

# 2021 Annual Report to The School Community



**School Name: Watsonia Primary School (4838)**



- 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 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 09 June 2022 at 12:14 PM by Paul Johnson (Principal)

- This 2021 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 02 July 2022 at 09:29 AM by Andrew Bluck (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, 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.

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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

### 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.

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## 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)

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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

Watsonia Primary School's purpose is to continually improve our learning outcomes and to develop the talents and capabilities of each child with appropriate challenges. We aim to develop socially well-adjusted students who will become effective and productive members of the global community. Our Values are Honesty, Learning, Pride, Resilience, Respect and, Teamwork

The school is situated in Watsonia, 16 kilometers north-east of Melbourne. Watsonia PS has received 2 rounds of Capital Works funding; In 2019 the school received \$2M and in 2020 the school received a further \$4.4M. The school has engaged 1:1 Architects for stage 1 works and architects Himmelzimmer for stage 2 works. Stage 2 includes a new Junior School Building and refurbished existing wing all works are on target to finish in December 2022. The physical environment of the school is spacious and the school site is shared with Concord Junior School, which operates independently of, but in cooperation with Watsonia Primary School.

We have a diverse student population and active parent body. Staff consists of one principal class, 6 teachers and 3 Education Support Staff. In addition, we have trainee integration aide staff. In 2021 Watsonia Primary School ran four classes and provided specialist programs for LOTE Italian, Performing Arts and Visual Arts run by 2 part time specialist teachers. The school also offers a private instrumental program and a Before and After School Care program.

Parental involvement is encouraged in all aspects of school life with parents active on a wide range of committees including Education, Marketing, Parents and Friends and a Volunteer program. The School Council at Watsonia Primary School is an effective body which is committed to ensuring that education for all children is the best it can be. Watsonia Primary School has established excellent relationships with local preschools, businesses and community e.g. RSL and the local Library. The school is also an active member of the Banyule Nillumbik Network and ensures appropriate transition arrangements for our students.

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### Framework for Improving Student Outcomes (FISO)

FISO 1 - Building Communities, The 2021 periods of Remote Learning and restrictions provided challenges to our community connections. We were able to successfully conduct our Open day in March (without the Fair). We conducted after hours school tours when restrictions did allow. We promoted the school virtually and made live links to Kindergarten classes and to their parents. Our school community maintained excellent contact with each other during 'remote learning' using Microsoft Teams and appropriate online apps. Teachers were able to support learning progress through the rapidly changing climate of remote learning and learning on-site.

FISO 2 - Curriculum planning and assessment. Our Leading teacher continued to develop our use of data to continually improve learning and teaching. We increased staff opportunities to work together and plan strategies for student progress informed by data. Planning sessions continued at school or online throughout the year and online assessments enabled effective teacher judgement of learning progress.

FISO 3 - Empowering students and building school pride. We aimed to provide a stimulating learning experience on-site and online over 2021. Many students demonstrated increased independence and management of their learning in varying environments both at home and at school.

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### Achievement

The 2021 School Performance Report for 'Achievement' shows that we managed learning well through a challenging year. During remote and onsite learning we continued to use all known assessment data to plan Literacy and Numeracy curriculum. While learning from home our students responded well to the online daily recommended structure and the online tasks that were set by teachers. All teachers provided a balance of some 'live' and set online tasks depending on year level and depending on varying household situations. NAPLAN results showed pleasing

growth for 3 to 5 Numeracy. At grade 3 NAPLAN showed tests showed above state levels for Reading and Numeracy which we attribute to our Phonics program and use of targeted teaching from Maths Online Interview data. Our Parent Satisfaction Summary taken from the 'Parent Opinion Survey' indicates that our parents are close to the state average for satisfaction of their child's experience of learning.

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## Engagement

Student 'Engagement' at Watsonia Primary School is positive as indicated on our annual DET 'Attitudes to School Survey' with students marking at State and Similar Schools average. Students responded to the survey in the very high percentile for 'Effective teaching Time', 'Differentiated Learning Challenges', 'Positive Classroom Behaviours' and 'Stimulating Learning'. Remote learning was an opportunity for students to demonstrate their connections to each other online and with their teachers. Students showed 'agency' in their learning by reflecting (Senior students - each day) and by monitoring their own learning progress. As well as monitoring learning progress through remote and on-site learning teachers provided many excellent motivating and engaging online experiences and video challenges. Individual student attendance improvements were managed by all school teachers and staff, including making personal contact. We worked with professional agencies and guidance officers to provide support and encouragement where needed. Regular communication and accurate updating of records has made it possible to support any students who are have lower attendance.

