

# 2019 Annual Report to The School Community



**School Name: Warragul North Primary School (4695)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 27 April 2020 at 12:46 PM by Corinne Collins (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 05 May 2020 at 01:26 PM by Terri Wilks (School Council President)

## 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 615 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. Twelve new classrooms were opened in Semester Two, consisting of a junior wing housing year one and two students and a middle wing housing the year three and four students. 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, Students with Special Needs coordinator (1.0), 3.5 administration staff, 28 classroom teachers, a Reading Recovery teacher (0.6), 2 part time Physical Education teachers, 2 part time Arts teachers and fifteen educational support staff. In 2019 an instructional coach (0.8) was employed and two teachers completed STEM training. 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 the Education State Project Professional Learning Communities we have identified the need to build the capacity of teaching staff become expert practitioners and for leaders to gain coaching skills. We are establishing a culture of reflective teaching focusing on the impact of our teachers and building leadership teams. Classroom teachers worked in year level professional learning communities and used the FISO 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) 2019 data places our Year 3 students at the median level for spelling and writing for government schools. Year 3 students were well above the median for government schools in Reading, Numeracy, Grammar and Punctuation. Our Year 5 students were well above the median for government schools in Reading, Writing, Spelling, Numeracy, Grammar and Punctuation

Our teaching was guided by literacy experts Fountas and Pinnell, Jo-Anne Dooner and Deb Sukarna. The school will continue to use a whole school approach to teaching reading which includes phonological awareness, phonics, comprehension, fluency and vocabulary. 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 Di Siemens. This will be supported by participating in professional learning related to Mathematics.

In 2019 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 2020 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 2020. One of the main goals in the WNPS School Strategic Plan 2019-2022 is to improve student voice and agency. Attitudes to School Survey for Years 4 to 6 students results indicated that at WNPS 80% or more of students had a positive sense of inclusion, connectedness and confidence. 82% of students gave a positive response for motivation and interest. 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 rate of 95% or better. Student attendance of 100% is acknowledged and celebrated. Students with poor attendance are actively targeted to assist them to attend school regularly. In the Attitudes to School Survey for Years 4 to 6 93% of students gave a positive response to the importance of attendance at school. Extra curricular 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 school safety were positive with at least 80% of students feeling positive about managing bullying, respecting diversity and having an advocate at school. 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 1.0 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 - Yr 5) and for our funded Program for Students with Disabilities group. The school chaplain provided excellent support to students, staff and families two days per week.

## Financial performance and position

Warragul North Primary School had an operating surplus of \$56,557 for the calendar year 2019. Operating reserves budgeted for during the 2018 calendar year were used to fund two initiatives aimed at improving student outcomes in Mathematics and were crucial to the success of the 2019 AIP. The first initiative was an Instructional coach employed for 12 months at a cost of approximately \$96,000. The second initiative provided support for the PLC project and our PLC leaders. This initiative cost approximately \$45,000. These initiatives were funded by budgeted school reserves.

During Semester One the Asbestos Removal Building Program meant that the original school building was demolished and replaced with two modular buildings. Significant funds were used to furnish the classrooms and enable a landscape project which was an Occupation Health and Safety issue, to be completed.

At 31st December, 2019 Warragul North Primary School has an amount of \$251,044 in total funds available.

For more detailed information regarding our school please visit our website at  
<https://warragulnorthps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 615 students were enrolled at this school in 2019, 310 female and 305 male.

3 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.2	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.8	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.0	89.7	81.7	95.0	Above
Mathematics	95.1	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.5	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	77.1	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	82.2	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	73.3	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	82.1	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	75.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	75.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	66.0	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	14.5	54.2	31.3
Numeracy	19.8	56.8	23.5
Writing	24.4	51.2	24.4
Spelling	30.1	48.2	21.7
Grammar and Punctuation	10.8	56.6	32.5

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.1	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.3	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	92	93	94	92	92	92

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.3	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	84.5	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.3	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	86.2	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,177,358
Government Provided DET Grants	\$751,412
Government Grants Commonwealth	\$88,557
Government Grants State	\$183,330
Revenue Other	\$41,847
Locally Raised Funds	\$530,499
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,773,004</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$276,239
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$276,239</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,082,386
Adjustments	\$0
Books & Publications	\$17,171
Communication Costs	\$12,766
Consumables	\$155,739
Miscellaneous Expense <sup>3</sup>	\$241,011
Professional Development	\$59,475
Property and Equipment Services	\$493,381
Salaries & Allowances <sup>4</sup>	\$534,768
Trading & Fundraising	\$56,720
Travel & Subsistence	\$0
Utilities	\$63,030
<b>Total Operating Expenditure</b>	<b>\$6,716,447</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$56,557</b>
<b>Asset Acquisitions</b>	<b>\$20,660</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$210,354
Official Account	\$40,689
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$251,044</b>

Financial Commitments	Actual
Operating Reserve	\$228,535
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,104
Funds Received in Advance	\$21,906
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$38,629
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$90,043
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$383,218</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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.*

# 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').