

2022 Annual Report to the School Community

School Name: Mildura West Primary School (3983)



- 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 12 April 2023 at 09:45 AM by Anne Robinson (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

To be attested by 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

Mildura West is a World International Baccalaureate School, teaching children to be inquiring, knowledgeable and caring young people, who help to create a better and more peaceful world.

Through an inquiry-led, transdisciplinary framework, we challenge students to think for themselves and take responsibility for their learning. We promote the exploration of local and global issues. Students are taught to understand themselves as learners and begin to identify what they need to do to improve.

We teach the Victorian Curriculum, with the IB Framework overlaying and connecting all we teach. This entire process provides a rich educational experience for all children. Teaching our children to be literate and numerate is vital but we also want our students to become lifelong learners, global citizens and caring human beings.

Students at West have a voice – they talk about themselves, their learning, the teaching, and their world. And they know that they are heard because 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 to be a great teacher, they must 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.

West is 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, which includes 3 principal class staff members, 14 part-time and 3 full-time Education Support staff which includes 2 part-time Primary Welfare Officers.

Progress towards strategic goals, student outcomes and student engagement

Learning

Despite a very challenging year, due to staff and student absences, the majority of students still made progress. However, we know that Remote Learning in 2020 and 2021 continued to have an impact on many children's wellbeing, social development and their academic progress. Those children in Grades Prep, One, Two and Three, who did not engage with Remote Learning during the 2 COVID years, continue to face many challenges.

Our emphasis in 2022 has been:

- Building capacity of teachers to create Agentic Learners.
- Building high performing Professional Learning Teams and a very professional learning culture throughout the school, including coaching and mentoring.
- Implementing Classroom Observations, Walkthroughs & Feedback
- Using student data to drive instruction
- Differentiation
- 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.

Student learning outcomes included in this report, and all other formal Education Department reports, have been very positive. Each report clearly demonstrates our student learning outcomes are above Similar Schools.

2022 Supplementary Report. Released March 2023

- NAPLAN Grade 3 NUMERACY - Percentage of students in the top 2 bands. Our 2022 are ABOVE Similar Schools

- NAPLAN Grade 5 NUMERACY - Percentage of students in the top 2 bands. Our 2022 are WELL ABOVE Similar Schools
- NAPLAN Grade 3 READING - Percentage of students in the top 2 bands. Our 2022 results are SIMILAR to Similar School
- NAPLAN Grade 5 READING - Percentage of students in top 2 bands. Our 2022 results are ABOVE Similar Schools.
- NAPLAN Grade 3 WRITING - Percentage of students in top 2 bands. Our 2022 results are ABOVE Similar Schools.
- NAPLAN Grade 5 WRITING - Percentage of students in top 2 bands. Our 2022 results are SIMILAR to Similar Schools.

Note - Similar Schools are defined as school with similar characteristics.

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

Wellbeing

Our Wellbeing data included in this report, and in all other Department Wellbeing Reports, is excellent and demonstrates that student wellbeing is central to all we do at West.

Our Wellbeing Team includes the Principal, 2 Assistant Principals, KESO and Wellbeing Officers, who touch base informally each day and meet formally every week.

Our very positive culture at West, includes 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
- A supportive transition program for all new students to our school.
- Our Primary Welfare Officers work closely with our teachers to support all students. This includes assisting individual children, small groups, helping students develop their social skills and resilience.

Engagement

Our students are very happy, and feel connected to their school. We believe that PYP (Primary Years Program) contributes a great deal to student engagement.

For several years the various DET Survey Data sets (Students Opinion, Staff Opinion and Parent Opinion) indicate we are way above other Network, Similar Schools and State in all areas.

We also implement our own student surveys to gain feedback.

