2021 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Mildura West Primary School (3983)

ib Primary Years Programme

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2022 at 09:01 PM by Anne Robinson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 March 2022 at 11:05 AM by Rohan Robertson (School Council President)

VICTORIA State Government | Education and Training

How to read the Annual Report

What does the *'About Our School'* commentary section of this report refer to?

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

What does *'NDP'* or '*NDA*' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

As an International Baccalaureate World School, Mildura West Primary School aspires to develop inquisitive, knowledgeable and active learners, who understand that they can make a positive difference to their world.
Our school promotes students to become internationally minded. Students demonstrate agency by taking action with their learning. Our Program of Inquiry creates authentic opportunities for academic growth across all learning areas.The International Baccalaureate® (IB) Primary Year Program (PYP) is a leading curriculum framework for international primary education. The PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. As a result, students become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.
Through an inquiry-led, transdisciplinary framework, we challenge students to think for themselves and take responsibility for their learning, as they explore local and global issues. We teach them to understand themselves as learners and help them identify what they need to do to become effective learners.
We teach the Victorian Curriculum, with the IB Framework overlaying and connecting all we teach. This process provides a deep, rich educational experience for our children. As well as focusing on literacy and numeracy, we want our students to become lifelong learners, global citizens and caring human beings.
Students at West have lots to say – about themselves, their learning, the teaching, and their world. And they know that they are heard. Our staff create the conditions and the culture to promote Student Voice, Agency and Leadership. Students are encouraged to take responsibility for their learning, to question and challenge themselves and others. Students reflect and set goals to address their learning or just because they are curious.
Our students are happy, excited and empowered. They are also taught to be ethical, critical users of ICT (Information and Communications Technology). Children in grades three to six use I-pads to enhance their learning. Our ICT Teacher coaches teachers and students to ensure ICT enriches student learning.
Mildura West teachers keep abreast of current educational research. They know that if they want to be a great teacher then they have to be a great learner too. Consequently, they are constantly taking part in Professional Learning to sharpen their craft. They collaborate every week in Professional Learning Teams, planning, assessing and learning together. They also engage in regular Classroom Observation, giving and receiving feedback to their colleagues, so they can improve their teaching craft. Our experienced and talented teachers coach their colleagues, building the capacity of all staff.
We are one of the largest state primary schools in the Mildura Rural City Council. We have approximately 390 students, with many nations represented.
Staff consist of 31 teaching staff equivalent to 27.85 full time positions which includes 2 principal class staff members, 14 part-time and 3 full-time Education Support staff which includes 1 part-time (0.8) Primary Welfare Officer and 1 part-time Speech Therapist (0.20).

Framework for Improving Student Outcomes (FISO)

In 2021 we continued to focus on 2 Priorities, Excellence in Teaching and Learning and Positive climate for learning. The Dimensions were: Empowering Students and Building School Pride & Building Practice Excellence.

The pandemic once again presented us with many challenges. We continued with our rigorous remote learning model from 2020, however we refined aspects as a result of regular feedback from students, parents and staff.We had a dual system in place with approximately 150 students onsite and 240 learning remotely. Our Education Support staff and our specialist teachers supervised onsite while our class teachers taught remotely. When student numbers increased, class teachers took turn teaching onsite as well. Our staff built close relationships with their families during this period. We are very proud of our remote learning model.
Consequently, we still achieved a great deal.

FISO Initiative - Building practice excellence

Accomplishments:
• Teachers continued to utilise the Key Understandings in English and Maths when planning and when teaching. Teachers ensured the language was student friendly.
• Teachers regularly gathered student data to assess Student Understanding. As a result they refined their pedagogy to simplify the delivery of the curriculum.

FISO Initiative - Empowering students and building school pride

Accomplishments:
• Teachers increased their understanding of Student Agency. Remote Learning forced us to implement many strategies that required students to be independent learners.
• Teachers focused on teaching children "HOW" to learn so students could become independent learners.
• Teachers refined and simplified the implementation of Learning Intentions and Success Criteria
• Teacher developed a deeper understanding of the various PYP (Primary Years Program – IB) elements

Achievement

Due to our very rigorous Remote Learning Model, the vast majority of students still made progress. The Remote Learning was far more challenging for children in the early years. The children in Grades Prep, One and Two who did not engage with the online learning were greatly impacted. They did not make any progress.
We have retained many of the strategies utilised in Remote Learning.
Despite having less student data to measure growth, we know our students continued their learning, but it was not at the same rate for most.

