

2019 Annual Report to The School Community



School Name: Warragul Primary School (2104)



- 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 2019 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 25 March 2020 at 12:34 PM by Scott Clode (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 05 April 2020 at 05:40 PM by Aaron Nash (School Council President)

About Our School

School context

2019 - School Annual Implementation Plan overarching goals: Goal 1: To improve every students' learning growth in English with a focus on reading. Goal 2: To improve every students' learning growth in Mathematics. Goal 3: To increase students' capacity as active agents in shaping their learning. Reading was been identified as a key area of focus as determined from performance summary data in NAPLAN as well as teacher judgements. In Maths the Essential Assessment program was implemented to support teachers in identifying student point of need and achievement. Student voice and agency was a priority for WPS to ensure that our students have an active role in their learning.

As of the February census 157 students were enrolled at WPS. This number grew significantly across the year and by August 2019 our enrolment had reached 178. EAL enrolments: 9. Aboriginal: 19. PSD: 8.

Our school performance report identified WPS as a STRETCH school which rated our school overall as an improving school across school achievement, student engagement, school climate and participation.

In 2019 the Warragul Early Learning Centre began operating and was located on the junior campus within the foundation building. In 2020 the ELC will relocate to its new building currently being built on the senior campus. The school and the educational provider Best Chance formed a strong partnership and combined both student and staff events throughout the year. In 2019, Warragul Primary School provided a curriculum based on the Victorian Curriculum in all classrooms. The school adopted a consistent Teaching Model across all classrooms. We implemented the Levelled Literacy Intervention program to support students having difficulties in reading as well as our Year 3-6 Extension program for students identified as performing above the level in writing. The four specialist programs included Music, Art, Physical Education and Mandarin. 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'. In 2019, the school was fortunate to receive funding through the West Gippsland Health Care Group to implement the healthy lunch program on a weekly basis. The program was highly successful in educating our students in healthy food options.

Framework for Improving Student Outcomes (FISO)

To improve every students' learning growth in Mathematics.

PLC teams used the improvement cycle model to analyse data from the Essential assessment to plan their maths focus. Staff used this target to specifically target selected small groups of students to improve their growth in particular concepts of mathematics. Pre and post test results have been recorded on spreadsheets that track the percentage of growth in the cohort of students. This has also been a reflective discussion point for staff on what worked well and where to next.

The Essential Assessment program has been introduced. Staff attended professional learning workshops on the use of it and how to read the data it provides. Staff have also used this as their direct planning tool to inform what needs to be taught to students from the continuum of learning. This has led staff to teach more to the point of need for a student rather than teach to the whole class.

The Assistant Principal has been attending team planning sessions assisting teams to plan according to the teaching model and providing feedback into their planning making it more efficient.

Students have also been setting goals from their understanding of their own tests results and developing understanding of what they need to do in order to achieve their goal based on self-reflection.

Three way student led conferences were introduced. During these conferences students were able to speak to their parents about their goals and the journey they had gone through to reach the goal.

To improve every students' learning growth in English with an initial focus on reading

Three members of staff have undergone the Bastow Leading Literacy course this year. They are currently working on a project to further enhance the teaching of reading throughout the school with a focus on reader's workshop. Staff participated in a curriculum day workshop with Mardy Goreman. A focus was on teacher student conferencing and use

of classroom libraries. This workshop gave staff an understanding of how it can look in their classrooms and what the school expectations are regarding reading conferences for 2020.

Staff used the Essential Assessment program and using the results from the program to track individual student and cohort growth in Reading. Staff participated in professional development on how to read data and transfer that knowledge into planning for teaching lessons. Growth results have been tracked as a cohort onto spreadsheets and also individually in the Essential Assessment program. These results have been discussed and analysed both in PLC teams and also as a whole school.

Warragul Primary School teaching model was formulated that is a core focus for teachers planning for lessons in English and Mathematics.

To increase students' capacity as active agents in shaping their learning.

The school Attitude to School Student survey reflected improvements across the board and is reflected in the Attitudes to School survey report.

