

2020 Annual Report to The School Community



School Name: Drouin West Primary School (1417)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 April 2021 at 03:05 PM by Kelly Halliday (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 05:36 PM by Rhiannon Trimble (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

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

School performance data

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

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

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

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

School context

Drouin West Primary School is a cheerful community where students, staff and parents work hand in hand to create a positive learning environment. With a long history stretching from 1874 to present day Drouin West Primary school has grown to a population of over 257 students and 29 staff. Located approximately 100 kilometers east of Melbourne, around seven kilometers from Drouin, a major service town in West Gippsland. We have an attractive, welcoming school with beautiful rural grounds, a multipurpose room and areas for the visual and performing arts and science programs. The outdoor environment is well maintained with plenty of space for everyone to enjoy active play in our well established gardens and extensive spacious playground areas.

The school community embraces its vision to support all students to Achieve. Our community lives by our engrained values of; Be a Learner, Be Safe, Be Kind and Be Respectful. These values are the guidelines by which our community operate daily. The school commits to developing a strong partnership with families in order to encourage all children to achieve their best in every lesson every day. Students have specific learning goals and are given support to continually improve academically, grow strong emotionally, be active and develop social skills that will enable them to be successful in our every changing world.

We value a diverse range of specialist subjects including, Japanese, Physical Education, Art and Science. All run by specialist teachers who run a comprehensive program and engage with extracurricular activities such as interschool school sports, create careers, science in a suitcase, specialized sports clinics and excursions.

Throughout our school we have a vast and active student leadership program allowing for individual and team growth and development. Students have a strong ability to voice their input into programs, environments and activities run within the school program. Through the leadership program student leaders learn how new skills and experience new opportunities to enable for extensive growth.

To help with busy families and working parents we have a full operational Out of Hours School Care program. This program enable parents to be fully supported in busy working lives. Further to this we have a breakfast club program which operates on Tuesday and Thursdays from 8.30am.

Over the past three years there has been a small but steady increase in the Student Family Occupation (SFOE) Index to 0.4345 which places the school in the low-medium socio economic range. Around 5% of students are funded through the Program for Students with Disabilities (PSD). The school has a very small proportion of students from a Language Background Other Than English (LBOTE) and in 2019 there were 6% students who identify as Koorie. The school is registered to enroll International students and has attracted a number of international students from South Korea.

While there are number of staff changes in most years, the school has a relatively stable staff. Staffing profile includes teachers at the graduate to the top of the classroom teacher range. The staff consists of the principal, assistant Principal, eleven classroom teachers and five part time specialist teachers in the areas of , Science, Physical Education, Japanese and Reading Intervention. The school also employs eight integration aides, with a Chaplain (two days) and a full-time business manager.

Framework for Improving Student Outcomes (FISO)

The school's priorities in 2020 was to improve the teaching of reading across all year levels Our focus was to implement an agreed consistent approach across all classes based on current evidence based best practice. However, some of the associated AIP actions and professional development plans were modified to suit remote learning. Consistency has improved to our instructional approach to reading and teams did this by diagnosing and evaluating current practices and continually improving to align with evidence based practice. Our professional learning of the BIG 6 in literacy created further inquiry and the components of reading that now taught as a whole than in isolation. Our GVC of reading is being implemented with fidelity and structures are stronger to ensure reflection loops are created to

better cater for all learning needs.

In 2020, we needed to adjust our approach to better cater for families needs through the remote learning phases, professional development to build the program needed to be a rapid approach and required our staff to flip the normal learning environment. Our intended KIS of developing PLC's through a culture of collaboration and evaluation of practices for improvement was also modified to suit the remote space and ensure the wellbeing and learning needs were being met by our school

We did this by up skilling the staff to build a remote program to support families to continue authentic learning. Teachers built programs for families to have the scaffolds at home and continue the connection through videos and conferencing.

Teachers built consistent methodologies to monitor student progress across the year . Teachers were engaged in working in high level Professional Learning Teams. The school also invested in resources in English, through the purchase of teacher mentor texts , take home readers and decodable readers.

Achievement

Our students responded really well to our remote learning and majority of our students progressed well under the circumstances, whilst the the teacher judgement data there are many areas of improvements that is a strong priority in 2021 through a multi- tiered approach. We prioritized the the mental health and well being of all family members and we did this, through intensive system of Principals, chaplain and staff conducting a check in system, social and emotional curriculum prioritized and a flexible approach to suits family needs.

Our students were the centre of the target teaching and our school data has indicated, great success in the areas we were able to prioritize.