Highlights:

• High performing Professional Learning Teams and a very professional learning culture throughout the school, including coaching and mentoring. They also collaborated online and co-created a very rigorous Remote Learning Model. Teachers overcame many challenges to create an online pedagogy. By gaining feedback from the parents and students, they were able to refine their approach.
• Classroom Observations & Feedback in place once we were onsite.
• Using student data to drive instruction
• Differentiating the curriculum
• High expectations and levels of internal accountability for all staff and students.
• Targeting resources to students' needs with extension and intervention programs.
• Our literacy intervention model was successful for all students involved. We increased this program when students returned from Remote Learning and employed extra staff.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans

Engagement

Our students are very happy, feel safe and are connected to their school.
We implemented our own surveys - for parents, staff and students. Results were extremely positive, especially the feedback from the parents regarding Remote Learning.
The vast majority of students were engaged throughout the Remote Learning period. Most of our highly able students actually thrived during Remote Learning.

Student Engagement elements:

• Our Units of Inquiry engage children in their learning.
• The curriculum is presented in a transdisciplinary manner and the topics are of global significance.
• Students have Agency, Voice and Leadership.
• Our Units Of Inquiry involve students in the planning and assessment.
• Our curriculum delivery is student centered.
• ICT is integrated throughout the curriculum to enhance learning. This is a particular focus in Grade 3-6
• Students provide feedback regarding our teaching. They tell us what helps and hinders their learning.
• We also have a Koori Engagement program for Koori students Gr 4-6. This allows the children to develop their knowledge of Koori cultural and history.
• We improved the support for our EAL children.
• Our Attendance policy is rigorous, including daily texts, phone calls and weekly meetings. The Remote Learning period however, made the monitoring of attendance very difficult. We also have a small group of children who have not attended school and this has impacted our attendace data.

Wellbeing

We believe that student wellbeing is an integral part of education. Our very active Wellbeing Team (Principal, 2 Assistant Principals, KESO and Wellbeing Officer) touch base informally each day and meet formally every week. The Remote Learning period was a particular challenge for many of our students from disadvantaged homes. Some did not go online to learn. Our staff worked hard to connect with these families, with mixed results. We encouraged many children, who were eligible, to come to school to learn. We had very big numbers of students come onsite and we still taught online every day. We went to great lengths to take very good care of our children during the pandemic. We are very proud of this, as are our parents.
We have a very positive culture at West, which include many elements:

• Positive teacher, student and parent/carer relationships.
• Strong partnerships and communication between wellbeing officer, staff, parents and external agencies.
• A sense of "community" in each classroom and throughout the whole school.
• Clear guidelines and high expectations around school discipline, which involve students, parents and staff.
• Regular communication with all stakeholders. Our "Open Door" policy, to allow for parents & students to pop into classrooms at 8.30am
• Effective transition programs and strong links with feeder preschools and secondary colleges.
• Strong connections and regular communication with external agencies who are also supporting our children.
• High levels of support for all students with special needs.
• A Mindfulness program implemented throughout the whole school every day.
• Breakfast program operating 2 times each week – this did not happen during the Remote Learning period.
• A supportive transition program for new students to our school.
• Primary Welfare Officer who works closely with our teachers to support all students. This includes assisting individual children, small groups, helping students develop their social skills and resilience.

Finance performance and position

Our overall deficit can be attributed to the schools ongoing commitment to provide an extensive staffing profile. The school continues to employ additional Education Support staff to support our Early Years children. These additional Education support staff are employed to ensure the best start to school possible for every Prep student in all three classrooms, one extra staff for each class. Our continued commitment to teaching practice includes a Learning Specialists, Literacy Coach and a part-time Literacy Intervention teacher all of which are partially funded from Equity funding.

The school receives Equity Funding in two categories, staffing and programs. The staffing allocation was $330,895 some $44,500 less than 2020 and the programs $332,886 again $45,471 less than the previous year. The continual rapid decrease of Equity funding over the past three years totals $270,000 and continues to remain a challenge due to the ongoing commitment we have made and the direction of the school. The staffing deficit has been fully provisioned for using program funding and Equity funding ensuring our cash reserve remained within limits.

