

2019 Annual Report to The School Community



School Name: Winchelsea Primary School (2015)



- 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 2019 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 2020 at 02:52 PM by Simon O'brien (Principal)

The 2019 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.

To be attested by School Council President

About Our School

School context

Our Vision:

To provide a safe, challenging environment that supports all students to be active participants in their learning in preparation for life long success.

Our Values:

At Winchelsea Primary School we promote our school values of:

- Be Kind
- Be Safe
- Learn Well

Our Purpose:

We are strongly committed to:

- developing all students as active participants in their learning
- assisting all students to reach their highest potential in intellectual, creative, physical and behavioural endeavours
- delivering a broad, challenging developmental curriculum with programs and resources which enable quality education, high levels of learning and pride in achievement
- promoting a code of positive student behaviour that is supported by the school community
- creating and promoting a sense of pride, value and respect for themselves and others within the school and wider community
- fostering harmonious and effective communication, collaboration and co-operation between staff, students, parents and the wider community.
- creating and promoting a school culture and environment that recognises enhances student wellbeing.

Winchelsea Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every level. Our curriculum provides stimulating and flexible learning programs designed to meet students' individual needs.

We are located in the township of Winchelsea, midway between Geelong and Colac within the Surfcoast Shire.

In 2019, Winchelsea Primary School staff comprised of one Principal, seven full time classroom teachers (including one learning specialist), four specialist teachers (Indonesian, Visual Arts, Performing Arts/Kitchen Garden and Physical Education), three classroom based education support staff, a full time business manager and a primary welfare officer.

Framework for Improving Student Outcomes (FISO)

In 2019, Winchelsea Primary School's Annual Implementation Plan and Key Improvement Strategies focused on the FISO dimensions of Building Practice Excellence, Intellectual Engagement and Self Awareness and Strategic Resource Management. Our actions allowed us to achieve the following:

- Exploration and implementation of our Literacy Teaching Model.
- Building of teacher capabilities to identify and use consistent evidence based teaching approaches to meet the needs of students.
- Develop and implement a PLC cycle that uses student learning as evidence in planning and evaluation.
- Implement effective inclusive classroom practices.

To support implementation of actions and improvements, the leadership team regularly designed the Learning Architecture based on FISO improvement areas. Our Professional Learning and Meeting Schedule, developed with staff each term, ensured that we created regular time, space and opportunity for everyone to engage in professional learning. We continually reflected on the priorities and improvements when developing our learning architecture. We also engaged with a Learning Consultant in 2019. The learning consultant was able to work directly with teaching staff through observation and coaching during Literacy learning and deliver professional learning based on the needs of teaching staff.

Our learning specialist was a key driver in the development and implementation of our Peer Observation process. Teaching staff completed several observation cycles and gained valuable feedback from colleagues which was then used to set personal improvement goals related to the high impact teaching strategies.

Our School Staff Survey data demonstrates that we were highly successful in supporting staff to improve. The school climate data demonstrates 82% overall positive endorsement from staff which is higher than both the state and network. In the category of professional learning, staff overall rated our school at 93% positive endorsement which is significantly higher than both our network and the state. The school leadership variable demonstrated a positive endorsement of 90% which is once again significantly higher than the state and network percentages.

In 2019, our school also conducted a school review where the whole school was engaged in understanding the successes of the school over the previous strategic plan, to identify where further improvements were needed and to set rigorous and challenging learning goals for the school for the future.

Achievement

In 2019, Winchelsea Primary School set out to ensure all students achieved high levels of learning, particularly in the priority focus area of literacy (writing). Our goal was to develop our students as motivated, engaged, creative and lifelong writers.

We implemented our school's Literacy Teaching Model. The teaching model is comprehensive. It comprises of our school's agreed Instructional Model for teaching literacy, evidence based teaching approaches and teaching strategies, consistent and linked curriculum and planning cycles in literacy including the implementation of writing launches and celebrations. Student growth in writing was tracked regularly through learning cycles and student writing portfolios created opportunities for students to demonstrate to their classroom teachers their growth as a writer in each learning cycle. Teacher practice in conferring with students during literacy learning was strengthened with the implementation of a school wide conferencing model. Teacher feedback practices were enhanced through the exploration of departmental resources and information.