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## Wellbeing

In 2021 our school continually adapted the delivery of our health and wellbeing program to match the changing conditions that Covid restrictions created. We drew upon our usual 'Smiling Minds' curriculum, 'Zones of Regulation', DET recommended wellbeing resources and our own knowledge of what our individual students and cohorts like. During remote learning we supported a high percentage of 'essential worker children' and 'vulnerable students' on-site with engaging and healthy routines as we did online for students at home. During remote and onsite learning we listened to our students and worked in teams to provide the best possible experience for all students including filmed class performances and devoted whole school wellbeing days. We also kept 'student safety and wellbeing' as a permanent agenda item at our weekly staff meetings. Class meetings are held, at school, weekly to provide an opportunity for students to discuss issues in a 'safe' forum where students can take control and find solutions for issues building emotional intelligence and trust.

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## Finance performance and position

Our operating statement summary ending in Dec 2021 demonstrates that funds were allocated to the achievement of educational outcomes and operational needs of the school. Trainees were used as Ed support staff to support all students including those with special needs who may not be included in the Program for Students with Disabilities. In 2021 we used Equity Funding to support Leadership time and PD to continue the initiatives that would benefit students requiring Literacy and Numeracy Support across the whole school. Our effective intervention support program, has been an excellent model for our Tutor Learning Initiative program that uses skills assessment, (Math Online interview, Essential Assessment, TOPAL, F&P, etc) for frequent and 'agile' intervention response. Fundraising activities were successfully run by our Parents and Friends organisation, including an Open Day Fair, Online Trivia Night, which completed the final part of a new HD interactive and portable screen for the Senior school. The locally raised funds include transactions through our school canteen and uniform shop, which are both supported by School Council. School Council has employed our Canteen Manager for 5 days a week as a service to our school community and the Concord School adjoining our school.

For more detailed information regarding our school please visit our website at  
<http://www.watsoniaps.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.

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 84 students were enrolled at this school in 2021, 35 female and 49 male.

19 percent of students had English as an additional language and 8 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).

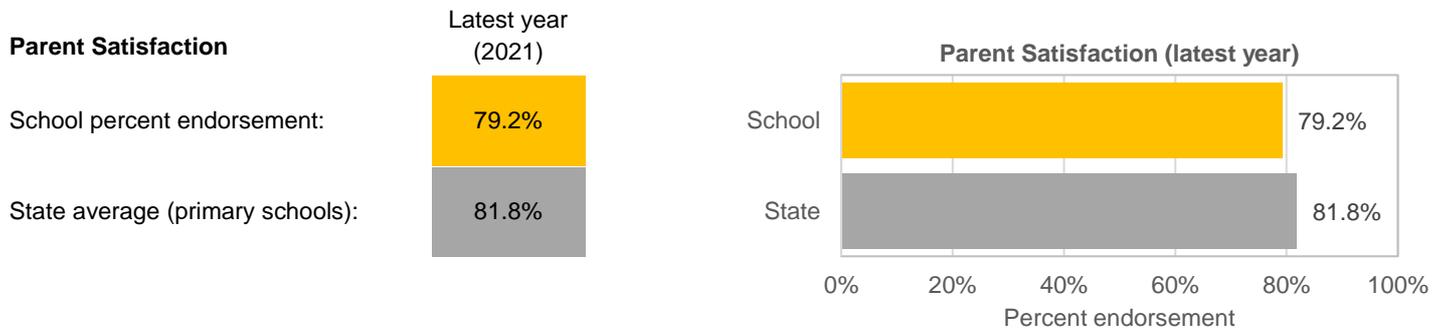
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

