

# 2022 Annual Report to the School Community

School Name: Warrnambool Primary School (1743)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 13 March 2023 at 10:30 AM by Peter Lee (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 15 March 2023 at 12:11 PM by Greg Gent (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Warrnambool Primary School has an enrolment of 415 students, including 8% from Non-English (EAL) speaking backgrounds and 10% ATSI (Aboriginal and Torres Strait islanders) with a staff of 34.45 EFT (Equivalent Full Time). This includes 2 Principal Class Officers and 11.07 EFT ES (Education Support) staff. We currently have no staff that identify as Aboriginal or Torres Strait Islander. Warrnambool Primary has a clear vision for high-quality teaching and learning practices that cater to all students' diverse learning needs in mainstream F to 6 classes, PSD students, EAL students, the Nurture Space Students, and early intervention. We have EAL support in the form of .6 teaching staff and .5 ES staff who support our students both in the classroom and through small group sessions where the students are withdrawn from the classroom.

The instructional model of teaching is Explicit Direct Instruction using the 'I Do, We Do, You Do' protocol with literacy practices aligned with research from the Science of Reading. Learning and well-being are underpinned by a response to intervention model aimed at early identification and support of students' academic and behaviour needs. There is a school-wide focus on building strong universal teaching practices supported by evidence and informed by assessment data tracking.

The school has a dedicated staff who are supported by a strong collegial approach to continuous improvement using instructional coaching to support professional growth. The parent community is actively engaged in the school and has high expectations for their child's learning and development.

The school is committed to supporting parent involvement in all aspects of school life, consultation and democratic decision-making both for the parent/community and for staff, whole-school consultative planning, comprehensive communication and responsive and inclusive school management processes.

Our 1:1 iPad program allows teachers and students to use the latest learning technologies for communication, personal learning, and collaboration. Assemblies, Newsletters, and our Social Network continually focus on and celebrate achievement, and the school has an open-door policy for families to become involved.

Data is used in a timely and efficient manner to inform decision making and the change or development of teaching pedagogies is consistent with best practices and results. The student is at the centre of each and every decision made in the school and these decisions are made by consensus with staff and students involved. The School Council operates very efficiently and is not only well attended but positions are sought after. There is an active Parents and Friends Association that operates as both a fundraising arm and a source of parent feedback. It is a 12 member School Council with one vacancy- community member.

2022 saw the continued involvement of school stakeholders in ensuring our Annual Implementation Plan set out explicitly how we are intending to reach our Strategic Plan goals. School Council and Regional Office have signed off our Annual Implementation Plan. Goals include increasing teacher capacity, enhancing relationships with the community, building the capacity of the school community in the areas of resilience, social responsibility, and respectful relationships and aligning human, physical, financial and social resources with key improvement strategies.

Focus for the life of our Strategic Plan will centre on Literacy, Numeracy and Wellbeing. Our 2022 Annual Implementation Plan reflected this direction with Key Improvement Strategies specifically focusing on improving numeracy data, moving students out of the bottom two bands in Numeracy and developing a Growth Mindset across the school.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Teacher Judgements against the Victorian Curriculum show that 76% of students are achieving at or above the expected level in English. This is in relation to the state mean being 87% and similar schools being 78%. The implementation of synthetic phonics across the school continues to provide improvement in these areas, as has the introduction of Talk 4 Writing and our instructional models and structures across all learning areas. In Mathematics, Teacher Judgments against the Victorian Curriculum show that 69% of students are achieving at or above the expected level in comparison to 85% at the state mean and like schools being at 77%. We continue to focus on numeracy across the school, with the refinement of a 'maths to self', our enrichment program and instructional model to further develop students in this area. Again a key focus in our 2023 Annual Implementation Plan will be Literacy and Numeracy, as it should be.

