2020 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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2021 at 12:05 PM by Anne Robinson (Principal)

The 2020 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 May 2021 at 09:27 AM by Rohan Robertson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

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

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary includes the following:

School Profile

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
  Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do *'Similar Schools'* refer to?

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

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

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

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

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

What is the *'Victorian Curriculum'*?

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

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

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

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

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

About Our School

School context

Mildura West is a World International Baccalaureate School.

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.

Through the International Baccalaureate Program, we aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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 2020 we focused 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.
Despite the impact of COVID and Remote Learning, we still achieved a great deal.

FISO Initiative - Building practice excellence

Accomplishments:
•   Teachers identified the Key Understandings in English and Maths when planning and utilized these when teaching. Teachers ensured the language is student friendly.
•   Regularly gathering student data to assess Student Understanding. Refining several elements of our teaching 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. Techers 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
- 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.
For several years the various DET Survey data sets (Students Opinion, Staff Opinion and Parent Opinion) indicate we are above other Network, Similar Schools and State in all areas. Although these surveys were not implemented via DET, we implemented our own surveys. They 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.

•	Our EAL co-ordinator (English as an additional Language) has analysed our student data in light of 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. The Remote Learning period however, made the monitoring of attendance very difficult. We also have 3 children who have not attended school and this has impacted our data.

Wellbeing

We believe that student wellbeing is an integral part of education. Our very active Wellbeing Team (Principal, Assistant Principal, Leading Teacher, KESO and Wellbeing Officer) touch base informally each day and formally, meet 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.
•	Anger management programs - RAGE and SCREAM.
•	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.
•	Our KESO works closely with our parents/carers, welfare officers and class teachers, to ensure our Koori children are supported.

Financial performance and position

Our overall deficit can be attributed to the schools ongoing commitment to provide an extensive staffing profile, which includes some staff who are funded from outside sources. The Out of School Hours Care Program is funded from both Government Community Support Funding and our school's generated fund. The school continues to employ additional Education Support staff to support our Early Years children. We have a fulltime Literacy Intervention teacher. Our continued commitment to teaching practice includes a Learning Specialists, and Literacy Coach. 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.

The school receives Equity Funding in two categories staffing and programs. The staffing allocation was $375,425 some $43,000 less than 2019 and the programs $378,357 again $47,000 less than the previous year. The withdrawal of these funds was challenging due to the ongoing commitment we had made.

Unexpected expenditure included:

•	$50,000 Supplement needed to address the shortfall in funding from the Victorian Schools Building Authority for Landscaping following the 1.8m Major Works Project.

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

•	$50,000	Purchase of 100 Ipad devices used for remote learning during Covid19.
•	$15,000	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 proactive approach during term 4 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.
•	$20,000	To support our "Targeted Teaching" additional Casual Relief Teachers to work alongside the classroom teachers in Grade Prep to Grade 4.
•	$10,000	Additional eLearning reading and maths programs for remote learning.

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 390 students were enrolled at this school in 2020, 206 female and 184 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) which takes into account parents' occupations and education.
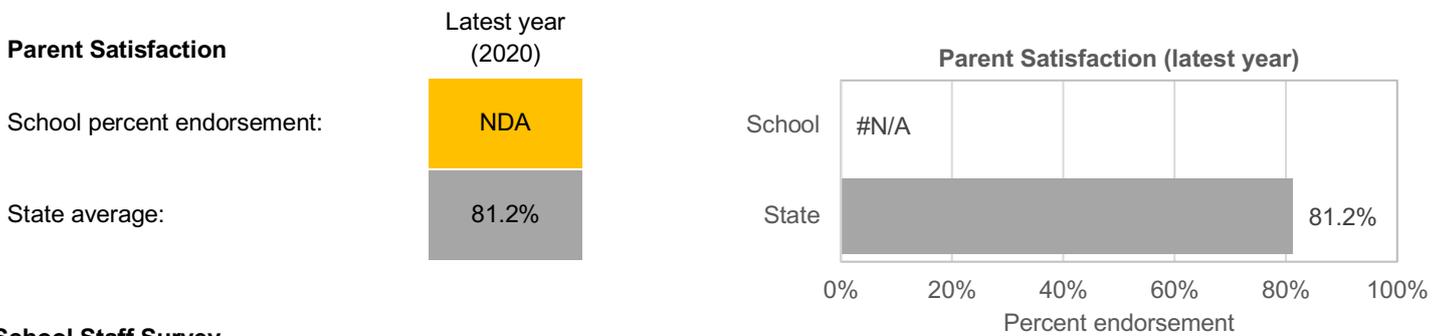
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
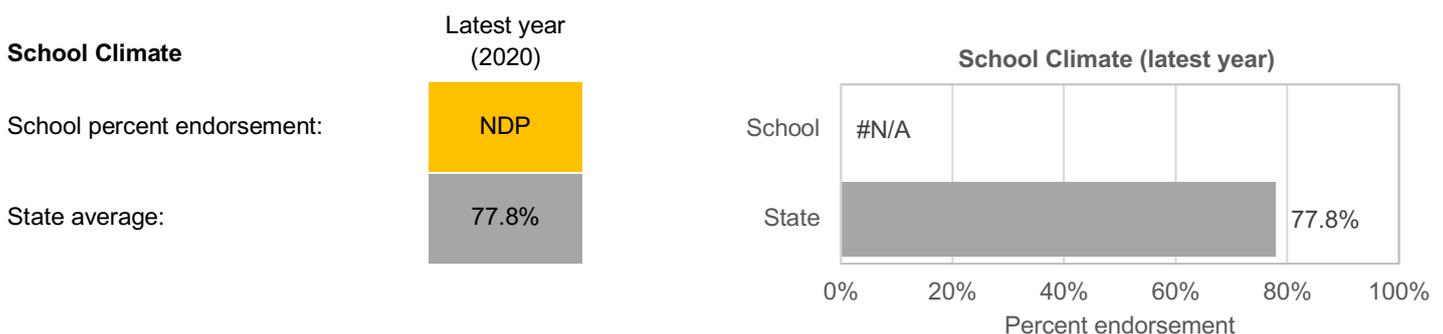
Parent Satisfaction	Latest year (2020)
School percent endorsement:	NDA
State average:	81.2%

