

2022 Annual Report to the School Community

School Name: Waubra Primary School (0859)



- 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 of the previous calendar year 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 March 2023 at 09:40 AM by Kane Tolliday (Principal)

- This 2022 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 31 March 2023 at 10:58 AM by Cath Koros (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Waubra Primary School aims to provide encouragement, guidance, support and motivation to our students in a friendly, caring and dynamic learning environment. Our vision is to provide the support to motivate and stimulate our learners on their life-long learning journey. The values our school community embrace are: Respect, Integrity, Responsibility and Excellence. The values are a prominent feature around the school and provide us with a framework for the way we achieve our vision.

The school has a committed, talented and professional staff with a positive range of skills and abilities. The staff comprises of 1 principal class member, 3 full time teaching class members, STEAM/PE teacher at 0.4, 1 experienced Japanese teacher at 0.1, 5 educational support staff and a visiting MARC Library Van teacher. The school has no Aboriginal and Torres Strait Islander staff.

The school has completed its' second year of the Primary Maths and Science Specialist program (PMSS) with our Numeracy Leader taking part in the Maths program and our Science Leader taking part in the Science program. At the completion of this 2 year program, the consistency in planning, teaching and assessing of both Science and Maths is clearly evident throughout the school.

In 2022, the school's enrolment was 54 students, divided into three class groupings: Foundation/1/2, 2/3/4 & 4/5/6. We strategically selected these classroom cohorts based around class size and student learning ability. Our school is located 32km north-west of Ballarat and situated in a rural environment.

The school is very well supported by our parent body and other local community groups.

The school is very inclusive, opening enrolments and education to all children from Australia and overseas.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, the school continued to work on its strategic plan goals of improving numeracy outcomes for all students and to engage students with science and technology. The State Priority goal of - *'Supporting both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'* was our one and only AIP learning goal. The second state priority goal of - *'Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'*, was at the forefront of day to day teaching and learning. We as a staff all believe that as educators, our role stems deeper than teaching and learning support. Our ability to create an environment where students feel safe, supported and heard ensures their wellbeing and mental health is a continued focus within our classrooms.

Students in all year levels continued to either maintain or improve in both literacy and numeracy.

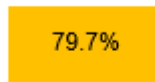
The school school's NAPLAN targets were not met with

The school has not met the 2022 teacher judgment target that 90% of students achieve at least 12 months learning growth in Number and Algebra against the Victorian Curriculum.

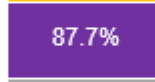
**Mathematics
Years Prep to 6**

School percent of students at or above age expected standards:

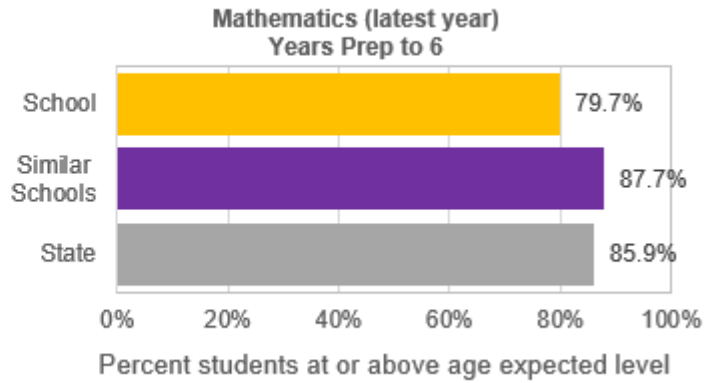
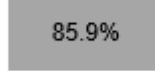
Latest year (2022)



Similar Schools average:



State average:



Although the target was not met, the work and progress in developing consistent teaching practice in both Maths and science was clearly evident in all classrooms. A consistent planning document for Science and Maths, Assessment Schedule, Maths Instructional Model and continual professional development lead by our Maths and Science leaders ensured staff were supported and able to provide the best teaching and learning experiences for their students.