Our next step in the Action Plan will focus on our student leadership groups and their role descriptions - we are collating feedback from our students and staff to create role descriptors for our student teams. Students will be involved in reviewing and developing these as the roles continue to evolve. The student leadership role descriptions have been created for our School Leaders and JSC in consultation with the students. The Year 3/4 students have continued to refine their leadership roles at assembly and align these to school values and priorities. Discussion with the Peer Leaders has centred-around further consolidating their role on the junior campus in 2020 and increasing their profile within the school. For the second year a school leader sat on the selection panel for the 2020 school leader selection. This was a valuable experience for the student and they brought a student's perspective to the selection process.

Achievement

Maths achievement targets:

30% of students displayed high relative growth up from 18% in 2018.

13% of Year 5 students reached the top 2 bands in Numeracy up from 10% the year before.

Further consolidation of the understanding of regular student individual goal setting is required across the school and how this can look as a child is progressing with their learning.

Introduction of celebration books that have work samples linked with student goals and learning to support the student led conferences.

Professional learning of the Maths Toolkit, portal and curriculum companion document.

Reading achievement targets:

33% of Year 5 students reached the top 2 bands for reading this year up from 29%.

9% of Year 5 students displayed low relative growth in reading this year down from 22% in 2018.

33% of Year 5 students displayed high relative growth in the reading this year up from 6% in 2018.

The Assistant Principal will continue to attend team planning sessions assisting them to align their planning to cater for individual students results that also aligns to the WPS teaching model that was created and put in place across the school. Teacher planning documents will be reviewed in 2020 ensuring they are consistent across the school.

The Learning Specialist will continue to create and adapt the Peer Observation program within the school. 2020 PLC leaders will be attending each other's PLC meeting in 2020 providing greater opportunities for consistency across the school with teaching and assessment practises.

Staff that attended the Leading Literacy course will be gaining a deeper understanding of Readers Workshop with a school visit and bring an action plan for the implementation at WPS. This will also lead in well as writing will be a focus in 2020 and blend in with writer's workshop.

Engagement

In 2019 we continued our involvement in the West Gippsland Schools Attendance Project. Chris Hobbs was our liaison and worked directly with families and the school in improving attendance figures at WPS. Strategies included meeting with families, offering and providing external supports as well as school based supports such as MYKI cards. Our

Students Attitude to Schools survey reflected improvements across all areas of student engagement and reflected the school's actions to improve student voice and agency. School attendance figures dropped slightly in 2019 particularly due to the high absence rate of two students:

Average days absence per student: 2015: 20.5 2016: 18.9 2017: 17.7 2018: 18.2 2019: 20.3

Student Attitude to Schools targets:

79% of Year 6 girls showed a positive response to Stimulated Learning survey up from 50% in 2018

90% of Year 6 boys showed a positive response to Stimulated Learning survey up from 69% in 2018

72% of Year 6 girls showed a positive response to Student Voice and Agency up from 40% in 2018

Upon reviewing our 2019 data we will look to prioritise student learning confidence and resilience in 2020 while continuing to consolidate student voice practices throughout the school. In term 4 we will review our student voice, agency and engagement with our student focus groups to drive planning in 2020.

The school Engagement team have reviewed our PLC Matrix focussing on Empowering students and building school pride. We assessed the school as EVOLVING and have created an Action Plan centred on achieving the EMBEDDING rating on the matrix.

Wellbeing

Key Wellbeing goals for 2019 included :

1. • Apply the effective approaches that scaffold the School Wide Positive Behaviour Framework (WPS High 5) to set high expectations for students as motivated and self-monitoring learners.
2. • Strengthen social and emotional learning approaches to build students' resilience, self-management and awareness, empathy and relationship skills.
3. • Foster student and parent awareness of the importance of physical and mental health.

Actions to support these goals included:

The ongoing High 5 awards for students at a class and assembly level.

Student initiated and led awards for positive behaviour.

Mother's day and Father's day breakfasts for our school community.

The UR Strong social skills program and explicit teaching of the school high 5 values.

