

2020 Annual Report to The School Community



School Name: Stawell West Primary School (4934)



Challenge, Opportunity & Achievement

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 April 2021 at 11:36 AM by Ja-San Trimble (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 07 June 2021 at 08:19 AM by Matthew Venn (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Opened in 1965, Stawell West Primary School is located in the regional township of Stawell. A Prep (Foundation) to Year 6 school, it caters for students predominantly from the local area and is one of three local primary schools in Stawell. The school had an enrolment of 100 students consisting of 25 FTE Aboriginal students and 5 English as a Additional Language students. 69 students were equity funded. The school has a consistently high SFO profile. In 2020 it was .06446. In 2020, the staff consisted of 1 Principal Class, 6 classroom teachers, a Business Manager and 6 Education Support staff. There was access to a school Chaplain 1.5 days a week.

The school's facilities consist of the original building, housing nine open-plan teaching areas, and a Science and Arts Learning Centre used for the Visual and Performing Arts program, Science, assemblies and meetings. The grounds provide a variety of spaces for both active and passive play and includes access to shaded/covered areas, three adventure playgrounds and a large grassed area for recreation and outdoor learning activities.

The school values are Respect, Responsibility, Commitment, Inclusion, Support, Fairness, Cooperation & Honesty.

The curriculum, based on the Victorian Curriculum, provides the students with designated time within a 4-day block for Literacy and Numeracy instruction. On the fifth day, Specialist programs run throughout the day, enabling all students to learn Visual and Performing Arts; Humanities; Health and Physical Education; and ICT and Design. Other Educational programs, including Languages Other Than English (Chinese) and Science, are taught during the 4-day block. We structure the learning so that our students have access to seven specialist programs.

Due to COVID-19 and remote learning a lot of the school's usual programs and extra-curricular activities were temporarily suspended.

Framework for Improving Student Outcomes (FISO)

FISO dimension – Excellence in teaching and learning

Goal - Improve student learning outcomes in Literacy and Numeracy

KIS 1 - Develop and Implement an agreed and documented approach to the effective teaching of Writing.

This KIS was not met in 2020 and will continue to be a focus in 2021.

KIS 2 – Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan and evaluate a differentiated teaching and learning program that targets the needs of all students in Literacy and Numeracy.

Whilst not fully achieved, the school was working towards meeting this KIS in the following ways:

- Use of writer's notebook in all writing lessons
- Continued use of spelling and maths instructional models
- Data collected to SPA
- Development of data wall

Achievement

2020 proved to be a challenging year to get traction with planned goals. However, we did many things throughout the year that were not expected or planned for. Staff upskilled in use of curriculum and delivery for online learning. We adapted quickly when the need arose and were efficient in ensuring the teaching and learning programs continued to operate at a high standard but with a sharper focus on the essential learning areas. A greater emphasis was placed on differentiation and how this could happen to meet the many different needs of students. It highlighted the need to frequently view, evaluate and adapt weekly teacher plans.

Staff continued to be supported by teachers who were part of the Primary Maths and Science Specialist Initiative.

Please note that NAPLAN did not take place in 2020.

Engagement

Engaging all students during remote learning provided the school with a great challenge. Some embraced the experienced and thrived but not all families were comfortable with the use of technology to make contact with teachers or, indeed, to have their children be part of online lessons. Many students were given access to on-line supervision to increase engagement.

Teachers offered daily online classes and a variety of fun and stimulating activities to engage with families and students such as Joke of the day, story-time, treasure hunt, theme days and arts and crafts. Many were given access to internet and devices when they did not have the access. They were also offered technical support.

When school returned the P-2 students went to Halls Gap and the movies in Ararat and the 3-6 students went on a surfing excursion.

Wellbeing

In 2020 Stawell West Primary School prioritised health and wellbeing supports for staff, students and families. During remote learning it was recognised that both staff and families were working and learning within unchartered territory. Families and staff supports were provided in the following ways:

- the Chaplaincy program
- Stawell & Surrounding Schools Health and Wellbeing meetings
- Grampians Community Health offering referrals and self-referrals to its HISS program
- Staff access to the Employee Assistance Program
- identifying vulnerable families offered on-site supervision during remote learning
- rostered approach to on-site supervision

During remote learning Fun Friday was introduced to focus on wellbeing of staff, students and families.

Financial performance and position

Stawell West PS maintained a strong financial position in 2020. School Council supported the provision of a supportive environment and sustainable staffing structures. Expenditure was prioritised in accordance with the Annual Implementation Plan. The 2020 goals were around implementing a writing program and analysing data and using it for targeted teaching

The Business Manager developed a budget in line with the Annual Implementation Plan and maintained all financial records within the Department of Education and Training guidelines.

