

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 19 March 2024 at 04:12 PM by Dianne Feldtmann (Principal)

- This 2023 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 27 June 2024 at 09:37 AM by Ben Jenkins (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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 2.6 classroom teachers. Our students and staff are supported by two education support officers, a 0.4 business manager, specialist technician and chaplain. Targeted students were also supported by the Tutor Learning Initiative in Literacy and Numeracy throughout the year. 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, Italian, Library and Art which are 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 Blueearth. 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, empathy and curiosity.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, 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 Numeracy. We continued to work with our regional specialists and cluster colleagues to strengthen Mathematics teaching, learning and assessment practices. Teachers participated in professional learning to enhance their knowledge of evidence-based mathematics practices (including number talks, challenging tasks and rich assessment) 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. 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 91.4% of students at Whitfield District Primary School achieved at or above the expected standards in English, higher than the Similar Schools average 88.2% and the State average, 87.2%. In addition, 93.4% of Whitfield District Primary School students achieved at or above the expected standards in Mathematics, higher than the Similar Schools average 87.8% and the State average, 86.4%. NAPLAN data shows 60% of Year 3 students and 83.3% of Year 5 students were in the strong or exceeding proficiency levels in Reading. In Numeracy, 60% of Year 3 students and 50% of Year 5 students were in the strong or exceeding proficiency levels.

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 2023, 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 events, 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 100% and staff on School Climate was 88.7%, 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 rose from 64.6% in 2022 to 83.1% in 2023 and the Management of Bullying factor rose from 64.1% in 2022 to 79.5% in 2023. This data reflects a positive change in student wellbeing and engagement and reinforces the impact of the improvement strategies including continued support for the student Voice and Agency leadership Team and the implementation of the School Wide Positive Behaviours (SWPBS) program. The staff worked together to complete extensive professional development and began implementing the ideas across the whole school. We focussed on rewarding those who consistently demonstrate positive behaviours across all areas of their schooling, while setting up a clear flow chart of how to manage challenging behaviours.

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 89-96%.

In 2023 the absence rate of 16.8 days per student was below the Similar Schools average 21.3 and State average 20.5. 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.

Other highlights from the school year

In 2023 Whitfield District Primary School enjoyed a wonderful year of Exceptional Educational Experiences. Students participated in camps, excursions and events in the local area. Our Years 3 to 6 students travelled to Ballarat, and Years F-2 students went to Beechworth to be immersed in our local history studies. As part of transition programs with cluster schools, Year 3 and 5 students ventured to the Outdoor School at 15 Mile Creek, while Year 6 completed an overnight hike. Years 4 to 6 students experienced the alpine environment and developed their skiing skills with students from Myrree Primary School at Falls Creek. Students from Foundation to Year 6 also participated in cluster events including the Personal Best Athletics Day and Cultural performances, Musica Aviva and a Puppet Show.

All students participated in our intensive swimming program in Wangaratta and completed Bike Ed training at school and F-2 went for an on road bike ride.

Our students participated in the Premier's Reading challenge and Book Week events where they met author illustrator Chris Collins. As part of our indigenous studies the school participated in the Winton Wetlands culture and environment program.

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. All students participated in regular STEM lessons at school and visited the Wangaratta Organics and Recycling centres.

A highlight for everyone in our small community is our annual production. In 2023, students showcased their musical talents, dancing and drama skills in our whole school production 'The Time Machine' where students played 4 songs live, using keyboards, guitars and a drum kit.

Financial performance

Whitfield District Primary School completed 2023 in a strong financial position with a surplus of \$94711.

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, \$30647 under the Schools Mental Health Fund, \$20280 National student Well being Program for a chaplain and \$6130 of Equity

funding.

In 2023 we continued to work on our learning goals which were to enhance Numeracy instructional practices and our wellbeing focus was on supporting student wellbeing through the implementation of Mental Health initiatives including School Wide Positive Behaviours program with all staff undertaking an intensive professional learning program in both goal areas.

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 [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 34 students were enrolled at this school in 2023, 17 female and 17 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).

