

2018 Annual Report to The School Community



School Name: Whitfield District Primary School (5397)



- 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 20 March 2019 at 10:04 AM by Mark Van Bergen
(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 26 March 2019 at 03:20 PM by Sandy King (School
Council President)

About Our School

School context

'Exceptional Educational Experiences' is the vision at Whitfield District Primary School. It is a small rural school located in the beautiful King Valley. The school has 34 students enrolled in 2019. It is currently staffed by two highly experienced full time teachers. The school prides itself in providing 'exceptional educational experiences' to all students. 'Authentic' and 'integrated' learning activities provide the stimulus, engagement and opportunities to develop a lifelong love of learning. The school has a great music program and private instrumental lessons in 5 disciplines are offered at the school. Italian language, Library and Art are supported by visiting teachers. The school is part of the Rights, Resilience and Respectful Relationships program, extensive camps program and Social Enterprise program. The school derives value adding from its active participation in The King Valley Cluster of schools. Cluster initiatives include the Stephanie Alexander Kitchen Garden and Cooking program, a shared Italian teacher, a range of sporting activities including Personal Best athletic sports, cultural days and professional learning initiatives.

Framework for Improving Student Outcomes (FISO)

Our FISO focus for 2018 was Building Practice Excellence, with the aim to embed 'evidence-based and data driven practice to guide improvement and measure impact.' We achieved a number of things over the course of the year around this initiative. This included revisiting Life-Long Writers current practice and results, reviewing the assessment schedule and tools such as on Demand spelling, 'Words Their Way' regular testing and evaluation, writing rubrics and moderation of assessment tasks. The school utilised 'I Can' statements for Speaking and Listening that are aligned to the Victorian Curriculum This area will continue to be a focus during 2019, and will be built upon with student personalised learning goals.

In 2018, we undertook the development of an Instructional Model for use within all classrooms and incorporated some High Impact Teaching Strategies in our teaching. 2019 will see us continuing to focus on Building Practice Excellence and embedding these strategies and practices into our whole school curriculum. This will include participating in King Valley Cluster Professional Learning Community and introducing Peer Observations into our teaching practices across our Cluster. 2018 saw us make progress in the FISO domains against the Continua of Practice, with a number of areas progressing from 'evolving' to moving towards 'embedding'. Our workforce in 2018 was made up of a full-time teaching Principal along with 1.6 classroom teachers. Our special needs students were supported by 0.8 Education Support staff member and we also employed a part time Business Manager (0.4). Our overall attendance data was very good and improved again in 2018.

Achievement

In comparison to the Victorian median, students at Whitfield District Primary School are achieving at the standard expected in all areas. Year 3 and 5 NAPLAN Math's and English results over the past 4 years indicate that our school is doing well and achieving results which are compared as 'similar' or 'higher' for the background characteristics of our students. It must be remembered that we have small numbers of children in each cohort and so the Grade 3 NAPLAN results are based on 5 or less students and so results can vary significantly with such small numbers. We are continuing to implement targeted support for those children deemed to not be performing at the expected level in English and Mathematics. The positive is that with a strong focus on data, we can personalise learning for all students, to enable them to reach their full potential. Our four year averages for Numeracy and Reading remain above the median for state schools in Victoria. We continue to focus on improving the teaching and learning of literacy and numeracy and 2019 will see us build upon our mathematics planning – particularly through the cluster Professional Learning Community. Writing is the focus for 2019, with more rigorous and frequent use of data to formulate individual student writing goals and to provide teachers with data that will inform teaching.

Our school has a conscientious and vibrant teaching staff which forms part of a strong culture of co-operation between key stakeholders - staff, students and their families. Also our staff participate in professional learning

teams within the five cluster schools; we plan and implement authentic learning experiences, moderate student work and share each other's strengths.

