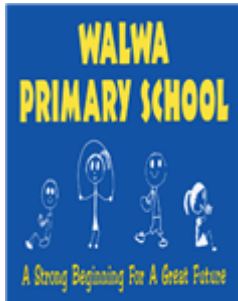


2020 Annual Report to The School Community



School Name: Walwa Primary School (2806)



- 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 27 April 2021 at 06:33 PM by Steven Lynch (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 30 April 2021 at 02:45 PM by Kristie Taprell (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

Walwa Primary School is a small rural school located in North East Victoria on the Murray River, approximately 120 kilometres from Albury / Wodonga. It is located within the town of Walwa, with Corryong located 45 kilometres to the east. The school has a proud history within a close knit community and the broader productive rural area. The majority of students are bused in, travelling from various locations in the area, including the immediate township and local farms. In 2020 there were 11 students enrolled. It is currently denoted by a Year 3 to 6 group and a Year F-2 group. The school has well-developed facilities - there is an excellent staff to student ratio with the full time principal position and another classroom teacher part-time and business manager (.5).

At Walwa Primary School the vision is to deliver the best possible, high quality and meaningful learning experiences to each of the students in order that they become confident and valuable citizens. The school's mission is to inspire and stimulate each student in a way that will engage them fully in their learning, developing a positive sense of self-worth and a belief in their ability.

The school is a participant of the Tallangatta and Upper Murray Learning Cluster of schools, consisting of nine primary schools, one P-12 College and one Secondary College.

Walwa Primary School's values of Respect, Resilience, Compassion and Courage put our students at the centre of the learning wheel and encourages an atmosphere in which everybody ~ teachers, students and parents ~ are encouraged to treat each other with courtesy, respect and care. The school's curriculum is concerned with the development of all the skills, knowledge and attitudes that children need to cope efficiently with the demands of living in our complex, changing society.

The school was recovering from the Black Summer fires and the COVID-19 pandemic in 2020 and held remote learning for the most part of two terms. .

The school is recognised for its central role in the community and is well supported in its work. A primary objective is that parents and the school work together, as the impact on a child's education will then be enormous and extremely worthwhile.

Framework for Improving Student Outcomes (FISO)

Student learning was once again supported by Individual Learning Programs aimed to specifically meet student needs after bushfires and during remote learning due to COVID-19.

A big focus was on students using writing goals to improve their writing. We began this during remote learning. We decided to use the Australian Criterion Scale to assess and moderate student work and take reading goals from, based on termly writing moderation.

Our FISO Framework was updated with progress being made in some areas.

55% of students achieved above level during Term 3 cluster writing moderation.

A new part time teacher was appointed under the STARRS program.

Achievement

Students began using writing goals from the Australian Criterion Writing Scale based upon their termly writing cluster moderation results.

The use of success criteria, reading goals and writing cluster moderation became embedded into practices.

During remote learning, staff were able to utilise online resources for content-delivery and assessment and consequently develop new ways of catering for students' needs.

80% of all students made a year's progress in all areas.

10 out of 42 areas on the Parent Opinion Survey Scored 100%.
 89% of students achieved at or above level in mathematics.
 Teacher judgements indicated that in comparison to similar schools students were working at above expected standards in both English and Mathematics.
 Further used and developed our data wall to record student growth and achievement.

Engagement

Student attendance rates were high, ending the year on a 96% attendance. Attendance was better than our 4 year average and average total number of days absent per student was less than half of the state or similar school average. A broad curriculum was offered at school and remotely including physical activity, music, art, science and technology activities such as Lego WeDo2.0, drone flying and other coding activities.
 We received financial support from Sporting Schools Australia to run tennis activities.
 Some meditation and relaxation work has continued as a part of the ongoing Respectful Relationships program of which we are a part of a cluster group.
 A broad curriculum was delivered during remote learning through mainly a google classroom with some families sending vulnerable students to school for face to face instruction two days per week.

Wellbeing

We engaged a range of psychosocial interventions including: Fun Friends and My Friends Youth Resilience, Stormbirds, KEAPS and Sunshine Circles in the near future.
 We began a School Chaplain Program and worked with two Bushfire Recovery practitioners.
 Sense of Connectedness and Management of Bullying 4 year averages on Attitude to School Survey were at 94% and 95%, rating above similar schools and state averages in both cases.
 Respectful Relationships curriculum continued when students returned to school.
 Daily PMP sessions have continued through the year when possible and home physical challenges built in during remote learning.
 Cluster Bus was used in Term 1 for local library visits.

Financial performance and position

The annual result was a slight surplus. Due to remote learning we did not employ casual teachers as regularly as normal.
 We were unable to expend funds on capital projects due to a shortage of tradespeople and COVID restrictions.
 We received Active Schools Grants, bushfire grants and other financial support.
 The school ended the year with an \$18000 surplus which carried over into 2021.
 The school ended the year in a stronger financial position than 2019 with close to \$300 000 in our bank.
 All term deposits were closed and moved into the high yield account.
 Families were not asked to pay anything in response to bushfires, donations and the school's relatively strong financial position.

