

2023 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 \(VIT\)](#)
- 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 22 April 2024 at 04:43 PM by Bronwyn Wright (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 26 April 2024 at 10:37 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 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

At Milawa Primary School, we educate our young people to be engaged in their learning, respectful of themselves, others and their environment, creative in thinking and doing, and connected with their school, community and their world. 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 communities. As such the school has enrolments from smaller towns such as Tarrawingee, Markwood and Carboor.

The school has a combination of new and more traditional facilities. The older part of the school includes the original school building as well as an additional three classrooms, an administration area and school kitchen. These classrooms are utilised for both generalist classrooms and specialist classes, including a well-equipped library, LOTE and Instrumental Music. In 2010 the BER program saw the placement of an open learning space that contains 4 class spaces as well as staff offices. The grounds are spacious and engaging for students and well maintained by contractors and parental support. The school's current SFOE stands at low.

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. Enrolments are steady with around 60 students for 2024. The school is staffed with 4 full time highly experienced classroom teachers, a tutor teacher, a business manager, part time LOTE Italian teacher, a full-time education support assistant and a Principal. The school also has the MACC (ART) and MARC (Library) services as well as specialist programs in Environmental Science and Indigenous Studies, PE, Digi Tech, Performing Arts, Kitchen Garden and with Instrumental Music available also. All classroom teaching staff are members of the School Improvement Team.

The school has a strong curriculum and approach to literacy and numeracy. Through engagement in high-level professional learning, our pedagogy and practice has been refined to provide explicit planning and innovative instruction in all areas. We are also well known for our proactive teaching of emotional intelligence, and we have recently begun our journey with the School Wide Positive Behaviours approach, which is well supported with our Mental Health Leading Teacher.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Milawa PS demonstrated strong improvement in learning. Overall, our students performed at or above the expected level from foundation to year 6, and well above the average of similar schools and across the state.

Our students demonstrated particular strength in the area of Numeracy, moving to an overall performance rating of Influence in 2023. Our NAPLAN data also placed us above state, like and network schools at year 3, with particularly high results in year 5. In 2023, we collaborated with a teaching partner through the DSSI initiative with our Regional Office, and welcomed a numeracy expert into our school to work with our teachers and leaders throughout the year. As a result, we were able to build a deeper understanding of our learners post covid, and redesign the learning approach to align with emerging research and best practice in education. We have a new vision statement for maths, a refined instructional model and the early indicators are showing that we are making strong gains in the right direction.

Writing remains an area where Milawa PS achieves consistently high results, and students are performing well above state, like and network school averages. An emphasis on writing authentically, with purpose and joy and encouraging high levels of student voice and choice continues to impact student learning, along with explicit instruction. In 2024, we will move to a focus on reading as we seek to refine and update our approach.

Wellbeing

In 2023, Milawa PS launched into our School Wide Positive Behaviour Approach. This has had an immediate and positive impact on the wellbeing of our staff and students. All staff completed the initial training for tier 1 schools.

We developed, shared and implemented:

- matrix of expected behaviour for classroom and non-classroom settings and taught these in the classrooms with students
- defined major and minor behaviours
- a flowchart for response to major and minor behaviours

- a values and vision statement for behaviours
- an acknowledgement system for expected behaviours called Milawards and the MilliGOAT.

The Attitudes to School Survey showed strong improvements particularly in the Management of Bullying domain, these results showed an increase of 20% more positive endorsement, and sit above state average. The student sense of connectedness also showed 86% positive endorsement - this is an improvement of 21% from the previous year and is the strongest result in the history of the survey. These results certainly demonstrate that a coherent approach through SWPBS is having a positive impact on student wellbeing.

We are excited to add the Mental Health and Wellbeing Lead Role into our staffing portfolio in 2023, and continue to move from strength to strength in student wellbeing.

Engagement

Our overall performance in the Engagement domain was at Influence in 2023, this has Milawa PS on a positive trajectory acting as an influencer and system leader.