Student Engagement elements:

- Our Units of Inquiry continue to 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. Student initiated Clubs have been very successful in engaging students from GP-6.
- Our Units Of Inquiry involve students in the planning and assessment.
- Our curriculum delivery is student centred.
- 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.
- Our EAL co-ordinator (English as an additional Language) has analysed our student data considering the students who identify as EAL. Individual profiles have been established for all EAL children. This has enabled us to differentiate more for our EAL children.
- Our Attendance policy is rigorous, including daily texts, phone calls and weekly meetings.

- Student illness was chronic this year. However, COVID and Remote Learning has resulted in some concerning absence habits for some students and families.

Other highlights from the school year

It was important to us that we provided our students, and families, with many opportunities for enjoyment and fun! Consequently, we ensured our "West traditions" continued. These events contribute to a positive culture and included the following:

- Fortnightly Student led assemblies, which included student performances
- Parent "pop in" & picnics
- A wonderful concert, despite the floods.
- Camps at all year levels
- Student initiated SRC "special days"
- Cultural celebrations such as Harmony Day.
- Many incursions and excursions included in our UNITS OF INQUIRY.
- The teacher 2 day visit to a PYP school (Redeemer) in South Australia was also a highlight.

Financial performance

Our deficit can be attributed to the schools ongoing commitment to provide an extensive staffing profile to improve the Teaching and Learning. Equity funding of \$573,781 is utilised in many ways:

- Employment of several Education Support staff for our Early Years classrooms.
 - Additional Education support staff all three Prep classrooms.
 - Every Grade One and Two classroom have an Education Support person to support the Teaching and Learning.
- Employment of 3 part-time Reading Recovery Teachers who provided a Targeted Intervention program for students below standard in literacy. This was specifically for Grade Prep, One and Two students.
- Staff absences in 2022 were EXTREMELY high. But we did NOT split classes, student learning was always our priority. We employed 2 CRTs, virtually full time. The CRTs taught alongside our permanent class teachers which meant our student's learning was NOT disrupted. The cost was \$150,000.
- \$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 2023 school year

For more detailed information regarding our school please visit our website at
<https://www.mildurawestps.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 388 students were enrolled at this school in 2022, 217 female and 171 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).

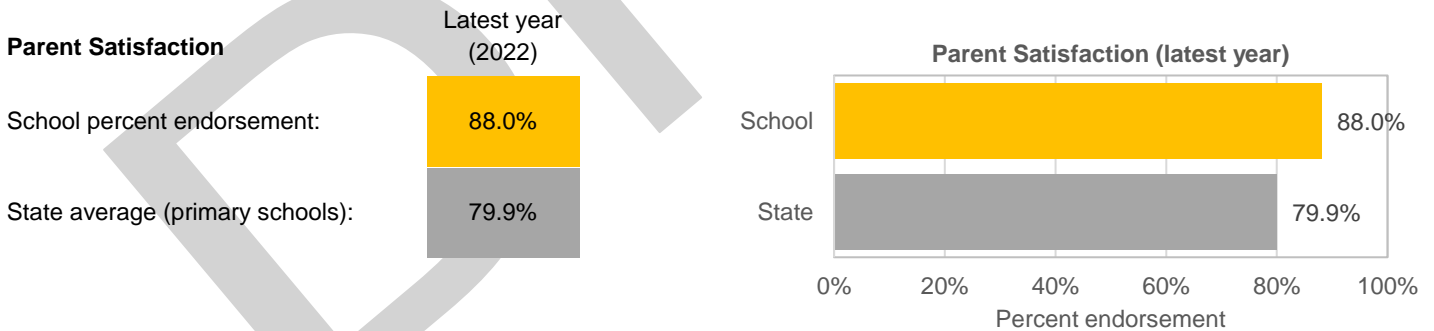
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