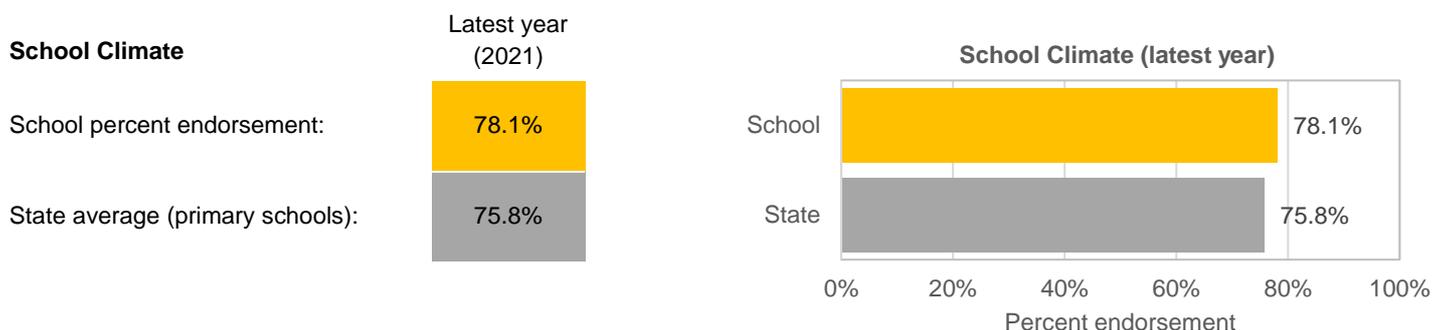


### School Staff Survey

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.



## 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:

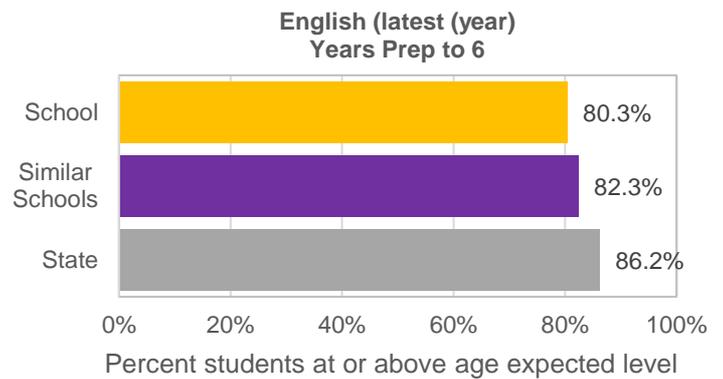
80.3%

Similar Schools average:

82.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

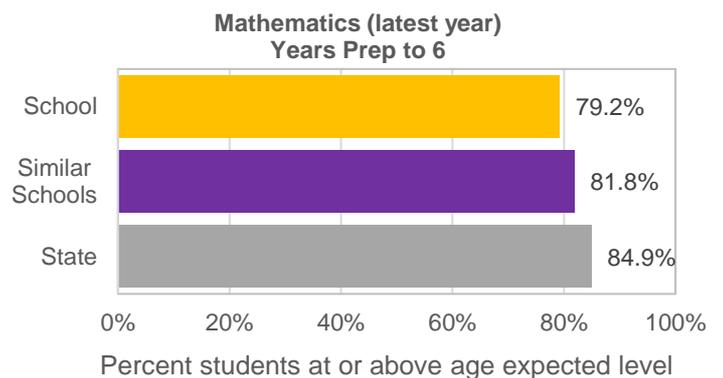
79.2%

Similar Schools average:

81.8%

State average:

84.9%



**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.

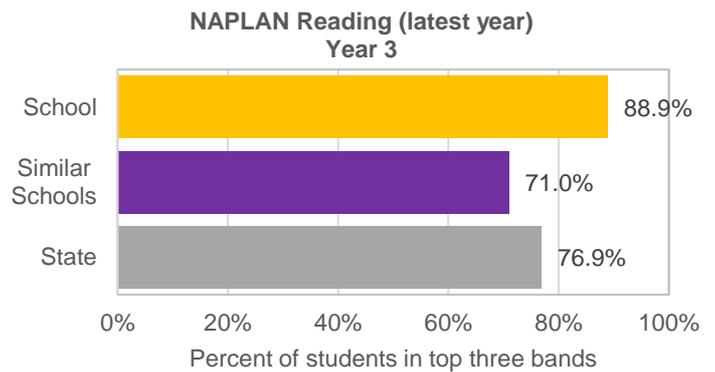
**NAPLAN**

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.

