

2021 Annual Report to The School Community



School Name: Warragul North Primary School (4695)



- 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 06 May 2022 at 01:27 PM by Jess Szalek (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 09 May 2022 at 10:06 AM by Terri Wilks (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

Warragul North Primary School is situated 93km south-east of Melbourne in West Gippsland, regional Victoria. Our motto, "Together we Learn" is supported by the school's purpose – to provide a happy, caring, learning environment where children can achieve their potential. Parents and staff work together to support students with their learning and a wide range of extracurricular activities. "Learning" forms the basis of our school's values: Literacy, Engagement, Achievement, Numeracy, Integrity, Nurturing and Getting Along.

Warragul North Primary School offers its 660 students, attractive and well-maintained buildings and grounds. These include quiet sitting areas, specifically designed grassed play areas and separate play equipment for Foundation, Junior, Middle and Senior students. There is a grassed oval, two sandpits, an all-weather playing surface and a running track. The BER building houses the Foundation Learning Centre. Students benefit from modern specialist facilities including a library, gymnasium, art room and music room. All students have access to digital technologies in their classrooms. The school provides a fully accredited out of hours school care program for students before and after school. The school chaplain assisted students and their families two days per week.

Warragul North Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years, encouraging students to investigate, communicate and become lifelong learners with curious minds and a bright future. We also encourage the development of independence, active participation, and leadership within the school and wider community. Parent participation on school council and fundraising activities is a vital part of school life.

The workforce at WNPS is composed of the following, two principal class officers, 1 Leading Teacher, 3 Learning Specialists, Students with Additional Needs coordinator (1.0), 3.5 administration staff, 23 classroom teachers, a Reading Recovery teacher (0.6), 2 part time Physical Education teachers, 2 part time and 1 full time Arts teachers and 17 educational support staff.

The 2021 Covid-19 pandemic necessitated significant changes to the day-to-day operations of Warragul North Primary School. Staff were flexible and responsive as they adapted to meet the needs of the school community.

A sense of optimism pervades Warragul North Primary School as "Together We Learn".

Framework for Improving Student Outcomes (FISO)

Warragul North Primary School partially met our KIS of the learning, catch-up and extension priority, completing all associated AIP actions and professional development plans were modified to suit remote learning. We ensured staff still had the opportunity for classroom observations by introducing the observational model through PLC's where staff would film their lessons and present them in meetings for feedback that was purposeful and targeted to a previously agreed teaching strategy. This allowed staff to work as teams and set team goals that improved their own explicit teaching whilst increasing consistency in lesson delivery across PLC's, strengthening the learning of the students.

With regard to the happy, active and healthy kids priority, WNPS met our KIS, completing associated AIP actions to strengthen social and emotional learning and school wide connectedness through restorative practices, implementation of the zones of regulation and introduction of explicit teaching in social and emotional learning.

Our connected schools priority was met and all associated AIP actions were completed with very high use of digital platforms and very positive uptake in the use of Seesaw/Microsoft Teams. Students engaged in regular meetings with their teachers through video calls and morning routine was delivered with ongoing, individualised student support utilising these digital platforms.

Introducing PLC Leader meetings and continuing these online through Microsoft Teams contributed to our SSP KIS on instructional and shared leadership. Principal class worked alongside Leading Teachers/Learning Specialists and PLC Leaders to build leadership capacity through the use of the Five Dysfunctions of a Team and utilise this learning to strengthen the collaborative practices within individual PLC's. These meetings also allowed opportunities for leaders to share practice across teams, promoting whole school consistent practices for learning and teaching, particularly in our targeted areas of Reading, Viewing and Mathematics.

Achievement

Improving student achievement is at the heart of what happens in classrooms daily at WNPS. The National Assessment Program (NAPLAN) showed pleasing results, well above network and like school averages, but slightly lower than that of the state average. A highlight was on our Year 5 results, averaging a 5% increase against like schools in all curriculum areas.

