

2016 Annual Report to the School Community



School Name: Willaura Primary School

School Number: 2662



Name of School Principal:	Tammie Meehan
Name of School Council President:	Sybil Burmeister
Date of Endorsement:	

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.



Education and Training



About Our School

School Context

Willaura Primary School's purpose is to provide programs and opportunities for each student to reach their academic, physical, social and emotional potential in a caring and stimulating learning environment so they are fully prepared for the next stage in their education and able to succeed as active and fulfilled members of their community.

Our school is a vibrant, forward-looking school with high expectations both of and for its students. We sit in the geographical centre of our small country town and play a vital role in the community. Over the last decade the township of Willaura has altered in a similar manner to many rural communities and changing demographics bring both opportunities and challenges. Enrolments of 34 in 2014 have increased to 44 at the beginning of 2016, and with good numbers at the local kindergarten for the coming two years enrolment numbers should be stable. This provides the school with a very positive, secure outlook.

Over 2016, Willaura Primary School was in an exciting period of transition and renewal. The 2015 Principal, Ms Sue Knight moved to another school and Mrs Tammie Meehan joined the school as the Acting Principal in Terms 1 & 2 and then substantive Principal. Joining the senior room in 2016 were Miss Susan Gibson in Term 1 and Mr Michael Busija taking over from her for the remainder of the year. We welcomed Mrs Jessica Albert back to the senior classroom for a 0.2 workload in Term 3, sharing with Mr Busija 0.8. Graduate teacher Miss Stephanie Schulz joined the P/1 classroom at the beginning of 2016. Miss Rae Perry continued teaching the Grade 2/3 class. Also joining our Business Manager, Mrs Merrin Parkinson, were our Education Support Officers, Pauline Graham and Caitlyn Edwards. Over 2016 we ran three main classes of P/1, 2/3 and 4/5/6 students.

Our staff endeavour to promote our school values 'Stay Safe, Try Your Best, Act Responsibly and Respect Others' to ensure that we have a friendly and supportive learning environment, as complimented by our use of the School Wide Positive Behaviour Support Framework.

Our staff have focussed directly on improving student learning throughout the year and have developed personal learning plans in collaboration with all students. Students were provided with the opportunity to communicate their personal learning goals to their families at our twice-yearly Student Led Conferences.

Willaura Primary School is proud of the programs that it offered to our students in 2016 and have continued into 2017. Rae Perry is a highly trained Reading Recovery and EMU teacher, offering a remedial program to students in need in reading and mathematics. We also offer weekly classes in Music/Art, Health and Physical Education and the Stephanie Alexander Kitchen Garden program. We introduced extra-curricular instrumental music lessons, a school choir and band. During 2016 we introduced Code Club as an after-school extra-curricular activity. We also continued our very successful swimming program at the beginning of the year. All of these programs have continued into 2017 with the addition of a Sporting Schools after-school program.

Willaura Primary School is part of the Ararat/Pyrenees School Network, Central Highlands Area and the Ararat Rural Schools Cluster.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives from the FISO that were the focus of our 2016 AIP were Building Practice Excellence and Curriculum Planning and Assessment. We made good improvements in these areas. Work will continue to build practice excellence and firmly embed gains we made in 2016 through to 2017. Personal Student Learning Plans were developed for all students and we will continue to improve on this initiative in 2017. We researched, planned and implemented the Big Write/VCOP explicit teaching of writing program in 2016 and will continue to embed the gains we have made in this area in 2017 with further professional development and work with our Rural School Community of Practice. While work will continue in these areas, we will also focus on Building School Communities in 2017 with our mentor Dr George Otero.



Achievement

Parent satisfaction results indicate we are slightly above the state median. This reflects the strong relationships developed between school and home, good communication, and a clear focus on the key learning areas. We have many opportunities for parents to participate in school activities and the school newsletter, Facebook page, SMS system and school website help keep parents connected and informed about our school. In 2017, we will continue to strengthen our learning partnerships by working closely with Dr George Otero.

The Staff Survey results indicate that we are slightly below the state median, Highest results were for 'Parent and Community Involvement', 'Shielding and Buffering' and 'Staff Trust in Colleagues'. Our school went through a transition period in 2016, with a new Principal and new staff. We focused on building relationships and a culture of growth mindset, high expectations and student wellbeing.

