

# 2022 Annual Report to the School Community

School Name: Whitfield District Primary School (5397)



- 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 20 March 2023 at 06:33 PM by Tammy Holton (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 29 March 2023 at 10:16 AM by Kaye O'Kane (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

#### **‘Exceptional Educational Experiences’ is our vision at Whitfield District Primary School.**

Whitfield District Primary School is a small rural school located in the beautiful King Valley. Our school is a focal point in our community. It was established in 1865 and many of our families have strong historic links with the school. This year, we have an enrolment of 34 students from Foundation to Grade Six.

Our highly experienced teachers work collaboratively with all members of our community to provide ‘exceptional educational experiences’. We focus on learning and wellbeing through rich, authentic and engaging experiences - extending learning beyond the walls of the classroom. Our workforce is made up of a full-time teaching principal along with 2.7 classroom teachers. Our students and staff are supported by two education support officers, a 0.4 business manager, specialist technician and chaplain.

Promoting a lifelong love of learning is important to us. Our students experience a range of curriculum offerings to explore, play, learn and grow. Specialist programs include performing arts, science, and Italian. Library and Art are also supported by visiting teachers from the MAC and MARC program. Social and emotional learning is supported by the Rights, Resilience and Respectful Relationships program, Social Enterprise program and Bluearth. We are also beginning our implementation of the School Wide Positive Behaviour Support framework to develop positive, safe, supportive learning cultures.

To further enhance students’ learning we actively participate in The King Valley Cluster of schools. Cluster initiatives include the Stephanie Alexander Kitchen Garden & Cooking program; a range of sporting activities including Personal Best athletic sports; cultural days; camps and excursions. We are a warm, inclusive school committed to fostering positive partnerships with students, staff, families and broader community. We encourage a shared commitment and partnership between school and home, which we believe strengthens and enhances the learning opportunities for all students. We understand that every child is unique and strive to support each child to grow to their full potential. A school that is very much part of our local community, we are committed to our values of respect, learning, goal setting, teamwork and honesty.

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

#### Learning

In 2022, Whitfield District Primary School continued to focus on improving student learning outcomes, with a particular focus on our strategic plan goal of improving learning growth in writing. We continued to work with our regional specialists and cluster colleagues to strengthen writing teaching, learning and assessment practices. Teachers participated in professional learning to enhance their knowledge of evidence based writing practices (including the 6+1 Traits) and collaborated with cluster colleagues to implement authentic PLC inquiry cycles. To support this work, the school implemented the Tutor learning Initiative to provide students with targeted learning support. The Victorian High Abilities Program provided additional opportunities for high performing students. Student achievement data shows students from Foundation to Grade 6 achieved results above the Similar Schools average and the State average. Teacher Judgement data shows 93.9% of students at Whitfield District Primary School achieved at or above the expected standards in English, higher than the Similar Schools average 87.6% and the State average, 87%. In addition, 93.8% of Whitfield District Primary School students achieved at or above the expected standards in Mathematics, higher than the Similar Schools average 87.6% and the State average, 85.9%.

NAPLAN 4-year average data shows 83.3% of Year 3 students and 90.9% of Year 5 students in the top three bands for Reading. In Numeracy, 83.3% of Year 3 students and 81.8% of Year 5 students were in the top three bands. These results were well above both Similar School and State averages.

These positive outcomes reflect consistent, high-quality teaching and learning.

## Wellbeing

Whitfield District Primary School places great importance on ensuring all students are supported in a safe, caring and welcoming environment. In 2022, the school maintained a proactive approach to student wellbeing. This included explicit teaching in Resilience, Rights and Respectful Relationships to develop students' social, emotional and positive relationship skills; small group and individual support for targeted students through the chaplaincy program and Mental Health initiatives; and harnessing formal and informal opportunities for students, staff and members of the community to connect, build and strengthen their relationships. Students engaged in a range of school and community events like camps, excursions, community projects (eg Landcare and Social Enterprises), family picnics and our Buddies program. We also introduced a student voice and agency leadership team to empower students to provide feedback, share their ideas and take action - together.