Engagement

Student attendance has consistently reflected the commitment children and their parents make to learning. Attendance at Whitfield District Primary School is similar to the state average, and is now better than the state average. High student engagement supports attendance. Their pride in learning is showcased at our yearly presentation nights, family nights, etc. with almost 100% attendance. Individual literacy, numeracy and personal learning goals are a feature of our learning program and give students ownership and control of their learning. Students have a strong and active voice in the school. Negotiating learning activities, contributing to the fortnightly newsletter and having their own areas of responsibility within the school, gives them greater ownership and connectedness to our school community. A push to make parents aware of the importance of regular school attendance began a few years ago and continues as we firmly believe that absences from school can impact on students learning. We had fewer absences throughout 2018; our common reasons for our absentee data were illness and extended family holidays.

Wellbeing

Student Wellbeing is measured by the Student Attitudes to School Survey. We are very proud of our solid results, and as the 2 year average shows our students compare similarly to the state average. Children have a strong sense of belonging to, and ownership, of their school. At our school we have strong links with our local kindergarten. We have an orientation program for new Preps during term 4 in the year before school starts. A series of half days once per week from mid-November provides a smooth transition into their first year of school. We inform new parents of the ethos of our school through a series of information sessions and social events. An up-to-date website with access to all newsletters throughout the year provides new and prospective parents with a rich source of information about our school. We have established a positive relationship with the high school with involvement in all transition activities including; visits from groups of high school students, transition days and activities and promotion of transition events. Students in years 5 and 6 have the opportunity and are fully supported in attending transition days at the secondary school of their choice. Our school provides ongoing regular interaction with students from the five schools in our cluster. This provides useful links and support when our students move on to secondary education. This is provided through the cooking programs, camps, excursions and curriculum collaboration. Our outdoor education program and hands on learning linked to our community helps develop confidence, engages the children and gives them authentic learning experiences. This relates to their formal learning within the classroom. Our small size enables teachers to get to know and involve all families in the education of their children. Children develop meaningful relationships with the community and their teachers, who know their needs - learning, social and emotional, and address them individually. Student personal development is addressed within the learning framework with a particular focus during outdoor education, when resilience, persistence and organisation are highlighted.

Financial performance and position

The school remains in a good financial position with a surplus of \$66,077 and total funds available of \$38,240 for the 2019 year. This was due to conservative and careful planning. With steady enrolments projected for the short term, this positive financial position should continue. The school received three grants from the Federal Government Sporting Schools program which was used to support swimming, soccer and snow sports programs. The school also received a grant for Bushfire landscaping for the school's shelter in place.

For more detailed information regarding our school please visit our website at
<http://www.whitfieldps.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 35 students were enrolled at this school in 2018, 18 female and 17 male.

0 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.



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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	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> 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> Similar</p> <p> Similar</p> <p> Higher</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: ◆

Achievement	Student Outcomes	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> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>60%</td></tr> <tr><td>Medium</td><td>40%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Medium</td><td>100%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>60%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>60%</td></tr> <tr><td>High</td><td>20%</td></tr> </table>	Category	Percentage	Low	40%	Medium	60%	Category	Percentage	Low	60%	Medium	40%	Category	Percentage	Medium	100%	Category	Percentage	Low	40%	Medium	60%	Category	Percentage	Low	20%	Medium	60%	High	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	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>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>93 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	92 %	93 %	94 %	90 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$459,773	High Yield Investment Account	\$30,737
Government Provided DET Grants	\$91,121	Official Account	\$7,503
Government Grants Commonwealth	\$49,850	Total Funds Available	\$38,240
Government Grants State	\$10,600		
Revenue Other	\$6,143		
Locally Raised Funds	\$53,730		
Total Operating Revenue	\$671,217		
Equity¹			
Equity (Social Disadvantage)	\$14,290		
Equity Total	\$14,290		
Expenditure		Financial Commitments	
Student Resource Package ²	\$409,511	Operating Reserve	\$21,690
Books & Publications	\$268	School Based Programs	\$16,550
Communication Costs	\$1,465	Total Financial Commitments	\$38,240
Consumables	\$14,783		
Miscellaneous Expense ³	\$54,560		
Professional Development	\$2,507		
Property and Equipment Services	\$38,608		
Salaries & Allowances ⁴	\$68,036		
Trading & Fundraising	\$9,695		
Utilities	\$5,707		
Total Operating Expenditure	\$605,140		
Net Operating Surplus/-Deficit	\$66,077		
Asset Acquisitions	\$0		

- (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').