

2020 Annual Report to The School Community



School Name: **Milawa Primary School (0737)**



- 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 15 March 2021 at 02:43 PM by Ash Campbell (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 23 March 2021 at 08:08 AM by Nathan Mullane (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

Milawa Primary school is a rural school located approximately 15 kilometres from the rural city of Wangaratta. The school established in 1907 has serviced the town of Milawa and surrounding hamlets during this time and has become the hub for state education with the closure of many of the schools that once existed in these hamlets. As such the school has enrolments from smaller hamlets such as Tarrawingee, Markwood and Carboor.

The school has a combination of new and aged facilities. The older part of the school includes the original school building as well as three classrooms. These classrooms are utilised for classes both normal and specialist. In 2010 the BER program saw the placement of an open learning space that contains 4 class spaces as well as staff offices. The school makes good use of it's current facilities with all areas utilised. Grounds are spacious and engaging for students and well maintained by contractors and parental support.

The school's current SFOE stands at 0.2599. This has remained fairly constant through the current strategic plan period. Although the school does attract equity money this is minimal due to the low level of students deemed eligible. Milawa and the surrounding district provides a lifestyle of choice for our families and as such there has been a long standing support from the community for the school.

Throughout the annual report period, enrolments have remained steady. There was significant growth of a number of cohorts and this enabled staffing to remain consistent which provided stability. Moving forward to our new strategic plan in 2021 we have 15 foundation students enrolled for 2021 which provides the school again with good stability. There is anticipated stability also of numbers for the foreseeable future.

The school is staffed with 3 full time classroom teachers, a part time business manager, a part time LOTE teacher, a full time education support assistant and a Principal. The school also has the MACC and MARC services as well as specialist subject deliver in Bluearth and Music. All teaching staff are members of the school's improvement team and have designated roles in regards to literacy and numeracy.

The school has used its strategic plan period to improve the curriculum and programs in literacy and numeracy significantly. Through engagement in high level professional learning, our pedagogy and practice has been refined to provide explicit planning and instruction in both areas. We are also well known for our proactive teaching of emotional intelligence as well as provide a well crafted integrated unit of studies.

Framework for Improving Student Outcomes (FISO)

The major area of focus in 2020 was building practice excellence with a focus on both the continued development of our instructional models in both literacy and numeracy and development of a whole school model in literacy for both spelling and vocabulary. 2020 started like any other year but turned quickly with the onset of remote learning. Practice excellence was still a high priority and became a useful lens in regards to the 17 weeks of remote learning. This interruption to normal school functioning was incredibly challenging with the majority of our students learning remotely. Literacy and numeracy provision remained a high priority however the ability to deliver explicit instruction certainly looked a lot different. What aligned with practice excellence however was the way in which our teachers successfully delivered the curriculum to our students. They became proficient at onscreen delivery and the scaffolding for learning even remotely was a highlight of our achievements. This was a good test for our established instructional models which was a key component of our key improvement strategies. Moving forward from this period, we have carried over on of the key improvement strategies to 2021 with an explicit focus on spelling forming part of our practice excellence.

Achievement

As a staff we evaluated all outcomes expected and reflected on each. Our vocabulary cycles continued right throughout remote learning and were a key part of student work. Literacy and numeracy activities were set each week with explicit instructions and also weekly assessment completed. Our documented approach to teaching vocab and spelling we believe was fully implemented which aligned with our AIP. Staff still have concerns however in timing within the literacy block and instructional model. Parents gained a great insight to the teaching of literacy and numeracy during remote which really helped to promote our approach to both areas. Assessment continued via cycles that were

conducted and some students maintained or showed growth whilst others regressed. As a staff we identified the students at risk and placed extra differentiation to these students as well as support. As we have embedded this work we are seeing positive signs with the students in their overall word consciousness however would like to see our students become even more curious and use in their practice a higher level of vocabulary. Practice in relation to the core skills in literacy and numeracy are well established. As there was no NAPLAN in 2020 evaluation of our success heavily relied on teacher judgements. 2020 did provide some real challenges in regards to assessment. Staff did an amazing job of explicit work provision during the remote learning period. Assessment showed majority of students at or above benchmark levels. Our assessment schedule is well established and rich assessment tasks utilised.