2023 also saw a focus on opportunities for student agency - for students to understand what they were learning and why, how they were going, next steps in their learning along with how they could improve. This, along with intentional third teacher supports, and reduced but impactful environmental print has contributed to higher levels of motivation grow as a learner.

Attitudes to School positive endorsement data indicates:

- increased cognitive engagement with an improvement from 65% to 86%
- stimulated learning moved from 45% to 75%
- student voice and agency leapt from 40% to 66%
- peer relationships at 87% which is above state, similar and network schools

Overall, Milawa rates of student attendance and absence align with state and similar school averages. Student absences due to family holiday and parent choice are increasing. In 2023, 15% of our students had absences of 30+ days across the school year, and an additional 21% with greater than 20 days absent. This does present a challenge for sequential learning and connectedness to peers, however these absences are largely connected to a rich external experience with family member including travel and outdoor activities. We will continue to explore absence patterns throughout 2024.

Other highlights from the school year

We had a spectacular year of learning and fun in 2023.

Our 3/4 students enjoyed their camp to the Outdoor School at 15 Mile Creek, and our 5/6 students to Canberra with Ovens Learning Community Schools. Our year 6 students also had the opportunity to attend a leadership camp paddling and camping along the Murray River. Our F/1/2 students explored Twisted Science on their excursion to Echuca, and we also participated in a whole school bike hike to Oxley for a bbq lunch.

We competed in our Marmungan athletics sports and cross-country events with our cluster schools, and partnered with Carragarmungee PS to create Parallel Wilds, a digital writing and film-making project.

We enjoyed a variety of Arts and Cultural performances including Spectacular Spettacolo, a Shakespeare presentation by Templestowe College, a travelling symphony orchestra and a trip into Wangaratta to see Annie on the stage.

We opened our new outdoor classroom, thanks to an Inclusive Schools grant, and use this space to house our newly hatched chickens and vibrant veggie patch. We also completed a new mural in partnership with our local Aboriginal community.

Our Parents and Friends hosted a variety of fundraisers, hot lunches, bbqs and other events such as our Whole School Disco, Special Person's Day and Father's Day Breakfast.

We were grateful to Landcare who funded extensive planting in our native growth corridor, and additional trees and shrubs around our gardens.

We finished our long engagement with Bluearth, and are grateful to their partnership with the school over many years, and to the Brown Family Trust who continue to support many of the exciting initiatives undertaken in our school.

Financial performance

The school maintains a strong financial position.

Milawa has an active Parents and Friends Association who have assisted in fundraising beyond \$30,000 in 2023.

The school received Government grants to assist with funding an OSHC partnership with Oxley Primary School, and we also received funding for a shade sail project, Inclusive Classroom Building works, and Shelter In Place upgrades and maintenance according to the Rolling Facilities Evaluation. The school operated in a surplus in 2023, and holds a substantial operating reserve to allow for staffing challenges due to our regional location.

Throughout 2024, we will be seeking grants to assist with the renovation or rebuild of our toilet facilities.

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 60 students were enrolled at this school in 2023, 28 female and 32 male.

0 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).