NAPLAN results 2022: Percentage of Top 3 Bands

Year 3- Reading- 80%; Similar Schools 68%; State 77%;

Numeracy- 61%; Similar Schools 55%; State 70%

Year 5- Reading- 59%; Similar Schools 59%; State 70%;  
Numeracy- 41%; Similar Schools 41%; State 54%

Teaching and Learning at Warrnambool Primary has seen a whole school focus on both Literacy and Numeracy. Whole school programs consisting of explicit instruction, Synthetic Phonics and Talk 4 Writing have been implemented in Literacy. Numeracy has followed a whole school approach ensuring consistency of planning and a common language across the school. We have a math enrichment program to further extend those students in the top 2 Numeracy Naplan bands. Year Level PLTs are targeting reading through a statewide initiative to maintain students in the top 3 bands from Year 3 to Year 5. Whole-school professional learning in Talk 4 Writing has finally been completed and implemented across the school. We believe that these programs continue to support more accurate teacher judgement.

## Wellbeing

The Wellbeing committee, consisting of 7 members met monthly and discuss a wide range of issues throughout the year. During 2022 we continued to embed our vision statement for Warrnambool Primary School into our everyday life: *WPS provides an inclusive education, nurturing students to flourish and reach their academic, social and emotional potential.*

Focusing on the following four values, that each Jamo student and staff member strive to achieve,

*Positivity, Pride, Confidence & Curiosity.*

The first four weeks of the year focused on 'Building a Learning Culture' that enabled individuals to thrive by establishing behaviours to support these values in:

- *the classroom;*
- *shared spaces around the school;*
- *playground/yard;*
- *outside school in the community.*

The following resources continual supported learning at Warrnambool Primary School: Positive People @ Jamo, Friendolgo and Respectful Relationships.

At the beginning of the year we welcomed the return of Jess White as School Welfare Officer. Parents, staff and students continued to be supported through articles in the School Newsletter, emails, phone calls, one-on-one and group sessions.

2022 continued to present challenges with COVID-19 and the effects of remote learning. We formed a strong partnership with 'Real Schools' which is a highly valued wellbeing program, which focuses on strengthening the culture in the school. This is not a program but a commitment to enhancing Warrnambool Primary School to achieve its potential through committed teachers, caring students and connected communities. Real Schools focuses on restorative practice. Which is about helping our students to develop self-regulation (the ability to make sound choices on their own) through language and approaches to conflict and wrongdoing that encourage personal responsibility rather than a quick, default punishment.

Limited one-on-one counselling sessions were available for students who required extra and more personalised support. Access to this service was either teacher or parent referred and was in response to multiple issues including; changes or instability in the home environment, exposure to trauma, issues or concerns with friendships or peers, anxiety, involvement of services such as child protection or Orange Door, homelessness and concerning behaviour.

The Nurturing Room continues provided a program and space to support a carefully selected prep to Year 2 students' from a trauma background.

Lunch time activities were offered over the course of 2022 including active people @ Jamo, mindfulness colouring, chess club, brick club and quiet reading in the library.

An identified group of Year 5/6 boys were given the opportunity to complete projects at the Men's Shed.

Sense of Connectedness Year 4-6- School 79%; Similar School 78%; State 78%

Management of Bullying Year 4-6 - School 80%; Similar Schools 77%; State 76%

## Engagement

Positive People @Jamo, Respectful Relationship Framework and Restorative Practices continued to underpin the wellbeing philosophy at Warrnambool Primary. Building a Learning Culture at the beginning of the year provided teachers with the opportunity to establish relationships with students and build a sense of community within the classroom. The focus continued to emphasise the

development of classroom rules, expectations, values, and procedures. We continued to implement Respectful Relationships in 2022 which further enhanced our wellbeing program and philosophy across the school. We also introduced 'Real Schools' in 2022 as an Action Plan for improving whole school culture.

WPS provides an inclusive education, nurturing students to flourish and reach their academic, social and emotional potential.