The Tutor Learning Initiative TLI was continued with targeted students given the opportunity to take part in catch up and extension session as per the AIP priority goal. These groups were small groups of no more than 5 students, 3 times a week for 45 minutes and in blocks of 4-6 weeks. Our initial Tutor went on family leave mid year, however we were lucky to replace her with our former Teaching and Learning Coach.

The school supported all 3 PSD funded students by tailoring individual learning programs to their direct needs and providing Ed support to work 1 on 1 with them to ensure they are supported through learning and social and emotional experiences. We also begun to create Disability Inclusion Profiles (DIP) for students and begun transitioning from the PSD funding model to the DIP model. We successfully completed 1 DIP and received TEIR 3 funding for this student.

Wellbeing

We have continued to make progress in student wellbeing, however, after returning from 2 years of virtual learning, students ability to build and maintain relationships along with regulating emotions and dealing with conflict was an area that staff worked hard to support all students.

Students continue to take part in daily mindfulness and GEM along with weekly Respectful Relationships lessons.

**Sense of Connectedness
Years 4 to 6**

School percent endorsement:

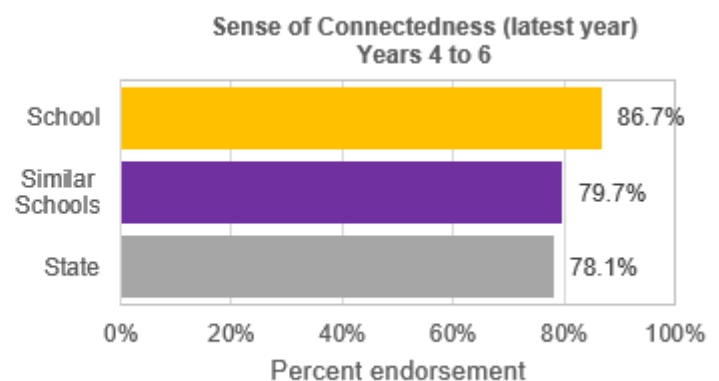
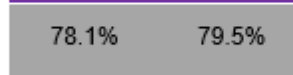
Latest year (2022) 4-year average



Similar Schools average:



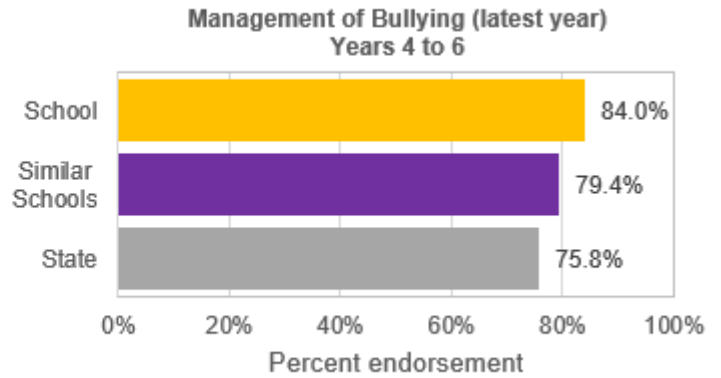
State average:



The ATSS data shows that Waubra Primary School increased by 16% from 71.1% to 86.7% when measuring sense of connectedness. This is also higher than similar schools (79.7%) and the state (78.1%).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.0%	82.3%
Similar Schools average:	79.4%	82.3%
State average:	75.8%	78.3%



Management of Bullying - (84.0%) has continued to increase, up from (82.7%) in 2021. This is higher than similar schools (79.4%) and the state average (75.8%).

Engagement

Waubra Primary School students are engaged and connected to their school and we are proud of the programs that support students in building resilience, persistence, engagement and social capacity.

It has been an incredibly rewarding and satisfying year where face to face interactions were back at the forefront of day to day school life. Students were authentically engaged during daily classroom sessions and relationships between staff and students developed a strong sense of connection and support.

Throughout all classrooms, students have been given the opportunity to work with the classroom teacher to develop their personal learning goals and these are displayed throughout each classroom. This continues to engage them to their own learning journey.