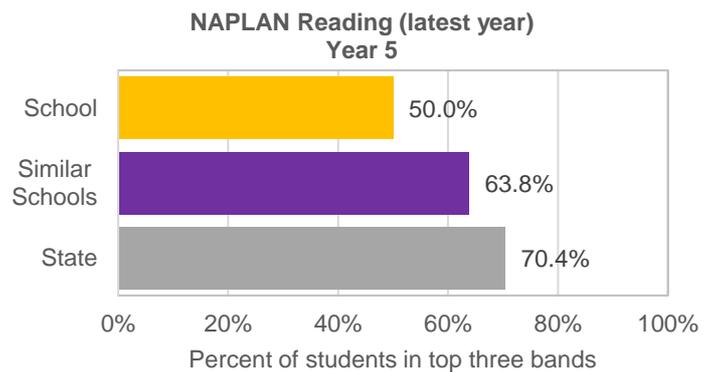
**Reading Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.9%	58.1%
Similar Schools average:	71.0%	70.6%
State average:	76.9%	76.5%



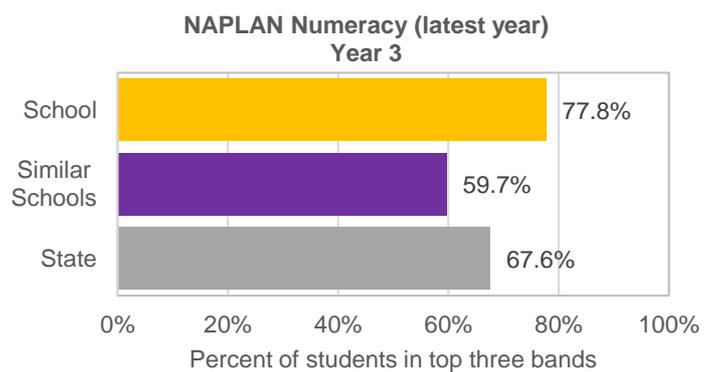
**Reading Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	63.9%
Similar Schools average:	63.8%	62.0%
State average:	70.4%	67.7%



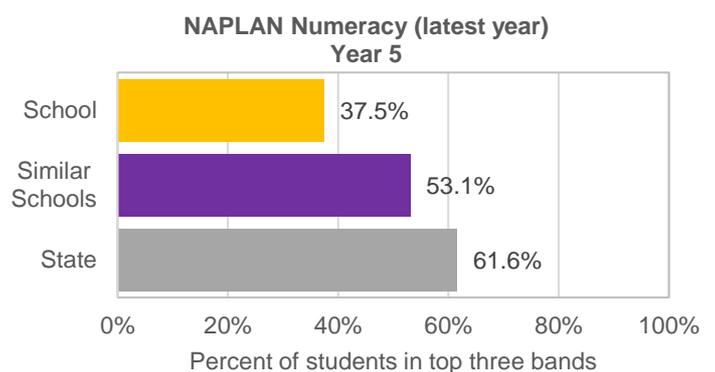
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.8%	46.9%
Similar Schools average:	59.7%	62.6%
State average:	67.6%	69.1%



**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	37.5%	52.9%
Similar Schools average:	53.1%	52.7%
State average:	61.6%	60.0%



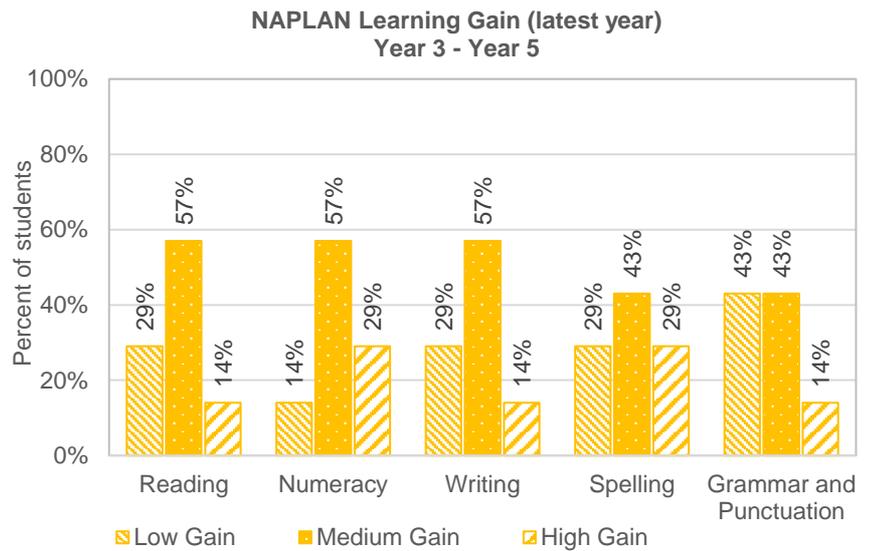
**ACHIEVEMENT (continued)**

**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:	29%	57%	14%	21%
Numeracy:	14%	57%	29%	19%
Writing:	29%	57%	14%	19%
Spelling:	29%	43%	29%	21%
Grammar and Punctuation:	43%	43%	14%	21%