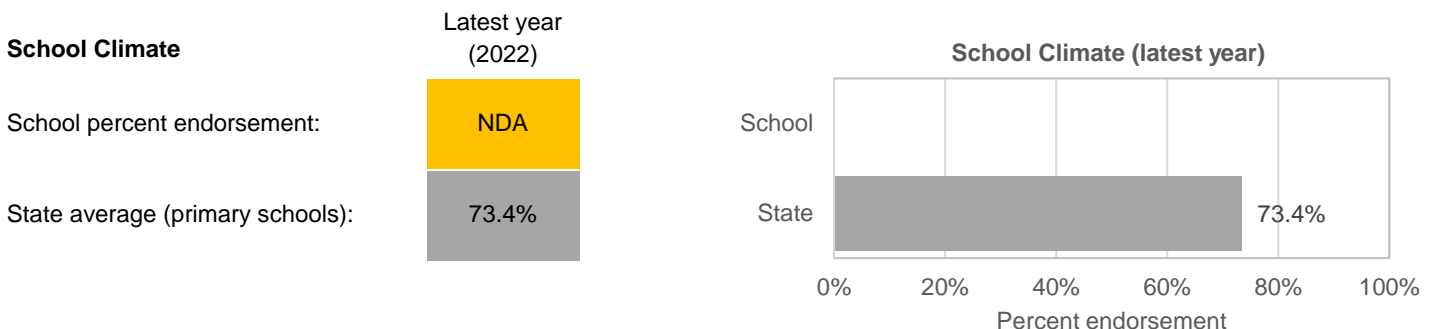


School Staff Survey

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:

80.2%

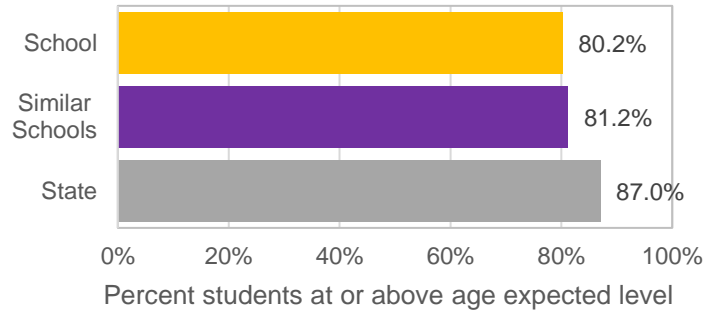
Similar Schools average:

81.2%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

79.4%

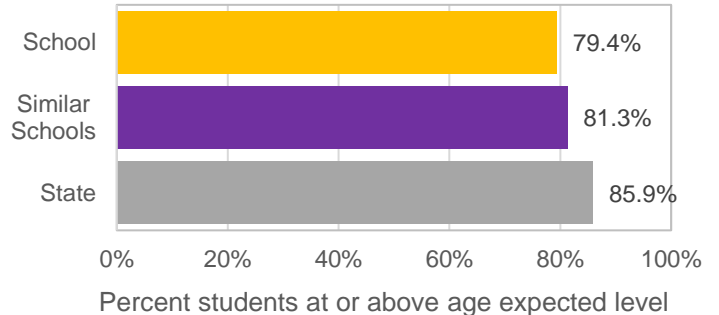
Similar Schools average:

81.3%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



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.

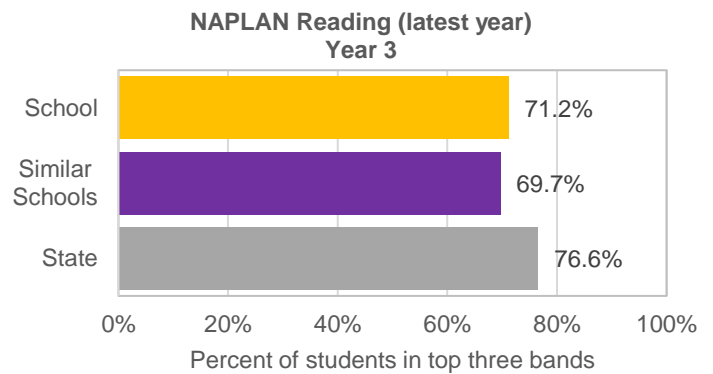
NAPLAN

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.

