

2021 Annual Report to The School Community



School Name: Milawa Primary School (0737)



MILAWA
Primary School

- 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 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 March 2022 at 12:53 PM by Ash Campbell (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2022 at 08:02 AM by Nathan Mullane (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, an outline of the school's performance over the year and future directions.

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

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

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.

'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 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

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 its 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 low. 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. 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 Blueearth 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 2021 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 spelling. There was also an increased emphasis on student wellbeing. 2021 started with a degree of uncertainty which again turned quickly with the onset of remote learning. Practice excellence was still a high priority and became a useful lens in regards to the provision 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 committed to the department's emphasis on both numeracy and student wellbeing as well as a specific focus on reading. .

Achievement

2021 was a very challenging year for the school with again sustained periods of remote learning. The majority of our students accessed learning remotely which given our previous experience in 2020 was a little more successful in both the delivery and take up of learning by students in their homes. There was great support from parents and carers which helped enable the learning to continue. We endeavoured to implement the goals of our annual implementation plan with an increased focus on spelling. Staff professional development remained a priority in this area and our teaching of

vocabulary and spelling cycles continued even during remote periods. We were fortunate to have the the majority of term four face to face which enabled us to make up for lost time. We had a very clear focus on both provision and assessment during this final period of the year to inform our practice on where our students were on their continuum of learning. The majority of our students achieved expected standard in both English and Mathematics by the end of the year. We had good support through the T.L.I (tutor learning initiative) where intervention was provided for designated students. NAPLAN results were also once again provided for year three and five students. Scores for the purpose of this report relate to the percentage of students in the top three bands. Despite the interruptions of the previous two years our four year averages remained consistent across both reading and numeracy. We also had minimal students achieve in the bottom two bands in all areas. There was also a decrease in low gain and an increase in medium and high gain for our year five students across a three year period. In summary, we like all schools have endured a two year period that was very challenging and tested our instructional models for learning but also strenghtend them to start 2022 with great optimism. We will focus heavily on the department's priorities of numeracy and wellbeing as well as a specific focus on reading.

Engagement

There were definitely some challenges in 2021 in the area of engagement. Milawa students love coming to school. When this was taken away from them during remote learning, there were challenges both here at school and also within the homes. Partnerships between home and school were strengthened despite the distance between both. Our use of multiple platforms for the delivery of work and also communication were keys to our success in trying to keep all students engaged in their learning and with each other. We were grateful to have the majority of fourth term as face to face learning and used this opportunity to strengthen connections particularly between students. Two major camps were run in fourth term which were specifically developed to re-engage these students. Attendances remained consistently high on average for the majority of cohorts. There were a small percentage of students who expereined difficulty transitioning back to face to face learning and specific attendance and engagement strategies were implemented for these students. 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 Bluearth, 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 77% of students felt connected with the school and 69% of students had a positive response to the school's management of bullying behaviour. The school has set specific goals through the 2022 AIP process to continue high level approaches to student wellbeing as well as preventative measures to reduce bullying. We have partnered with The Resilience Project as well as School Wide Positive Behaviours to strengthen our approaches to wellbeing. 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 2021. The school will continue to be proactive in its approach to wellbeing within this ever changing world that our young people have to endure.

Finance performance and position

The school concluded 2021 in a strong financial position despite the challenges of having interrupted 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 2022 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. We will also see continued improvements in 2022 with substantial funding provided for an inclusive schools project as well as major shade sail placement in the school.

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 70 students were enrolled at this school in 2021, 29 female and 41 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).

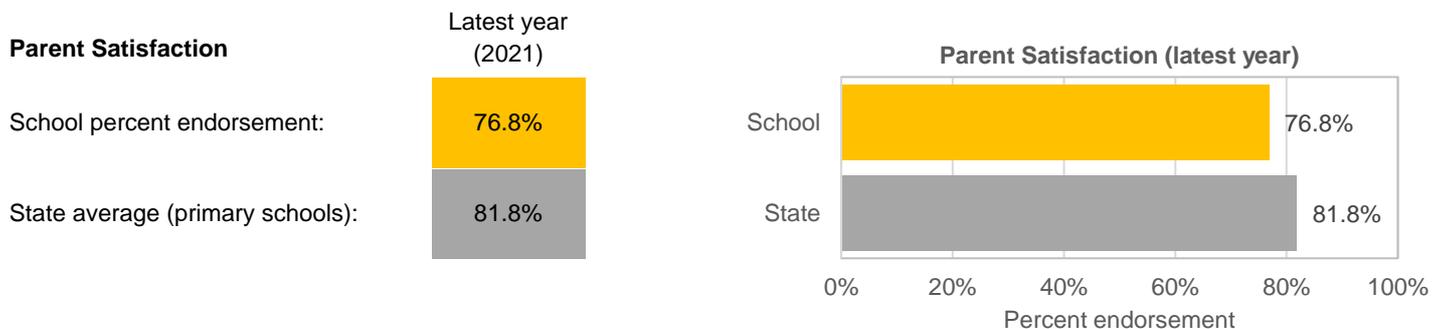
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