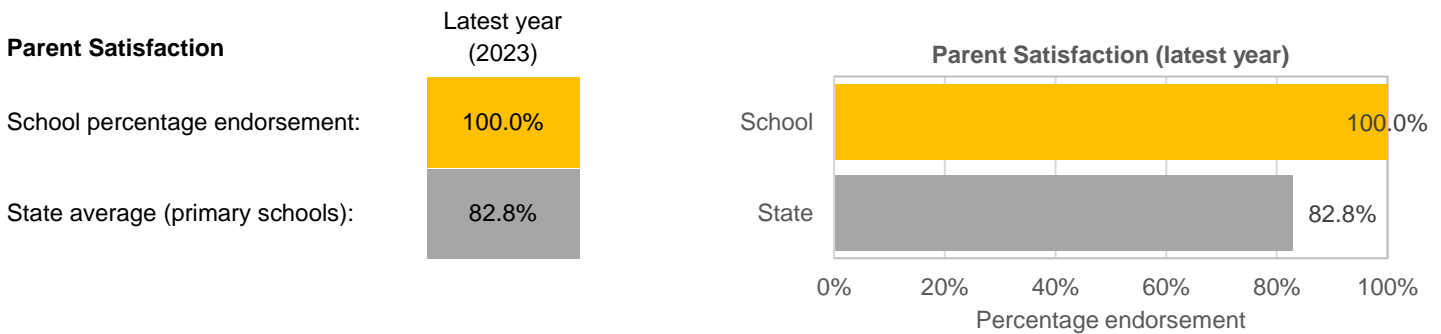
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

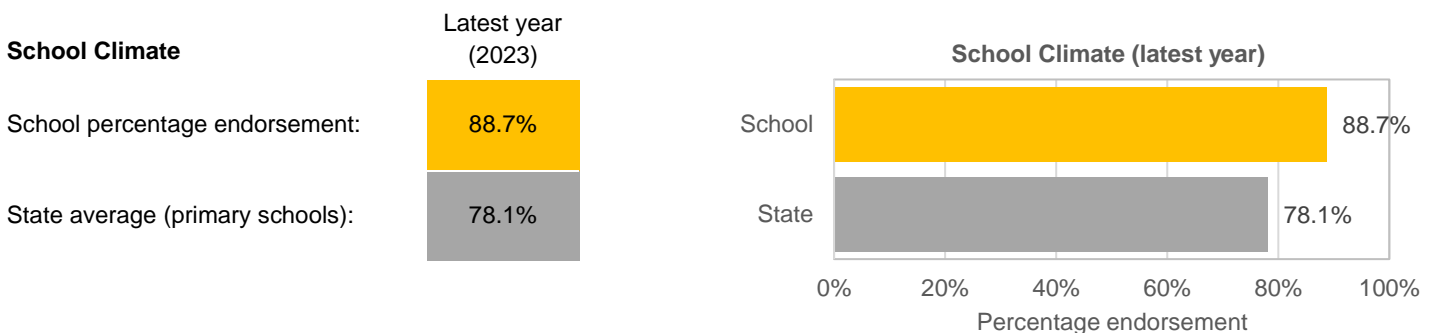


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

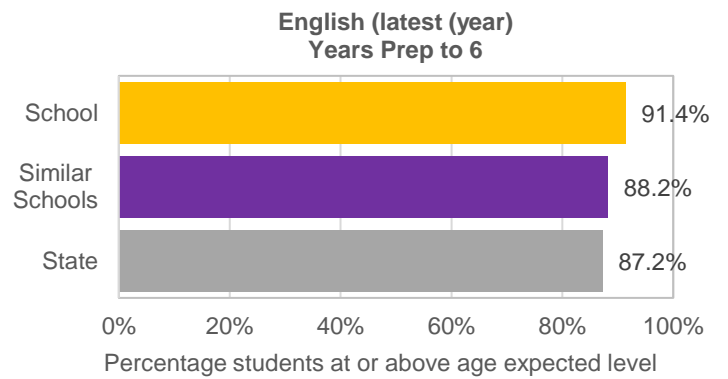
91.4%

Similar Schools average:

88.2%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

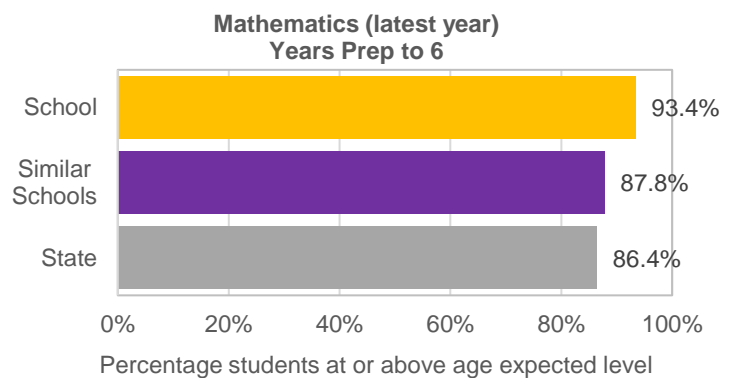
93.4%

Similar Schools average:

87.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

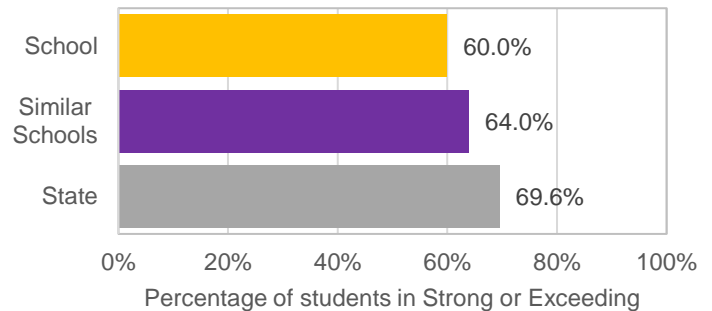
Similar Schools average:

64.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

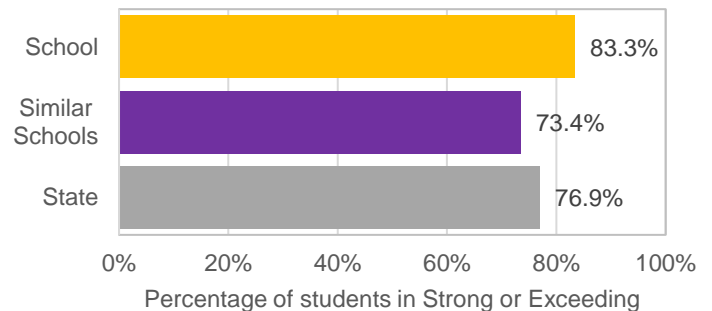
Similar Schools average:

73.4%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

60.0%

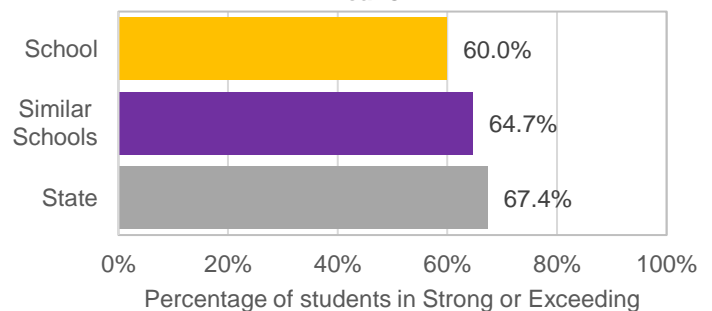
Similar Schools average:

64.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

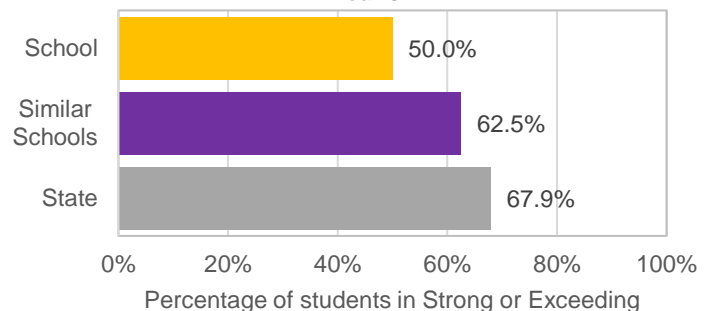
Similar Schools average:

