2018 Annual Report to The School Community

School Name: Waubra Primary School (0859)

- 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 2018 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 04 April 2019 at 09:55 AM by Cameron Landry (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 May 2019 at 09:37 PM by Cath Koros (School Council President)

About Our School

School context

Waubra Primary School aims to provide encouragement, guidance, support and motivation to our students in a friendly, caring and dynamic learning environment. Our mission is to provide support to motivate and stimulate our learners on their life-long learning journey.

The school has a committed, talented and professional staff with a positive range of skills and abilities. The staff comprises of 1 principal class member, 3 teaching class members, 1 experienced literacy coach / art teacher at 0.2, 1 music teacher at 0.2, 2 educational support staff, a visiting MARC Library Van teacher and a LOTE teacher via the Webex Video System who teaches Japanese. In 2018, the school had a student population of 61 students, who were in three class groupings: Foundation/1/2, 3/4 & 5/6.

Our school is located 32km north-west of Ballarat and situated in a rural environment. The school's values are focused on Respect, Excellence, Integrity and Responsibility for self and others.

The school is very well supported by our parent body and other local community groups.

Framework for Improving Student Outcomes (FISO)

The main FISO improvement initiatives that we have continued to focus on in 2018 was Curriculum Planning & Assessment and Building Practice Excellence. The main key improvement strategies we focused on was to implement and embed our pedagogical framework and implement observational rounds to improve teacher instruction. At the end of 2018 we have drafted our complete Pedagogical Model for teaching and learning and the Instructional Model for literacy. The complete model will be published in the first semester of 2019. Each classroom teacher participated in all aspects of an observational round. The rounds were focused on an aspect of teaching literacy.

Achievement

In 2018, we increased the number of students in the top 2 bands in NAPLAN in 5 of the 10 areas assessed in grades 3 & 5 and stayed similar in 3 areas. We reduced the number of students in the bottom 2 bands in 8 out of the 10 areas. In year 5, we increased the percentage of students achieving high growth in 4 out of 5 areas assessed.

With the Pedagogical Model & Instructional Model for literacy completed we will now continue to embed best practice for all classrooms. Our consistent teaching approach from F-6 in literacy is improving student outcomes. We introduced classroom observations during 2018 to ensure best practice for all. Staff were involved in all aspects of an observational round.

Our direction moving forward is to actively participate in the PLC training and implement the approach.

Engagement

In 2018 we continued to support students and families to attend school regularly. We have decreased the number of days absent across the school. We have improved our unapproved absences and have strategies in place that are supporting this.

Students at our school have a very good understanding of the high expectations for success the school has for all learners. We have engaged students by refining and referring to their own personal learning goals consistently throughout the year. Students are aware of their own learning needs and what they need to do to be successful.

We continued to grow our house competition. The students, families and staff are all engaged in their house and the tradition is growing each year.

Wellbeing

We continued to use the Respectful Relationships curriculum to support student knowledge of inclusion and acceptance. Overall the majority of our students feel connected to the school and feel they can achieve here. We focused on improving teacher empathy to develop our students trust and ability to speak to the teachers about concerns they may have. We continued to advocate for student voice. The Junior School Council has improved in engaging with the students about ideas and issues they may have. We are using language about changes we have made because of student concerns. We articulate this to the students.
We had a much improved response in the Parent Opinion Survey in 2018. Overall 85% of parents are satisfied with the school.

Financial performance and position

The school is in a stable financial position. We have continued to maintain a surplus for 2018. The surplus is planned to support the current staffing of the school in 2019/20.
We have managed to maintain a staffing budget that includes a Literacy Coach, Art teacher, Music teacher and intervention teacher.
Our projected enrollments in the coming years will be less, as we have larger students population in grades 5 & 6.
Our Parents & Friends & Junior School Council are able raise significant funds during the year to support the school.

For more detailed information regarding our school please visit our website at
http://www.waubps.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

Enrolment Profile

A total of 61 students were enrolled at this school in 2018, 36 female and 25 male.

ND were EAL (English as an Additional Language) students and ND 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).

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

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.

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 Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬▬ 100	● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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** 77 % Medium 23 % High **Numeracy** 31 % Low 38 % Medium 31 % High **Writing** 8 % Low 77 % Medium 15 % High **Spelling** 62 % Medium 38 % High **Grammar and Punctuation** 15 % Low 54 % Medium 31 % 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 Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** 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. Average 2018 attendance rate by year level:	Results: 2018 0 ⟶ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ⟶ 50 Few absences <------> Many absences	🔵 Higher 🔵 Higher

	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
	92 %	93 %	93 %	95 %	94 %	95 %	96 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness 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: 2018 0 ——————————————— 100 Results: 2017 - 2018 (2-year average) 0 ——————————————— 100	🟢 Similar 🟢 Similar
Students Attitudes to School - Management of Bullying 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: 2018 0 ——————————————— 100 Results: 2017 - 2018 (2-year average) 0 ——————————————— 100	🟢 Similar 🟢 Similar

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, 2018	
Revenue	**Actual**
Student Resource Package	$743,590
Government Provided DET Grants	$140,872
Government Grants Commonwealth	$2,175
Revenue Other	$4,031
Locally Raised Funds	$64,794
Total Operating Revenue	**$955,462**

Equity[1]	
Equity (Social Disadvantage)	$35,118
Equity Total	**$35,118**

Expenditure	
Student Resource Package[2]	$683,959
Books & Publications	$1,241
Communication Costs	$2,955
Consumables	$20,178
Miscellaneous Expense[3]	$42,651
Professional Development	$4,653
Property and Equipment Services	$83,041
Salaries & Allowances[4]	$11,086
Trading & Fundraising	$6,796
Travel & Subsistence	$1,490
Utilities	$9,424

Total Operating Expenditure	**$867,475**
Net Operating Surplus/-Deficit	**$87,987**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$64,827
Official Account	$20,324
Total Funds Available	**$85,150**

Financial Commitments	
Operating Reserve	$10,000
Other Recurrent Expenditure	$9,247
School Based Programs	$15,718
Funds for Committees/Shared Arrangements	$26,463
Asset/Equipment Replacement < 12 months	$5,000
Maintenance - Buildings/Grounds < 12 months	$18,723
Total Financial Commitments	**$85,150**

(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 15 March 2019 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 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.
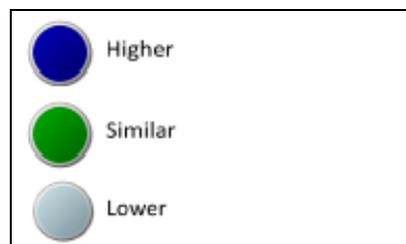
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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