

# 2016 Annual Report to the School Community



School Name: Wahgunyah Primary School

School Number: 644



Name of School Principal:	Josh Reid
Name of School Council President:	Corinne Howard
Date of Endorsement:	26/04/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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.



Education and Training



## About Our School

### School Context

Wahgunyah Primary School is a small school located in the township of Wahgunyah, nestled on the banks of the Murray River in the wine growing region of North-East Victoria. It is a beautiful place to live and in close proximity to the regional cities of Albury, Wodonga and Wangaratta. Wahgunyah Primary School has an enrolment of 78 students which consists of 4 classrooms, all housed in our BER building. The school provides a varied curriculum and participates in a wide range of extra curricula activities. We believe in healthy living. This includes a daily fitness program throughout the year, and regular physical education. We actively teach our students about mindfulness and understanding their feelings. Classes participate in relaxation activities designed to reset their bodies and minds for learning after break periods. A strong focus is our teaching of social and emotional learning, conducted by all classes. All four classroom teachers are responsible for teaching a specialist lesson to every class during the week. Specialist lessons are based around IT, Sport, Drama/Music and Sustainability. We have a very active and inclusive School Council who have helped shape the school in to what it is today. We also have a terrific Parent Group who organise all kinds of fundraisers and fun activities for the kids.

### Framework for Improving Student Outcomes (FISO)

The school's FISO Priority for 2016 was based around Excellence in Teaching and Learning. The two initiatives we focused on were Curriculum, Planning and Assessment and Building Practice Excellence. From here we developed two key improvement areas. The first was based around aligning our current curriculum with the Victorian Curriculum and to build staff capacity in planning and assessing using the Victorian Curriculum across the school. The second key improvement strategy was to develop an agreed pedagogical model that ensured the individual learning of all students were being met. Using two curriculum days during the year, the staff worked together to complete a whole school curriculum based on the Victorian Curriculum and detailed scope and sequence documents for every year level including all key learning areas. During professional learning sessions throughout the year the staff worked collaboratively to create the school's pedagogical model. This teaching model is based strongly on Hattie's high impact teaching and learning strategies. The implementation of this model will be a strong focus for our staff in 2017.

### 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 was very pleasing, being very close to the Median for all Victorian Government Schools (Numeracy actually being higher) and similar to our comparable schools. Our NAPLAN data for 2016 is somewhat unreliable due to very small cohorts in both Year 3 and Year 5. Compared to similar schools our Year 3 Reading results are similar, however, Year 3 Numeracy, Year 5 Reading and Year 5 Numeracy were lower than that of similar schools. Our Year 3 to Year 5 Learning Gain data showed a good level of medium growth in reading and high growth in grammar and punctuation. Unfortunately there is no data for Writing from Year 3 2014 to indicate any growth. Also concerning was the 100% low growth in Numeracy. Through effective planning for 2017 based on our FISO initiatives, (improving our knowledge of the curriculum and implementing high impact teaching strategies consistently across the entire school) we feel excited about how we can improve in all of these areas in the future.

#### Curriculum Framework implemented in 2016

- |   |                                  |   |  |
|---|----------------------------------|---|--|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input checked="" type="checkbox"/> A Combination of these |
|---|----------------------------------|---|--|

### Engagement

At Wahgunyah Primary our school values are: Be Your Best, Show Respect, Everyone Belongs. Our attendance data showed an improvement on previous years. Our students had less absent days than the Median for all Victorian Government Schools. This was measured similar when compared with comparable schools. The school actively promoted 'Every Day Counts' and through KidsMatter and the Wellbeing Coordinator, we actively communicated with families to address issues of non-attendance. The Parent Opinion Survey data results are positive, yet below the State Median. To address this the school council implemented a new Student Engagement policy which aimed to address some of the areas the school wanted to improve, such as student behaviour and whole school positive intervention programs. Based on our school values, the students were involved in the Wonders of Wahgunyah program in Semester Two. This proved to be an excellent way to motivate the students to live out our school values. The School Staff Survey data results are above the State Median demonstrating our staff are very happy with their work environment.