In 2022, Waubra Primary School continued to work with families to ensure students were engaged in their learning and could demonstrate pride and ownership with their when celebrating their success. This took place during teacher, student, parent learning conferences once a semester.

Other highlights from the school year

With our first full year back onsite with no interruptions, a major focus for our students was to give them access to as many opportunities both academically, sporting and socially for 2022. Some highlights are as follows:

- Completed the Primary Maths and Science Specialist Teaching Program (1 x Maths Specialist, 1 x Science Specialist) 2 years
- PLC Leader completed Victorian Teaching Academy Maths Leadership Development - 1 year
- School Camp to PGL Kyneton (grades 3-6)
- 10 week Swimming Program
- 10 Week Gymnastics program
- Sporting Schools provided Basketball and Football
- Football clinics and game with Project Growth Team - Project Growth are an organisation who provide opportunities for adults with a disability
- Ghana Beat my Drum - performance focusing on the history of Ghana and what it is like to migrate to Australia
- Athletics - House and Multi school opportunities
- Tree Planting and education excursion
- School Concert

Financial performance

Waubra Primary School maintained a very sound financial position throughout 2022.

- The Financial Performance and Position report shows an end of year surplus of \$69, 437
- This year we had 2 ES Trainees who had part of their wage subsidised by the government. At the completion of 2022, our cash surplus had declined considerably due to paying these wages from our cash line rather than credit as originally planned.
- The surplus occurred through sound financial management. The school continued to use PMSS teacher reimbursement to employ a graduate to work in the senior class room (for 1 term).
- We used Tier 2 Disability Inclusion funding to provide 1:1 support for a type 1 diabetic student - This student has now received Tier 3 funding after taking part in the Disability Inclusion Profile (DIP) process.
- JSC hosted a colour run which made over \$3000. We also had a pie drive ran by the Parents Committee that made over \$2,000.
- We used allocated maintenance funds to decommission the old septic tank and connect sewer to mains. We also used bushfire funding to purchase a 100,000L tank and re-routed 70% of water from the roof to be collected in the tank rather than being lost to the back paddock.
- OSHClub ran afterschool care for it's first year with numbers starting off slow but by the end of the year having 9 students enrolled and using the service regularly.

For more detailed information regarding our school please visit our website at
<https://www.waubps.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 2.0 (FISO 2.0).

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 54 students were enrolled at this school in 2022, 37 female and 17 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).

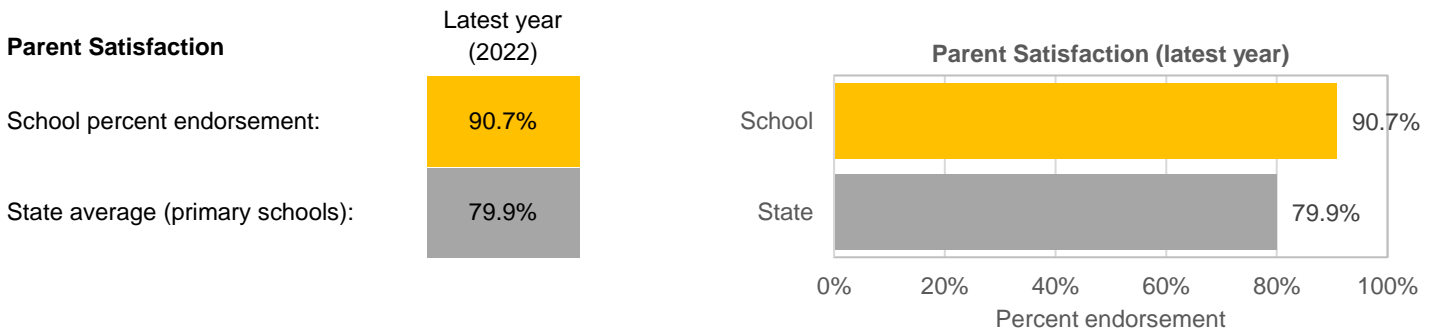
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