Unexpected expenditure items include;

Our Remote Learning Model was outstanding however it required a great deal of funding:

• $73,000   Employment of additional Casual Relief Teachers during the Remote learning period supporting our very proactive strategies aimed at our disadvantaged families. On average 130 students attended onsite daily, one of the highest attendance numbers in our Network.
• $10,000   Our continued proactive approach during to "catch up" included the employment of an additional Literacy Intervention teacher Reading Recovery trained to assist Prep/One children and to implement Fountas & Pinnell Reading Assessment.

Committed and unexpended income carried into 2022

• $140,000   Approved Programmed Maintenance funding from the Victorian Schools Building Authority to target identified areas as per the Special Assessment Report. Works to be completed in the 2022 school year.

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 381 students were enrolled at this school in 2021, 211 female and 170 male.

10 percent of students had English as an additional language and 13 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
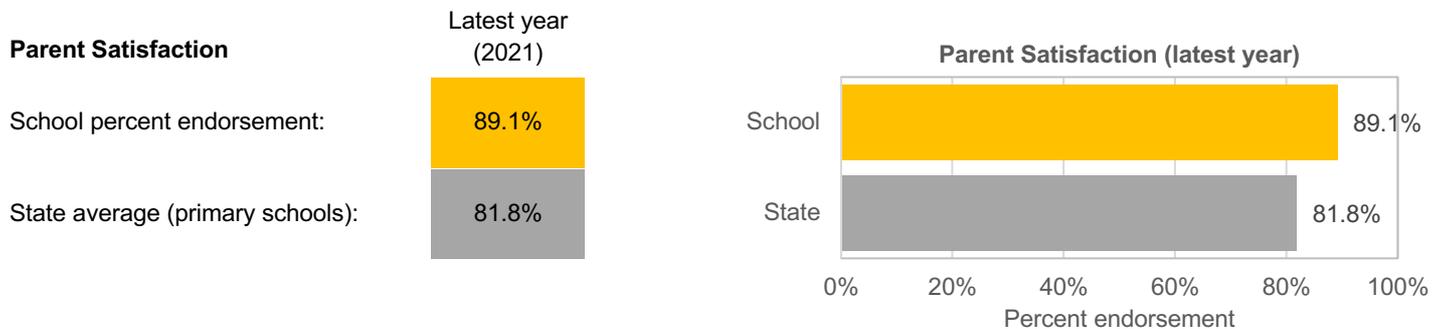
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
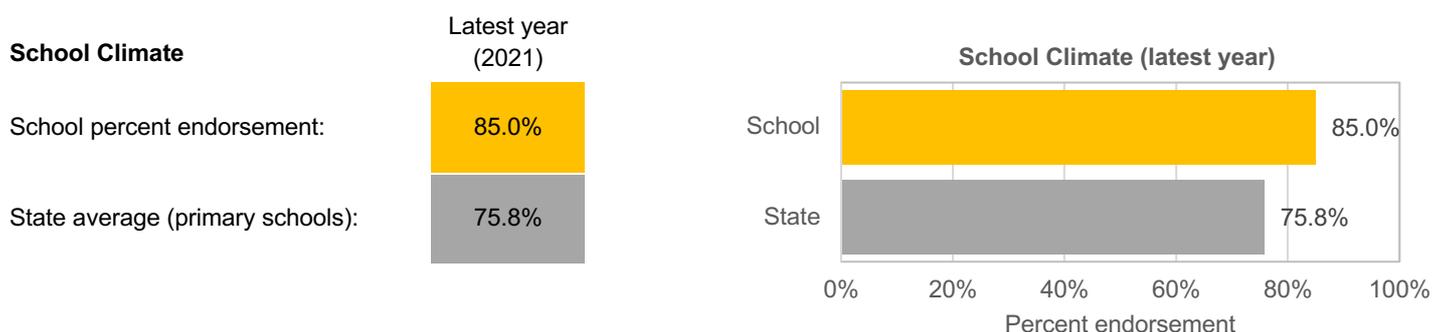
Parent Satisfaction	Latest year (2021)
School percent endorsement:	89.1%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

	Percent endorsement
School	89.1%
State	81.8%

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.