Our teacher judgement of student achievement indicated that the percentage of students working at or above the expected level in English is slightly lower than similar schools and similar in Mathematics to similar schools. Year 3 NAPLAN results indicate that 33% of students were in the top two bands in Numeracy. In Reading, 50% of Year 3 students were in the top two bands and over 4 years the results are well below the results of similar schools. In Writing, 17% of students were in the top two bands and over 4 years the results are below the results of similar schools. Through our continued focus to improve writing in 2017, we aim to increase the percentage of students in the top two bands. We did not have any student in Grade 5 last year to complete NAPLAN testing.

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

Our Student Absence Data shows that 10% of our students have 20 or more absence days compared to 21% for similar schools. Over 2012-2016 the data shows that 13% of students are absent for 20 or more days, well below the 19% result for primary schools with similar characteristics. Although we have absences slightly below the median results of similar schools, we will continue to focus on the importance of improving student absence and follow student absences up closely.

Wellbeing

It is very pleasing to note that our 2016 Year 5-6 Student Attitude to School Survey results for Connectedness to School were higher than the State Median. The Student Attitude to School Survey results were also higher than the State Median. It is pleasing to note that our students recognise the efforts our school is making to improve wellbeing in the school. Many strategies have been put into place to support student engagement and wellbeing. We began our School Wide Positive Behaviour Support Framework in 2016, with continued development planned in 2017. We have also continued to implement the Stephanie Alexander Kitchen Garden Program, a quality camping program, a student leadership program, a strong physical education program, a Classroom Music

For more detailed information regarding our school please visit our website at www.willauraps.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:

School Profile	
<p>Enrolment Profile</p> <p>A total of 44 students were enrolled at this school in 2016, 20 female and 24 male. There were < 10% of EAL (English as an Additional Language) students and < 10% 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> 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>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> Similar</p> <p> Similar</p> <p> Similar</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</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>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>92 %</td> <td>94 %</td> <td>89 %</td> <td>94 %</td> <td>96 %</td> <td>86 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	89 %	94 %	96 %	86 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	89 %	94 %	96 %	86 %	92 %										



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> Similar</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> Similar</p>

How to read the Performance Summary

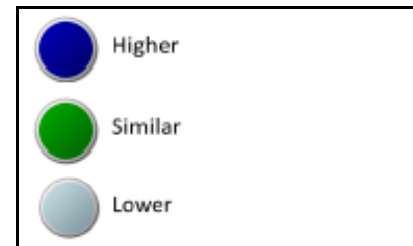
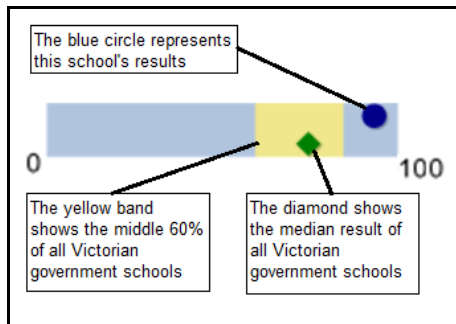
What are student outcomes?

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, 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.

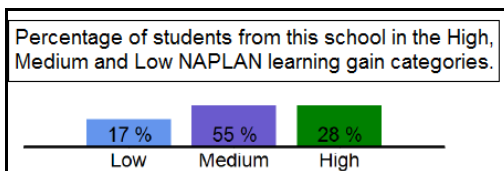
You can see these results for the latest year, as well as the average of the last four years (where available).

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$446,651
Government Provided DET Grants	\$83,958
Revenue Other	\$7,128
Locally Raised Funds	\$37,377
Total Operating Revenue	\$575,113

Expenditure	
Student Resource Package	\$419,382
Books & Publications	\$580
Communication Costs	\$2,938
Consumables	\$15,030
Miscellaneous Expense	\$30,291
Professional Development	\$3,922
Property and Equipment Services	\$38,698
Salaries & Allowances	\$31,736
Trading & Fundraising	\$4,325
Utilities	\$7,083
Total Operating Expenditure	\$553,985
Net Operating Surplus/-Deficit	\$21,128
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$32,195
Official Account	\$113
Total Funds Available	\$32,308

Financial Commitments	
Operating Reserve	\$13,000
Asset/Equipment Replacement < 12 months	\$2,323
Maintenance - Buildings/Grounds incl SMS<12 months	\$4,677
Revenue Received in Advance	\$4,589
School Based Programs	\$5,051
Provision Accounts	\$1,224
Other recurrent expenditure	\$1,444
Total Financial Commitments	\$32,308

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.