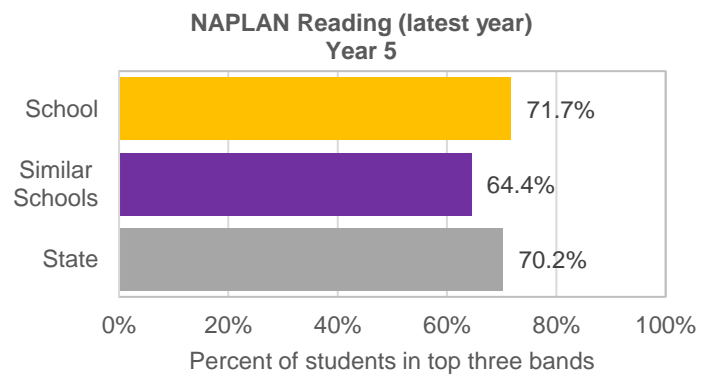
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.2%	72.6%
Similar Schools average:	69.7%	69.3%
State average:	76.6%	76.6%



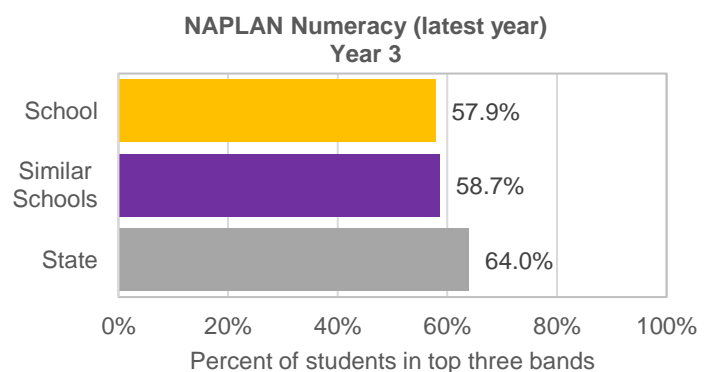
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.7%	66.0%
Similar Schools average:	64.4%	64.3%
State average:	70.2%	69.5%



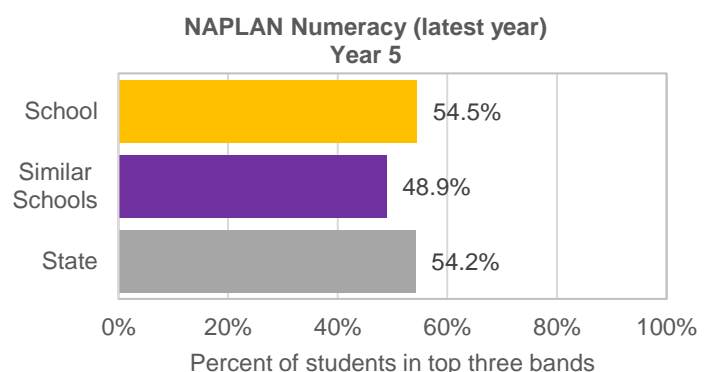
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	57.9%	62.4%
Similar Schools average:	58.7%	60.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	57.4%
Similar Schools average:	48.9%	53.9%
State average:	54.2%	58.8%



WELLBEING

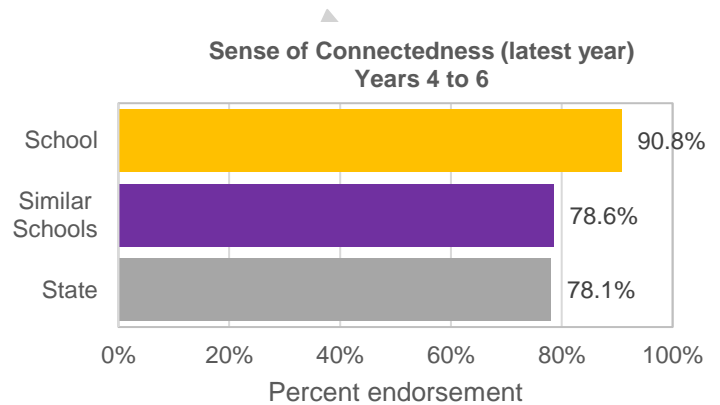
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	90.8%	90.8%
Similar Schools average:	78.6%	79.1%
State average:	78.1%	79.5%