School Climate	Latest year (2021)
School percent endorsement:	85.0%
State average (primary schools):	75.8%

School Climate (latest year)

	Percent endorsement
School	85.0%
State	75.8%

ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	80.3%
Similar Schools average:	79.0%
State average:	86.2%

English (latest (year)
Years Prep to 6

School	80.3%
Similar Schools	79.0%
State	86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
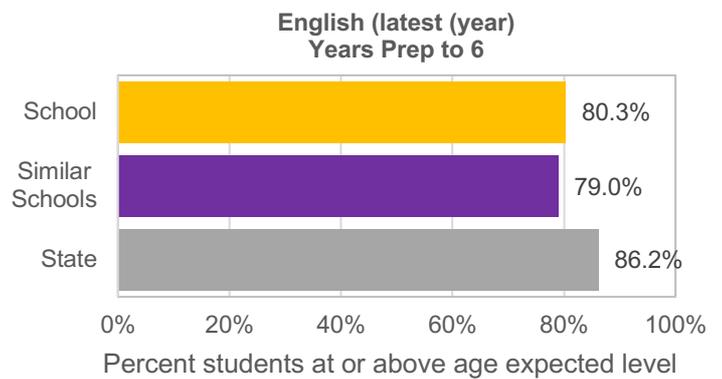
Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	80.2%
Similar Schools average:	79.2%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School	80.2%
Similar Schools	79.2%
State	84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
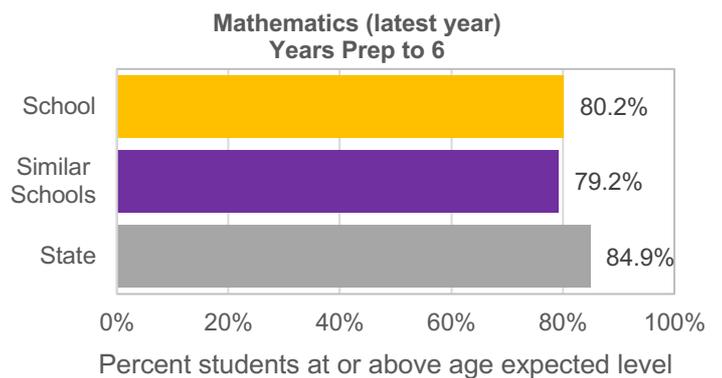
ACHIEVEMENT (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
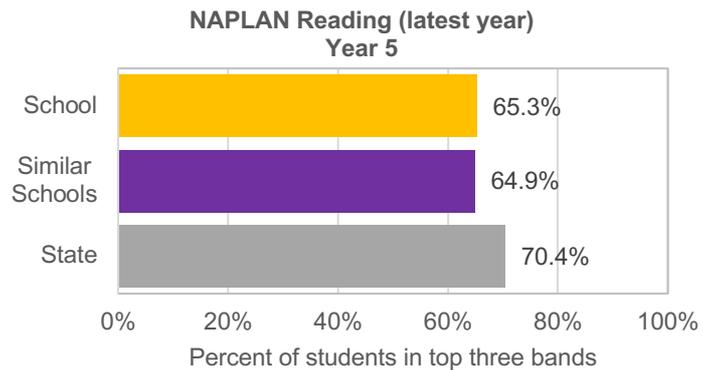
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	79.2%	72.1%
Similar Schools average:	64.7%	67.4%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School 79.2%
Similar Schools 64.7%
State 76.9%

Percent of students in top three bands
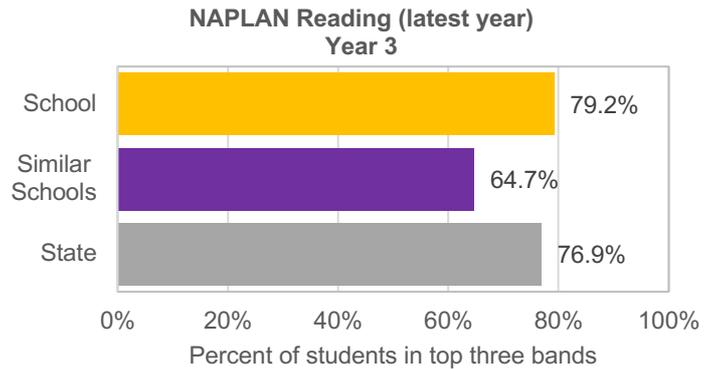
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	65.3%	58.7%
Similar Schools average:	64.9%	60.3%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School 65.3%
Similar Schools 64.9%
State 70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	62.1%
Similar Schools average:	56.7%	61.3%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School 73.1%
Similar Schools 56.7%
State 67.6%