Our school values are:

Positivity, Pride, Confidence & Curiosity.

The first four weeks of the year focused on 'Building a Learning Culture' that enabled individuals to thrive by establishing behaviours to support these values in:

- the classroom;
- shared spaces around the school;
- playground/yard;
- outside school in the community.

Student non-attendance was a priority. Consistent communication from teachers, office staff and our wellbeing team ensured we had the necessary support structures in place to support our families. assistance from outside agencies like Family First also provided support to families and the school.

Online weekly whole school assemblies, led by the Junior School Council, continued to provide opportunities to recognise student achievements in academic, social and community endeavours.

The school continued to be supported by a Social Worker who plays a vital role in the well-being of students, staff, and parents.

2022 Student Absence P-6 Average- School 24; Similar School 25; State 23

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## Other highlights from the school year

All school camps and sporting programs went ahead as scheduled in 2022 after the previous two year's interruptions.

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## Financial performance

Warrnambool Primary School ended 2022 with a surplus cash budget. The money for these programs will be carried forward to 2023. We

ended 2022 with a credit surplus.

The credit component of Equity funding has been used for the employment of 2 coaches and our Student Welfare Officer. The cash component was used for the Maths Enrichment Program, which continued to run during Covid-19 as well as our Literacy and Numeracy programs as well as staff professional development. We had planned to run a whole staff professional development in numeracy which was rescheduled twice during the 2022 year.

**For more detailed information regarding our school please visit our website at**  
<https://www.warrnamboolps.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 412 students were enrolled at this school in 2022, 213 female and 199 male.

5 percent of students had English as an additional language and 12 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).

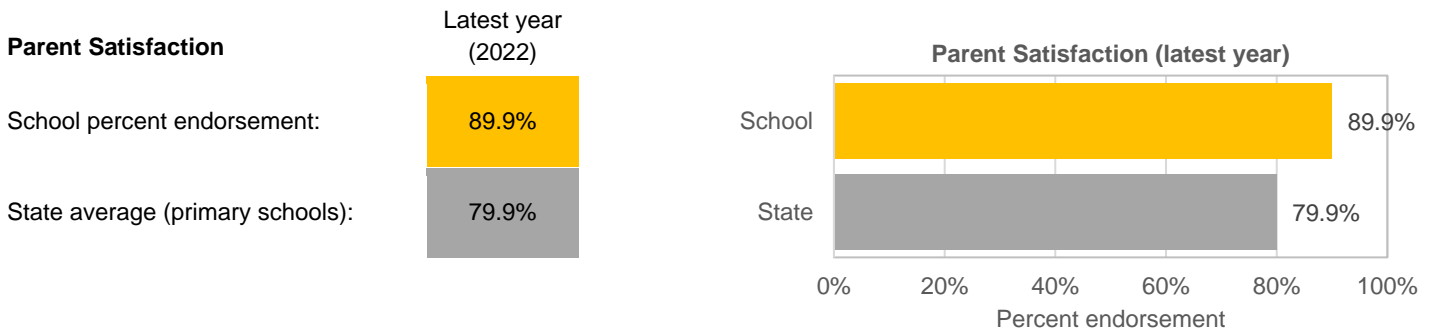
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