## ENGAGEMENT

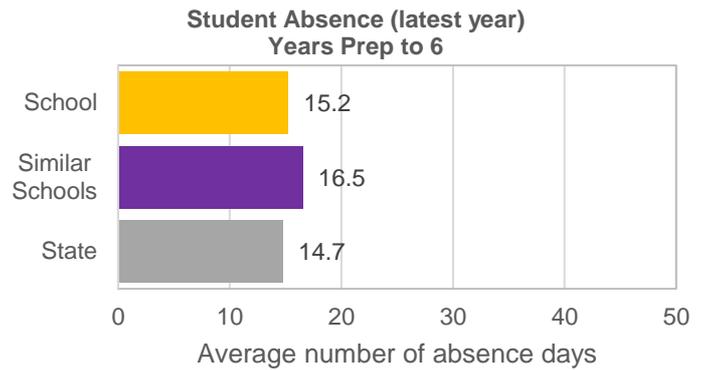
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 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:	15.2	21.8
Similar Schools average:	16.5	16.4
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	94%	96%	93%	88%	84%

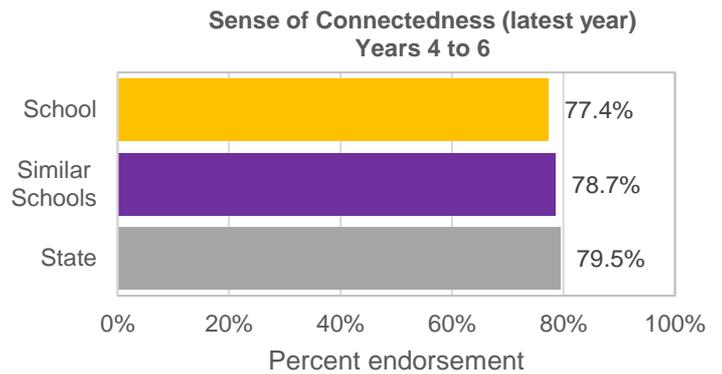
**WELLBEING**

**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).

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	77.4%	75.9%
Similar Schools average:	78.7%	78.9%
State average:	79.5%	80.4%

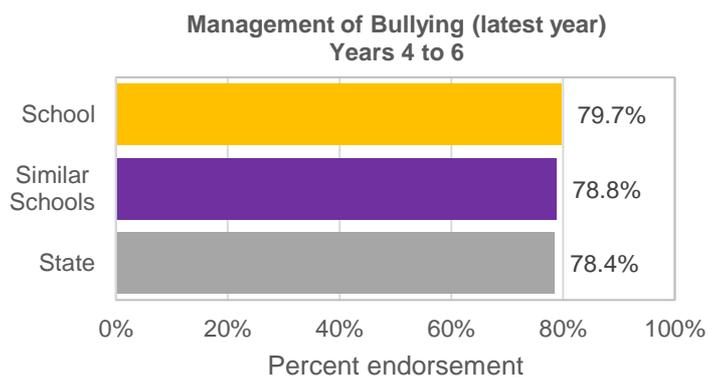


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	79.7%	79.5%
Similar Schools average:	78.8%	79.2%
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.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,057,475
Government Provided DET Grants	\$84,248
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$2,554
Locally Raised Funds	\$40,539
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$1,184,815</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,327
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$34,327</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,034,512
Adjustments	\$0
Books & Publications	\$1,549
Camps/Excursions/Activities	\$1,350
Communication Costs	\$2,375
Consumables	\$12,648
Miscellaneous Expense <sup>3</sup>	\$9,774
Professional Development	\$1,804
Equipment/Maintenance/Hire	\$16,223
Property Services	\$11,012
Salaries & Allowances <sup>4</sup>	\$106,753
Support Services	\$4,214
Trading & Fundraising	\$14,460
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,915
<b>Total Operating Expenditure</b>	<b>\$1,243,588</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$58,773)</b>
<b>Asset Acquisitions</b>	<b>(\$52)</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$105,454
Official Account	\$18,269
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$123,722</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$33,816
Other Recurrent Expenditure	\$2,023
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$31,699
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$50,000
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$157,538</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.*