Participation in the Brainstorm Wellbeing production.

Student Individual Learning and Behaviour plans.

Teaching of and reporting to the Social and Personal capabilities as highlighted in the Victorian Curriculum.

Warragul's Got Talent Student Program.

Financial performance and position

In 2019 the annual financial result was a surplus of \$46 215. Despite the school showing a deficit in the Student Resource Package funding responsible budgeting across the school led to the net operating surplus.

• SRP	\$373,496
• OSHC Grant	\$ 62,355
• OSHC Parent payments	\$ 32,894
• Parent payments essential items/activities	\$ 51,511
• Healthy Lunches Program	\$ 14,405 incl GST
• Hire of school buildings	\$ 10,936
• Fundraising activities	\$ 10,315
• Interest received	\$ 5,175
• Quality music education fund	\$ 4,363
• Sporting schools grants	\$ 3,700

Additional funding received beyond the SRP included:

• Healthy Lunches Program	\$ 14,405 incl GST
• Sporting schools grants	\$ 3,700

Healthy food and active lifestyles were prioritised as a key component in creating Happy, Healthy and Resilient Kids as per the Education State Targets.

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

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.

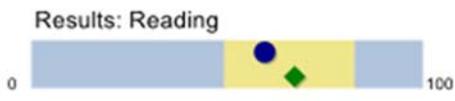
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 157 students were enrolled at this school in 2019, 91 female and 66 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Similar </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>89 %</td> <td>90 %</td> <td>87 %</td> <td>91 %</td> <td>91 %</td> <td>88 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	87 %	91 %	91 %	88 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	87 %	91 %	91 %	88 %	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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,593,168	High Yield Investment Account	\$295,707
Government Provided DET Grants	\$386,881	Official Account	\$31,630
Government Grants Commonwealth	\$71,795	Other Accounts	\$3,253
Government Grants State	\$13,095	Total Funds Available	\$330,591
Revenue Other	\$14,831		
Locally Raised Funds	\$109,953		
Total Operating Revenue	\$2,189,723		
Equity¹			
Equity (Social Disadvantage)	\$263,049		
Equity Total	\$263,049		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,659,752	Operating Reserve	\$78,559
Books & Publications	\$5,242	Other Recurrent Expenditure	\$13,217
Communication Costs	\$5,911	Provision Accounts	\$6,000
Consumables	\$48,289	Funds Received in Advance	\$31,164
Miscellaneous Expense ³	\$149,526	School Based Programs	\$66,062
Professional Development	\$9,062	Funds for Committees/Shared Arrangements	\$25,095
Property and Equipment Services	\$86,722	Capital - Buildings/Grounds < 12 months	\$55,000
Salaries & Allowances ⁴	\$121,146	Capital - Buildings/Grounds > 12 months	\$55,000
Trading & Fundraising	\$14,845	Total Financial Commitments	\$330,097
Utilities	\$43,012		
Total Operating Expenditure	\$2,143,508		
Net Operating Surplus/-Deficit	\$46,215		
Asset Acquisitions	\$72,783		

(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 26 February 2020 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.

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)

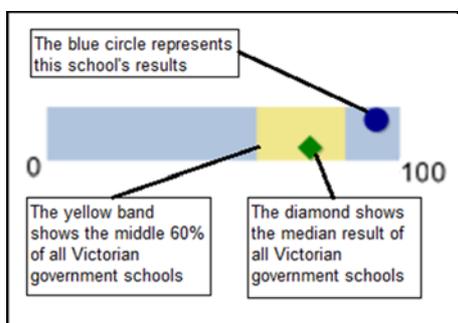
Engagement

- 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).

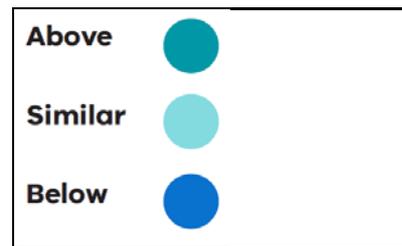


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').