

# 2022 Annual Report to the School Community

School Name: Windsor Primary School (1896)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 27 March 2023 at 09:42 AM by Peter Seddon (Principal)

- This 2022 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 March 2023 at 09:54 AM by Jeff Elliot (School Council President)

## How to read the Annual Report

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### 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.

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### 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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### 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.

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### 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.

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### 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

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### School context

We are constantly working on better ways to include cultural understanding in our curriculum, community events and operations.

As one of our new Strategic Plan Goals we will seek to embed practices that cater for the cultural and linguistic diversity of our school community and we will aim to enhance curriculum development to improve teaching of intercultural capabilities.

As well, we have comprehensive Literacy, Numeracy and Investigations/Inquiry programs and the school invests in substantial Art, Greek, Health, Music and Physical Education programs.

Focusing on the personal, social and emotional development of our students is also a high priority, not only through curriculum programs but by also providing students with genuine opportunities to consciously contribute to their own development, commit to community initiatives and build their leadership.

The school also enjoys a growing connection with the newly established Prahran High School, with over two-thirds of our graduating Year 6 students now going to a local secondary school to continue their education together.

2022 was the second year of a three year building project. We have now seen the building profile of the school completely transformed. The school now utilises amazing Art, Food Tech and Science facilities and has use of a new classroom, music and multi-purpose spaces in addition to a completely modernised outdoor learning/community space.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2022 Windsor Primary School continued to move forward in aiming for further improved learning outcomes as a school, for cohorts and most importantly, the individual student.

The three main areas that the school focused on were curriculum knowledge, phonetic awareness and knowledge, and instructional practice.

Curriculum knowledge heavily focused on Literacy and Numeracy. Our Numeracy planners that are based on Victorian Curriculum descriptors, were further developed to include Maths Online Interview references and growth points as well as teacher friendly indicators of what success looked like for each descriptor. This is something that will continue in 2023.

Curriculum knowledge was also connected to further understanding of the developmental continuums students follow. In Numeracy this followed the Big Ideas research of Counting - Place Value - Additive Strategies - Multiplicative Strategies. In Spelling the understanding that Sound based strategies need to be

mastered before Structural strategies can be developed, and they need to be understood before Word Meaning strategies can be developed. This allows staff to understand that while our curriculum is leveled, it is the student who is the most influential factor when developing a learning program.

Finally in the area of curriculum knowledge, we further developed our understanding and implementation of phonics in our Prep - Year 2 Reading program and in our intervention program. The school adopted the Little Learners Love Literacy approach and embedded this into a four day program each week. Along with the expertise and resources this approach provided, the school also sourced additional Regional expertise, connected with other schools implementing the same approach and participated in the Five from Five - Science of Reading professional learning suite. Based on the success we have had so far, we are committed to embedding this even further and the school is allocating a 0.4 staff position to oversee it.

Our focus on specific cohorts was twofold. Firstly, our cohorts with special needs, then our cohorts who collectively were impacted by remote learning. As was the case in 2021, it was our senior students who presented with the greatest diversity and range of needs (impacted by disadvantage, language other than English, out of home care, gender identity and learning difficulties). Our Year 5 Naplan data demonstrates this - so many students of the same age at totally different parts of their learning journey.

Our covid response focused on the Year 1 and Year 2 students, the students who had the greatest percentage of their school lives impacted by remote learning. Our Additional Assistance program, and in particular, our Tutor Learning Program attended to these needs. How well we have done will come to light with the 2023 and 2024 Year 3 Naplan.

Numeracy was the focus for our instructional practice work. This work included making strong connections between the curriculum and our learning intentions, the lesson framework based on the work of Peter Sullivan, the incorporation of Di Siemen's Big Ideas and building the resources and knowledge to successfully implement all of these.

