2017 Annual Report to the School Community

THE EDUCATION STATE

School Name: Warragul North Primary School

School Number: 4695

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

VICTORIA State Government | Education and Training

About Our School

School Context

Warragul North Primary School is highly regarded in the local community and within educational circles as a high achieving school. It is a vibrant, "happening" school which lives by its motto "Together We learn". Parents and staff work together to support students with their learning and a wide range of extracurricular activities. "Learning" forms the basis of our school's values: Literacy, Engagement, Achievement, Numeracy, Integrity, Nurturing and Getting Along.

Warragul North Primary School offers its 619 students, attractive and well maintained buildings and grounds. These include quiet sitting areas, specifically designed grassed play areas and separate play equipment for Foundation, Junior, Middle and Senior students. There is a grassed oval, two sandpits, an all-weather playing surface and a running track. The BER building houses the Foundation Learning Centre. Students benefit from modern specialist facilities including a library, gymnasium, art room, computer lab and music room. All students have access to digital technologies in their classrooms. The school provides a fully accredited out of hours school care program for students before and after school. The school chaplain assisted students and their families two days per week.

Warragul North Primary School aims to provide a curriculum which is relevant, challenging and engaging for learners in their primary school years. The workforce at WNPS is composed of the following, two principal class officers, a Students with Special Needs coordinators (0.8), three administration staff, 28 classroom teachers, a Reading Recovery teacher (0.5), a Physical Education teacher , 2 Arts teachers and fifteen educational support staff.

A sense of optimism pervades Warragul North Primary School as "Together We Learn."

Framework for Improving Student Outcomes (FISO)

Our FISO initiatives have focused on excellence in teaching and learning through building practice excellence to consolidate the ongoing implementation of Marzano's Instructional model, The Art and Science of Teaching. Through participation in the Education State Project Professional Learning Communities we have identified the need to build teaching staff capacity to become expert practitioners, for leaders to gain coaching skills and to establish a culture of reflective teaching hence focusing on the improvement priority, professional leadership initiative, building leadership teams. Classroom teachers were placed in year level professional learning communities and used the framework to improve student outcomes using inquiry and educational research.

Achievement

Improving student achievement is at the heart of what happens in classrooms daily at WNPS. The National Assessment (NAPLAN) 2017 data places our Year 3 students well above the median for government schools in all areas and higher than like schools. Our Year 5 students were well above the median for government schools in reading, writing, spelling, grammar and punctuation and above the median for numeracy. The Year 5 Naplan results were similar or above like schools.

guide Our teaching will be guided literacy experts Fountas and Pinnell, Jo-Anne Dooner and Deb Sukarna.

Our school will continue to use a whole school approach to teaching writing which includes phonological awareness, phonics, spelling, grammar, vocabulary and handwriting. We are committed to improving numeracy achievement at all levels through implementing a whole school approach for the teaching and learning of numeracy, based on the work of Michael Ymer. This will be supported by participating in professional learning related to Mathematics.

In 2017 we used the eSmart program to develop students' capabilities to use digital technologies in a safe and responsible way. All Program for Students with a Disability students showed progress at a satisfactory or above level in achieving their individual goals.

In 2018 teachers will use evidence of student achievement (what students can do, say, make and write) to plan each student's next level of learning.

Engagement

Student engagement is a very high priority and will remain a focus of professional learning for staff during 2017. Attitudes to School Survey for Years 5 and 6 students results indicated that WNPS was continuing to perform very effectively in student relationships, with connectedness to peers, school connectedness, classroom behaviour, student motivation and learning confidence at the state average. Students also indicated that they related well to their teachers, who provided a stimulating learning environment.

Our school reports inform parents of their child's attendance rate and that we aim for a student attendance of 95% or better. Student attendance of 100% is acknowledged and celebrated. Students with poor attendance are actively targetted to assist them to attend school regularly.

Senior students have the opportunity to perform in the school production of "The Amazing Adventures of Super Stan"

Extra curicular opportunities are enjoyed by many students. Art After School classes encourage creativity and expression. Students can compete and progress from district to state level competition in a variety of sports. The school has a junior and senior choir. Instrumental music, dance and singing tuition is also available. The school holds regular soiree evenings.Thinking skills and logic are promoted through Chess Club and Tournament of the Minds.

Wellbeing

Warragul North Primary School has a strong record in ensuring that students feel safe and connected to their school. This is reflected in student, parent and staff opinion surveys. The Attitudes to School Survey results for Well Being are excellent with mean scores being at or above the state level. The school's values of Engagement, Respect, Nurturing, Integrity and Getting Along highlights the importance that the school places on wellbeing. The school's social skills program "You Can Do It" with the five keys of Organization, Resilience, Getting Along, Persistence and Confidence is well established in the school.