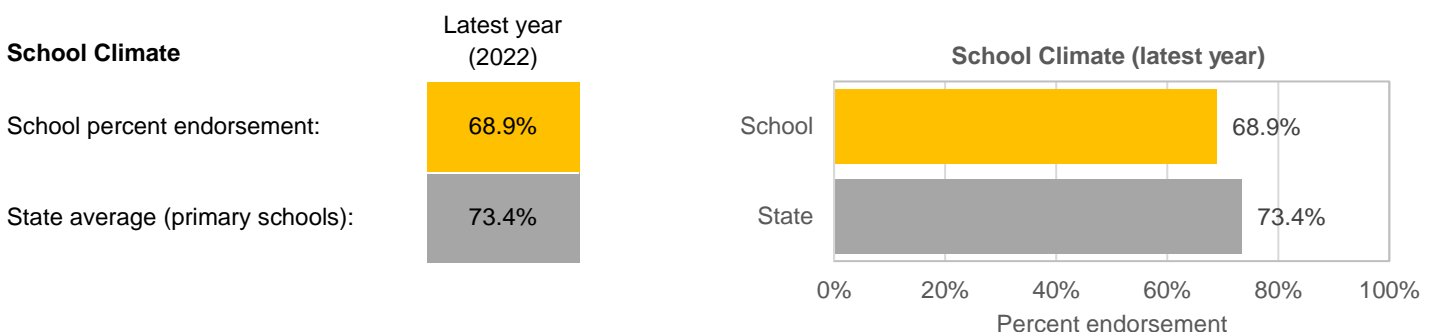


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

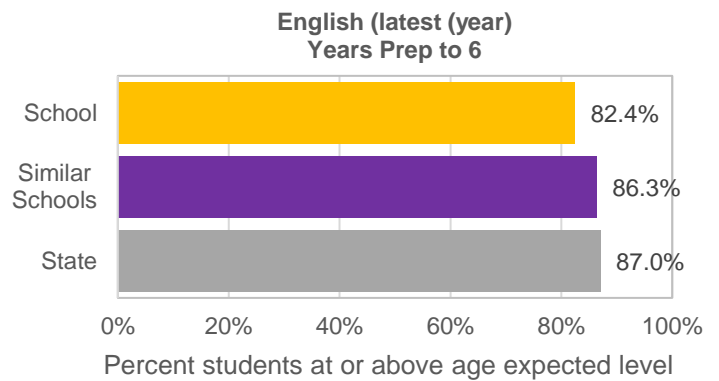
82.4%

Similar Schools average:

86.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

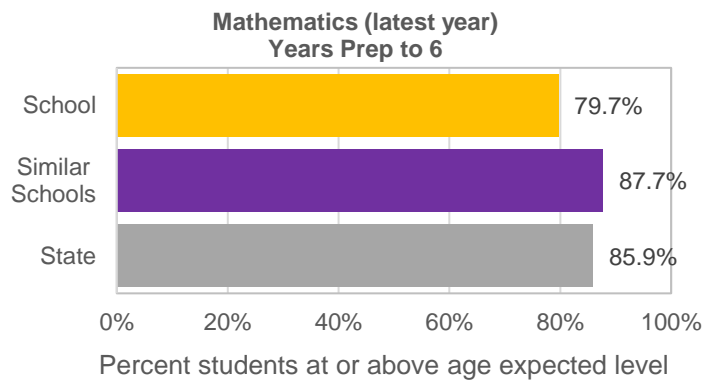
79.7%

Similar Schools average:

87.7%

State average:

85.9%



LEARNING (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.

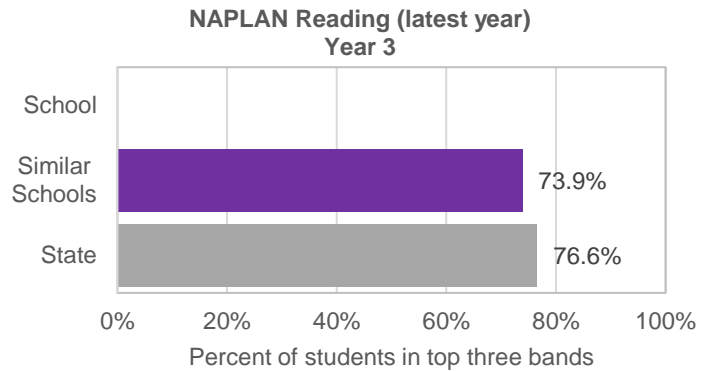
NAPLAN

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 2019, 2021 and 2022 data.

