# 2017 Annual Report to the School Community

School Name: Warragul Primary School

School Number: 2104

*Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*

# About Our School

## School Context

Warragul Primary School, located in the centre of town on two separate campuses gives students the benefits of large park like playgrounds with a range of different areas and spaces. Our two campuses enable us to provide the facilities of a large school with the atmosphere of a small school. Students in the first years of schooling experience the security of learning and playing in the beautiful historic buildings and grounds on the Junior Campus. Students on the Senior Campus have the benefits of flexible shared learning areas, home base classrooms, well equipped library and gym, oval and undercover basketball court within a large playground.

Warragul Primary School provides a supportive and challenging learning environment for our students. We celebrate success and respect the individual through our High 5 Expectations: 'Be Safe, Be Fair, Think, Learn and Care'. We welcome the active participation of parents and community members in our school and we are proud of the way we work as a learning community which shows in the high levels of endorsement and satisfaction reported via the Staff and Parent Surveys.

In 2017, Warragul Primary School provided a curriculum based on the Victorian Curriculum in all classrooms. The four specialist programs included Music, Art, Physical Education and Indonesian Language. We are particularly proud of the positive culture embraced by the school community and expressed by the High 5 framework: 'Be Safe, Be Fair, Think, Learn and Care'.

## Framework for Improving Student Outcomes (FISO)

**Excellence in teaching and learning: Building practice excellence Curriculum planning and assessment.**
• Develop an agreed instructional model which is implemented consistently (for example: learning intention; success criteria; warm up; launch; differentiated exploration: working towards, working at and working above; circulating around groups; reflect and share). • Enhance teacher Curriculum knowledge, use of exemplary and innovative teaching practice, and effective use of digital technologies.
• Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.
**Community engagement in learning: Building communities**
• Ensure that students are actively involved in decision making and planning, tracking their progress and reporting achievement of learning goals.
• Orient students towards their future through real life learning experiences in school community, local and global contexts.
• Increase parents and carers involvement in their children's learning in school, after school and in local community contexts.
**Positive Climate for Learning: Setting expectations and promoting inclusion.**
• Strengthen social and emotional learning approaches to build students' self-management and awareness, empathy and relationship skills.
• Apply the effective approaches that scaffold the whole school High 5 positive behaviour focus to increase students' capacity as resilient and self-monitoring leaners.
• Foster student and parent awareness of belonging to a respectful, inclusive and safe school community.

## Achievement

NAPLAN Year 3 to 5 Relative Gain Numeracy measure to show: a reduction in low growth from 42.1% (2016) to 38% (2017) and an increase in high growth from 10.5% (2016) to 15% (2017).

The Reading results for NAPLAN in Year 3 compared higher to similar schools.

The agreed WPS instructional model in Maths - will be developed and in use in the majority of classrooms. The majority of teacher planning documents will show consistent use of the elements of the WPS instructional model in Maths / agreed specialist area.

Proficiency Scales will have been developed in student friendly language. PLT learning logs will have incorporated the proficiency scale information in the "Students Can and 'Students Will / Goal" columns.

Warragul PS average days absence per student. 2015: 20.52     2016: 18.97     2017: 17.75.

## Engagement

2017 saw an improvement in the number of days absent across the school.  The engagement team implemented a variety of strategies to achieve this outcome.

Attendance data continued to be monitored and analysed.  Warragul Primary School entered the School Refusal Project where 5-6 students from each school involved were chosen.  Through this project these children were encouraged to attend school and their families offered the necessary support to do so.

Strategies implemented by our school included attendance and punctuality challenges with prizes such as movie tickets or morning teas which would benefit the whole family.  Students made posters to display the effect that good attendance has on their learning and certificates given to all students who achieved a 100% for the term of the challenges.

"Here On Time" was a team of students who encouraged punctuality through HOT Tips, suggestions from students on how to get to school on time. These suggestions were published in the Newsletter and announced at assembly.

Strategies to engage parents included more Facebook posts, Koori morning teas, Parent teacher Student Discussions, Active Travel to School days, Warragul Kids Farmers Market and student performances at assembly.  Data from the Students attitude to School Survey has shown an improvement in most areas.