Parent Satisfaction (latest year)

School #N/A
State 81.2%

Percent endorsement

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 (2020)
School percent endorsement:	NDP
State average:	77.8%

School Climate (latest year)

School #N/A
State 77.8%

Percent endorsement

ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	75.7%
Similar Schools average:	78.7%
State average:	86.3%

English (latest (year)
Years Prep to 6

School	75.7%
Similar Schools	78.7%
State	86.3%

Percent students at or above age expected level
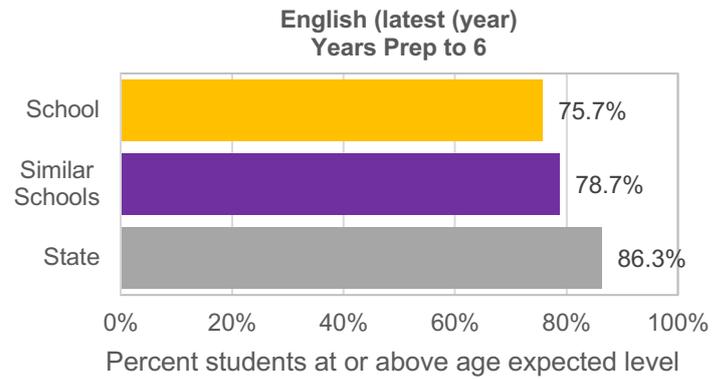
Mathematics **Years Prep to 6**	Latest year (2020)
School percent of students at or above age expected standards:	74.5%
Similar Schools average:	78.0%
State average:	85.2%

Mathematics (latest year)
Years Prep to 6

School	74.5%
Similar Schools	78.0%
State	85.2%

Percent students at or above age expected level
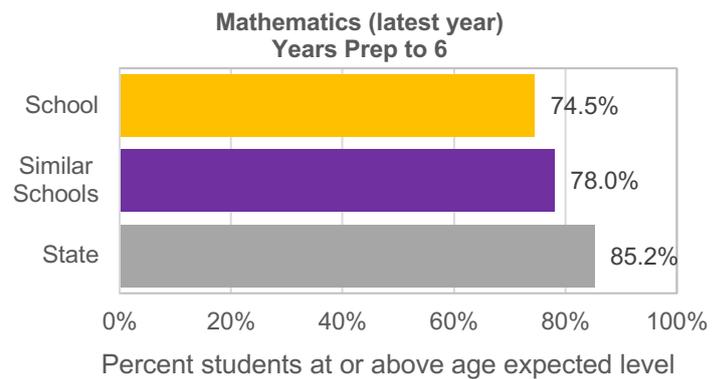
NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

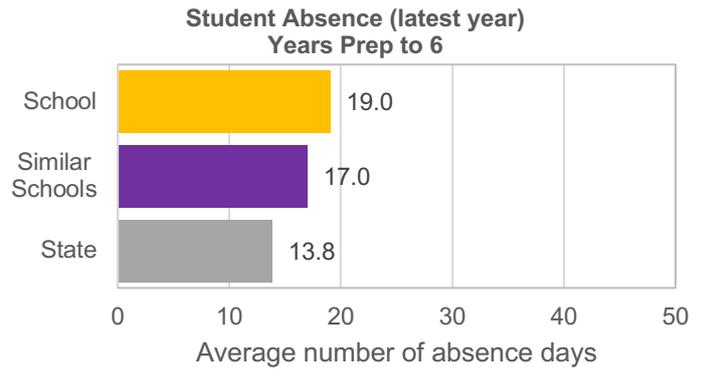NAPLAN tests were not conducted in 2020.