Our teaching was guided by literacy experts Fountas and Pinnell, Jo-Anne Dooner and Deb Sukarna. The school will continue to use a whole school approach to teaching reading which includes phonological awareness, phonics, comprehension, fluency and vocabulary. We are committed to improving numeracy achievement at all levels through implementing a whole school approach for the teaching and learning of numeracy, utilizing the work of John Hattie's Visible Learning, Di Siemon and Helen Timperley, a consistent lesson structure was created and implemented in 2021 through the work of our Mathematics Committee. This will be supported by participating in professional learning related to Mathematics through our Learning Specialist in Mathematics and Assistant Principal.

In 2021, students and staff experienced high growth in their capacity to learn and facilitate learning, using online tools and communication platforms. All Program for Students with a Disability students showed progress at a satisfactory or above level in achieving their individual goals.

In 2022 teachers will continue to use evidence of student achievement (what students can do, say, make and write) to plan each student's next level of learning with a more targeted focus on student learning growth.

Engagement

Warragul North Primary School implemented the Zones of Regulation and unpacked strategies to support and build emotional regulation with our students. We are working towards maintaining a consistent language of understanding social and emotional learning and WNPS. ES staff and SWAN coordinator have developed and implemented a WNPS behaviour snapshot aligned with the Zones of Regulation and Student Behaviour Management Plans, to maintain a consistent approach to behaviour support for our most vulnerable students.

To support student engagement during the transition back to onsite learning, our school created learning grids that allowed students the opportunity to jump back into learning at their own pace, supported by their peers through collaborative learning tasks to maximise engagement and promoting student voice and agency in the classroom. This allowed students to reconnect with their classmates and rebuild their relationship with the school community.

Furthermore, once back onsite, any student who was still working from home due to isolation and undertaking COVID-19 safety protocols was supported through the use of digital platforms, allowing them to still feel a sense of connection with their teacher and learning.

Wellbeing

Warragul North Primary School has a strong record of ensuring that students feel safe and connected to their school, valuing education as a partnership between children, staff, parents and the broader community. The 2021 Parent Opinion Survey indicated 79% positive endorsement for regular teacher communication and 91% positive endorsement for regular school communication. The school's values of Engagement, Respect, Nurturing, Integrity and Getting Along highlights the importance that the school places on wellbeing.

WNPS has a large Students with Additional Needs Program, with a 1.0 teacher allocated to coordinate the program and 17 educational support staff. This large support team operates as its own PLC to ensure consistency in support and communication with students most vulnerable and at risk. This allowed education support staff to collaboratively create a student snapshot document that utilizes the school's work around the zones of regulation and ensure individual student needs, triggers and positive support strategies are identified and shared for increased engagement and consistency when working with our students with additional needs. Regular student support groups meetings are held and all students in the program have individual education plans.

There are strong transition programs into, through and out the school from preschool to Foundation, year to year and Years 6 to 7. The Year 6 to Year 7 transition team has maintained close links with secondary schools, in particular, our feeder secondary school, Warragul Regional College, which provides opportunities for grade 6 children to familiarize themselves with their next stage of education.

The Year 6 graduation ceremony and celebrations are a highlight for students, parents and staff as students complete their primary school years. In-school transition from year to year was further enhanced by the continued use of a process to ensure consistency in grade structure and student placement. Vital information is communicated effectively to ensure an annual "best start" through internal transition from junior to middle school (Yr 2- Yr 3) middle to senior school (Yr 4 - Yr 5) and for our funded Program for Students with Disabilities group. The school chaplain provided excellent support to students, staff and families two days per week.

With students moving in and out of Remote Learning a number of times throughout the year, a need for increased school-wide focus on Social and Emotional Learning was identified. A team of teachers within the school developed a professional learning program and collated a resource pack for teachers, to support them to provide this program.

Finance performance and position

Warragul North Primary School had a net operating deficit of \$48,731 for the calendar year of 2021. During 2021 the Covid 19 pandemic caused considerable disruption to the school operations.

Significant projects included a disability access ramp (funded by the Victorian School Building Authority) to all access for all to our school library, shade sails for the Foundation playground, creating and furnishing an additional classroom due to increased enrolments and relocating the Art space.