The student, parent/caregiver/guardian and staff opinion surveys helps Whitfield District Primary School plan, monitor and evaluate improvement initiatives. The positive endorsement by parents on their school satisfaction level was 96.7% and staff on School Climate was 86.9%, both higher than the State average. Students in Years 4 to 6 completed the Student Attitude to School Survey. The positive endorsement by students on the Sense of Connectedness factor was 64.6% and the Management of Bullying factor was 64.1%. This data reflected staff concerns about student wellbeing and engagement. Staff attributed this to two key factors - the impact of returning to school post rolling Covid lockdowns, with ongoing uncertainty relating to changes in Covid operations, and the impact related to the change in leadership at the beginning of the year. Teachers and students worked together to unpack the results and plan improvement strategies. Many students stated that they misunderstood statements and/or made quick judgements. Through this process, students noted that they wanted more opportunities to give feedback and share their ideas. Staff decided to focus on amplifying student voice and agency data in line with the school strategic plan goal to improve students' agency in their learning. Teachers worked with colleagues (from Milawa, Moyhu and Oxley Primary Schools) in a community of practice to design a more detailed Voice and Agency survey. Survey results showed students wanted to have more say in what they learn as well as opportunities to provide feedback about their learning, school and classrooms. Staff established a student Voice and Agency Leadership team with representatives from Foundation to Year 5. The VAL team worked with teachers and students to give feedback and share their ideas. End of year survey data showed improved outcomes. The senior students will continue to provide wellbeing leadership in 2023.

## Engagement

Whitfield District Primary School prides itself on being a friendly, inclusive place to connect, learn, play and grow. We promote a strong sense of community and have developed positive relationships between staff, students and their families and members of the local community. Our families and community members are actively involved in school life, supporting teaching and learning by volunteering in the classroom, helping maintain school grounds, participating in school events and fundraisers and sharing their expertise with students in special projects. Our community values the village educating each child and understands the importance of regular school attendance. This is reflected in our strong attendance rates. The school maintains a higher attendance rate than the state average with each year level having an average attendance ranging from 81-93%. In 2022 the absence rate of 21.1 days per student was below the Similar Schools average 24.2% and State average 23.3%. Most absences were due to illness, isolation in response to Covid guidelines or families enjoying extended holidays.

The 'Every Day Counts' message is promoted with students and communicated with the community through the school newsletter and wellbeing and engagement policy. Parents/carers are contacted if a student has a high number of absences and Student Support Services provide support where required. Student engagement is also enhanced through having consistent teaching and wellbeing practices across the school leading to students feeling connected and experiencing success.

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## Other highlights from the school year

In 2022 Whitfield District Primary School enjoyed a wonderful year of Exceptional Educational Experiences. Students participated in camps, excursions and events in the local area and travelled to Anglesea for our first ever, whole school Beach Camp under the Positive Start to School Program. Our Year 3 and 4 students also ventured to the Outdoor School with their cluster friends at 15 Mile

Creek; our Years 4 to 6 students learned all about systems of government in Melbourne Camp and developed their skiing skills with students from Myrrehee Primary School at Falls Creek Camp. Our buddies worked together to cultivate a wonderful range of fresh produce for our Kitchen Garden Program and students in Years 3 to 6 travelled to our neighbourhood school, Edi Upper, to create delicious dishes.

Students from Foundation to Year 6 also participated in cluster events including the Personal Best Athletics Day, Italian Day, winter sports and the SPARK Art Project which culminated in a wonderful exhibition of their works at the Wangaratta Art Gallery. Our junior school students became Junior Landcare members and worked alongside experts to create nesting boxes for a range of creatures while our senior students honed their business skills, establishing a very crafty Social Enterprise. They generously donated their profits to our local RSPCA service.