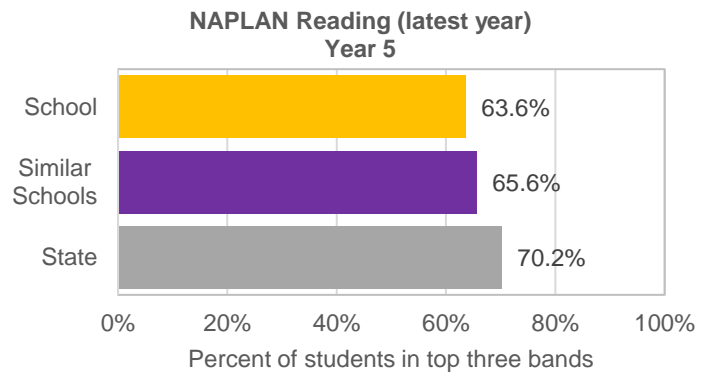
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	68.2%
Similar Schools average:	73.9%	76.2%
State average:	76.6%	76.6%



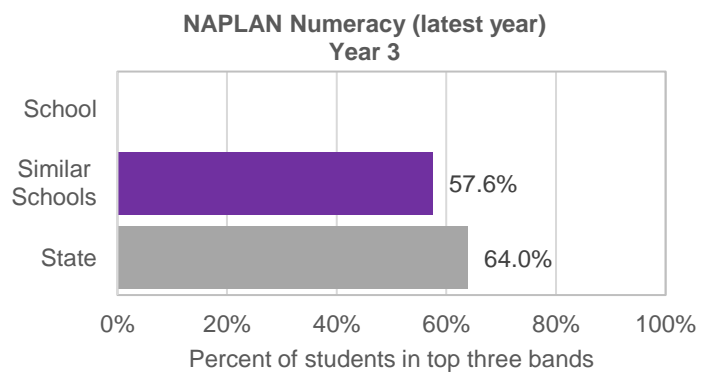
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	70.0%
Similar Schools average:	65.6%	65.8%
State average:	70.2%	69.5%



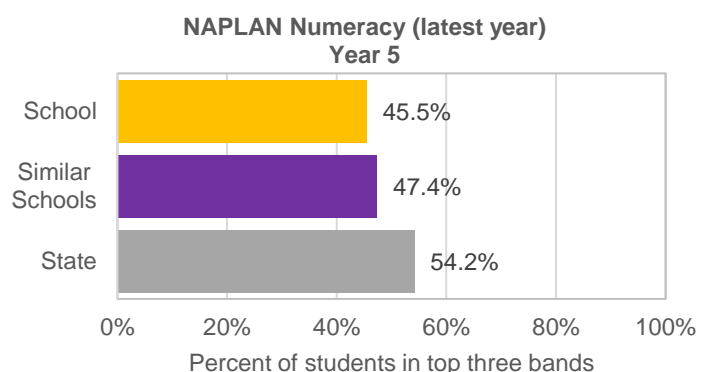
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	47.6%
Similar Schools average:	57.6%	65.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	45.5%	44.8%
Similar Schools average:	47.4%	52.4%
State average:	54.2%	58.8%