Engagement

Milawa students love coming to school. We provide a safe, engaging environment where every student is valued as a key contributor to our school. Our school attendance rate data indicates that all cohorts have a high level of attendance with an over all average attendance / absence rate well below state averages. The school continued to emphasise engagement at all levels as a priority particularly with learning. The school is seen as a regional leader in regards to the engagement level of parents and carers within areas that support the school's functioning and local fund raising. This level of engagement also provides an ideal platform for the continued emphasis on learning as we move through our strategic plan years. School leaders are developed via our school captain process and this leadership provides a positive role model for all students to follow in how to engage in education. Our approach also to 'good will' services such as our before school care and breakfast club services help to create a welcoming, safe and engaging environment for all students. Parents are a key to this engagement and our data indicates that they are incredibly supportive with a parent satisfaction endorsement percentage being well in the positive category.

Wellbeing

Wellbeing has always been a priority at Milawa Primary. Well established programs such as Blueearth, smiling mind and weekly lessons in emotional intelligence ensure our students are being exposed to the best research backed strategies to improve their connectedness to school and stand up to incidents of bullying. Students in years 4 to 6 completed the annual student opinion survey and our students indicated that 78% of students felt connected with the school and 79% of students had a positive response to the school's management of bullying behaviour. The school has set specific goals through the AIP process to continue high level approaches to student wellbeing as well as preventative measures to reduce bullying. All staff are fully committed to implementing elements of the well-being proficiency in their teaching and there is a great commitment by all stakeholders to establish a safe community for our children. Again the school performed well in the overall summary of parent opinion results for 2020. The school will continue to be proactive in its approach to wellbeing within this ever changing world that our young people have to endure.

Financial performance and position

The school concluded 2020 in a strong financial position despite the challenges of having no fundraising ability due to covid restrictions. All key areas for expenditure to improve student outcomes were action-ed and as a result the learning environment for the students as well as for all stakeholders continues to strengthen. The school will continue to target areas of need in 2021 with an emphasis on learning, engagement and inclusion of high priority. A large amount of credit needs to go to parents and carers for their continued commitment to fundraising which helps incredibly to improve the learning environment for all. Our lofty standards which we once were well known for will again be an emphasis.

For more detailed information regarding our school please visit our website at <http://milawaps.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 66 students were enrolled at this school in 2020, 33 female and 33 male.

0 percent of students had English as an additional language and 0 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.

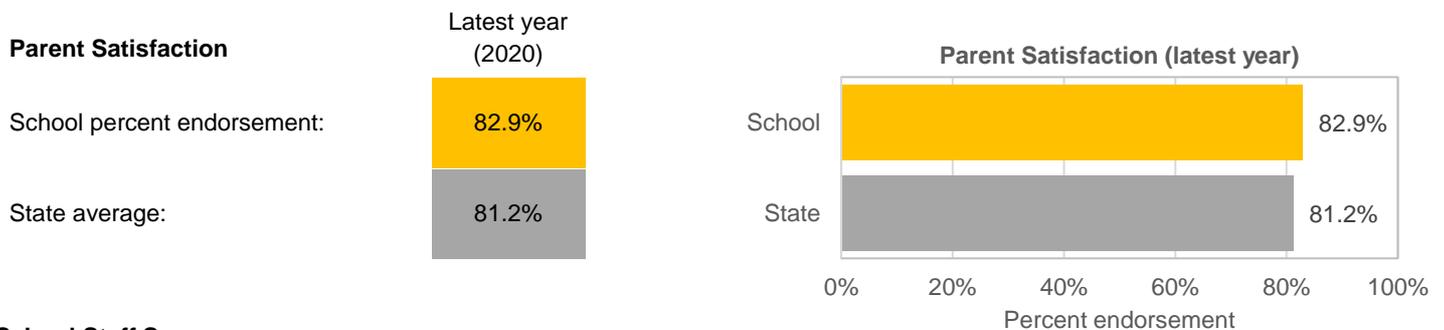
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

