

2015 Annual Report to the School Community

Whitfield District Primary School

School Number: 5397



Name of School Principal:

Mark Van Bergen

Name of School Council President:

Stephen Allsop

Date of Endorsement:

19th April, 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

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 40 students enrolled in 2016.

The school is currently staffed by three 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 has an emotional literacy program, extensive camps program and developing a social enterprise in 2016. The school derives value adding from its active participation in The King Valley Cluster of schools. Cluster initiatives include the Stephanie Alexander Kitchen & Garden program, a shared Italian teacher, a range of sporting activities including Personal Best athletic sports, cultural days and professional learning initiatives.

Achievement

In comparison to the Victorian median, students at Whitfield District Primary School are achieving at or higher than 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. Small cohorts of students undertaking NAPLAN in the last three years (ranging from 1 to 6 students - 100% participation), needs to be considered when looking at the data. 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. We continue to focus on improving the teaching and learning of literacy and numeracy. 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. Our emphasis upon literacy and numeracy is evident in our results.

Engagement

Our school data reflects very high student engagement and very positive parent opinion; on average above the state median. We attribute this to the students realising ownership of, and responsibility for, their learning. We strive to place and connect learning activities to the real world. We are mindful of taking our school community on an educational journey and encourage students to include parents and family in their school activities.

Individual literacy, numeracy and personal learning goals are a feature of our learning program and give students ownership and control of their learning. We place great importance upon our community and through planned events encourage the idea of it 'taking a whole village to educate a child'. Students have a strong and active voice in the school. Negotiating learning activities, writing most of the fortnightly newsletter and having their own areas of responsibility within the school, gives them greater ownership and connectedness to our school community. Our student attendance continues to be similar in school comparisons.

Wellbeing

At our school we have strong links with our local kindergarten and play groups. We have an orientation program for new Preps during term 4 prior to starting school. We inform new parents of the ethos of our school through a series of information sessions and 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. 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. The school has a school wide buddies system, is an eSmart school and has a whole school social and emotional literacy program.

Productivity

School facilities are of a very high standard; this includes a library, performance space, art room and OSH program. The school is currently staffed full time by 2 highly experienced teachers and a teaching Principal. The school has invested in a quality music program with staff allocation and instruments. Italian language teacher is employed (0.2) and Library and Art are supported by visiting teachers. Office manager (0.4) & educational support (0.25) assist our students and programs. The school invests greatly in the Stephanie Alexander Kitchen Garden Program with all grade 3-6 students attending weekly sessions. Italian language is also incorporated into the cooking sessions. With the addition of more laptops and iPads, we have a great ratio of students to computers, with interactive whiteboards in all classrooms. Sustainability is a focus with our school being self-sufficient in both water and power.

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 44 students were enrolled at this school in 2015, 25 female and 19 male. There were 0% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>40%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Numeracy</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>40%</td></tr> <tr><td>High</td><td>40%</td></tr> </table> <p>Writing</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>20%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Spelling</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> <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>40%</td></tr> <tr><td>High</td><td>40%</td></tr> </table>	Category	Percentage	Low	40%	Medium	40%	High	20%	Category	Percentage	Low	20%	Medium	40%	High	40%	Category	Percentage	Low	60%	Medium	20%	High	20%	Category	Percentage	Low	20%	Medium	60%	High	20%	Category	Percentage	Low	20%	Medium	40%	High	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1043 920"> <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>95 %</td> <td>95 %</td> <td>84 %</td> <td>95 %</td> <td>93 %</td> <td>96 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	84 %	95 %	93 %	96 %	96 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	84 %	95 %	93 %	96 %	96 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

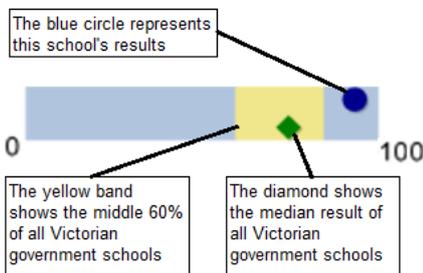
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

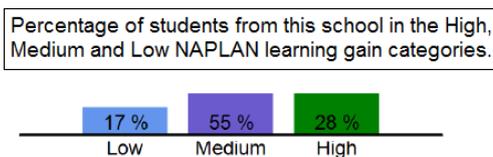
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

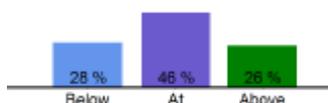


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$415,795	High Yield Investment Account	\$45,669
Government Provided DET Grants	\$68,201	Official Account	\$6,472
Government Grants Commonwealth	\$43,215	Total Funds Available	\$52,141
Government Grants State	\$2,772		
Revenue Other	\$3,821		
Locally Raised Funds	\$77,416		
Total Operating Revenue	\$611,221		
Expenditure		Financial Commitments	
Student Resource Package	\$413,983	Operating Reserve	\$32,694
Books & Publications	\$866	School Based Programs	\$19,447
Communication Costs	\$1,062	Total Financial Commitments	\$52,141
Consumables	\$14,052		
Miscellaneous Expense	\$77,755		
Professional Development	\$2,207		
Property and Equipment Services	\$49,202		
Salaries & Allowances	\$14,775		
Trading & Fundraising	\$50,162		
Travel & Subsistence	\$1,602		
Utilities	\$5,199		
Total Operating Expenditure	\$630,864		
Net Operating Surplus/-Deficit	(\$19,644)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

The school posted a Net operating deficit of \$19,644 for the year. This is covered by School Based Programs that will be carried forward in 2016. The school continues to fully expend its revenue to provide 'Exceptional Educational Experiences' for all students.