WELLBEING

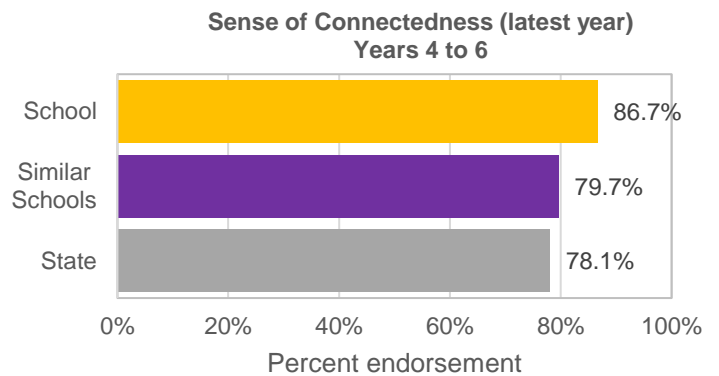
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	86.7%	77.8%
Similar Schools average:	79.7%	81.0%
State average:	78.1%	79.5%

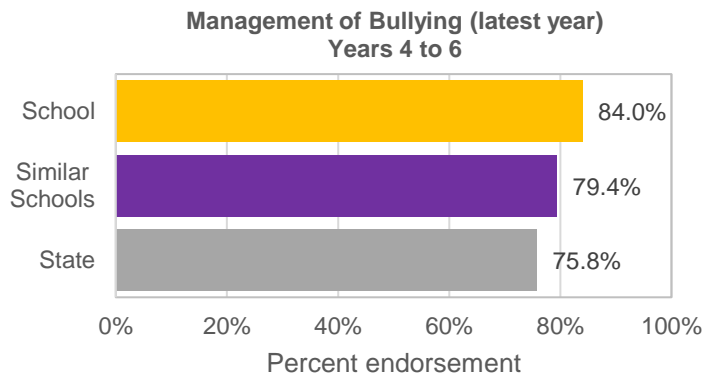


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	84.0%	82.3%
Similar Schools average:	79.4%	82.3%
State average:	75.8%	78.3%



ENGAGEMENT

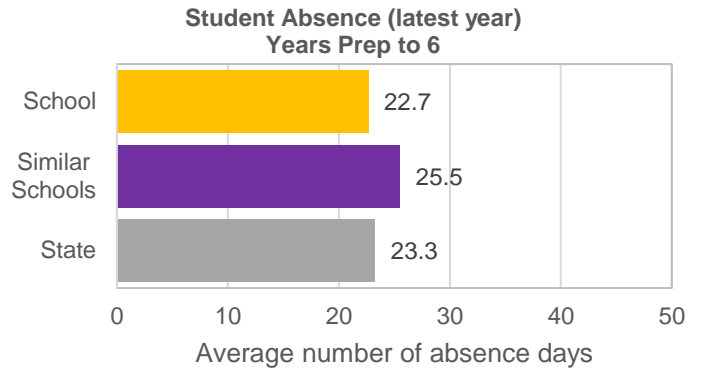
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.7	17.0
Similar Schools average:	25.5	18.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	85%	89%	89%	89%	89%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$880,143
Government Provided DET Grants	\$316,228
Government Grants Commonwealth	\$5,400
Government Grants State	\$0
Revenue Other	\$6,304
Locally Raised Funds	\$38,856
Capital Grants	\$0
Total Operating Revenue	\$1,246,931

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,147
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$15,147

Expenditure	Actual
Student Resource Package ²	\$810,705
Adjustments	\$0
Books & Publications	\$455
Camps/Excursions/Activities	\$29,273
Communication Costs	(\$562)
Consumables	\$21,064
Miscellaneous Expense ³	\$3,430
Professional Development	\$6,792
Equipment/Maintenance/Hire	\$21,908
Property Services	\$42,559
Salaries & Allowances ⁴	\$45,003
Support Services	\$70,324
Trading & Fundraising	\$72,167
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,812
Utilities	\$15,341
Total Operating Expenditure	\$1,140,270
Net Operating Surplus/-Deficit	\$106,661
Asset Acquisitions	\$26,884

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$129,127
Official Account	\$32,985
Other Accounts	\$0
Total Funds Available	\$162,111

Financial Commitments	Actual
Operating Reserve	\$52,604
Other Recurrent Expenditure	\$20,577
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,808
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,257
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$113,395
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$199,641

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.