## **Wellbeing**

2022 saw the priority of ensuring that disadvantaged students had opportunities to catch up by supporting their learning needs with the Tutor program and using the LLLL program for some students in Year 3. These students were assessed by Regional support staff and a structured phonics program completed by Education Support staff three times a day for three days. A big focus was on ensuring all classes had strategies in place and used a common behaviour continuum to support Tier 1 students.

Learning walks were arranged by the SWPB support team to look at the implementation of the continuum, values displayed and referred to when teaching, a visible punctuality goal and behaviour contracts or plans for Tier 2 & 3 students. Tier 2 & 3 students were also supported by SSSO staff, speech therapists and Education Psychologists that the school pays for. Students also had Behaviour Plans & Safety Plans if applicable.

Actions used to support this were -

A survey to see if strategies and routines were working

Meetings with allied health workers, students & parents to create strategies to support students

Working with LAUNCH and other agencies to ensure access to speech, OT and social skills for some of our students

Regular SWPB meetings to support Tier 1 students and develop a consistent approach to behaviour management

Overall strategies for all students included -

Optional tasks to engage

Calm spots for students who required time to reset.

Boxes with activities, timers & sensory toys to use when students needed additional time and support

A range of daily mindfulness activities

Sharing of work with Buddies

A punctuality goal for each class

Use of "hands on" activities and games to optimise student engagement

Leadership opportunities for students and opportunities for student voice

Daily physical activity challenges

A range of learning styles was catered for and an increase in student agency in regards of how they completed tasks

We pride ourselves in developing relationships with all our students and being visible at drop off and pick up times to communicate with families informally.

The use of Compass chronicle to communicate/record student/staff check ins and wellbeing/engagement concerns

Regular welfare and well-being meeting with the whole staff

When looking at school climate in 2022 we need to address the building project as it blocked off a large part of our yard. There was a great deal of noise at times and teachers and admin needed to move locations in term 4.

### School Connectedness

As WPS is a small school with extreme diversity school & peer connectedness is a huge challenge.

In 2022 we had -

36% Disadvantaged

34% EAL

46%NCCD

Fifteen funded students and three awaiting Disability Inclusion assessments

Two students in Out of Home care

Three students with gender identification factors

We also have very diverse nationalities at our school. All these factors add to the complexity of connectedness.

### Stimulating Learning and Voice & Agency

Focus groups held for Year 5/6 students around student voice. The girls were very conscious of the group dynamic and were often hesitant to answer questions or give opinions because of the looks they may get from others. There were a few family disputes at their housing block and this did flow into the classroom.

## Engagement

The impact covid had on attendance continued to be significant in 2022. Parents were quick to keep students at home for minor ailments and families also planned more holidays and opportunities to catch up with family. This impacted on our attendance. We also had families who were impacted by long term covid, and

they were extremely anxious about sending students to school if there were any students or teachers impacted by covid. The attendance data was then used to determine which families needed additional engagement support. This was in the form of attendance plans, support offered to families and use of additional assistance and tutor programs to support children who were falling further behind.

Actions for engagement in 2022:

Attendance health check and action plans

Attendance plans for individual students with reward system in place

Incorporating special programs e.g. cooking to re-engage students

Putting educational support staff on duty to play games and monitor interactions with students

High monitoring of absence via various forms of data shared with staff

Advice sought from region and actioning of letters and support workers

Flexible timetables for some students

Professional learning for all staff via meetings

Teachers to highlight attendance in reports and via parent communication

A dedicated hour a week allocated to staff to ensure adequate communication with families is in place

High level of communication via phone calls and recruiting family support where possible

Instrumental music program to engage individual students

PCYC working with Grade 5/6 students at lunch time - teaching social skills when playing games

Art therapy programs used where possible to engage students.

Mentor relationships - educational support staff and teachers to acknowledge attendance of particular students

### Overall attendance percentages for 2022

In 2022 one student moved and the school was asked to keep the student on our books for DET tracking. Another student was on a very limited timetable (approx. 1-1/2 hours a day) with heavy DFFH and NDIS involvement.