The school will continue to support and improve teacher's capacity in the teaching of Literacy and Numeracy through Professional Learning Teams, Intervention Team Meetings, individual and regular coaching, close monitoring and tracking of students' achievements, as well as school wide targeted professional learning, this is a high priority in 2021. Resources will be directed to supporting teachers to upskill, research best practice, use evidence based practice with the view to improving the writing standards across all levels of the school. All staff will be implementing best evidence based practices consistently in all classrooms. DWPS will continue to engage with the DET leadership partners to mentor and coach all staff to further build effective teaching practices.

We expect to continue to improve our academic results across the school given the consistency of practice across classrooms, and coaching and peer observations in classrooms for all teachers. We have worked on documenting curriculum and saving planners on the school's intranet. Teachers use detailed planning documents, ongoing formative assessments and an agreed instructional model to strive for improved outcomes. Teachers have been supported to refine their knowledge, enabling clear assessment for learning and using targeted teaching strategies, accommodating the range of learning needs in their classrooms.

Through our PLC process, all students are closed monitored including our students at risk, in 2021 we have set up our Tutor Learning initiative to further target the needs of our students who were affected by the 2020 Covid year, as a school further work have been conducted to build collective efficacy throughout all staff and we continue to work on our mission of "Every child will succeed at DWPS". Our PSD students, through targeted support/intervention have progressed well through all areas, throughout remote learning, extra supports were enacted with extra video conferencing, virtual SSG's and differentiated learning tasks.

Engagement

Our school community continues to place emphasis on student engagement and believes that providing an orderly, calm, positive and nurturing environment, where learning and achieving goals is the focus, our students can achieve their full potential. We promote learning behaviours that include: problem solving, resilience, engagement, taking up learning challenges, using a range of tools and strategies, having high expectations, being reflective, questioning, and being organized.

Student attendance slightly improved in 2020 and is just below the state average . Our average attendance rate for year levels was Prep -95%, Yr1 93%, Yr 2, 93%, Yr3 94%, Yr4 94%, Yr 5 94%, Yr6 91% . There are a number of students in families across the school who have extended period absent to parent choice due to the pandemic. As all our families do need to drive their children to our school, student attendance is dependent on their parents being able to arrange private transport.

Parents are also regularly encouraged to have their child/children arrive to school punctually, ready to start learning at 9.00am, as it is recognized missing the start of the school day is disruptive for all concerned. This data for our school has continued to improved in 2019, The processes of signing in at the office, taking a late slip to the classroom and acknowledging the classes who have all students ready to start learning at 9.00am have been somewhat successful. Our text messaging system is also showing a positive improvement to encourage attendance
Our Parent satisfaction positive endorsement was above state average, our school climate endorsement will continue to be a area of improvement in 2021.

Wellbeing

The positive and respectful tone of our school continues to be a high priority for all staff. Feedback from visitors to the school is always complimentary of the attitude and behaviour of our students. The school prides itself on the ongoing success of implementing the Positive Behaviour Support program. The school mantra is to 'Be a Learner, Be Safe, Be Kind and Be Respectful' is well known and understood by the school community. The focus in 2020 continued to be using data to make informed decisions about patterns of behaviour occurring in the classroom and playground. .

Students needing additional support are referred to the Student Wellbeing team, are supported through Student Support Services, the school Chaplain and outside agencies including music therapy. All students who are eligible for additional support through the Program for Students with Disabilities have a Program Support Group and the students who are identified as being in Out of Home Care have individual learning plans.

Drouin West Primary school has a strategic program in place to support the transitions through and beyond the school. Through the COVID conditions, whilst it was difficult to have parents on site and for tours, we adapted our approach through the use of social stories, videos, virtual meeting and we conducted a modified transition program in very small groups. School staff communicate with our feeder preschools through established networks, supporting the Prep to school transitions. This involves teachers visiting the kindergartens and facilitating meetings with all parents as well as using information provided in the Transition Statements.

We continue to strengthen transition processes across all year levels by tracking student performance through the school. Staff keep student files updated and work in teams to share information about individual learning needs of students.

Students exiting year 6 attend transition days in a range of Secondary Schools. Strong partnerships are established with Drouin Secondary College enabling a strong handover. Individual transition programs are implemented for students with special learning needs in partnership with the Secondary College, the Primary school and parents.

Financial performance and position

The school remains very stable with strong financial management we carried a surplus to continue to increase staffing and intervene on students due to the 2020 year, and conduct further building works to maintain and improve our classrooms and play spaces. In addition to the providing financial resources for curriculum budgets in 2020, the school community purchased new furniture (15K), upgraded I.C.T. equipment (22K), covered general maintenance and inspections (\$30K), and invested in library resources (20K). Equity funding enabled additional staffing for intervention programs for students at risk. The school was also successful in attracting funding through the Federal Government for Sporting Schools (6K) and National Schools Chaplaincy Program (20K)
DWPS entered new cleaning contract to commerce in 2021 for a two year contract.