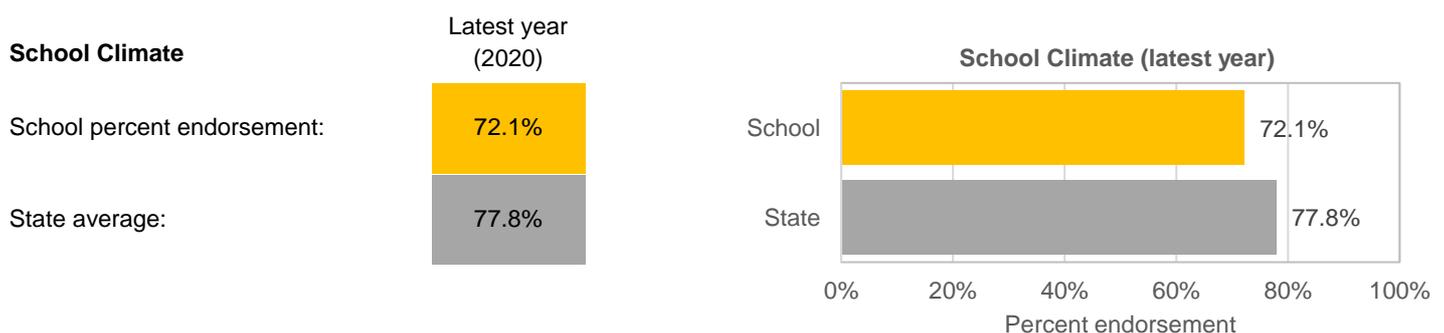


School Staff Survey

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:

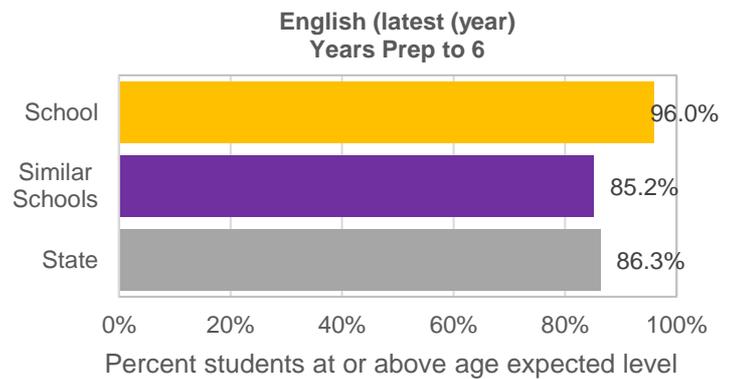
96.0%

Similar Schools average:

85.2%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

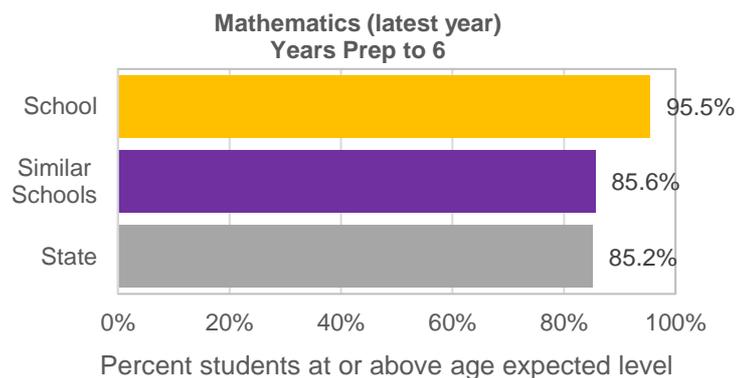
95.5%

Similar Schools average:

85.6%

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

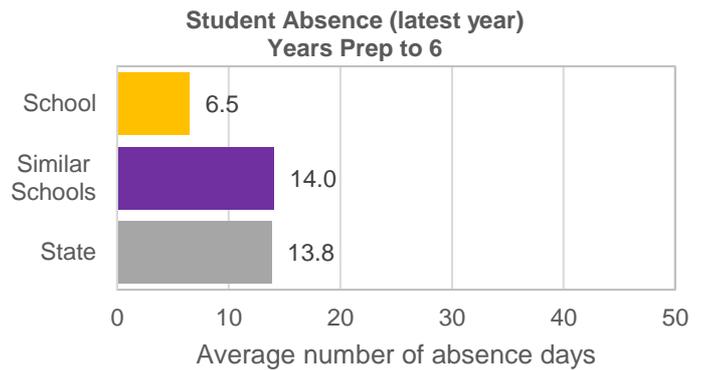
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	6.5	9.8
Similar Schools average:	14.0	16.0
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):	98%	97%	97%	97%	96%	96%	96%

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.

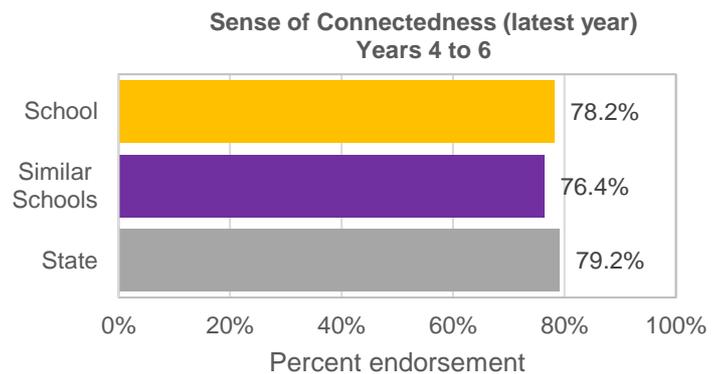
Student Attitudes to School – Sense of Connectedness

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:	78.2%	80.8%
Similar Schools average:	76.4%	81.2%
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.

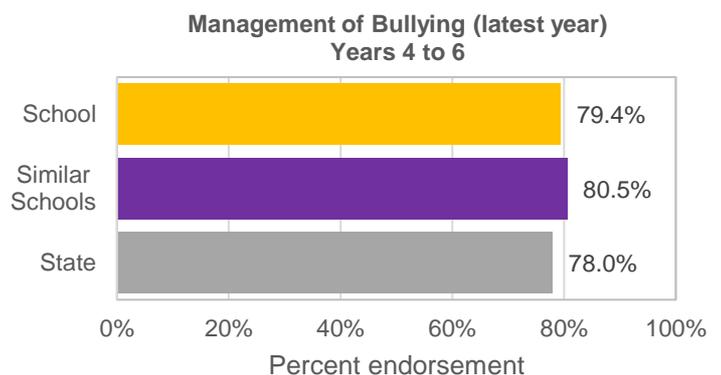
Student Attitudes to School – Management of Bullying

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:	79.4%	78.6%
Similar Schools average:	80.5%	82.9%
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	\$671,137
Government Provided DET Grants	\$148,822
Government Grants Commonwealth	NDA
Government Grants State	\$2,500
Revenue Other	\$28,569
Locally Raised Funds	\$47,542
Capital Grants	NDA
Total Operating Revenue	\$898,570

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$677,755
Adjustments	NDA
Books & Publications	\$1,052
Camps/Excursions/Activities	\$23,901
Communication Costs	\$3,352
Consumables	\$17,224
Miscellaneous Expense ³	\$2,114
Professional Development	\$5,149
Equipment/Maintenance/Hire	\$18,079
Property Services	\$28,618
Salaries & Allowances ⁴	\$57,050
Support Services	\$1,315
Trading & Fundraising	\$3,266
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$10,401
Total Operating Expenditure	\$849,275
Net Operating Surplus/-Deficit	\$49,295
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	\$109,976
Official Account	\$8,729
Other Accounts	NDA
Total Funds Available	\$118,705

Financial Commitments	Actual
Operating Reserve	\$27,724
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	\$27,724

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.