One student was on a flexible timetable due to disability and found 5 full days hard to cope with. Therefore, they started with three 1/2 days & 2 full days and slowly increased to full time by the end of the year.

One disability inclusion student could only be at school, from 9-10.30 daily with the support of two staff. Another student with a disability had transit issues.

Two students with long term disability funding still required a lot of support to maintain their attendance.

One student was a school refusal and did not attend school until they received out of home care support.

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## Financial performance

The 2022 financial results were pleasing based on the projected losses forecasted earlier in the year. The biggest factor in the school's end of year surplus were the Building Project grants that are allocated to 2023 spending. The school has also committed over \$100,000 of reserves to staffing as the workforce crisis of 2022 will continue in 2023. These two factors along with some allocated costs and some other expenses carried over into 2023 leaves to school with approximately \$40,000 in reserves.

The school received some equity funding through the School Resource Package that contributed to the Additional Assistance Program and additional staffing to implement effective differentiated learning. The equity cash component was allocated to a speech therapist and an educational psychologist, two support structures our disadvantage families have trouble engaging outside of school. Our Tutor Initiative funding complemented our Additional Assistance program by providing another two days a week support and our English as Another Language funding allotment was fully used to have an EAL specialist teacher on-site.

In summary, the school was successful in ensuring that specific allocated funds went to those areas, was successful in providing the human resources, programs and equipment to provide balanced and effective learning and wellbeing programs, and was successful in keeping 2023 spending within our means.

**For more detailed information regarding our school please visit our website at <https://www.windsorps.vic.edu.au/>**



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 123 students were enrolled at this school in 2022, 59 female and 64 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

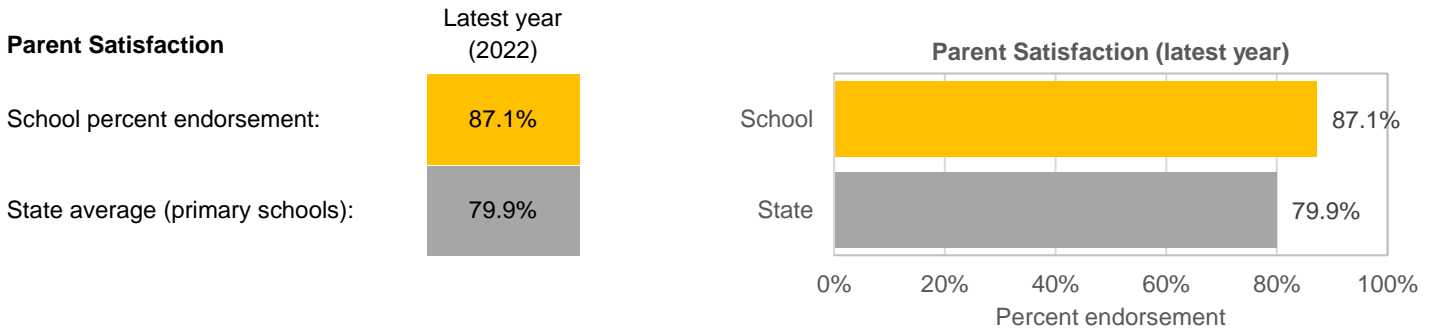
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

The 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.