A highlight for everyone in our small community is our annual production. In 2022, students showcased their musical talents, dancing and drama skills in our Beatles inspired musical, Whitfield's Magical Mystery Tour.

The year ended on a high with our Grade 6 students planning a brand new end of year graduation and celebration event, Whitfield's Got Talent. All 33 of our talented students entertained the crowd with their singing, dancing, acting and comedy sketches.

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## Financial performance

Whitfield District Primary School completed 2022 in a strong financial position with a surplus of \$99651.

All financial decisions are based on our vision - to provide exceptional educational experiences for all students. The School Council endorsed the strategic allocation of resources to support the school's work towards the goals outlined in the Annual Implementation Plan. The school received additional funding to support learning and wellbeing including \$25000 under the Tutor Learning Initiative, \$15000 under the Schools Mental Health Fund and \$5469 of Equity funding.

Focus funding areas included:

- Investing in comprehensive professional learning for school staff. In 2022 our learning goals was to enhance writing instructional practices and our wellbeing focus was on supporting student wellbeing through the implementation of Mental Health initiatives including School Wide Positive Behaviour Support and Canine Comprehension.
- Refreshing our school library and purchasing quality books for children to enjoy.
- Upgrading upgrade teaching and learning spaces and resources including the office, senior classroom, library and server room.

Throughout the year, our work was supported by our vibrant school council. This team organised three very successful fundraising events - preparing delicious, healthy lunches for our students during terms two and three, catering for the annual Art Show and publishing our annual King Valley Country Images Calendar.

**For more detailed information regarding our school please visit our website at**  
[www.whitfieldps.vic.edu.au](http://www.whitfieldps.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 33 students were enrolled at this school in 2022, 19 female and 14 male.

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

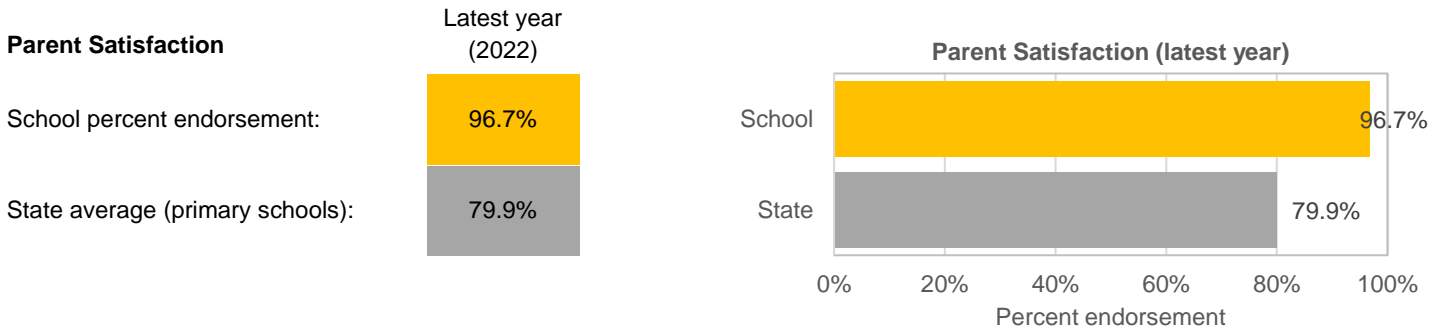
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