Equity funding was used to:

- Employ education support staff
- Provide Tier 2 Speech intervention
- Provide Foundation to Year 2 reading intervention
- Continue Maths intervention and coaching
- Support staff with professional learning
- Develop a data wall
- Provide Essential Assessment in all classrooms

For more detailed information regarding our school please visit our website at <https://stawellwestps.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 94 students were enrolled at this school in 2020, 33 female and 61 male.

5 percent of students had English as an additional language and 26 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.

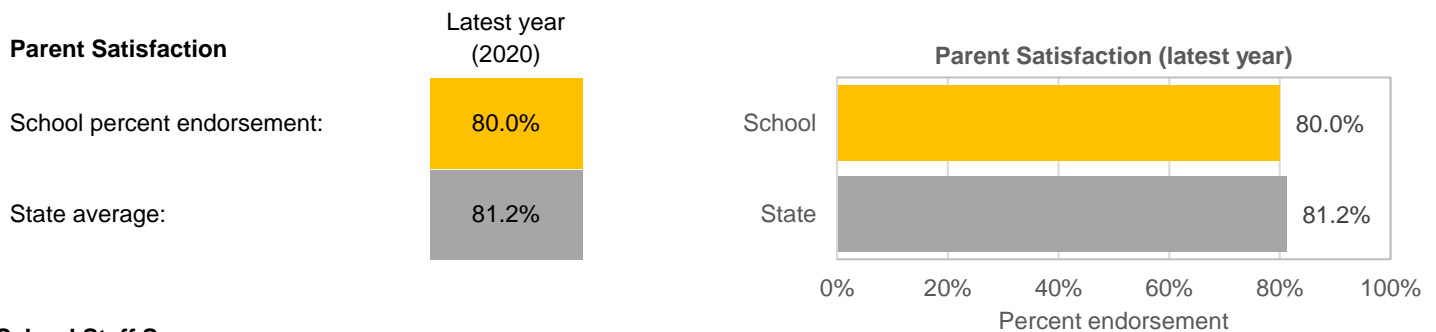
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

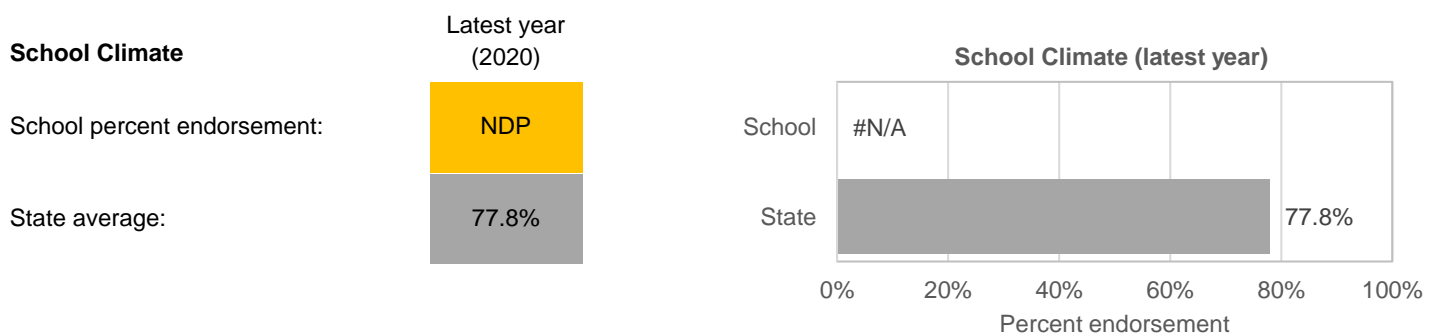


School Staff Survey

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:

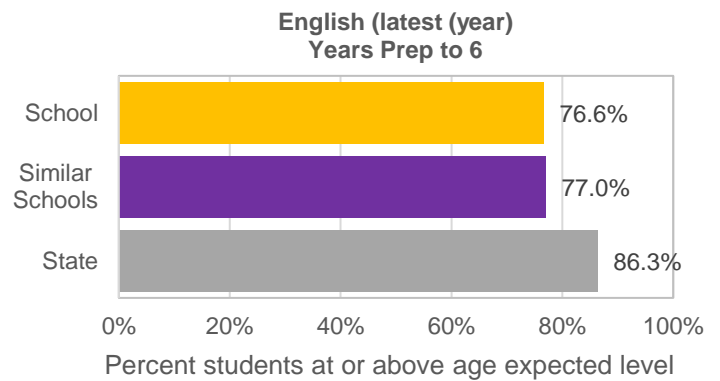
76.6%

Similar Schools average:

77.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

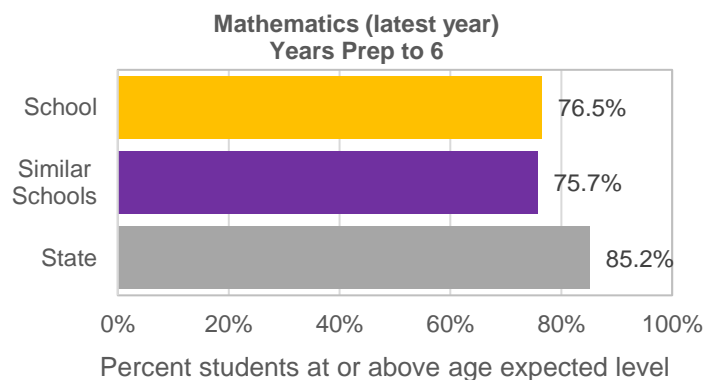
76.5%

Similar Schools average:

75.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

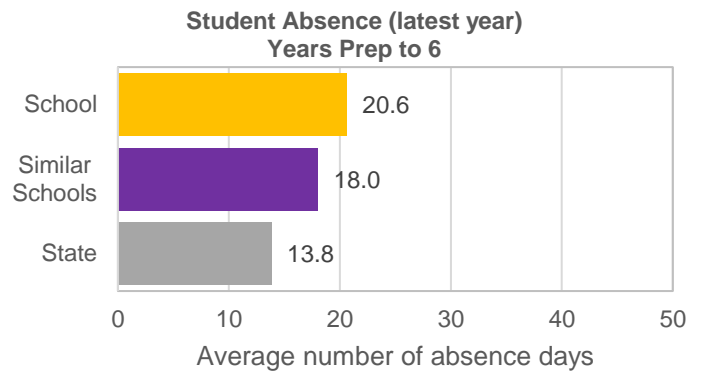
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	20.6	20.6
Similar Schools average:	18.0	17.5
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):	90%	87%	90%	94%	95%	86%	88%

WELLBEING

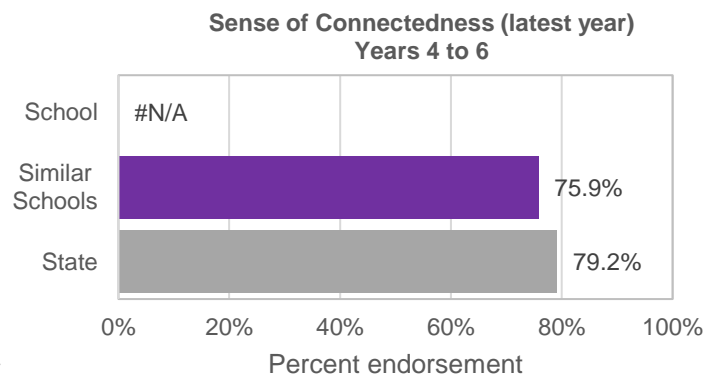
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	71.5%
Similar Schools average:	75.9%	80.1%
State average:	79.2%	81.0%



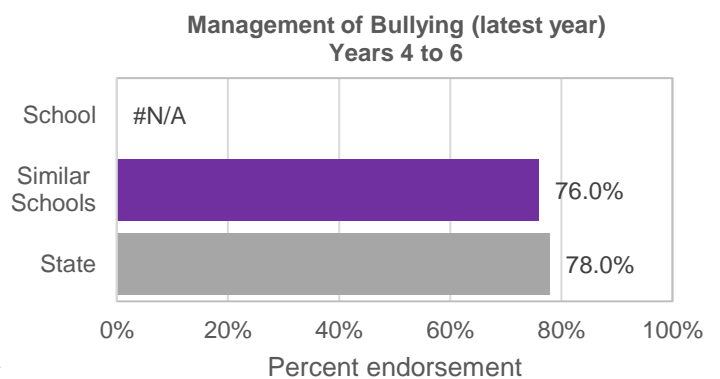
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.0%
Similar Schools average:	76.0%	80.9%
State average:	78.0%	80.4%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$1,285,056
Government Provided DET Grants	\$378,278
Government Grants Commonwealth	\$2,700
Government Grants State	NDA
Revenue Other	\$5,267
Locally Raised Funds	\$20,793
Capital Grants	NDA
Total Operating Revenue	\$1,692,094

Equity ¹	Actual
Equity (Social Disadvantage)	\$218,824
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$218,824

Expenditure	Actual
Student Resource Package ²	\$1,282,812
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$13,180
Communication Costs	\$2,471
Consumables	\$81,743
Miscellaneous Expense ³	\$2,695
Professional Development	\$704
Equipment/Maintenance/Hire	\$52,123
Property Services	\$49,277
Salaries & Allowances ⁴	\$143,563
Support Services	\$35,565
Trading & Fundraising	\$4,093
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$1,153
Utilities	\$17,592
Total Operating Expenditure	\$1,686,970
Net Operating Surplus/-Deficit	\$5,124
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$132,565
Official Account	\$16,800
Other Accounts	NDA
Total Funds Available	\$149,365

Financial Commitments	Actual
Operating Reserve	\$60,235
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$59,131
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$30,000
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$169,365

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.