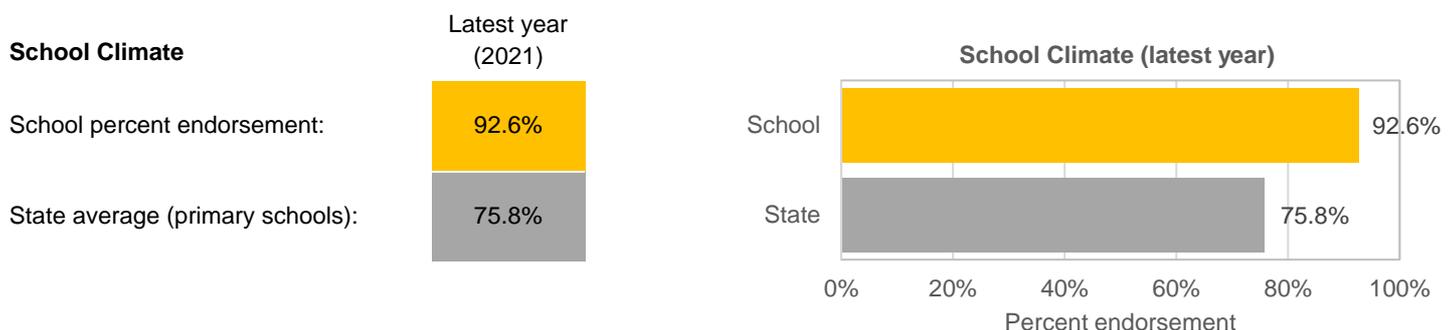


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

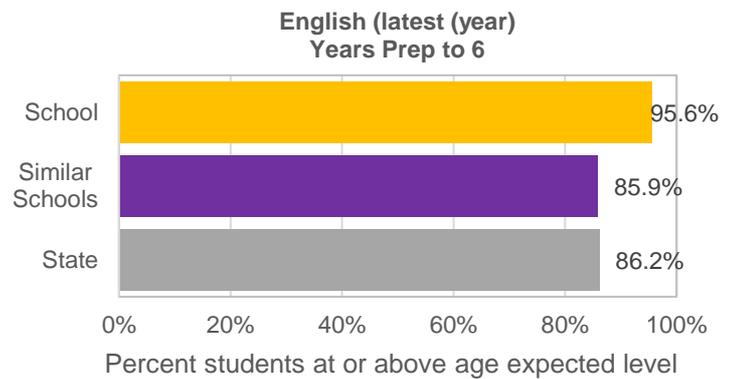
95.6%

Similar Schools average:

85.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

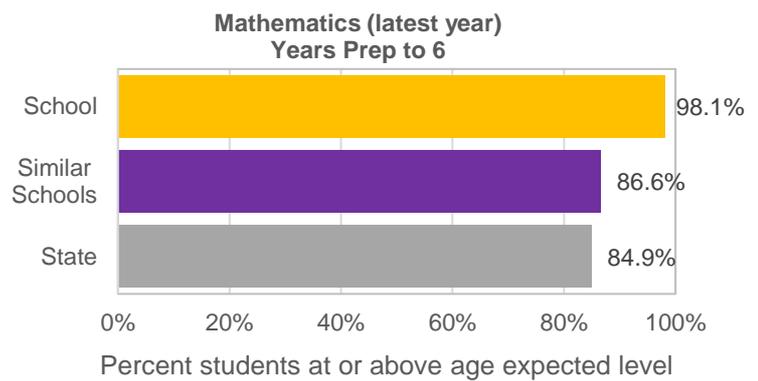
98.1%

Similar Schools average:

86.6%

State average:

84.9%



ACHIEVEMENT (continued)

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

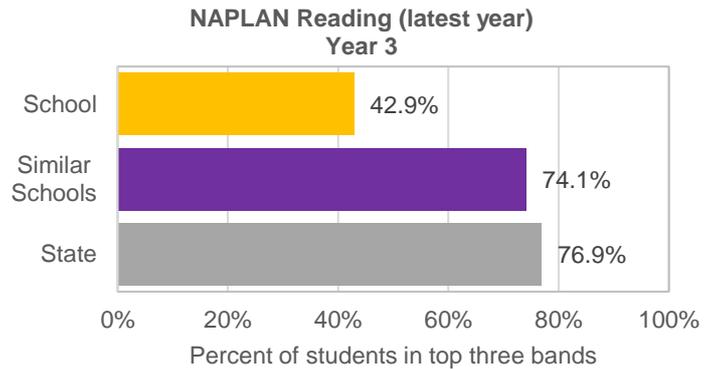
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