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6	Latest year (2020)	4-year average
School average number of absence days:	19.0	16.8
Similar Schools average:	17.0	17.0
State average:	13.8	15.3

Student Absence (latest year) Years Prep to 6

	Average number of absence days
School	19.0
Similar Schools	17.0
State	13.8

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	91%	91%	90%	90%	89%	89%

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

| Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.4%
Similar Schools average:	NDP	80.6%
State average:	79.2%	81.0%
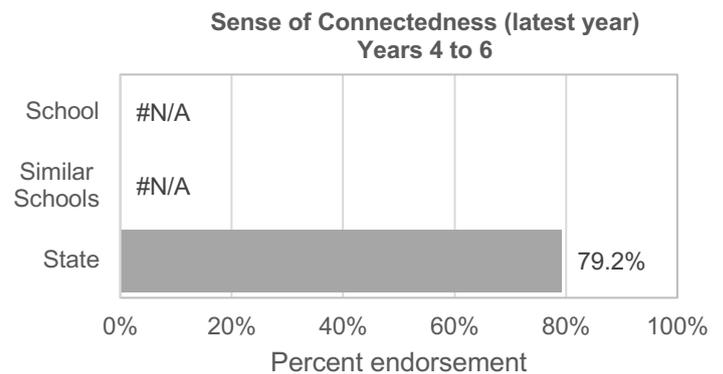
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School #N/A
Similar Schools #N/A
State 79.2%

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	92.5%
Similar Schools average:	NDP	80.9%
State average:	78.0%	80.4%
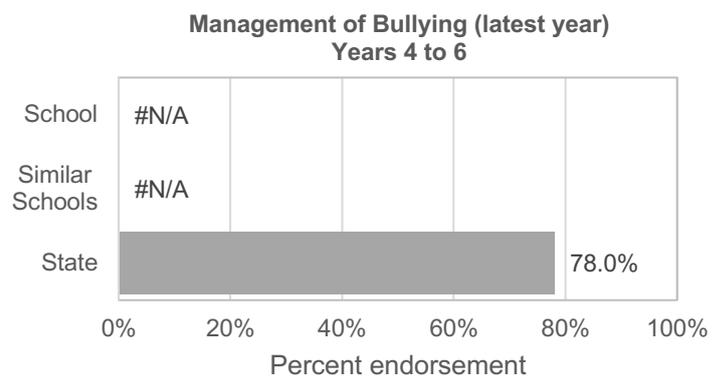
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 4 to 6

School #N/A
Similar Schools #N/A
State 78.0%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	$3,513,683
Government Provided DET Grants	$760,926
Government Grants Commonwealth	$183,342
Government Grants State	$49,498
Revenue Other	$82,438
Locally Raised Funds	$198,036
Capital Grants	NDA
Total Operating Revenue	**$4,787,923**

Equity [1]	Actual
Equity (Social Disadvantage)	$753,781
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	**$753,781**

Expenditure	Actual
Student Resource Package [2]	$4,035,189
Adjustments	NDA
Books & Publications	$16,465
Camps/Excursions/Activities	$39,636
Communication Costs	$3,249
Consumables	$94,014
Miscellaneous Expense [3]	$61,355
Professional Development	$13,856
Equipment/Maintenance/Hire	$117,794
Property Services	$153,278
Salaries & Allowances [4]	$206,562
Support Services	$73,553
Trading & Fundraising	$29,906
Motor Vehicle Expenses	NDA
Travel & Subsistence	$4,222
Utilities	$74,565
Total Operating Expenditure	**$4,923,645**
Net Operating Surplus/-Deficit	**NDA**
Asset Acquisitions	**$22,085**

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

(2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.

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

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

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	$632,870
Official Account	$17,365
Other Accounts	NDA
Total Funds Available	**$650,235**

Financial Commitments	Actual
Operating Reserve	$140,415
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	$534,653
Asset/Equipment Replacement < 12 months	$25,000
Capital - Buildings/Grounds < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	**$750,068**

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.