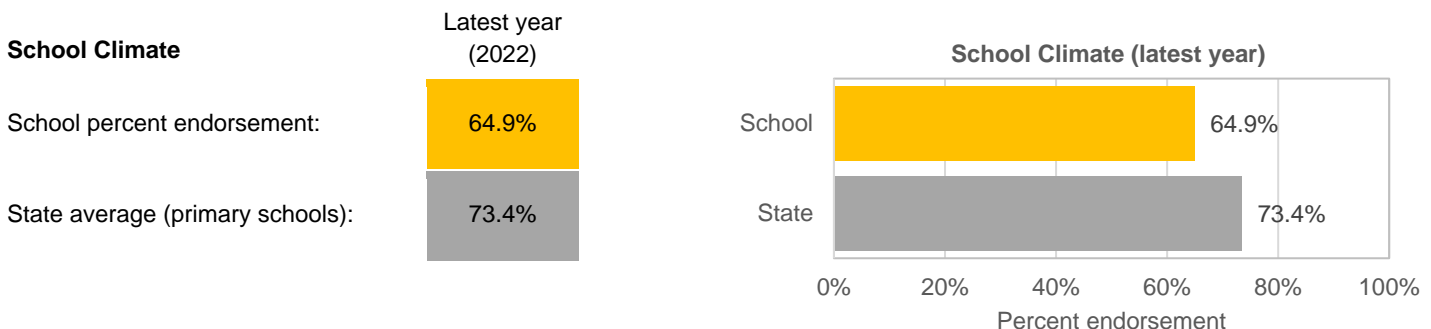


### School Staff Survey

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:

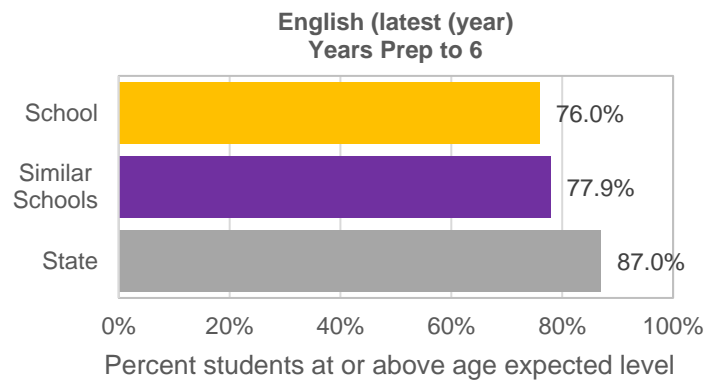
76.0%

Similar Schools average:

77.9%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

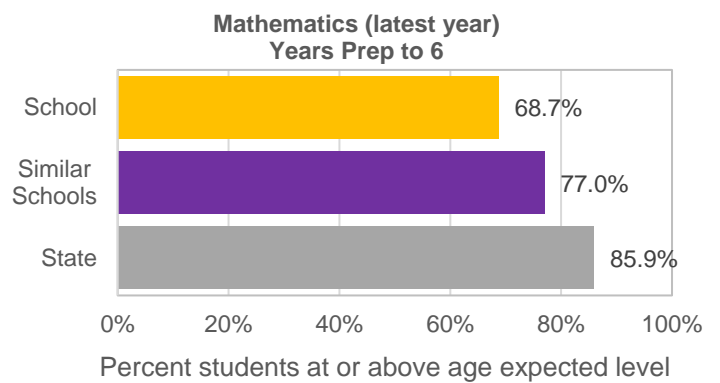
68.7%

Similar Schools average:

77.0%

State average:

85.9%





## LEARNING (continued)

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

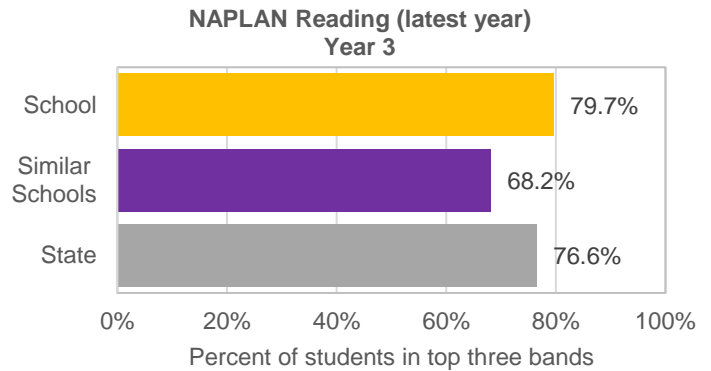
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