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 224 students were enrolled at this school in 2020, 115 female and 109 male.

0 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

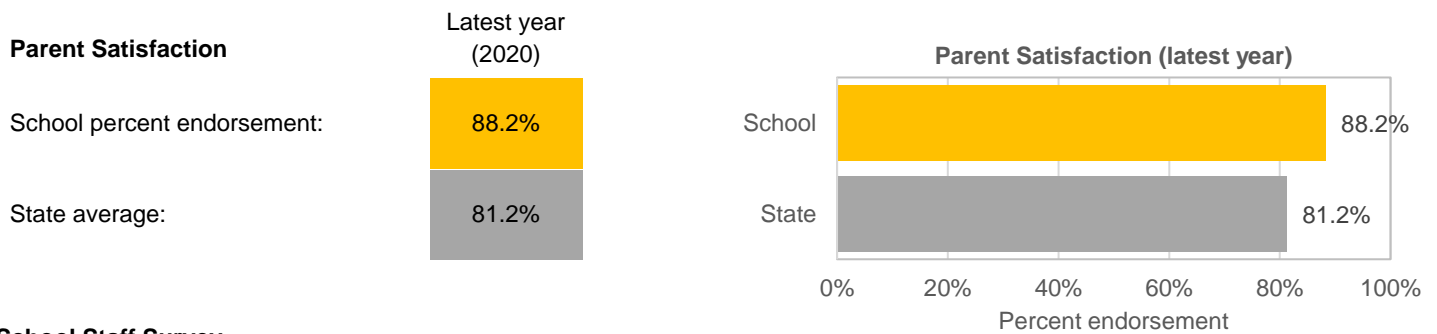
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

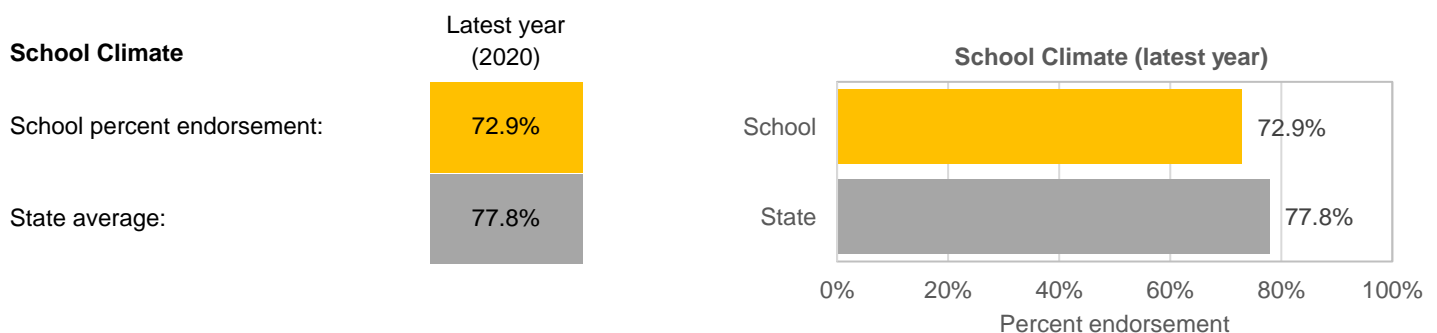


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

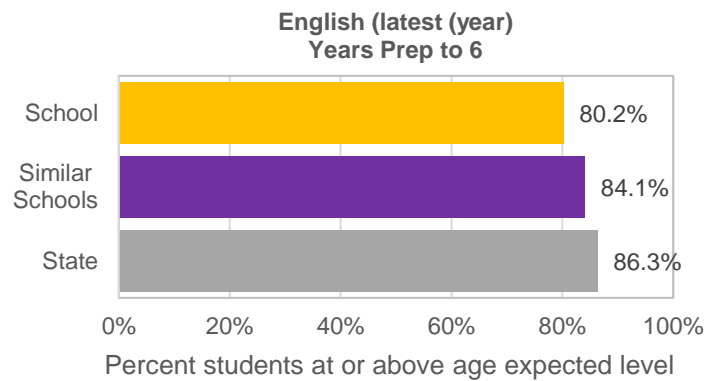
80.2%

Similar Schools average:

84.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

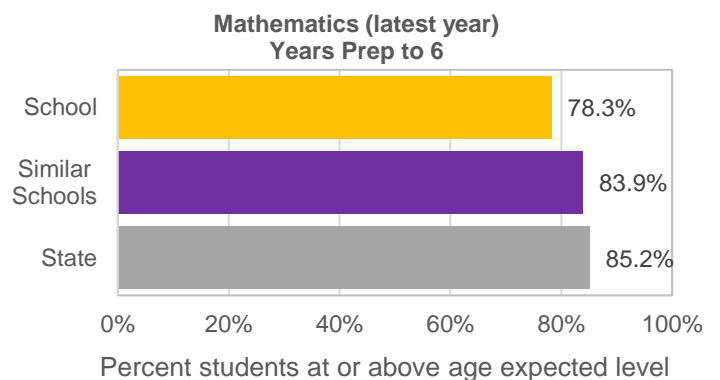
78.3%

Similar Schools average:

83.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

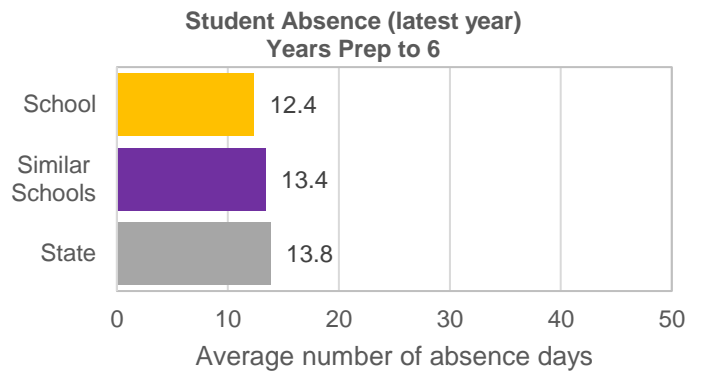
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.4	15.6
Similar Schools average:	13.4	15.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	93%	93%	94%	94%	94%	91%

WELLBEING

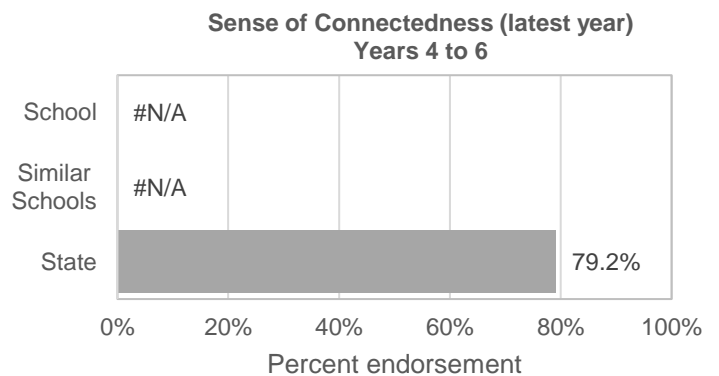
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	77.9%
Similar Schools average:	NDP	78.8%
State average:	79.2%	81.0%



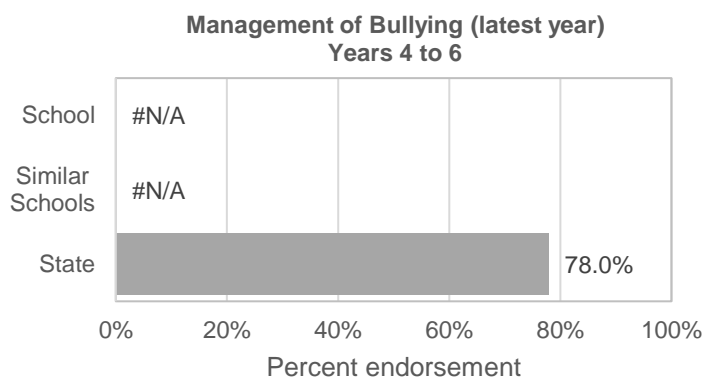
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.3%
Similar Schools average:	NDP	80.0%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,072,851
Government Provided DET Grants	\$276,501
Government Grants Commonwealth	\$111,873
Government Grants State	NDA
Revenue Other	\$13,274
Locally Raised Funds	\$82,789
Capital Grants	NDA
Total Operating Revenue	\$2,557,287

Equity ¹	Actual
Equity (Social Disadvantage)	\$74,345
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$74,345

Expenditure	Actual
Student Resource Package ²	\$2,099,387
Adjustments	NDA
Books & Publications	\$14,356
Camps/Excursions/Activities	\$7,144
Communication Costs	\$4,383
Consumables	\$35,017
Miscellaneous Expense ³	\$24,919
Professional Development	\$4,157
Equipment/Maintenance/Hire	\$37,210
Property Services	\$119,420
Salaries & Allowances ⁴	\$42,559
Support Services	\$31,491
Trading & Fundraising	\$6,996
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$36,415
Total Operating Expenditure	\$2,463,454
Net Operating Surplus/-Deficit	\$93,833
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$490,309
Official Account	\$49,661
Other Accounts	NDA
Total Funds Available	\$539,971

Financial Commitments	Actual
Operating Reserve	\$48,544
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$48,544

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.