At 31st December, 2021 Warragul North Primary School had a cash account balance of \$332,182. Excluding committed funds WNPS has \$161,471 available against a DET suggested operating reserve of \$178,889.

For more detailed information regarding our school please visit our website at
<http://www.warragulnorthps.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 624 students were enrolled at this school in 2021, 296 female and 328 male.

5 percent of students had English as an additional language and 2 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).

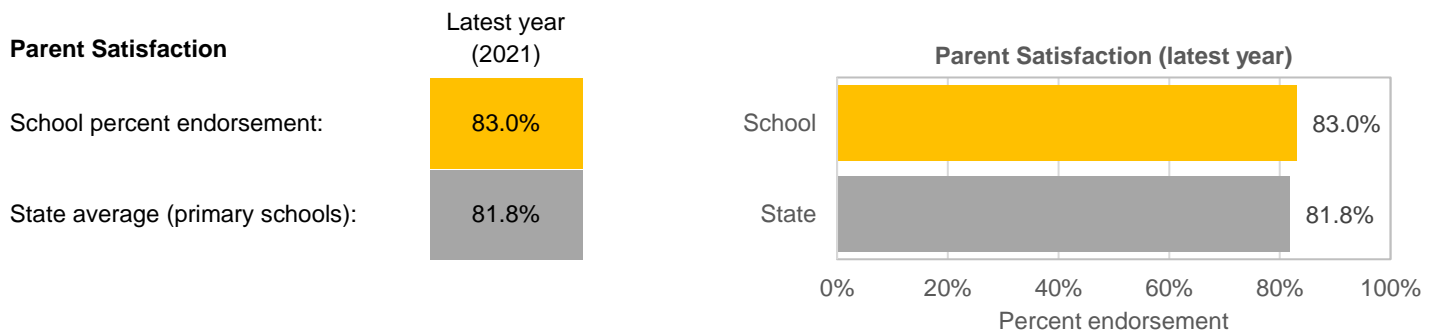
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

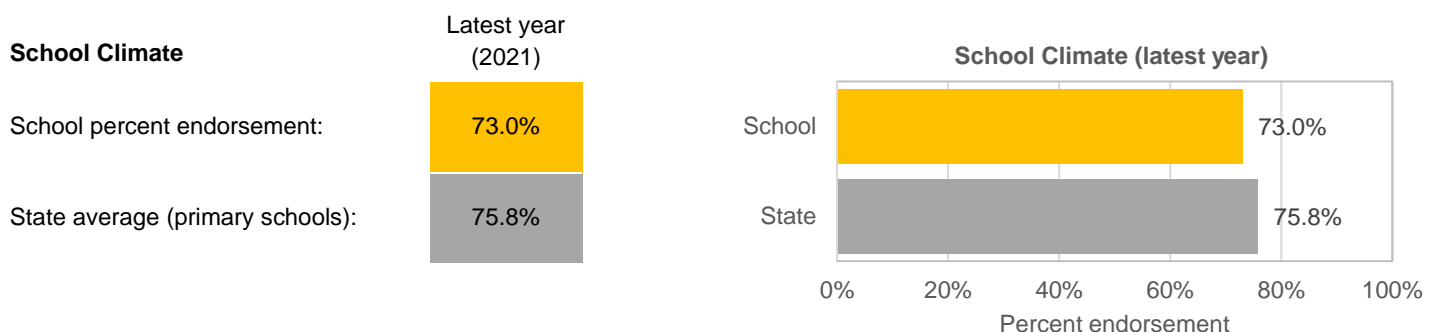


School Staff Survey

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:

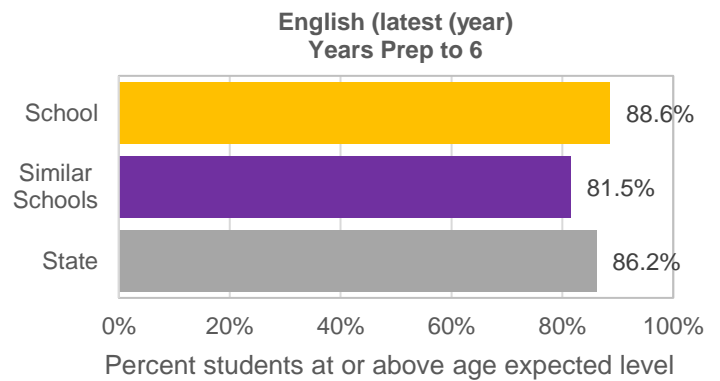
88.6%

Similar Schools average:

81.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

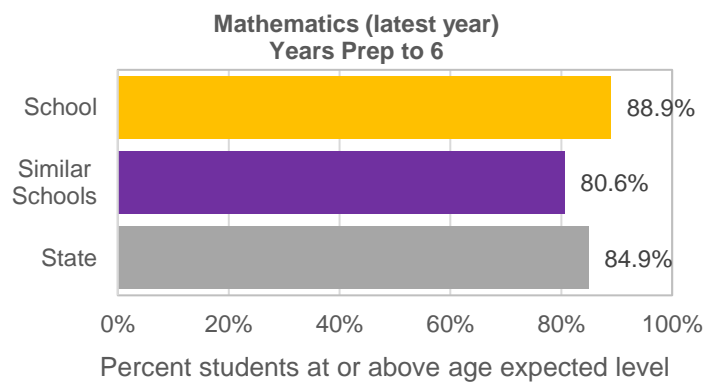
88.9%

Similar Schools average:

80.6%

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.

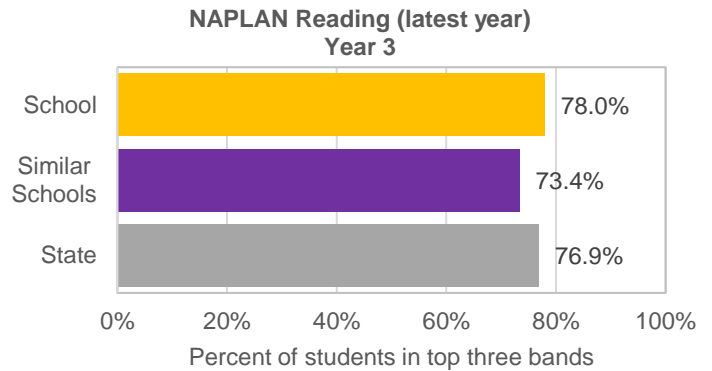
NAPLAN

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.

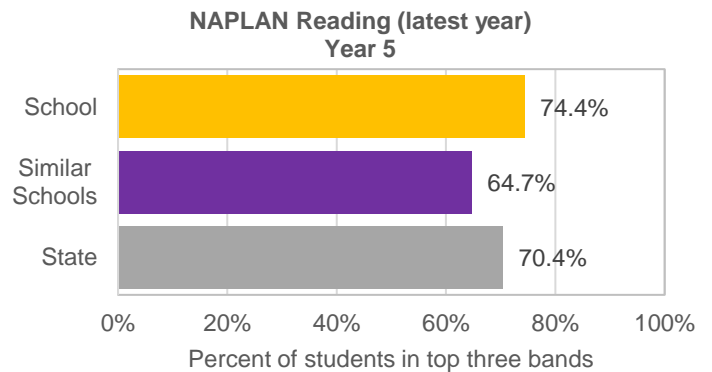
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.0%	80.2%
Similar Schools average:	73.4%	73.2%
State average:	76.9%	76.5%