Percent of students in top three bands
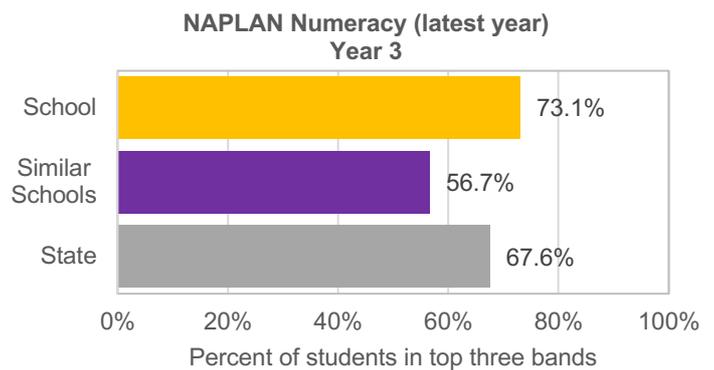
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	60.4%	56.2%
Similar Schools average:	54.1%	52.4%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School 60.4%
Similar Schools 54.1%
State 61.6%

Percent of students in top three bands
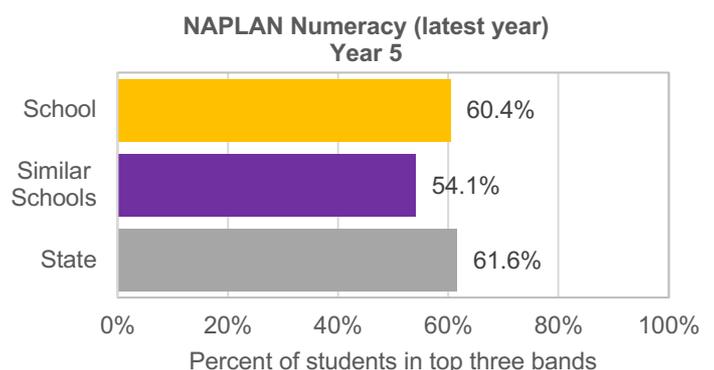
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	57%	20%	21%
Numeracy:	27%	53%	20%	21%
Writing:	28%	60%	12%	16%
Spelling:	27%	47%	27%	17%
Grammar and Punctuation:	47%	38%	16%	15%
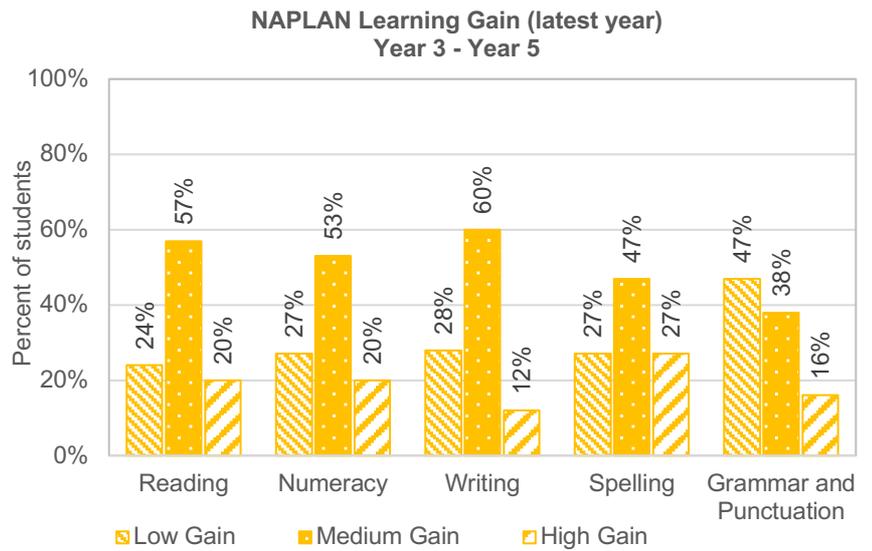
NAPLAN Learning Gain (latest year)
Year 3 - Year 5

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6	Latest year (2021)	4-year average
School average number of absence days:	14.4	16.3
Similar Schools average:	19.7	17.6
State average:	14.7	15.0