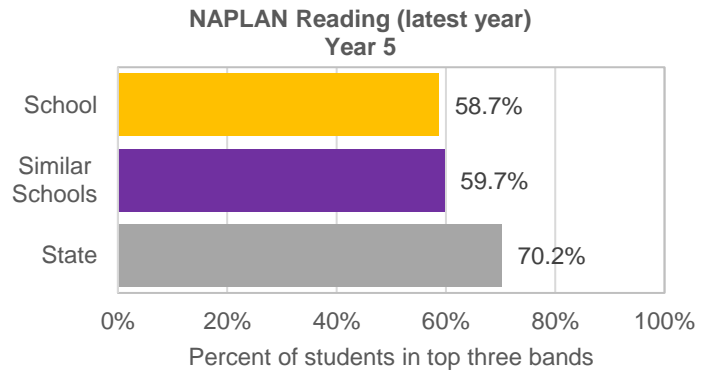
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.7%	68.9%
Similar Schools average:	68.2%	69.1%
State average:	76.6%	76.6%



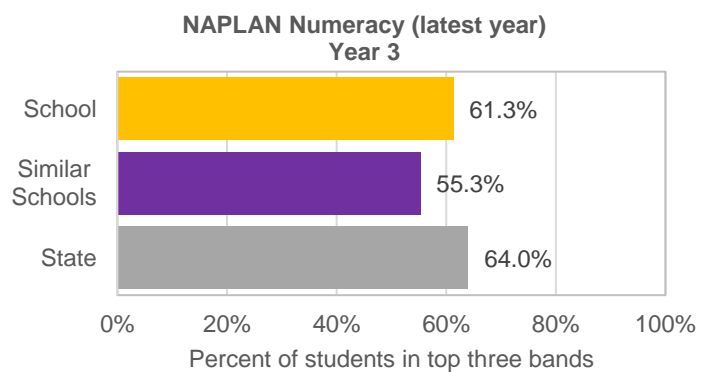
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.7%	60.6%
Similar Schools average:	59.7%	60.3%
State average:	70.2%	69.5%



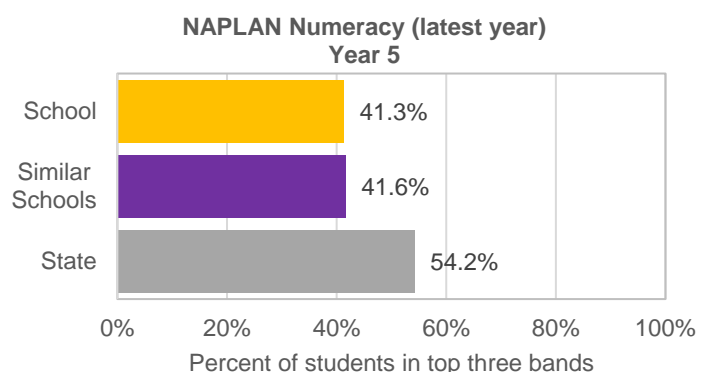
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.3%	57.1%
Similar Schools average:	55.3%	57.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.3%	50.0%
Similar Schools average:	41.6%	46.6%
State average:	54.2%	58.8%



## WELLBEING

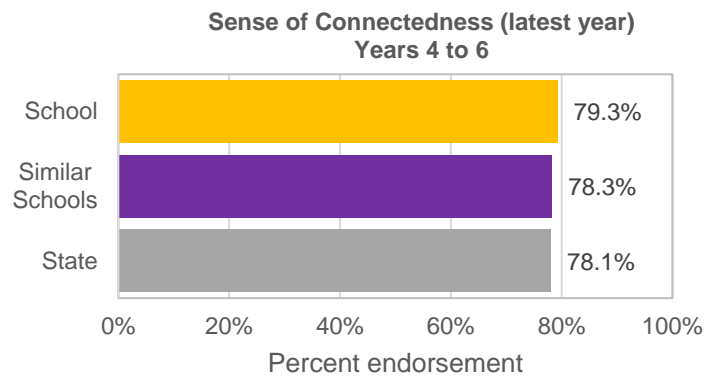
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	79.3%	76.6%
Similar Schools average:	78.3%	77.9%
State average:	78.1%	79.5%