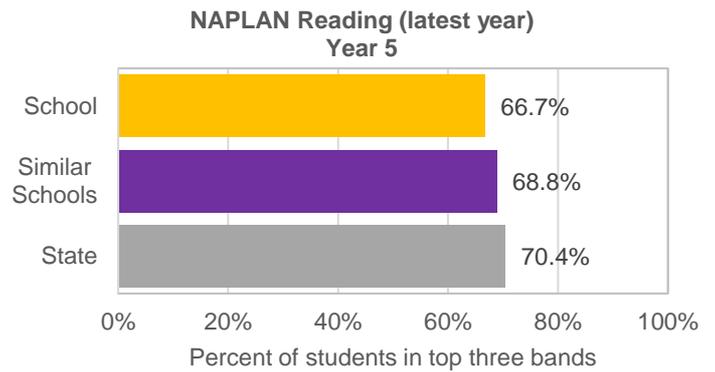
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	75.0%
Similar Schools average:	74.1%	74.8%
State average:	76.9%	76.5%



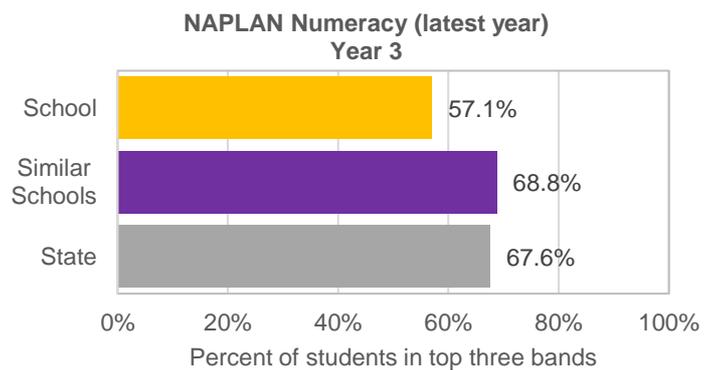
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.7%	69.4%
Similar Schools average:	68.8%	67.3%
State average:	70.4%	67.7%



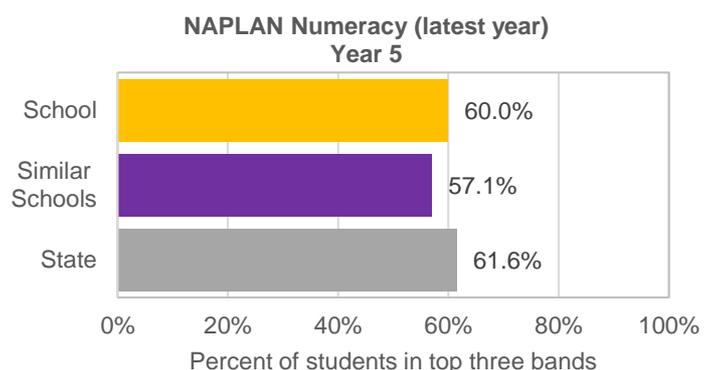
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.1%	63.9%
Similar Schools average:	68.8%	68.0%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	59.5%
Similar Schools average:	57.1%	57.1%
State average:	61.6%	60.0%



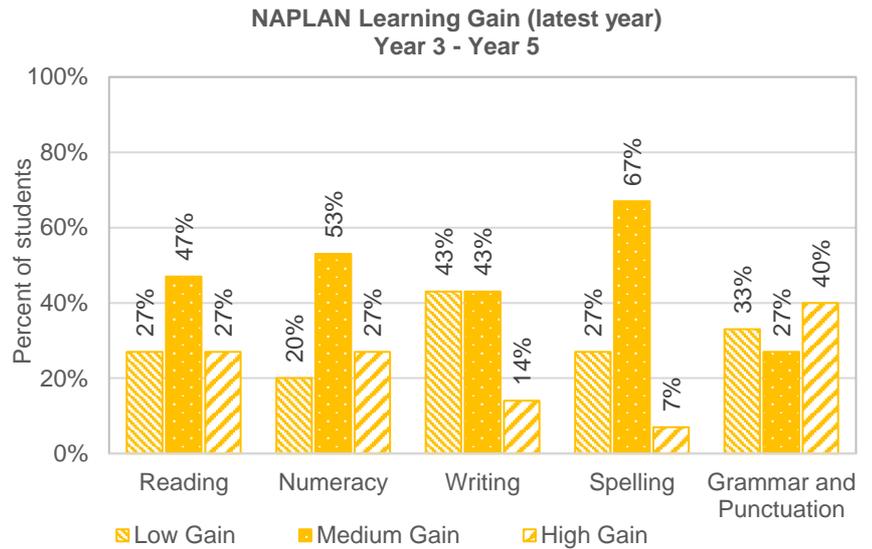
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	47%	27%	26%
Numeracy:	20%	53%	27%	24%
Writing:	43%	43%	14%	22%
Spelling:	27%	67%	7%	23%
Grammar and Punctuation:	33%	27%	40%	25%