**Student Absence (latest year)
Years Prep to 6**

School	14.4
Similar Schools	19.7
State	14.7

Average number of absence days

Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	93%	93%	94%	93%	92%	91%

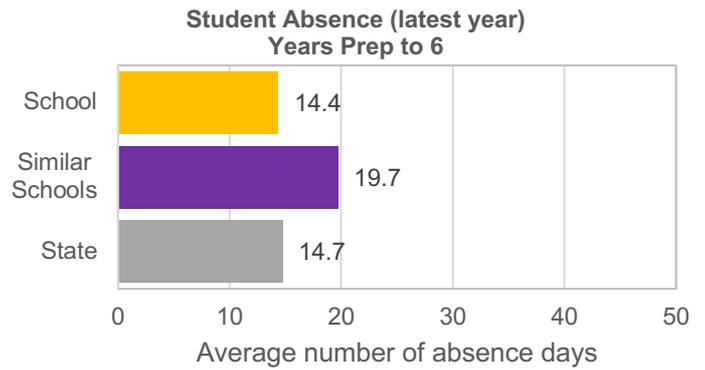Mildura West Primary School

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

| **Sense of Connectedness Years 4 to 6**	Latest year (2021)	4-year average
School percent endorsement:	88.1%	90.6%
Similar Schools average:	78.1%	79.5%
State average:	79.5%	80.4%
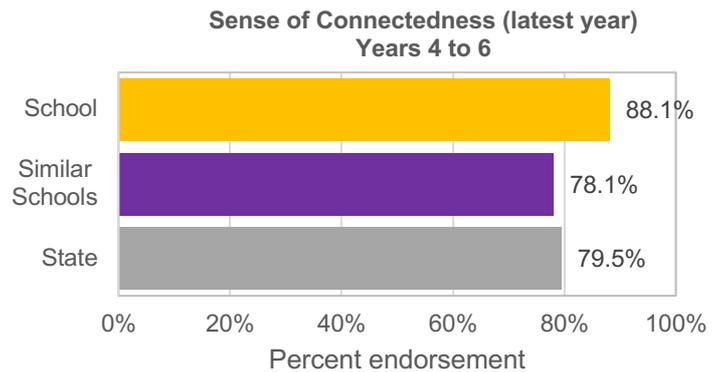
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Sense of Connectedness (latest year)
Years 4 to 6**

School 88.1%
Similar Schools 78.1%
State 79.5%

Percent endorsement

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	89.1%	91.7%
Similar Schools average:	79.8%	80.3%
State average:	78.4%	79.7%
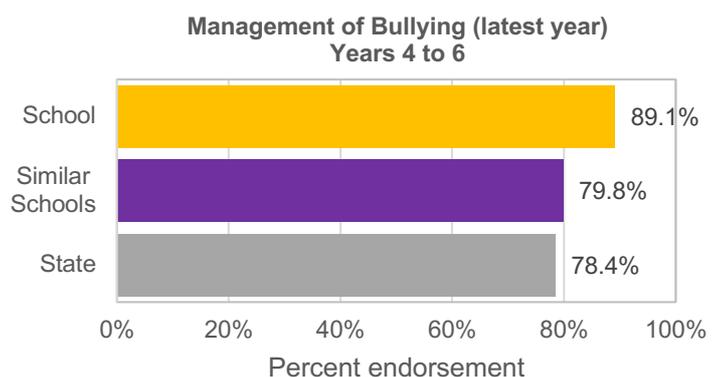
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

**Management of Bullying (latest year)
Years 4 to 6**

School 89.1%
Similar Schools 79.8%
State 78.4%

Percent endorsement

Financial Performance and Position

Revenue	Actual
Student Resource Package	$3,606,474
Government Provided DET Grants	$812,941
Government Grants Commonwealth	$14,598
Government Grants State	$6,300
Revenue Other	$9,619
Locally Raised Funds	$189,262
Capital Grants	$0
Total Operating Revenue	**$4,639,193**

Equity [1]	Actual
Equity (Social Disadvantage)	$663,781
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$663,781**

Expenditure	Actual
Student Resource Package [2]	$4,014,422
Adjustments	$0
Books & Publications	$8,881
Camps/Excursions/Activities	$48,155
Communication Costs	$2,749
Consumables	$105,178
Miscellaneous Expense [3]	$375,450
Professional Development	$9,973
Equipment/Maintenance/Hire	$65,154
Property Services	$130,253
Salaries & Allowances [4]	$156,537
Support Services	$54,668
Trading & Fundraising	$13,697
Motor Vehicle Expenses	$0
Travel & Subsistence	$698
Utilities	$66,523
Total Operating Expenditure	**$5,052,338**
Net Operating Surplus/-Deficit	**($413,144)**
Asset Acquisitions	**$0**

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	$632,165
Official Account	$30,386
Other Accounts	$0
Total Funds Available	**$662,551**

Financial Commitments	Actual
Operating Reserve	$167,270
Other Recurrent Expenditure	$10,918
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$414,000
Asset/Equipment Replacement < 12 months	$50,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$140,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$782,187**

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.