### Wellbeing

To improve our overall wellbeing throughout the school in 2016 we used a large portion of our Equity funding to employ a Primary Welfare Officer on a full time basis. This role included providing a comprehensive and integrated framework to coordinate the wellbeing needs of students and their families, with an increasing emphasis on coordinating programs and working with outside agencies to implement early intervention programs within the school. We maintained excellent working relationships with local pre-schools and high schools in the area where we collaborated on transition programs for our current and new students. Our Students Attitudes to School data on Connectedness to School indicate we are similar to comparable schools (only slightly lower than the State Median). The data for Student Perceptions of Safety results were well below the State Median. This was the driving force in developing a new Student Engagement Policy with very clear guidelines for managing challenging behaviour.

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 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 78 students were enrolled at this school in 2016, 39 female and 39 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b> 25 % Low, 75 % Medium</p> <p><b>Numeracy</b> 100 % Low</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> 50 % Low, 50 % Medium</p> <p><b>Grammar and Punctuation</b> 50 % Low, 50 % High</p>	<p>NAPLAN Learning Gain does not require a 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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> <table border="1" data-bbox="560 824 1043 913"> <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>96 %</td> <td>94 %</td> <td>92 %</td> <td>85 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	92 %	85 %	95 %	93 %	94 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	92 %	85 %	95 %	93 %	94 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Lower</p> <p> Lower</p>

# How to read the Performance Summary

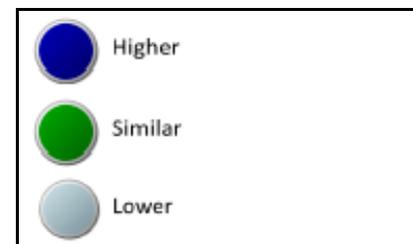
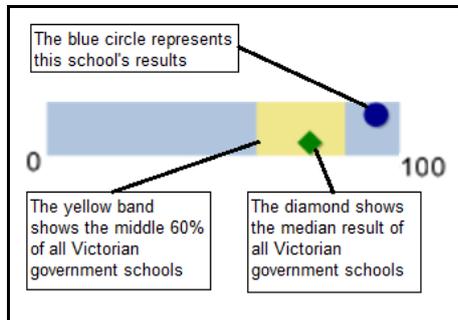
## What are student outcomes?

*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.

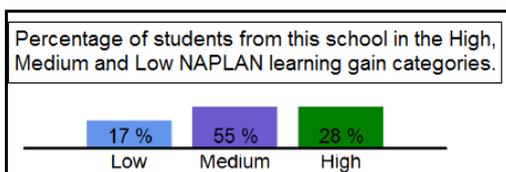
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The below figures show that in 2016 the school operated with a net surplus of \$64,451. This surplus has been carried forward from previous years. In 2017 the staffing profile will change due to some of our experienced teachers moving on and being replaced by graduate teachers. While we expect a drop in enrolments, this should account for that and keep us in a healthy financial position. There will be a strong focus on growing our enrolments in 2017/2018 through marketing and more extensive transition programs.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$724,844
Government Provided DET Grants	\$112,426
Government Grants Commonwealth	\$2,200
Government Grants State	\$1,261
Revenue Other	\$5,336
Locally Raised Funds	\$45,548
<b>Total Operating Revenue</b>	<b>\$891,615</b>

Expenditure	
Student Resource Package	\$651,365
Books & Publications	\$804
Communication Costs	\$1,407
Consumables	\$21,880
Miscellaneous Expense	\$38,344
Professional Development	\$2,575
Property and Equipment Services	\$54,005
Salaries & Allowances	\$39,864
Trading & Fundraising	\$6,205
Utilities	\$10,716
<b>Total Operating Expenditure</b>	<b>\$827,163</b>

**Net Operating Surplus/-Deficit** **\$64,451**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$13,865
Official Account	\$11,184
<b>Total Funds Available</b>	<b>\$25,049</b>

Financial Commitments	
Operating Reserve	\$25,049
<b>Total Financial Commitments</b>	<b>\$25,049</b>

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.*