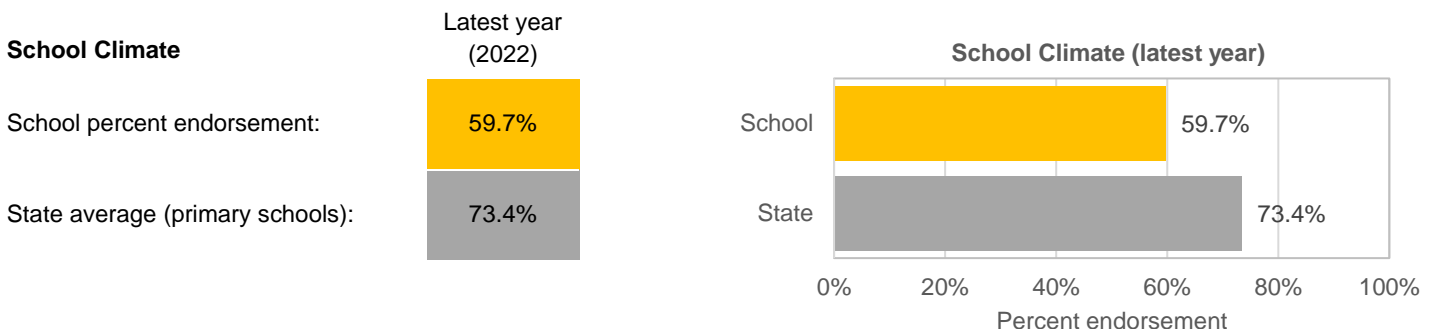


### School Staff Survey

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.



## 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

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

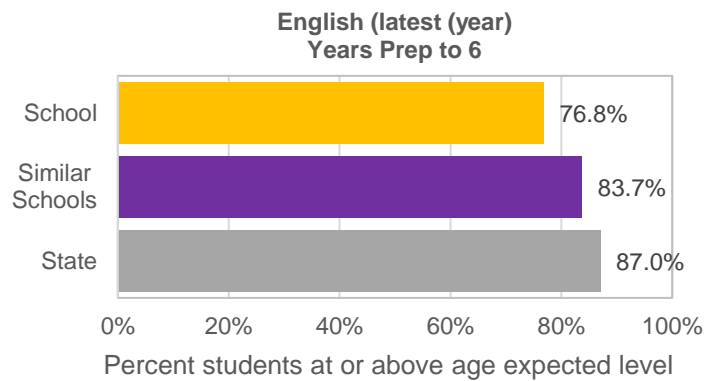
76.8%

Similar Schools average:

83.7%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

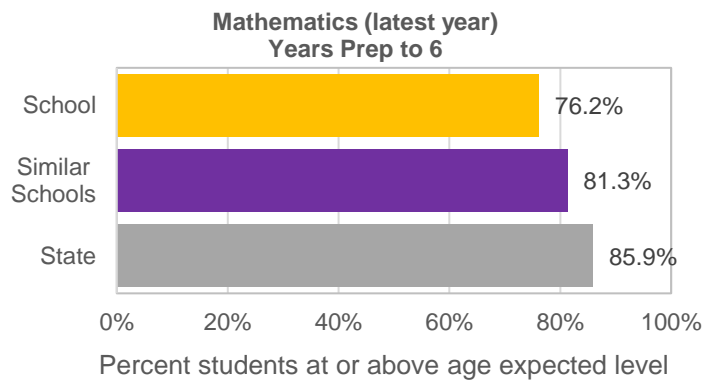
76.2%

Similar Schools average:

81.3%

State average:

85.9%



## 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.

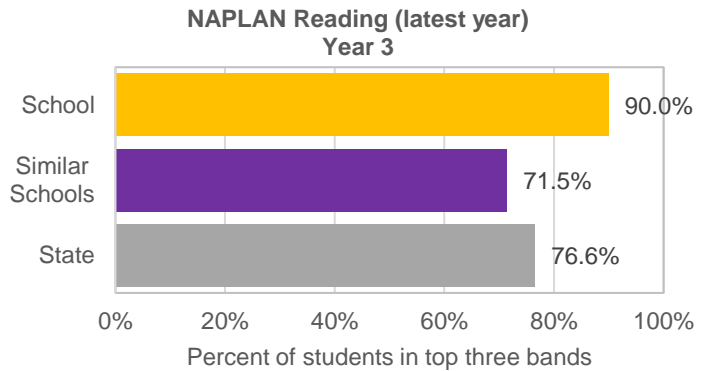
### NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