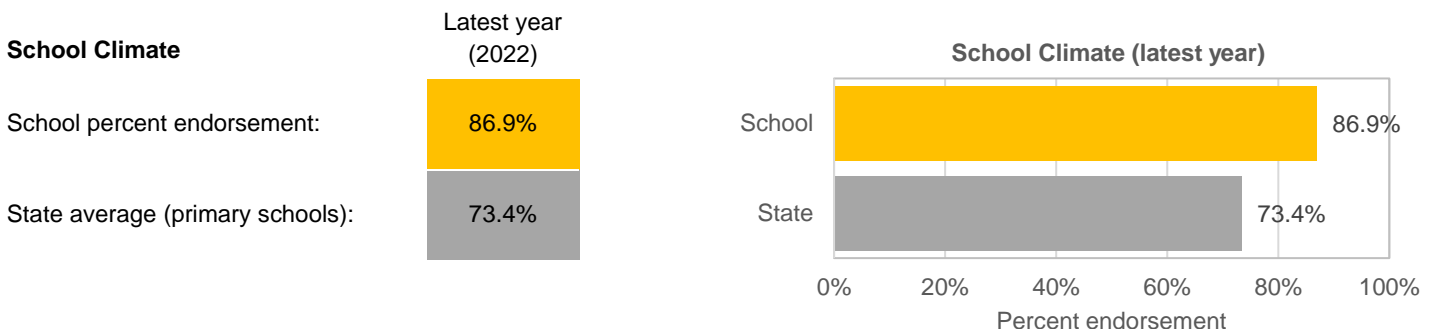


### School Staff Survey

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.





## 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:

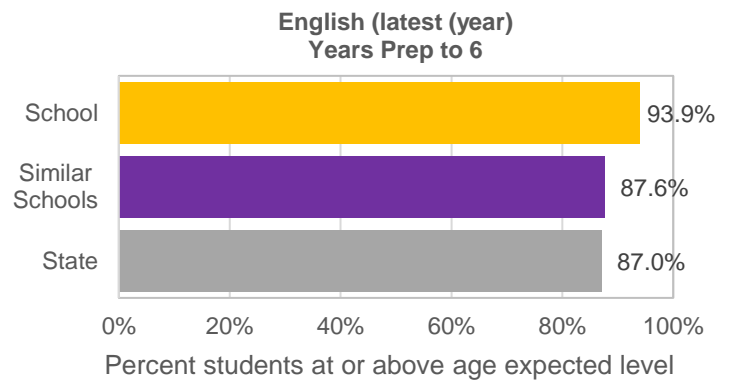
93.9%

Similar Schools average:

87.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

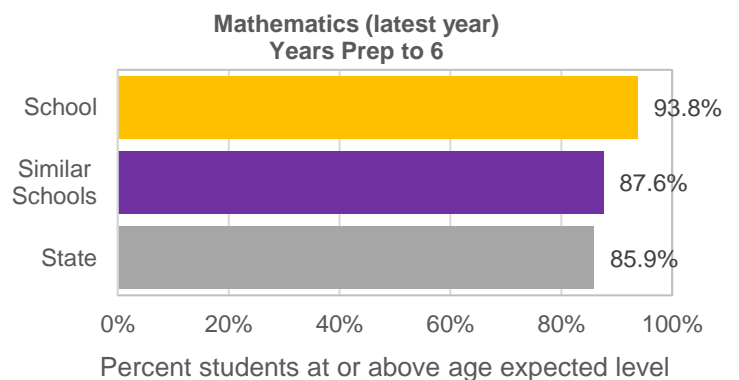
93.8%

Similar Schools average:

87.6%

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.

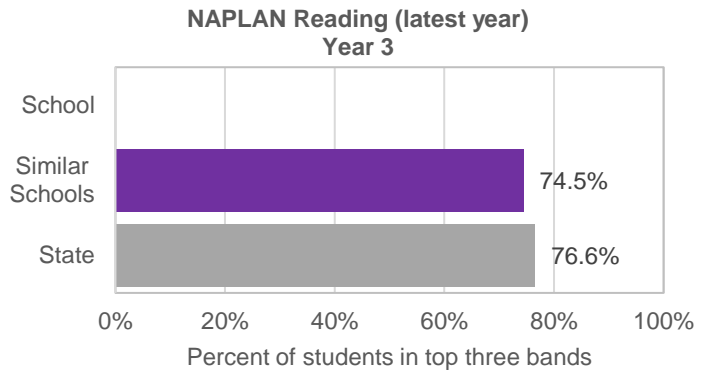
### NAPLAN

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.