Although our NAPLAN data does not yet demonstrate improvements in key areas focused on in 2019, through school based surveys focusing in on improvement initiatives, students are reporting higher levels of engagement in literacy programs. Our school review process also highlighted that students are feeling intellectually engaged and successful.

In 2020, as we move into a new strategic plan, our school focus will be to embed our Literacy Teaching Model, reflect on it's successes, document what worked well and use this information to plan for improvements in the teaching and learning of Numeracy.

Engagement

Winchelsea Primary School focused on increasing intellectual engagement so that students demonstrated intrinsic motivation and became more independent within the learning program. Winchelsea Primary School students are demonstrating increasing engagement and connectedness in school as evidenced in the results obtained on the Attitudes to School Survey. Our students expressed through the survey high positive endorsement for Stimulating Learning (88%), Learning Confidence (88%), Effective teaching time (84%) and Student Motivation (91%). One area for more consideration in 2020 is our Sense of Connectedness data. Students demonstrated an overall positive rating of 72% which is below that of similar schools and will become a data set the school is focused on improving.

In 2019, our school introduced to the students learning disposition theory. The aim was to develop capabilities of teachers to empower students to make decisions about how and what they learn and to achieve challenging goals set. Through the 'Building Learning Power' framework (developed by Guy Claxton), students learnt about learning dispositions and learning power muscles. The four key muscles are:

Resilience: attending to learning and persisting under difficulties

Resourcefulness: using a variety of learning strategies

Reflectiveness: thinking about learning and how you are developing as a learner

Reciprocity: learning with and from others

At WPS, we explicitly taught the BLP muscles to our students and ensured that they were a regular part of our discourse and feedback. Teachers engaged in regular reflective conversations with each other to share highlights and successes when engaging students in learning about BLP. Learning power theory was linked to Student Voice and Agency - staff engaged in professional learning about agency and how it is achieved - when students have a strong desire or will to learn coupled with the power of possibility within the lesson.

We also strengthened our student leadership program. All student leaders developed a deeper understanding of leadership by engaging in fortnightly leadership workshops. They grounded their learning in school wide initiatives.

Regular attendance tracking and monitoring has seen an decrease in unexplained absences. Our students late to school data has decreased by approximately 25%. Regular reminders about the importance of attending school on time, everyday as well as improvements to teaching and learning programs have improved this data.

Wellbeing

In 2019, an effective starting right program was established in every classroom. The starting right program emphasized our school values. Students and teacher co-constructed positive behaviors that they could demonstrate that aligned with our school values. This was the foundation of our positive school culture and ensured that every member of the school community understood their responsibilities to demonstrate these behaviors when they walk through the school gates. These positive behaviors are taught explicitly and are embedded in the learning that student undertake about respectful relationships with others. Our PB statements serve as models for staff to use to provide positive feedback about the choices students make. They are encouraged and promoted as part of our school wide 'house chips' initiative. We celebrated how the individual contributions of others impacts on the a wider school community group (house points announcements at assembly).

We implemented the 'ladder of choice' as a visual representation for students and staff to follow that shows how we practice restorative justice as a school. The ladder of choice staged response provides staff with an opportunity to express to students what they have done wrong, gives them ownership of the issue, acknowledge that everyone makes mistakes and gives them a chance to fix things with support. It leaves student dignity intact and shows that we respect them as people. We also embedded our school's philosophy and approaches in inclusive practices.

In 2019, an extremely effective Primary Welfare Officer supported our school values and positive welfare programs and assisted in promoting a safe and friendly learning environment. Students and families were supported on numerous levels. Targeted work in early 2020 will be around the effective transitioning of students to our school. Due to urban growth in Winchelsea we will have a number of new families starting across the school. In 2020, a full audit of school wellbeing supports will be conducted and the student wellbeing team will work on ensuring all processes and policies in relation to student wellbeing will be reviewed and shared with the school community.