ENGAGEMENT

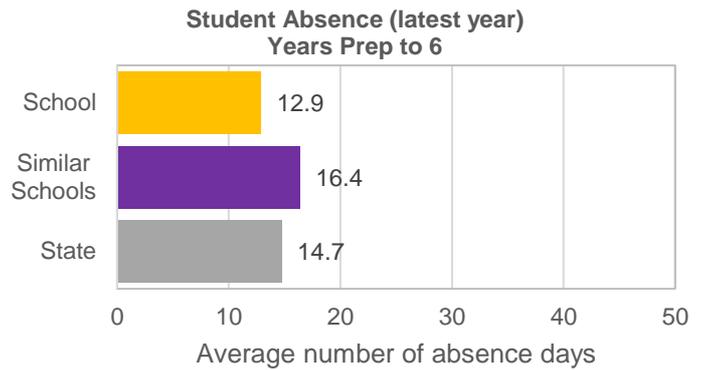
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.9	10.6
Similar Schools average:	16.4	16.0
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	96%	96%	96%	95%	85%	93%	90%

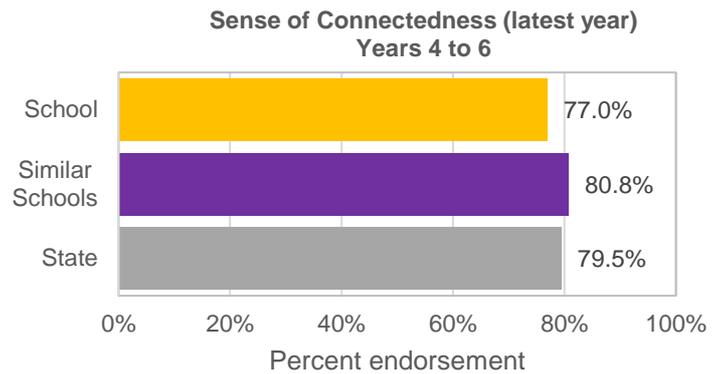
WELLBEING

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 (2021)	4-year average
School percent endorsement:	77.0%	77.7%
Similar Schools average:	80.8%	80.5%
State average:	79.5%	80.4%

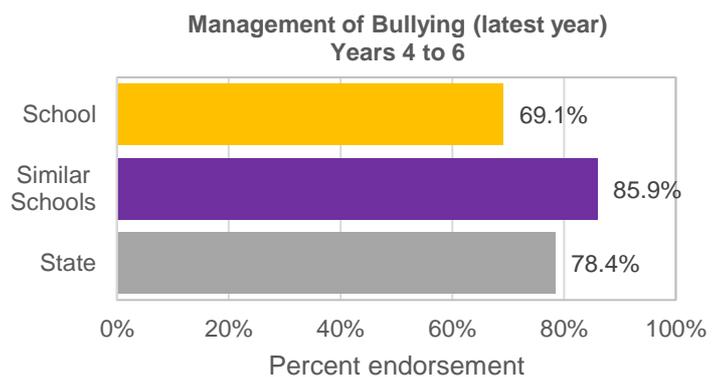


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.1%	75.6%
Similar Schools average:	85.9%	83.3%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$650,859
Government Provided DET Grants	\$107,800
Government Grants Commonwealth	\$30,000
Government Grants State	\$16,749
Revenue Other	\$15,804
Locally Raised Funds	\$62,385
Capital Grants	\$0
Total Operating Revenue	\$883,597

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$639,774
Adjustments	\$0
Books & Publications	\$837
Camps/Excursions/Activities	\$27,636
Communication Costs	\$3,035
Consumables	\$25,852
Miscellaneous Expense ³	\$6,969
Professional Development	\$1,875
Equipment/Maintenance/Hire	\$22,928
Property Services	\$43,876
Salaries & Allowances ⁴	\$40,009
Support Services	\$5,033
Trading & Fundraising	\$31,710
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$11,177
Total Operating Expenditure	\$860,712
Net Operating Surplus/-Deficit	\$22,885
Asset Acquisitions	\$37

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$123,005
Official Account	\$14,523
Other Accounts	\$0
Total Funds Available	\$137,528

Financial Commitments	Actual
Operating Reserve	\$34,437
Other Recurrent Expenditure	\$4,179
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$38,616

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.