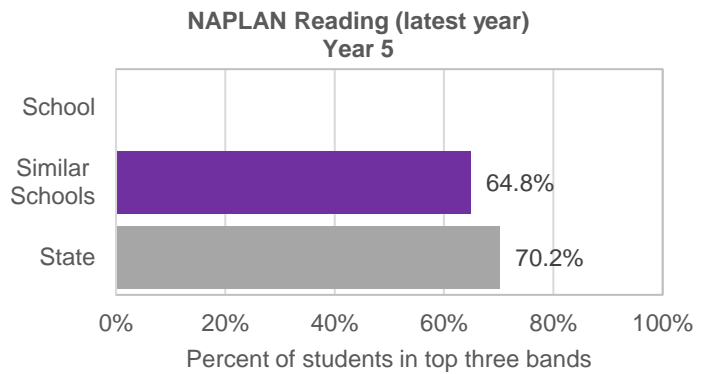
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	83.3%
Similar Schools average:	74.5%	74.3%
State average:	76.6%	76.6%



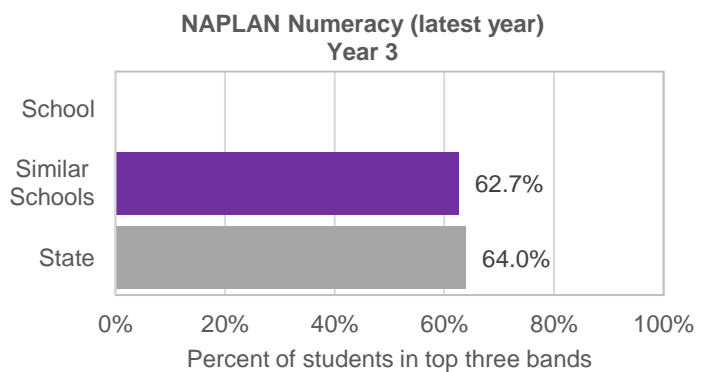
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	90.9%
Similar Schools average:	64.8%	67.4%
State average:	70.2%	69.5%



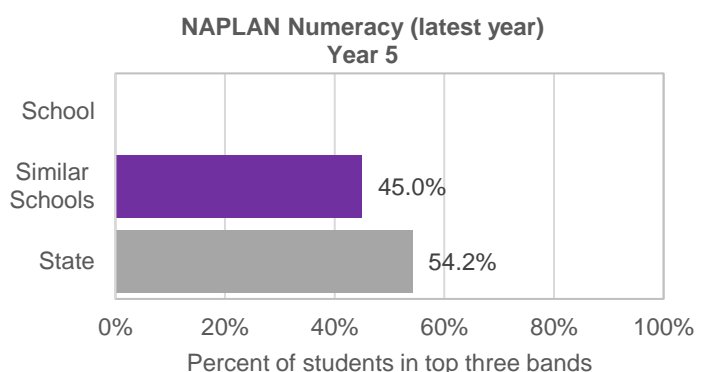
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	83.3%
Similar Schools average:	62.7%	67.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	NDP	81.8%
Similar Schools average:	45.0%	54.5%
State average:	54.2%	58.8%



## WELLBEING

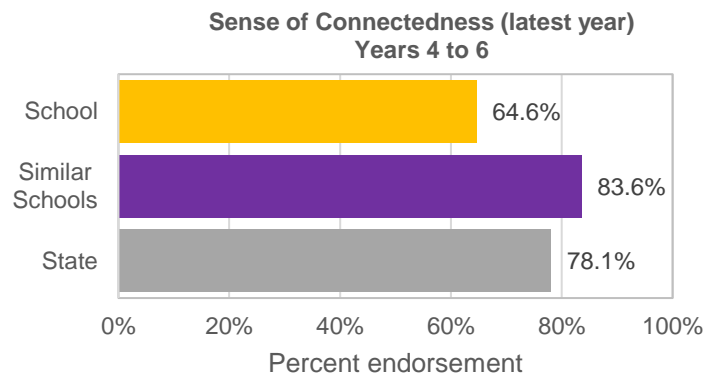
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	64.6%	74.4%
Similar Schools average:	83.6%	82.2%
State average:	78.1%	79.5%