62.5%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

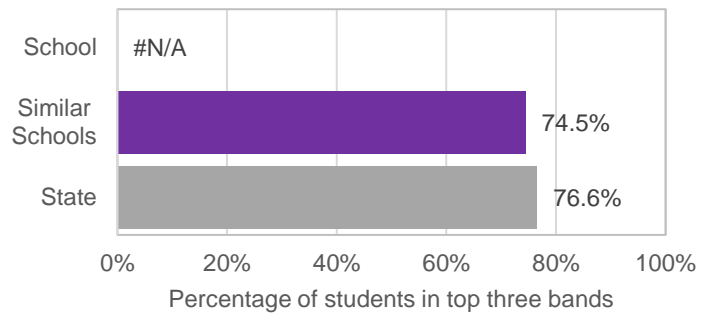
Similar Schools average:

74.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

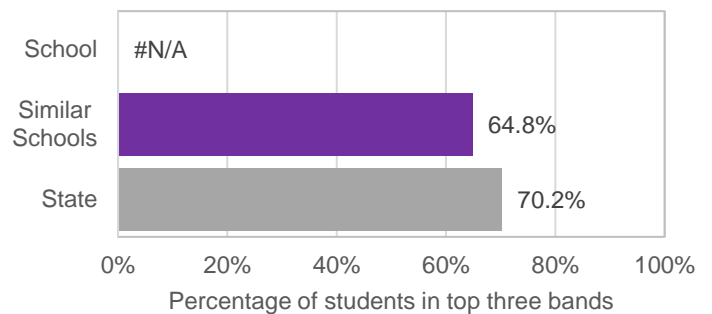
Similar Schools average:

64.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

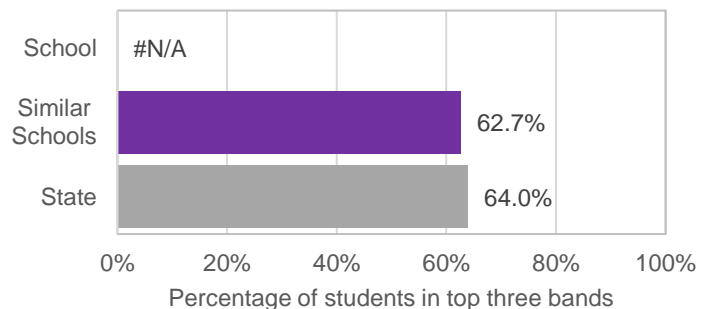
Similar Schools average:

62.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

NDP

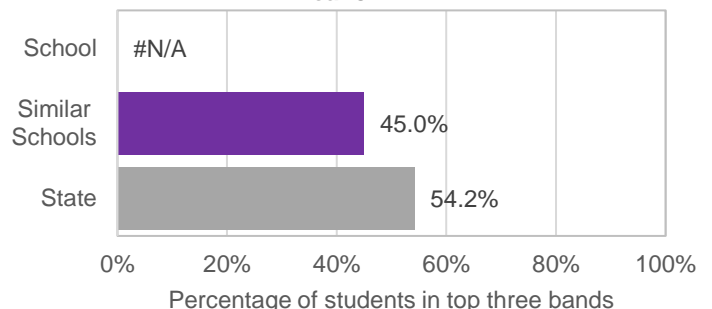
Similar Schools average:

45.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

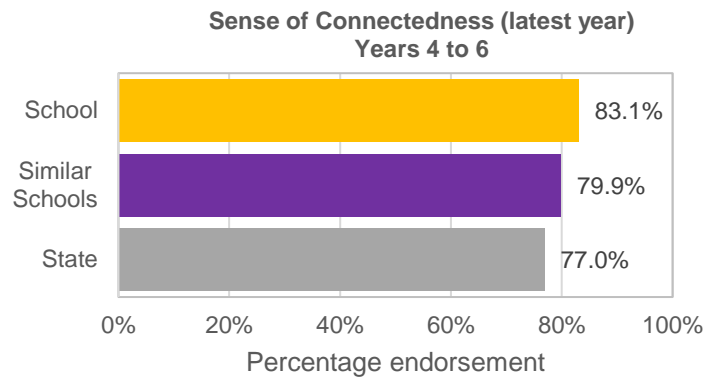
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	83.1%	80.0%
Similar Schools average:	79.9%	81.7%
State average:	77.0%	78.5%

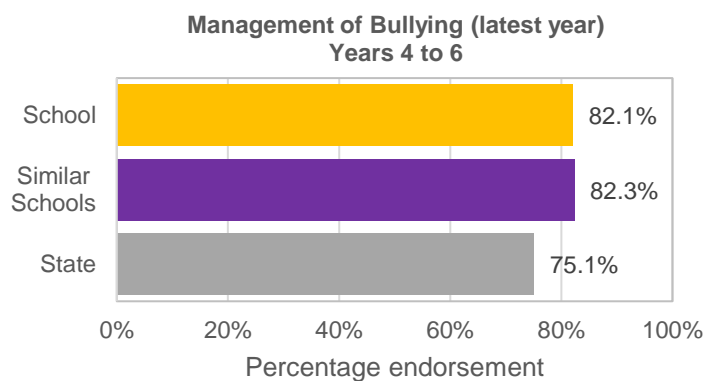


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	82.1%	79.5%
Similar Schools average:	82.3%	85.1%
State average:	75.1%	76.9%



ENGAGEMENT

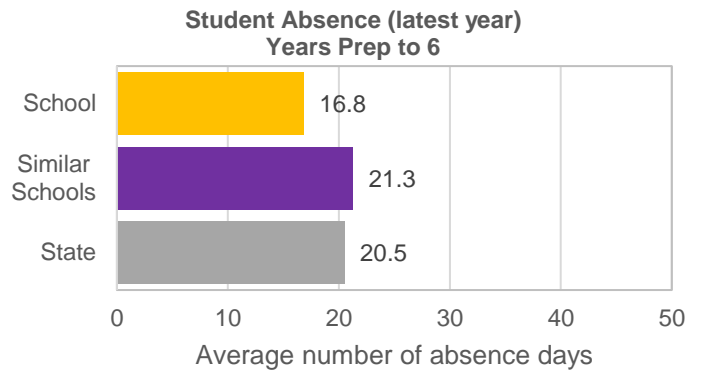
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	16.8	16.4
Similar Schools average:	21.3	17.9
State average:	20.5	18.1



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 (2023):	89%	91%	94%	94%	96%	89%	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$601,892
Government Provided DET Grants	\$246,409
Government Grants Commonwealth	\$53,149
Government Grants State	\$2,000
Revenue Other	\$11,501
Locally Raised Funds	\$38,915
Capital Grants	\$0
Total Operating Revenue	\$953,866

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,130
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,130

Expenditure	Actual
Student Resource Package ²	\$567,098
Adjustments	\$900
Books & Publications	\$645
Camps/Excursions/Activities	\$24,248
Communication Costs	\$1,588
Consumables	\$21,406
Miscellaneous Expense ³	\$14,843
Professional Development	\$1,888
Equipment/Maintenance/Hire	\$21,890
Property Services	\$84,696
Salaries & Allowances ⁴	\$76,438
Support Services	\$24,894
Trading & Fundraising	\$12,490
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,133
Total Operating Expenditure	\$859,156
Net Operating Surplus/-Deficit	\$94,711
Asset Acquisitions	\$56,972

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$101,522
Official Account	\$50,717
Other Accounts	\$0
Total Funds Available	\$152,239

Financial Commitments	Actual
Operating Reserve	\$36,308
Other Recurrent Expenditure	\$1,201
Provision Accounts	\$15,362
Funds Received in Advance	\$0
School Based Programs	\$32,382
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$81,083
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$166,337

All funds received from the Department of Education, 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.