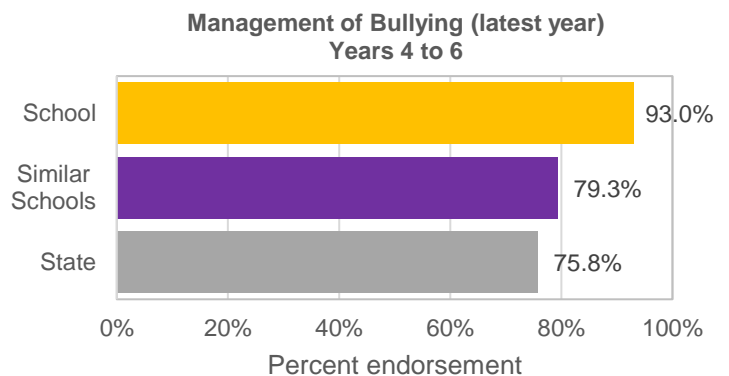


Student Attitudes to School – Management of Bullying

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:	93.0%	91.7%
Similar Schools average:	79.3%	79.9%
State average:	75.8%	78.3%



ENGAGEMENT

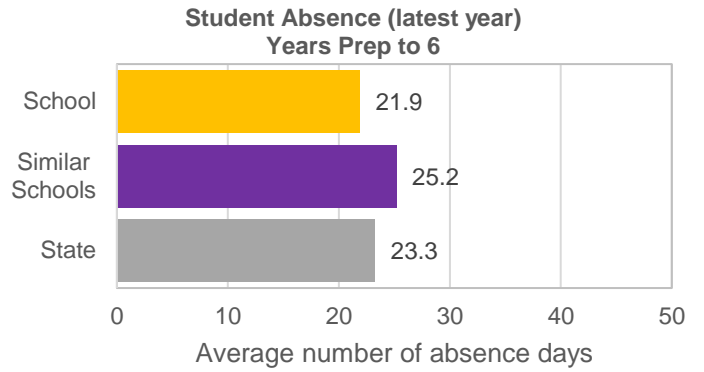
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.9	17.9
Similar Schools average:	25.2	18.6
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%	90%	88%	90%	89%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,861,480
Government Provided DET Grants	\$509,606
Government Grants Commonwealth	\$6,600
Government Grants State	\$3,200
Revenue Other	\$76,541
Locally Raised Funds	\$165,994
Capital Grants	\$0
Total Operating Revenue	\$4,623,421

Equity ¹	Actual
Equity (Social Disadvantage)	\$573,781
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$573,781

Expenditure	Actual
Student Resource Package ²	\$4,158,564
Adjustments	\$0
Books & Publications	\$15,765
Camps/Excursions/Activities	\$76,846
Communication Costs	\$2,514
Consumables	\$114,262
Miscellaneous Expense ³	\$17,512
Professional Development	\$25,196
Equipment/Maintenance/Hire	\$92,102
Property Services	\$202,376
Salaries & Allowances ⁴	\$268,619
Support Services	\$60,384
Trading & Fundraising	\$22,897
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$16,868
Utilities	\$59,502
Total Operating Expenditure	\$5,133,409
Net Operating Surplus/-Deficit	(\$509,988)
Asset Acquisitions	\$75,251

- (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	\$324,199
Official Account	\$37,807
Other Accounts	\$0
Total Funds Available	\$362,006

Financial Commitments	Actual
Operating Reserve	\$143,072
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$32,288
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$304,644
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$480,004

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.