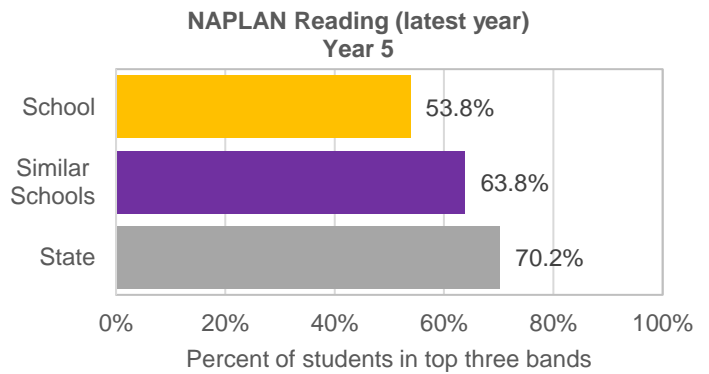
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	66.7%
Similar Schools average:	71.5%	72.2%
State average:	76.6%	76.6%



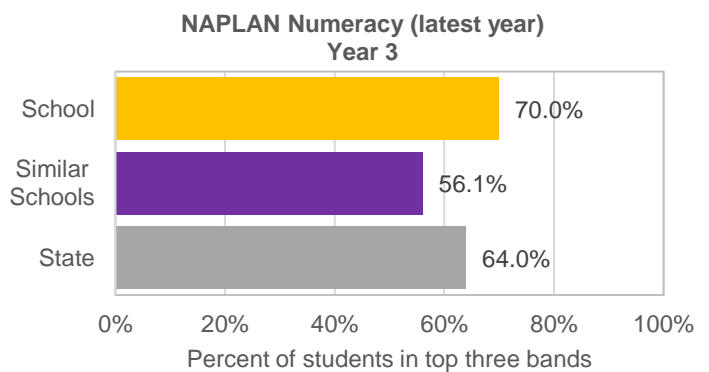
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.8%	61.5%
Similar Schools average:	63.8%	63.8%
State average:	70.2%	69.5%



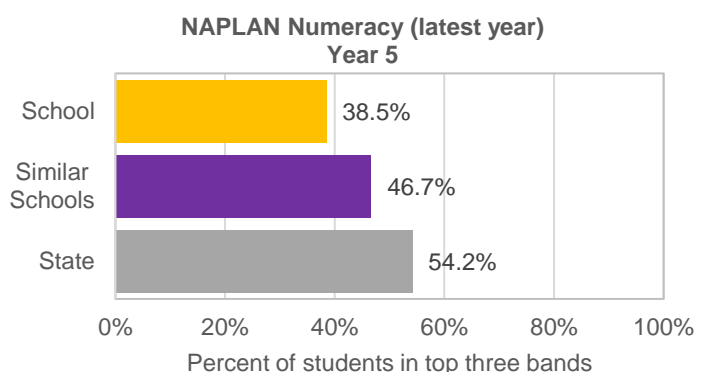
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	52.1%
Similar Schools average:	56.1%	59.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.5%	46.0%
Similar Schools average:	46.7%	52.3%
State average:	54.2%	58.8%



## WELLBEING

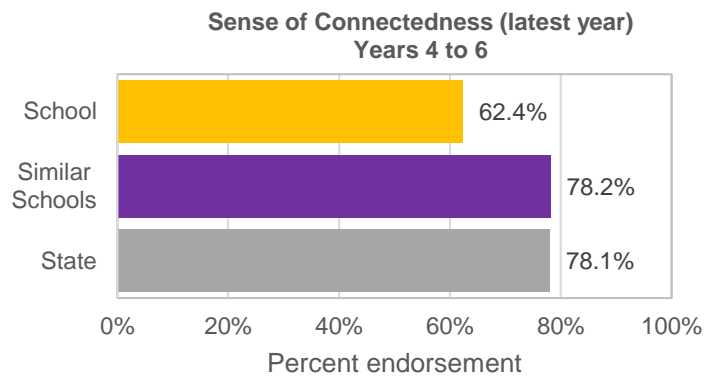
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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 (2022)	4-year average
School percent endorsement:	62.4%	67.5%
Similar Schools average:	78.2%	79.8%
State average:	78.1%	79.5%