For more detailed information regarding our school please visit our website at <https://www.walwaps.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 11 students were enrolled at this school in 2020, 6 female and 5 male.

0 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.

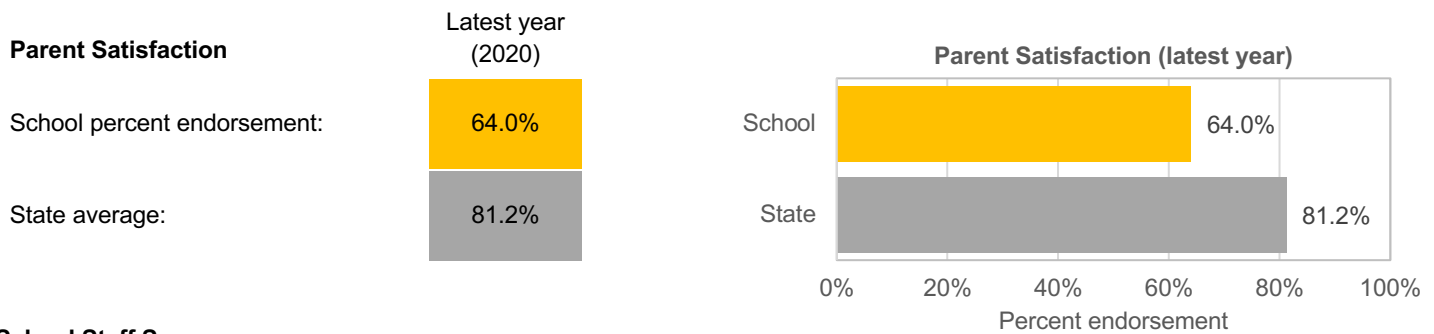
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

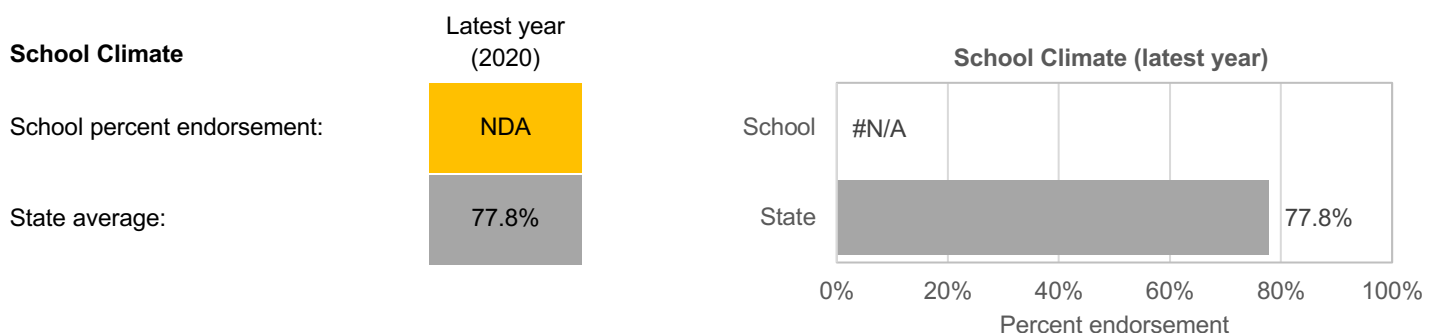


School Staff Survey

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:

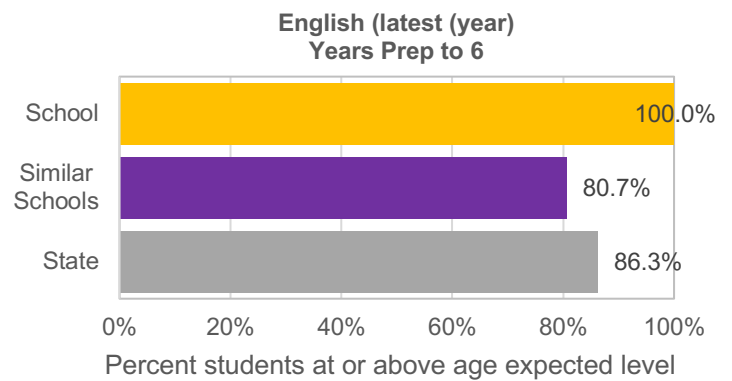
100.0%

Similar Schools average:

80.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

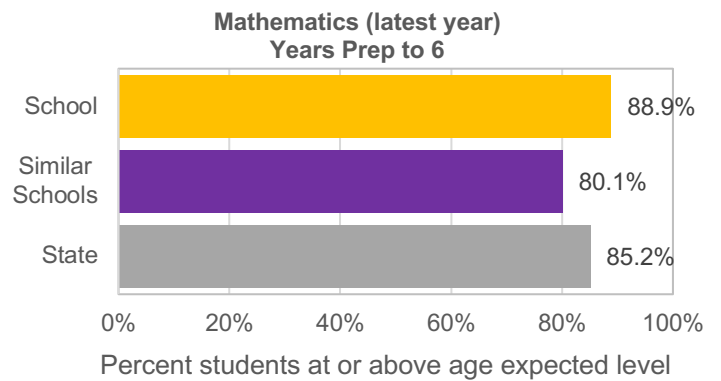
88.9%

Similar Schools average:

80.1%

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

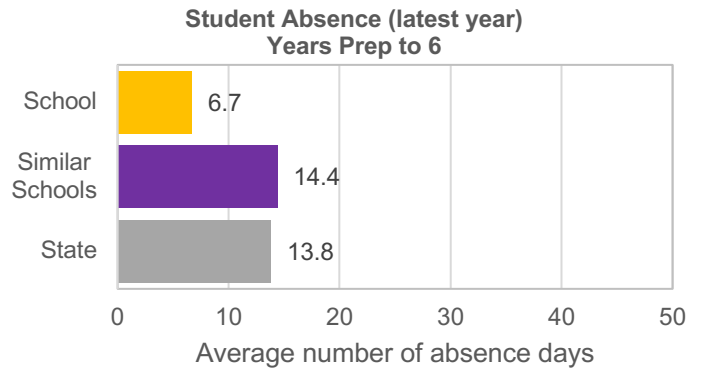
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.7	10.3
Similar Schools average:	14.4	16.2
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):	NDP	NDP	NDP	NDA	NDP	NDP	NDP

WELLBEING

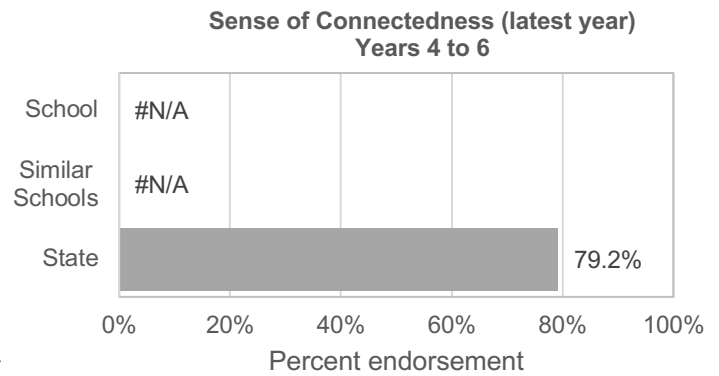
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	NDP	94.0%
Similar Schools average:	NDP	83.3%
State average:	79.2%	81.0%



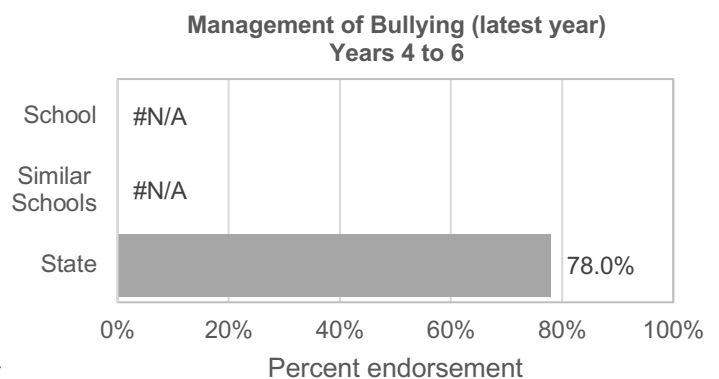
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	NDP	95.0%
Similar Schools average:	NDP	84.5%
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	\$202,703
Government Provided DET Grants	\$214,511
Government Grants Commonwealth	\$5,000
Government Grants State	NDA
Revenue Other	\$11,081
Locally Raised Funds	\$15,563
Capital Grants	NDA
Total Operating Revenue	\$448,858

Equity ¹	Actual
Equity (Social Disadvantage)	\$39,430
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$39,430

Expenditure	Actual
Student Resource Package ²	\$185,302
Adjustments	NDA
Books & Publications	\$2,421
Camps/Excursions/Activities	\$5,798
Communication Costs	\$1,729
Consumables	\$5,965
Miscellaneous Expense ³	\$301
Professional Development	\$960
Equipment/Maintenance/Hire	\$13,198
Property Services	\$35,180
Salaries & Allowances ⁴	\$81,123
Support Services	NDA
Trading & Fundraising	\$1,413
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$6,108
Total Operating Expenditure	\$339,498
Net Operating Surplus/-Deficit	\$109,360
Asset Acquisitions	\$14,246

- (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	\$274,403
Official Account	\$9,397
Other Accounts	NDA
Total Funds Available	\$283,799

Financial Commitments	Actual
Operating Reserve	\$21,192
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$4,100
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$115,292

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.