A range of strategies were implemented to assist students to adjust to transition into and out of the school.  Induction days for parents and students coming in to Foundation, a buddies programme with grade 5and 6 to support Foundation and Grade one students, a transition program for grade two students in term 4 to prepare them for the change of campus in Grade 3 and a transition program with the secondary schools to assist grade six students with their graduation from Primary school.  Links have been made with the Kindergartens. Our Foundation teachers and our school leaders visited them with stories and plays to establish a connection with children who will be attending our school and promote our school to the wider community.

## Wellbeing

Warragul Primary School maintains its safe and positive learning environment through the implementation of our High Five systems based on the School Wide Positive Behaviour Support Framework which has underpinned the school's wellbeing and support initiatives since 2009.

Students have indicated through the Attitudes to School Survey that they increasingly feel included and supported with similar results to like schools. Parents when surveyed indicated that they view the promotion of positive behaviour as extremely important and value the work that teachers do with their children at Warragul Primary School. Staff continue to teach and promote the High Fives agreed expectations: Be Safe, Be Fair, Think, Learn and Care in the classrooms and the playground, encouraging students to understand and live these values.

Students have the opportunity to participate in activities to support their learning throughout the year in classrooms and through the Chaplaincy Program with the aim of engaging them in increasing their knowledge and understanding. For the first five weeks of the year students learnt how to follow the High Fives at school with explicit lessons taught each day in every classroom. Learning and was celebrated with the High Five celebration where students demonstrated their learning through songs, skits and videos followed by the announcement of a High Five Super Hero for each class to acknowledge their success.

# Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key:    Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🟩

## School Profile

### Enrolment Profile

A total of 170 students were enrolled at this school in 2017, 100 female and 70 male.

2 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low | low-mid | mid | high

### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

0 — 100

### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

0 — 100

# Performance Summary

Key:    Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
        Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **Teacher Judgement of student achievement**<br><br>Percentage of students in Years Prep to 6 working at or above age expected standards in:<br><br>• English<br>• Mathematics<br><br>For further details refer to *How to read the Annual Report.* | Results: English<br><br>Results: Mathematics | 🟢 Similar<br><br><br>🟢 Similar |

# Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮ (yellow)
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Year 3**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.<br><br>Year 3 assessments are reported on a scale from Bands 1 - 6. | **Results: Reading**<br>0 ─── 100<br><br>**Results: Reading (4-year average)**<br>0 ─── 100<br><br>**Results: Numeracy**<br>0 ─── 100<br><br>**Results: Numeracy (4-year average)**<br>0 ─── 100 | ● Higher<br><br>● Similar<br><br>● Similar<br><br>● Similar |
| **NAPLAN Year 5**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.<br><br>Year 5 assessments are reported on a scale from Bands 3 - 8. | **Results: Reading**<br>0 ─── 100<br><br>**Results: Reading (4-year average)**<br>0 ─── 100<br><br>**Results: Numeracy**<br>0 ─── 100<br><br>**Results: Numeracy (4-year average)**<br>0 ─── 100 | ● Similar<br><br>● Similar<br><br>● Similar<br><br>○ Lower |

# Performance Summary

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| NAPLAN Learning Gain Year 3 - Year 5<br><br>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.<br><br>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). 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'. | **Reading**<br>33 % Low — 39 % Medium — 28 % High<br><br>**Numeracy**<br>39 % Low — 44 % Medium — 17 % High<br><br>**Writing**<br>29 % Low — 41 % Medium — 29 % High<br><br>**Spelling**<br>33 % Low — 28 % Medium — 39 % High<br><br>**Grammar and Punctuation**<br>28 % Low — 39 % Medium — 33 % High | NAPLAN Learning Gain does not require a School Comparison. |

# Performance Summary

Key:   Range of results for the middle 60% of Victorian Government Primary Schools: 🟨
       Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶

| Engagement | Student Outcomes | School Comparison |
|---|---|---|
| **Average Number of Student Absence Days**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning<br><br>**School Comparison**<br>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.<br><br>Average 2017 attendance rate by year level: | Results: 2017<br><br>0 ──────────── 50<br><br>Few absences <------> Many absences<br><br>Results: 2014 - 2017 (4-year average)<br><br>0 ──────────── 50<br><br>Few absences <------> Many absences | 🟢 Similar<br><br>⚪ Lower |

| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 |
|---|---|---|---|---|---|---|
| 90 % | 92 % | 92 % | 89 % | 92 % | 91 % | 91 % |