WNPS has a large Students with Additional Needs Program, with a 0.8 teacher allocated to coordinate the program and 15 educational support staff. Regular student support groups meetings are held and all students in the program have individual learning plans. There are strong transition programs into, through and out the school from preschool to Foundation, year to year and Years 6 to 7. The Year 6 to Year 7 transition team has maintained close links with secondary schools. Orientation days are held and secondary school staff visit to get to know our students. The Year 6 graduation ceremony and celebrations are a highlight for students, parents and staff as students complete their primary school years. Vital information is communicated effectively to ensure an annual "best start' through internal transition from junior to middle school (Yr 2- Yr 3) middle to senior school (Yr 4 - Yr5) and for our funded Program for Students with Disabilities group. The school had a chaplain who supported students, staff and families two days per week.

For more detailed information regarding our school please visit our website at http://www.warragulnorthps@edumail.vic.gov.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 615 students were enrolled at this school in 2017, 312 female and 303 male.

1 percent were EAL (English as an Additional Language) students and 2 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.

low	low-mid	mid	high

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).

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

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 — 100 Results: Mathematics 0 — 100	🟢 Similar 🟢 Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: [yellow box]
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 18 % / 54 % / 28 % Low / Medium / High **Numeracy** 27 % / 49 % / 24 % Low / Medium / High **Writing** 27 % / 54 % / 19 % Low / Medium / High **Spelling** 12 % / 60 % / 28 % Low / Medium / High **Grammar and Punctuation** 23 % / 46 % / 31 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2017 attendance rate by year level:

Results: 2017

0 _____ 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 _____ 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	93 %	93 %	93 %	94 %	94 %	94 %

Similar

Similar

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	● Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	● Similar

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).
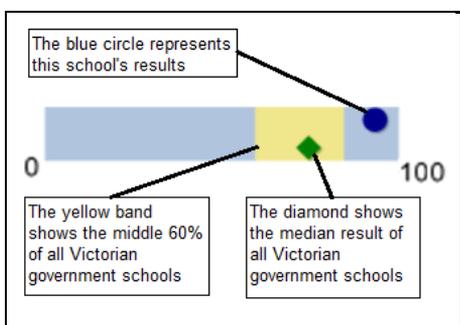
What does *School Comparison* refer to?

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.
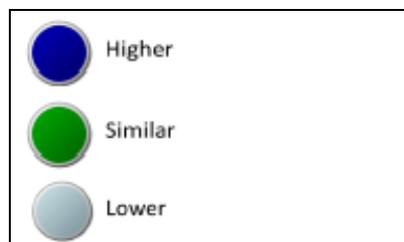
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* 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').

Financial Performance and Position

Financial performance and position commentary

Warragul North Primary School had an operating surplus of $157,116 for the calendar year 2017. The 2017 surplus was made up of an influx of unbudgeted additional students prior to census, unspent Professional Learning Community grants earmarked for 2018 and parent club funds raised for planned playground replacement including an Andrews Foundation grant of $20,000.

Warragul North Primary School has an amount of $570,224 in total funds available. The school has built up this reserve to pay for two initiatives that will improve student outcomes in Mathematics and English. The first initiative is crucial to the success of the 2018 AIP as $92,000 of reserves will be spent employing a Mathematics coach for 12 months. The second initiative is crucial to providing quantity and quality of reading texts for students and approximately $47,500 will be spent on reading resources out of school reserves.

Other initiatives to improve student outcomes include but are not limited to additional ICT equipment and interactive televisions, additional hear and learn units, classroom furniture including classroom mats and replacement of our current outdated and failing phone system.

WNPS is budgeted to have a year end balance of approximately $250,000 in reserves by December 2018

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$4,382,328
Government Provided DET Grants	$635,604
Government Grants Commonwealth	$64,253
Revenue Other	$24,388
Locally Raised Funds	$550,103
Total Operating Revenue	**$5,656,676**

Equity[1]	
Equity (Social Disadvantage)	$209,684
Equity Total	**$209,684**

Expenditure	
Student Resource Package[2]	$4,301,572
Books & Publications	$15,128
Communication Costs	$9,889
Consumables	$118,620
Miscellaneous Expense[3]	$204,186
Professional Development	$14,456
Property and Equipment Services	$402,091
Salaries & Allowances[4]	$331,204
Trading & Fundraising	$58,513
Utilities	$43,903
Total Operating Expenditure	**$5,499,560**
Net Operating Surplus/-Deficit	**$157,116**
Asset Acquisitions	**$59,500**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$4,679
Official Account	$359,876
Other Accounts	$205,669
Total Funds Available	**$570,224**

Financial Commitments	
Operating Reserve	$180,341
Asset/Equipment Replacement < 12 months	$93,500
Maintenance - Buildings/Grounds incl SMS<12 months	$50,483
Beneficiary/Memorial Accounts	$44,407
Revenue Receipted in Advance	$1,837
School Based Programs	$29,156
Provision Accounts	$30,800
Repayable to DET	$92,000
Asset/Equipment Replacement > 12 months	$47,700
Total Financial Commitments	**$570,224**

(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 05 March 2018 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.