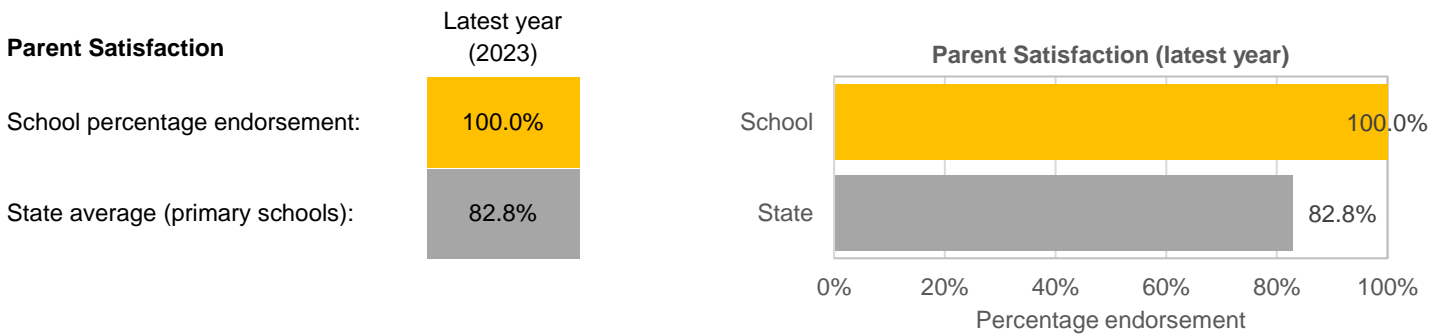
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

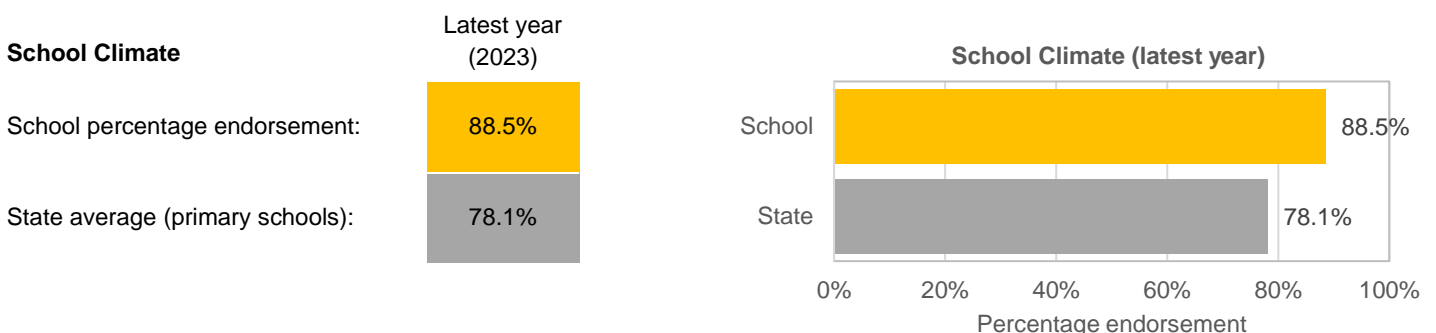


School Staff Survey

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:

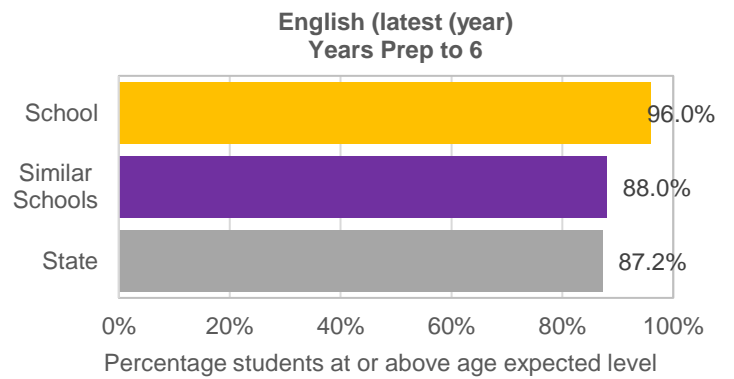
96.0%

Similar Schools average:

88.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

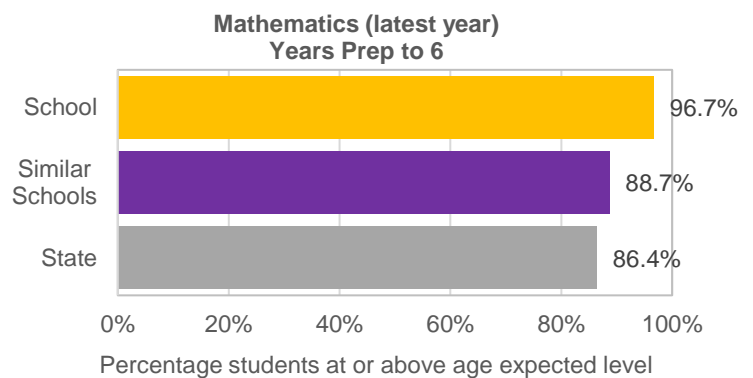
96.7%

Similar Schools average:

88.7%

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%

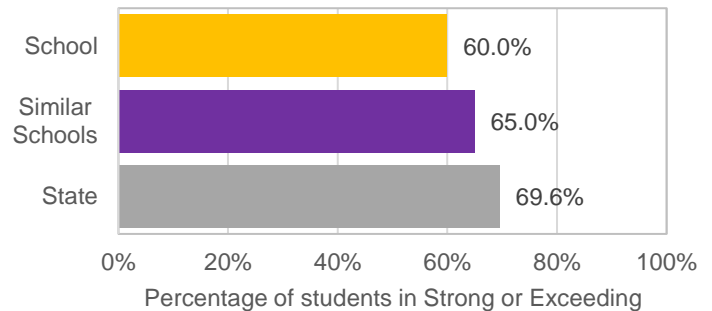
Similar Schools average:

65.0%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

62.5%

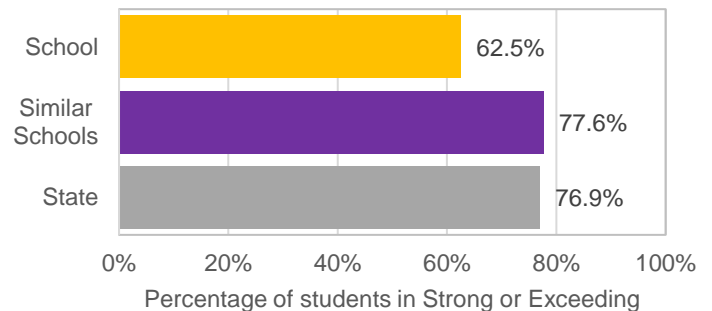
Similar Schools average:

77.6%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

70.0%

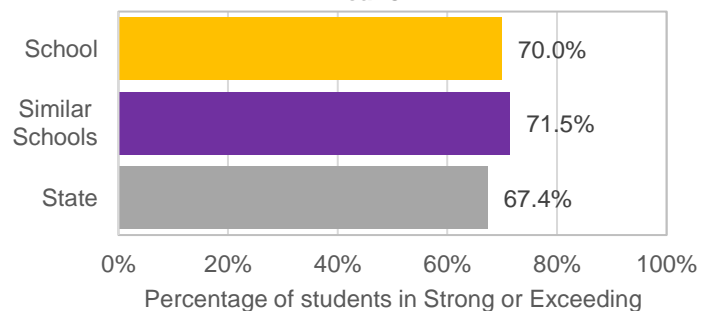
Similar Schools average:

71.5%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

75.0%

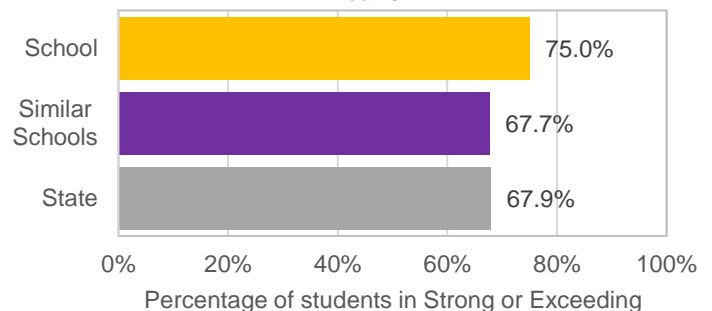
Similar Schools average:

67.7%

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:

100.0%

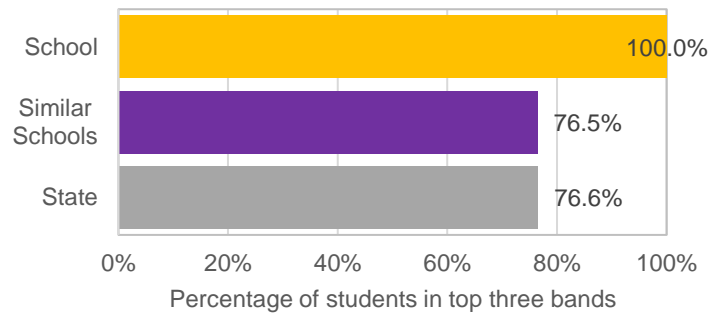
Similar Schools average:

76.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

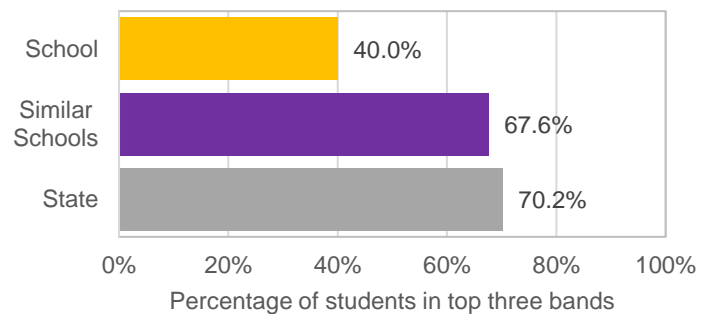
Similar Schools average:

67.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

100.0%

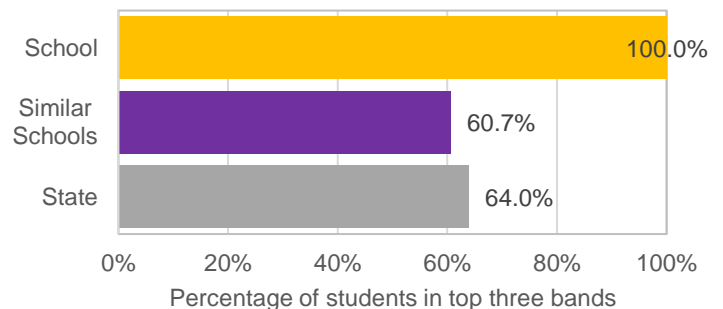
Similar Schools average:

60.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

40.0%

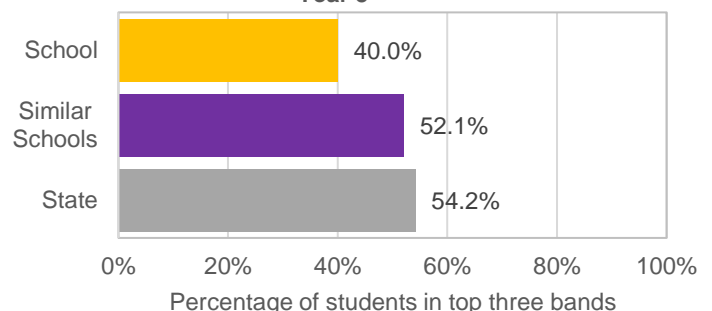
Similar Schools average:

52.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

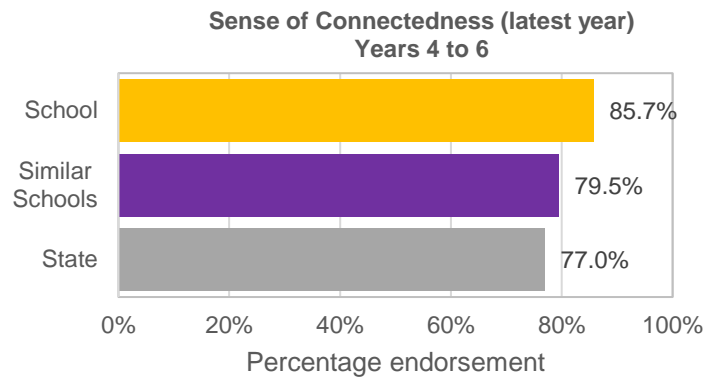
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	85.7%	75.9%
Similar Schools average:	79.5%	78.8%
State average:	77.0%	78.5%

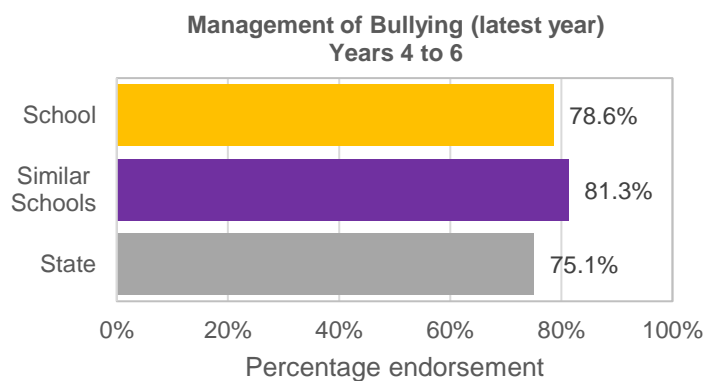


Student Attitudes to School – Management of Bullying

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:	78.6%	72.2%
Similar Schools average:	81.3%	81.4%
State average:	75.1%	76.9%



ENGAGEMENT

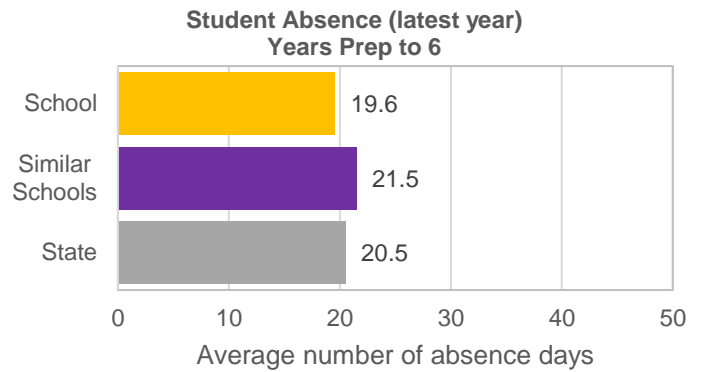
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.6	12.9
Similar Schools average:	21.5	19.0
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):	90%	88%	93%	92%	84%	88%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$722,054
Government Provided DET Grants	\$144,013
Government Grants Commonwealth	\$30,360
Government Grants State	(\$3,836)
Revenue Other	\$17,840
Locally Raised Funds	\$38,300
Capital Grants	\$0
Total Operating Revenue	\$948,730

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	\$718,366
Adjustments	\$0
Books & Publications	\$1,490
Camps/Excursions/Activities	\$25,587
Communication Costs	\$2,264
Consumables	\$17,661
Miscellaneous Expense ³	\$5,926
Professional Development	\$2,967
Equipment/Maintenance/Hire	\$19,276
Property Services	\$31,408
Salaries & Allowances ⁴	\$41,308
Support Services	\$0
Trading & Fundraising	\$25,160
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$15,694
Total Operating Expenditure	\$907,109
Net Operating Surplus/-Deficit	\$41,621
Asset Acquisitions	\$0

- (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 16 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	\$122,068
Official Account	\$16,979
Other Accounts	\$0
Total Funds Available	\$139,047

Financial Commitments	Actual
Operating Reserve	\$30,320
Other Recurrent Expenditure	\$212
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	\$30,532

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.