# Performance Summary

Key:    Range of results for the middle 60% of Victorian Government Primary Schools: ▨
        Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Sense of Connectedness**<br><br>Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | Results: 2017<br><br>0 ——————————— 100 | Similar |
| **Students Attitudes to School - Management of Bullying**<br><br>Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). | Results: 2017<br><br>0 ——————————— 100 | Similar |

# How to read the Annual Report

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

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

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 reports on data in three key areas:

**Achievement**
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)
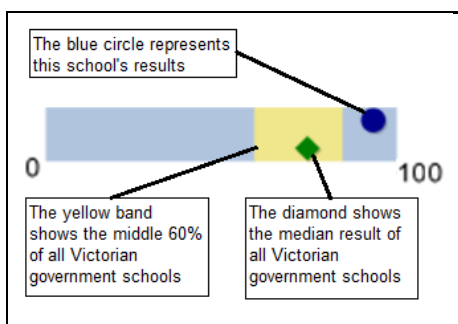
**Engagement**
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

**Wellbeing**
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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



The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

**What does *School Comparison* refer to?**

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
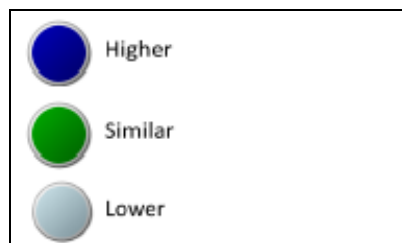


More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

**What does '*Data not available'* mean?**

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

# Financial Performance and Position

**Financial performance and position commentary**

The financial performance and position shows that Warragul Primary School ended the 2017 school year with a deficit of $9,255.53. This was due to the school bringing down $40,000 (surplus at the time) credit to cash during the school year and was used to cover wages for a Teacher for Literacy Support and for our aides to give additional support hours to students in need in our classrooms. The School Council, through an active finance committee monitors the financial reports on a regular basis.

The school actively seeks to augment our income through applications for grants, support from local service clubs and fundraising events.  The school also receives funds from the Commonwealth to support the Out of School Hours Care program and the Sporting Schools Program.

## Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

| Revenue | Actual |
|---|---|
| Student Resource Package | $1,645,234 |
| Government Provided DET Grants | $440,471 |
| Government Grants Commonwealth | $90,415 |
| Revenue Other | $44,625 |
| Locally Raised Funds | $110,436 |
| **Total Operating Revenue** | **$2,331,181** |

| Equity[1] | |
|---|---|
| Equity (Social Disadvantage) | $302,993 |
| **Equity Total** | **$302,993** |

| Expenditure | |
|---|---|
| Student Resource Package[2] | $1,654,490 |
| Books & Publications | $8,320 |
| Communication Costs | $5,749 |
| Consumables | $47,625 |
| Miscellaneous Expense[3] | $152,924 |
| Professional Development | $10,965 |
| Property and Equipment Services | $150,925 |
| Salaries & Allowances[4] | $175,175 |
| Trading & Fundraising | $16,995 |
| Utilities | $29,023 |

| | |
|---|---|
| **Total Operating Expenditure** | **$2,252,192** |
| **Net Operating Surplus/-Deficit** | **$78,989** |
| **Asset Acquisitions** | **$0** |

## Financial Position as at 31 December, 2017

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $298,000 |
| Official Account | $15,355 |
| Other Accounts | $1,707 |
| **Total Funds Available** | **$315,062** |

| Financial Commitments | |
|---|---|
| Operating Reserve | $93,816 |
| Asset/Equipment Replacement < 12 months | $46,570 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $69,960 |
| Beneficiary/Memorial Accounts | $1,910 |
| Revenue Receipted in Advance | $20,397 |
| School Based Programs | $72,543 |
| Provision Accounts | $6,000 |
| Other recurrent expenditure | $3,867 |
| **Total Financial Commitments** | **$315,062** |

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

*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.*