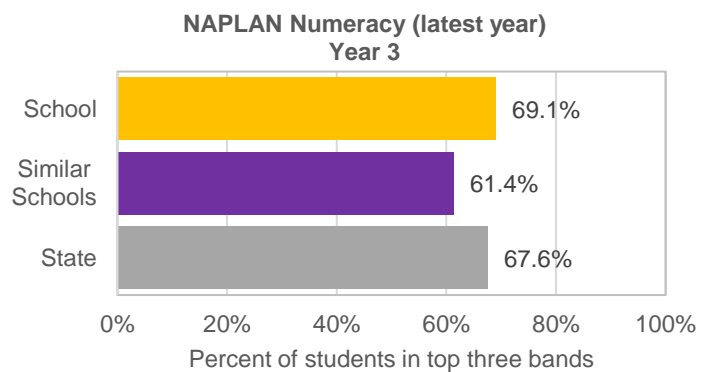
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.4%	78.3%
Similar Schools average:	64.7%	64.1%
State average:	70.4%	67.7%



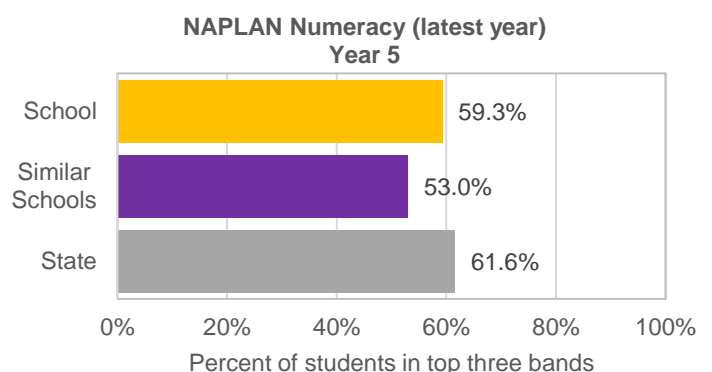
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.1%	73.6%
Similar Schools average:	61.4%	63.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.3%	67.8%
Similar Schools average:	53.0%	53.5%
State average:	61.6%	60.0%



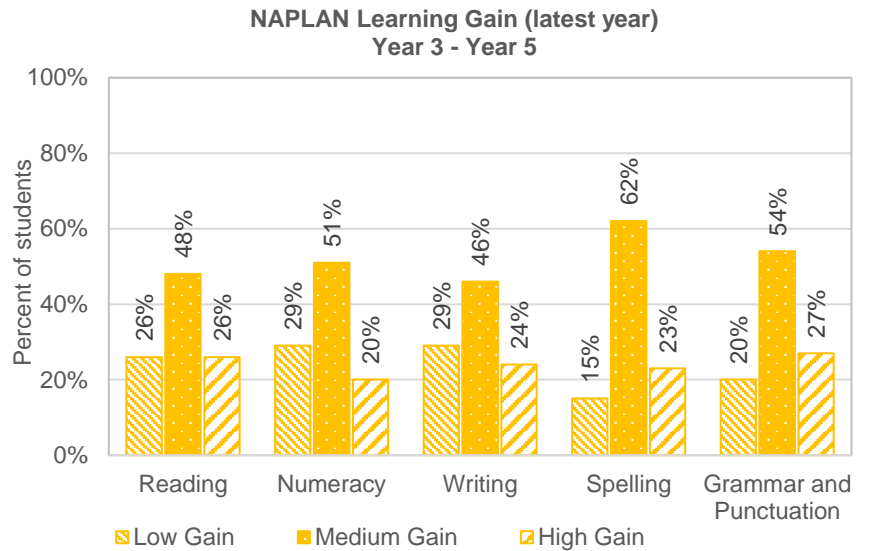
ACHIEVEMENT (continued)

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:	26%	48%	26%	19%
Numeracy:	29%	51%	20%	20%
Writing:	29%	46%	24%	18%
Spelling:	15%	62%	23%	19%
Grammar and Punctuation:	20%	54%	27%	19%