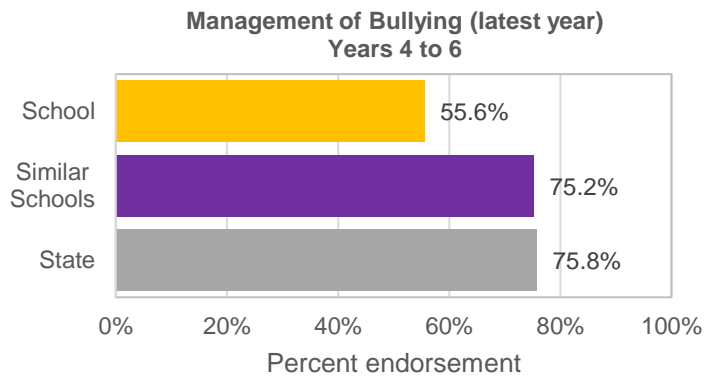


### Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	55.6%	58.3%
Similar Schools average:	75.2%	78.2%
State average:	75.8%	78.3%



## ENGAGEMENT

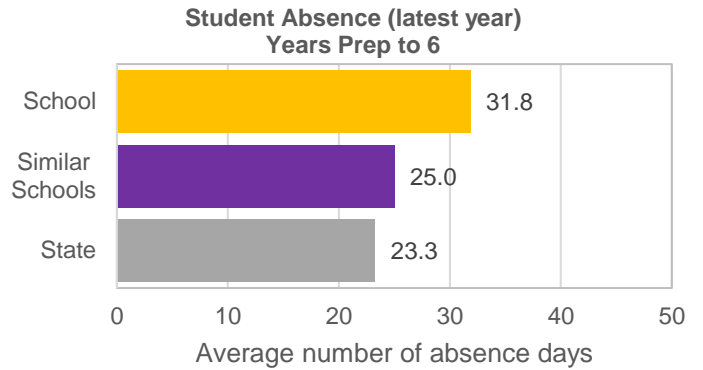
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 (2022)	4-year average
School average number of absence days:	31.8	25.6
Similar Schools average:	25.0	18.9
State average:	23.3	17.0



### 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 (2022):	74%	87%	83%	85%	83%	85%	86%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,644,072
Government Provided DET Grants	\$154,644
Government Grants Commonwealth	\$10,000
Government Grants State	\$80,087
Revenue Other	\$17,624
Locally Raised Funds	\$134,563
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,040,990</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$81,745
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$81,745</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,650,570
Adjustments	\$0
Books & Publications	\$656
Camps/Excursions/Activities	\$36,686
Communication Costs	\$4,133
Consumables	\$40,843
Miscellaneous Expense <sup>3</sup>	\$8,257
Professional Development	\$3,038
Equipment/Maintenance/Hire	\$42,481
Property Services	\$25,192
Salaries & Allowances <sup>4</sup>	\$92,573
Support Services	\$73,977
Trading & Fundraising	\$10,633
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$27,921
<b>Total Operating Expenditure</b>	<b>\$2,016,960</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$24,030</b>
<b>Asset Acquisitions</b>	<b>\$17,046</b>

- (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 25 Feb 2023 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 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$538,722
Official Account	\$7,041
Other Accounts	\$3,832
<b>Total Funds Available</b>	<b>\$549,595</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$58,905
Other Recurrent Expenditure	\$3,080
Provision Accounts	\$0
Funds Received in Advance	\$288,850
School Based Programs	\$96,697
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$6,499
Asset/Equipment Replacement < 12 months	\$35,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$100,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$589,030</b>

*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.*