

**2014 Annual Report to
the School Community**

Wahgunyah Primary School

School Number: 644



Name of School Principal: BRENDAN HOGAN

Name of School Council President: PAUL GRANTHAM

Date of Endorsement: APRIL 27, 2015

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 2014.

About Our School

School Context

Wahgunyah Primary School is a small, rural school with an enrolment of 84 students. The school is situated in the township of Wahgunyah in north-east Victoria. The school is surrounded by attractive and well-kept grounds and houses a new school building, completed in late 2011. The school is well resourced with technology, including interactive whiteboards and a class set of iPads. The school offers a rich curriculum with strong Literacy, Numeracy and French programs. Staff includes the Principal, 3 full-time teachers, 3 part-time teachers, and 1 part-time Business Manager. In 2014 the school also received funding for a Primary Welfare Officer, 3 days per week. Our school community is predominantly low non-English speaking, with pockets of low socio-economic status. Wahgunyah Primary School has always been a small school and as such allows children to be educated in a supportive atmosphere. Small class numbers mean that children have access to increased individual attention and are able to work at an individual level. The interaction of children of all ages helps students to learn tolerance and have well-developed interpersonal skills. In 2014 the school continued working within the KidsMatter Framework, with a particular focus on student and family wellbeing, and the prevention and early intervention of child mental health. We believe in setting achievable, but high, standards and targets for all children based on their abilities. Staff undertake relevant Professional Development and work cohesively to improve their practice and student outcomes. A wide variety of programs exist at the school, including instrumental music and Blueearth, which were introduced for the first time in 2014. Parents are always encouraged to participate and become involved in their children's education and are always welcome at the school.

Achievement

Wahgunyah Primary School aims to provide an enriching program for all students by providing a differentiated, innovative curriculum where learning outcomes for students are the focus. The percentage of students in Years P-6 with a grade of C or above in English, is slightly below the state median. Our NAPLAN data, however, demonstrates higher or similar results when compared to similar schools. Our Year 3 NAPLAN results indicated that Year 3 students are performing above the State Median in Literacy and Numeracy. Our Year 5 students are also performing at or above the State Median in Literacy and Numeracy. In 2014 the school introduced Social and Emotional Learning (SEL) to the curriculum, and provided specialist teaching in Science. The school also drafted a whole school curriculum in the areas of English, Mathematics, Science, ICT and SEL.

Engagement

At Wahgunyah Primary our school values are: Be Your Best, Show Respect, Everyone Belongs. Our students' attendance is slightly above the State Median but similar in terms of school comparison. We are mindful of the fact that several of our families take family holidays during term time which does impinge on our data. The school actively promotes 'Every Day Counts' and through KidsMatter and the Wellbeing Co-ordinator, seeks to work with families to address issues of non-attendance. The Attitudes to School Survey data shows results similar to the State Median. The Parent Opinion Survey data shows results similar to the State Median. The school regularly surveys the parent community through its KidsMatter surveys and seeks to improve engagement with the community through its KidsMatter Action Team. The School Staff Survey data is above the State Median and reflects the positive and supportive environment the school seeks to engender.

Wellbeing

In 2014 the school employed a Primary Welfare Officer 3 days per week. The role included providing a comprehensive and integrated framework to coordinate the wellbeing needs of students and their families, with an increasing emphasis on early intervention strategies and approaches through consultation and the development of programs, procedures and policy. In 2014 we continued to work with neighbouring preschools and schools to plan effective transition programs. The Prep Transition program involved the Prep teacher and Principal visiting our local preschool providers in term 4. We also employed a four day transition program during term 4. This ensured that children and their families were familiar with our school, its processes and expectations. Children in years 5 and 6 took part in a comprehensive secondary transition program. We have a sound relationship with the local secondary schools that ensures an effective, smooth transition. We continue to provide positive support for all children as they move through the school and for those who enter or exit through the school year.

Productivity

In 2014 the school restructured the budget to employ a music teacher for the first time, and also offered specialist instruction in science and drama. The school allocated money in the budget to transition towards laptop computers in the classrooms, and completed a long term ICT plan for the sustainability of technology in the school. The budget also subsidised Blueearth, and health, wellbeing and physical fitness program. Other money was also used for the professional development of staff in the teaching of writing, the gaining of first aid qualifications, and the development of a whole school curriculum document, aligned with the Australian Curriculum, in the areas of English, Mathematics and Science. The school drew on community expertise to provide parenting information evenings, and established positive links with local health services to support children and families at risk. At the end of 2014, renovations began on the old school building, which will provide further space in the school for specialist classes and community activities.

For more detailed information regarding our school please visit our website at
<http://www.wahgunyahps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 84 students were enrolled at this school in 2014, 41 female and 43 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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> Lower</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
 Result for this school: ● Median of all Victorian government 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%, 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> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td colspan="3">No Data Available</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>25%</td> <td>58%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>42%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	8%	42%	50%	Numeracy	17%	42%	42%	Writing	No Data Available			Spelling	17%	25%	58%	Grammar and Punctuation	33%	42%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>92 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	89 %	92 %	92 %	91 %	90 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	89 %	92 %	92 %	91 %	90 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

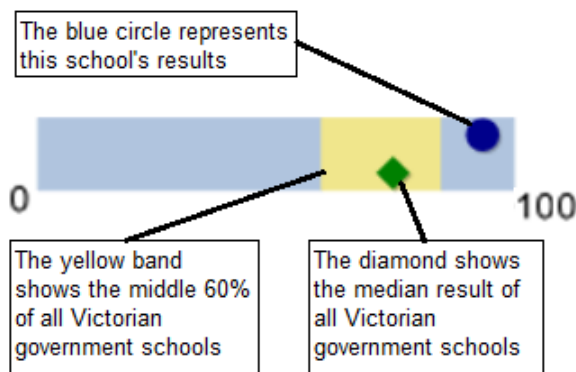
What are student outcomes?

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.

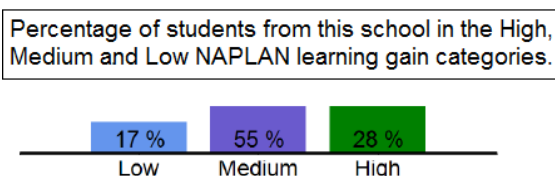
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



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 Indigenous 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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$675,966
Government Provided DE&T Grants	\$76,152
Revenue Other	\$3,539
Locally Raised Funds	\$44,036
Total Operating Revenue	\$799,694

Funds Available	Actual
High Yield Investment Account	\$10,820
Official Account	\$4,455
Total Funds Available	\$15,275

Expenditure	
Student Resource Package	\$625,571
Books & Publications	\$1,746
Communication Costs	\$1,401
Consumables	\$20,889
Miscellaneous Expense	\$41,087
Professional Development	\$2,351
Property and Equipment Services	\$44,080
Salaries & Allowances	\$19,507
Trading & Fundraising	\$11,103
Utilities	\$12,825
Total Operating Expenditure	\$780,561

Financial Commitments	
Operating Reserve	\$15,275
Total Financial Commitments	\$15,275

Net Operating Surplus/-Deficit	\$19,133
Asset Acquisitions	\$0

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.

Financial performance and position commentary

The above figures show that in 2014 the school operated with a net surplus of \$19,133. The school is currently in a healthy financial position but is mindful that projected enrolments are likely to fall significantly in 2016 due to a larger than normal Year 6 cohort exiting the school at the end of 2015.