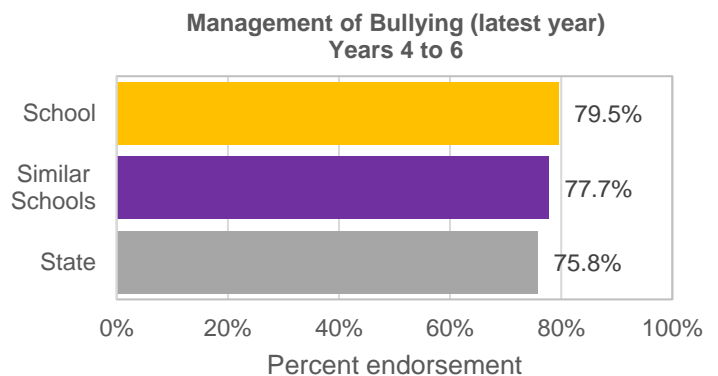


### Student Attitudes to School – Management of Bullying

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:	79.5%	77.4%
Similar Schools average:	77.7%	78.4%
State average:	75.8%	78.3%



## ENGAGEMENT

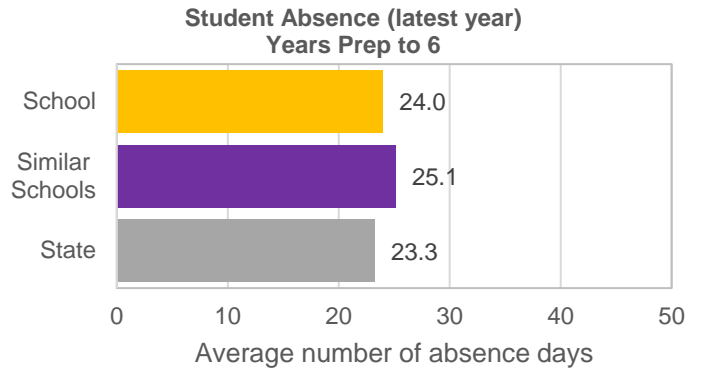
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.0	18.7
Similar Schools average:	25.1	19.3
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%	86%	87%	89%	87%	88%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,909,087
Government Provided DET Grants	\$883,336
Government Grants Commonwealth	\$15,005
Government Grants State	\$0
Revenue Other	\$38,319
Locally Raised Funds	\$283,272
Capital Grants	\$48,378
<b>Total Operating Revenue</b>	<b>\$5,177,397</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$472,440
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$472,440</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,846,182
Adjustments	\$0
Books & Publications	\$2,650
Camps/Excursions/Activities	\$144,772
Communication Costs	\$5,775
Consumables	\$134,602
Miscellaneous Expense <sup>3</sup>	\$149,199
Professional Development	\$21,973
Equipment/Maintenance/Hire	\$48,250
Property Services	\$92,261
Salaries & Allowances <sup>4</sup>	\$188,021
Support Services	\$298,681
Trading & Fundraising	\$65,612
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$214
Utilities	\$54,046
<b>Total Operating Expenditure</b>	<b>\$5,052,239</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$76,780</b>
<b>Asset Acquisitions</b>	<b>\$7,255</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$523,519
Official Account	\$89,653
Other Accounts	\$46,048
<b>Total Funds Available</b>	<b>\$659,219</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$199,712
Other Recurrent Expenditure	\$1,911
Provision Accounts	(\$1,594)
Funds Received in Advance	\$29,301
School Based Programs	\$44,658
Beneficiary/Memorial Accounts	\$56,166
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,156
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$146,069
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$486,379</b>

*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.*