ENGAGEMENT

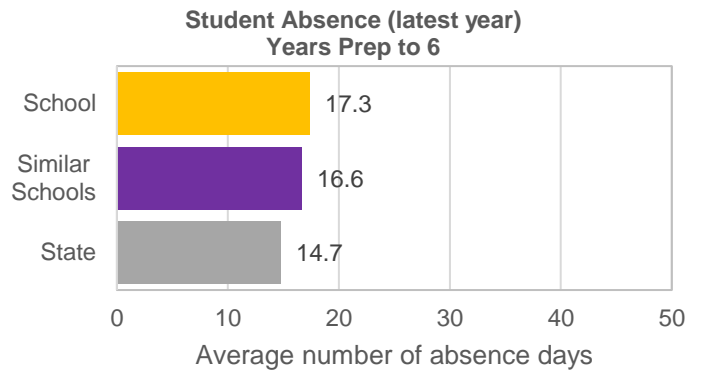
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.3	14.1
Similar Schools average:	16.6	15.6
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%	93%	92%	89%	91%	92%	89%

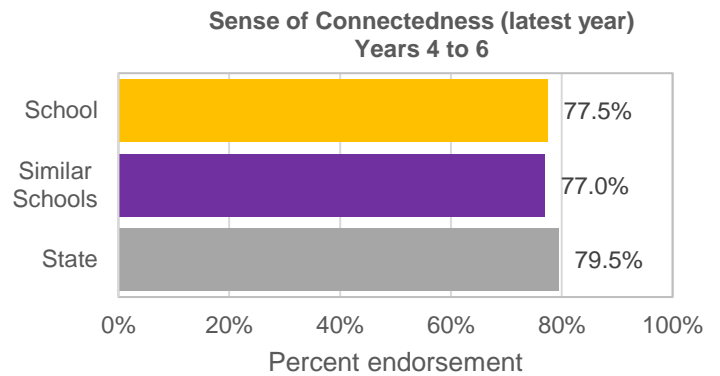
WELLBEING

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:	77.5%	81.2%
Similar Schools average:	77.0%	79.1%
State average:	79.5%	80.4%

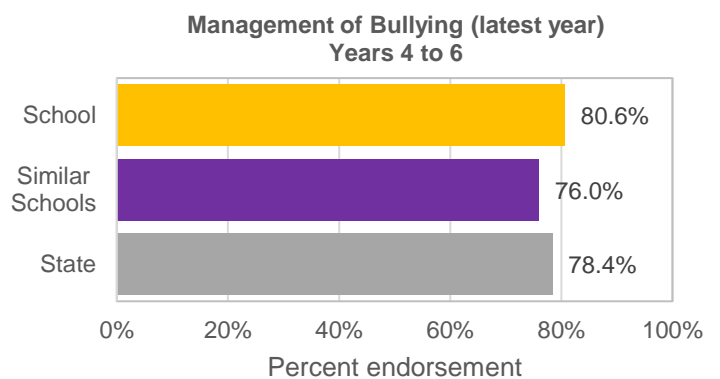


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	80.6%	83.4%
Similar Schools average:	76.0%	78.8%
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	\$5,406,153
Government Provided DET Grants	\$819,101
Government Grants Commonwealth	\$65,026
Government Grants State	\$370
Revenue Other	\$77,333
Locally Raised Funds	\$234,559
Capital Grants	\$0
Total Operating Revenue	\$6,602,542

Equity ¹	Actual
Equity (Social Disadvantage)	\$315,595
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$315,595

Expenditure	Actual
Student Resource Package ²	\$5,333,644
Adjustments	\$0
Books & Publications	\$10,370
Camps/Excursions/Activities	\$28,106
Communication Costs	\$10,506
Consumables	\$185,494
Miscellaneous Expense ³	\$42,633
Professional Development	\$13,544
Equipment/Maintenance/Hire	\$137,553
Property Services	\$278,988
Salaries & Allowances ⁴	\$414,652
Support Services	\$43,132
Trading & Fundraising	\$20,490
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$59,652
Total Operating Expenditure	\$6,578,765
Net Operating Surplus/-Deficit	\$23,778
Asset Acquisitions	\$0

- (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	\$239,542
Official Account	\$92,641
Other Accounts	\$0
Total Funds Available	\$332,182

Financial Commitments	Actual
Operating Reserve	\$178,889
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,104
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$14,000
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$31,193
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$81,414
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$40,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$349,600

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.