Student sense of inclusion, according to 2019 Attitudes to School Survey results, indicated pleasing results with 89% of students rating the school as positive in this domain. In the school safety domain we also see pleasing results. In school safety domains, our students continued to demonstrate positive attitudes in the following factors: Advocate at school (91%), Managing Bullying (83%) and Respect for Diversity (80%). In management of bullying, our overall percentage of endorsement positive rating is above similar schools. Our students sense of connectedness data indicates further exploration in 2020.

Financial performance and position

The Financial Performance and Position report shows an end of year surplus of \$198,532. This surplus has occurred through the careful management and spending of all funds. This surplus has been set aside for 2020 staffing changes and enrollment fluctuations. The school's fundraising group has worked tirelessly to raise funds that will contribute to a school and community project (our school sensory garden).

All equity funding was used as it was intended to be in the 2019 Annual Implementation Plan. Equity funding was allocated to staffing a 0.5 intervention teacher to offer additional assistance to students in need. Equity funding was also used to boost our English program budget which allowed for us to fund improvements initiatives such as peer

observation, increase in classroom library reading material and the employment of a learning consultant to work with all teaching staff. All PSD funding received was allocated to the continued employment of classroom education support staff.

For more detailed information regarding our school please visit our website at
<https://winchps.vic.edu.au>




Draft

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 146 students were enrolled at this school in 2019, 79 female and 67 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Below </p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>59%</td> <td>5%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>50%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>59%</td> <td>36%</td> <td>5%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>55%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	59%	5%	Numeracy	45%	50%	5%	Writing	45%	45%	9%	Spelling	59%	36%	5%	Grammar and Punctuation	32%	55%	14%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>89 %</td> <td>90 %</td> <td>84 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	89 %	90 %	84 %	91 %	90 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,425,126	High Yield Investment Account	\$185,320
Government Provided DET Grants	\$237,675	Official Account	\$13,212
Government Grants Commonwealth	\$17,538	Other Accounts	\$0
Revenue Other	\$15,709	Total Funds Available	\$198,532
Locally Raised Funds	\$101,315		
Capital Grants	\$10,030		
Total Operating Revenue	\$1,807,394		
Equity¹			
Equity (Social Disadvantage)	\$106,841		
Equity Total	\$106,841		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,369,813	Operating Reserve	\$64,336
Books & Publications	\$3,041	Other Recurrent Expenditure	\$37
Communication Costs	\$3,001	Provision Accounts	\$8,576
Consumables	\$40,408	School Based Programs	\$138,750
Miscellaneous Expense ³	\$128,162	Asset/Equipment Replacement < 12 months	\$16,000
Professional Development	\$6,722	Maintenance - Buildings/Grounds < 12 months	\$32,000
Property and Equipment Services	\$102,136	Total Financial Commitments	\$259,699
Salaries & Allowances ⁴	\$87,780		
Trading & Fundraising	\$26,227		
Travel & Subsistence	\$213		
Utilities	\$18,215		
Adjustments	\$1,931		
Total Operating Expenditure	\$1,787,648		
Net Operating Surplus/-Deficit	\$19,746		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

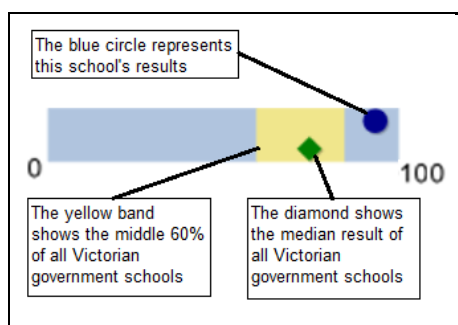
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

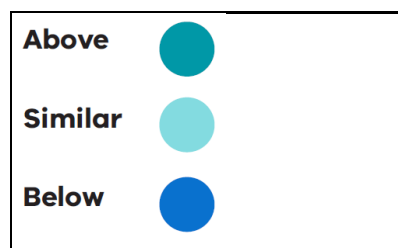


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').