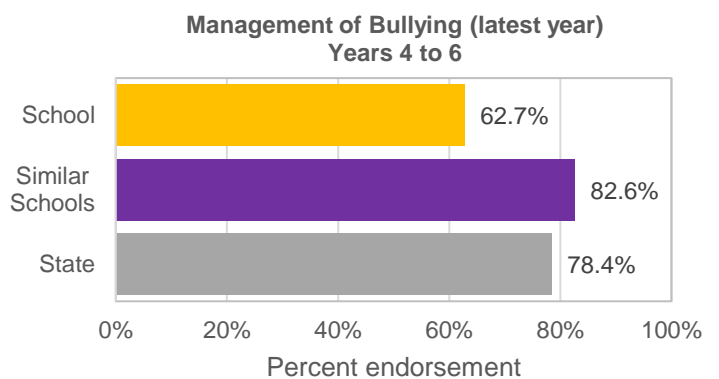


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	62.7%	80.0%
Similar Schools average:	82.6%	82.2%
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	\$845,084
Government Provided DET Grants	\$279,678
Government Grants Commonwealth	\$0
Government Grants State	\$4,400
Revenue Other	\$28,957
Locally Raised Funds	\$88,501
Capital Grants	\$0
Total Operating Revenue	\$1,246,621

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,519
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,519

Expenditure	Actual
Student Resource Package ²	\$824,264
Adjustments	\$0
Books & Publications	\$859
Camps/Excursions/Activities	\$10,480
Communication Costs	\$2,801
Consumables	\$36,810
Miscellaneous Expense ³	\$6,921
Professional Development	\$6,214
Equipment/Maintenance/Hire	\$43,654
Property Services	\$74,382
Salaries & Allowances ⁴	\$22,209
Support Services	\$13,435
Trading & Fundraising	\$68,677
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$9,773
Total Operating Expenditure	\$1,120,478
Net Operating Surplus/-Deficit	\$126,143
Asset Acquisitions	\$23,377

- (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	\$323,895
Official Account	\$6,939
Other Accounts	\$0
Total Funds Available	\$330,835

Financial Commitments	Actual
Operating Reserve	\$43,036
Other Recurrent Expenditure	\$6,133
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$119,945
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$100,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,060
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$277,175

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.