

2016 Annual Report to the School Community

School Name: Woorinen District Primary School

School Number: 5439



Name of School Principal:	Kristie Bennett
Name of School Council President:	Rebecca Carmichael
Date of Endorsement:	May 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

Woorinen District Primary School is a small rural school located eleven kilometres north of Swan Hill that provides a rural atmosphere with active involvement from the wider school community. The enrolment for 2016 is 64 students, most of who live in the town or surrounding areas of Woorinen South. There are a number of students who travel from outside the area each day from up to 70km away to access the programs offered by the school. Enrolments show an upward trend.

Staffing includes a Principal, three full time and two part time teaching staff and ESO Integration Aides. An EFT staff of 7.0 includes 1 EFT principal, 4EFT teaching staff and 2.6 EFT ESO staff. A Business Manager works part time, IT technician visits weekly, MARC van visits weekly, and a part time maintenance worker and gardener are also employed by the school. The school receives support from the Visiting Teacher Service to support hearing and visually impaired students. The school falls within the low-mid socio economic profile and within the mid-range for Language Backgrounds other than English.

Woorinen District Primary School has maintained a strong reputation for working effectively with students with special needs. Students have been enrolled from areas outside the normal catchment area to take part in the programs which the school offers for students with physical, visual, intellectual, ASD or behavioral special needs. Families are also attracted by the caring, family style of education.

Framework for Improving Student Outcomes (FISO)

The following areas were identified in our AIP

Throughout 2016 we have placed a strong emphasis on consistency of teaching and learning through collaboration, with a focus on using assessment data to drive teaching. We continue to make significant gains and our student learning growth has reached and in some cases exceeded targets. With a significant change in staff it is important that we continue to focus on Excellence in Teaching and Learning and ensure all our teachers become embedded in our agreed teaching strategies that we have put in place.

With a change of more than 50% of our teaching staff, it is important that we focus on building leadership teams to support our new staff and to drive best practice in teaching and learning. Leadership are also empowered to analyse our data and look at our documentation around curriculum.

Achievement

Woorinen District Primary School is performing at or above the median for all Victorian government schools and within the middle 60% band in all student learning measures. Our results are similar or above other like schools on the adjusted comparison measures taking into account the predicted levels for our cohort of students. Teacher assessments against AUSVELS show students performing at the median in the majority of areas. Year 3 and 5 NAPLAN results show upward trends with students performing within the similar 60% band in the 4 year average. Results in 2016 show similar for year 3 for reading and above in all others. Year 5 in school comparison, is all similar in like schools in reading and above in all others. School based assessment using On Demand Testing shows continuous improvement across all levels for those students 'deemed capable'.

A continued focus on improving the capacity of staff to deliver high quality teaching and learning programs to raise the capabilities of students has resulted in improvements across most areas with numeracy results the strongest. The continuation of Professional Learning Teams across small schools in Literacy and Numeracy fosters support and professional development for all teachers in curriculum delivery and planning.

In 2017 the focus will be on improving student learning outcomes for all through the ongoing development of whole school approaches learning in English and Maths and embedding ICT into all curriculum areas.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement



Woorinen District Primary School maintains a strong philosophy that “It’s not ok to be away” Student Attendance across the school remains positive whilst student attitude to school is above the state median for like schools. All school surveys show positive results.

Wellbeing

Woorinen District Primary School has a supportive and extensive program to support the wellbeing of all members of its community.

The school has begun implementation of the Kids Matter Framework and intends to use this as the overarching umbrella to include the already positive programs operating within the school. Two staff are trained and implement our Friends for Life program., focusing on the transition to Secondary School Celebration occurs naturally and often with weekly assemblies and many special events. A Facebook Group operates within the school community and past students celebrate with their own group.

Developing the skills of leadership is promoted with many students attending leadership programs locally and in Melbourne.

Students all have an ILP written by themselves which has a solid learning focus and is used as another opportunity to promote student voice using the language of learning. Students easily identify their welfare and learning strengths and use these to build skills.

For more detailed information regarding our school please visit our website at
[enter web address here]



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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 64 students were enrolled at this school in 2016, 25 female and 39 male. There were < 10% of EAL (English as an Additional Language) students and 4% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</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 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>● Similar</p> <p>● Higher</p> <p>● Higher</p> <p>● Higher</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>● Higher</p> <p>● Higher</p> <p>● Higher</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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>-</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>83%</td> <td>17%</td> <td>83%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>33%</td> <td>33%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>67%</td> <td>17%</td> <td>67%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	17%	17%	67%	17%	Numeracy	-	-	100%	100%	Writing	-	83%	17%	83%	Spelling	33%	33%	33%	33%	Grammar and Punctuation	17%	67%	17%	67%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result																												
Reading	17%	17%	67%	17%																												
Numeracy	-	-	100%	100%																												
Writing	-	83%	17%	83%																												
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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: ◆

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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	95 %	94 %	95 %	92 %	87 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	95 %	94 %	95 %	92 %	87 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Higher</p>

How to read the Performance Summary

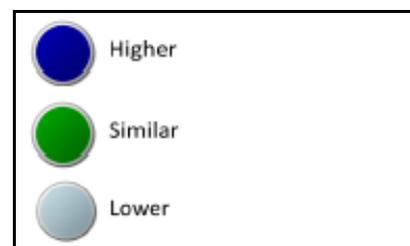
What are student outcomes?

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, P-12 and specialist schools, 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.

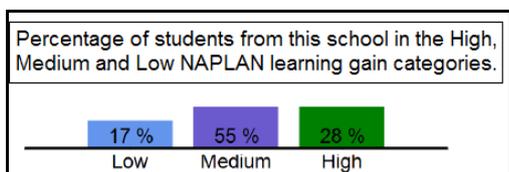
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

Woorinen District Primary School finished 2016 with a surplus. The school is in sound financial position with the majority of funds targeted to future projects or future budget items. The school received grants for \$4400 for Sporting Schools grant. Furniture grant for new re locatable of \$8000, Koorie Literacy \$1700, OHS door upgrade \$9730 and Information/communication technology \$4000, totaling \$27,830, which came in and then directly out.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$612,476	High Yield Investment Account	\$43,389
Government Provided DET Grants	\$126,789	Official Account	\$6,290
Government Grants Commonwealth	\$6,600	Total Funds Available	\$49,680
Revenue Other	\$26,953		
Locally Raised Funds	\$45,233		
Total Operating Revenue	\$818,051		
Expenditure		Financial Commitments	
Student Resource Package	\$566,381	Operating Reserve	\$26,780
Books & Publications	\$404	Asset/Equipment Replacement < 12 months	\$1,500
Communication Costs	\$521	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,976
Consumables	\$29,203	Revenue Received in Advance	\$2,424
Miscellaneous Expense	\$27,470	School Based Programs	\$3,000
Professional Development	\$8,524	Total Financial Commitments	\$49,680
Property and Equipment Services	\$71,214		
Salaries & Allowances	\$24,427		
Trading & Fundraising	\$17,747		
Travel & Subsistence	\$275		
Utilities	\$9,613		
Total Operating Expenditure	\$755,778		
Net Operating Surplus/-Deficit	\$62,273		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 06 March 2017 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.