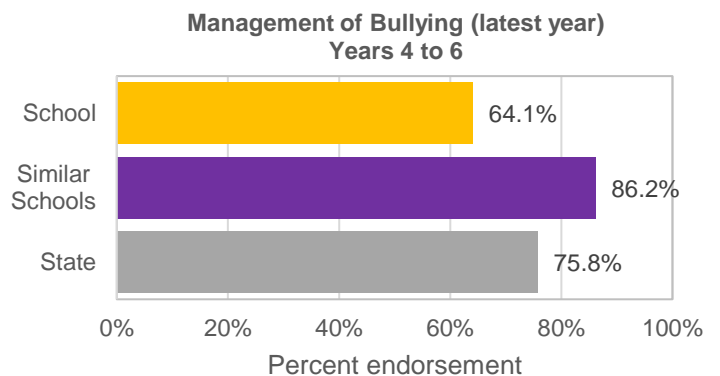


### Student Attitudes to School – Management of Bullying

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:	64.1%	78.0%
Similar Schools average:	86.2%	85.1%
State average:	75.8%	78.3%



## ENGAGEMENT

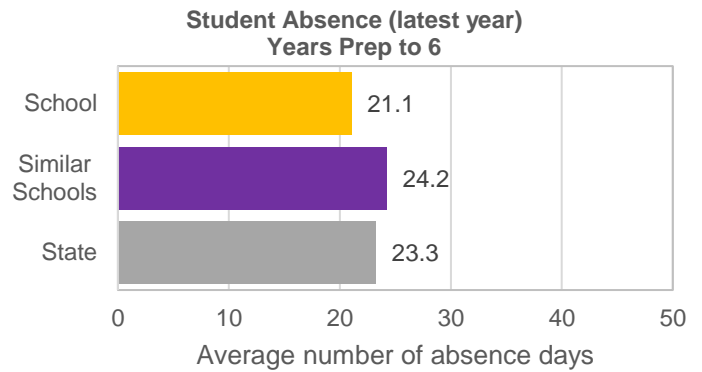
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.1	17.9
Similar Schools average:	24.2	16.5
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):	81%	93%	91%	91%	88%	NDP	93%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$544,865
Government Provided DET Grants	\$198,466
Government Grants Commonwealth	\$47,051
Government Grants State	\$19,600
Revenue Other	\$11,081
Locally Raised Funds	\$27,599
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$848,662</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,469
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,469</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$487,186
Adjustments	\$0
Books & Publications	\$3,542
Camps/Excursions/Activities	\$14,880
Communication Costs	\$2,715
Consumables	\$18,553
Miscellaneous Expense <sup>3</sup>	\$20,302
Professional Development	\$2,656
Equipment/Maintenance/Hire	\$27,225
Property Services	\$52,944
Salaries & Allowances <sup>4</sup>	\$72,431
Support Services	\$31,679
Trading & Fundraising	\$8,321
Motor Vehicle Expenses	\$223
Travel & Subsistence	\$0
Utilities	\$6,354
<b>Total Operating Expenditure</b>	<b>\$749,011</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$99,651</b>
<b>Asset Acquisitions</b>	<b>\$24,500</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	\$114,545
Official Account	\$35,795
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$150,340</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$36,117
Other Recurrent Expenditure	\$0
Provision Accounts	\$15,362
Funds Received in Advance	\$0
School Based Programs	\$10,667
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,549
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$80,043
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$162,738</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.*