

2018 Annual Report to The School Community



School Name: Great Western Primary School (0860)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 21 March 2019 at 04:52 PM by Kerrie-Ann Harris
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 29 April 2019 at 04:09 PM by Andrew Thompson
(School Council President)

About Our School

School context

Great Western Primary School is located in the South Western Victoria Region. With a current enrolment of 29 students, the school offers P/1 Junior, 2-4 Middle and 5/6 Senior School Classes. The school is committed to a whole school approach to Student Learning, Wellbeing and Engagement. The school's curriculum is comprehensive and well resourced, placing a strong emphasis on the successful attainment of Literacy and Numeracy skills. Learning through real-life experiences is a focus through community learning activities, camps and excursions in and beyond the local community. Each of the Victorian Curriculum Domains is covered.

In 2018 the school finished the year with an enrolment of 25 students and operated Junior, Middle and Senior School Classes (Middle 3 days per week).

Student Learning is nurtured by a dedicated teaching and learning team that include: a teaching principal, generalist classroom teachers, specialist staff for Performing Arts, Visual Arts, LOTE - Chinese, Physical Education, Kitchen Garden and MARC Library and one Education Support staff. In third term the school introduced its Kitchen Garden Program.

The school provides a stimulating and caring environment that gives all students an extensive range of rich educational programs and life experiences and now includes the Kitchen Garden Program.

Great Western Primary School is set in attractive, spacious, well maintained grounds and gardens. Sporting facilities include a netball/tennis court, covered basketball court, sports oval and shaded adventure playground. Outstanding Learning Centres are well resourced and equipped with the latest technologies to enhance teaching and learning programs.

In 2019 we will continue to work towards whole school curriculum planning, teacher effectiveness, providing an innovative and engaging curriculum and improved student learning outcomes, as well as improved wellbeing and engagement practices through the development of a new four year strategic plan.

The school has the equivalent of 3.5 staff: one principal class, four teacher class and one educational support staff.

Framework for Improving Student Outcomes (FISO)

Our 2018 Annual Implementation Plan selected the following FISO improvement initiatives:
Excellence in Teaching and Learning: Curriculum Planning and Assessment and Building a Practice of Excellence.

Building a practice of excellence

- Implementation and embedding of the agreed Instructional Model into daily teaching practice, ensuring the provision of high quality teaching and learning
- Implementation of iMaths across the whole school, further enhancing a whole school approach to curriculum
- Consistent approaches to literacy through the embedding of Daily 5, Big Write and VCOP.

Curriculum Planning and Assessment

- Consistent planning by all staff through the use of Planbook
- Embedding the use of Learning Intentions and Success Criteria in classroom practice
- Consistent assessment tools used across all year levels.

Achievement

During 2018 Great Western Primary School's focus was on the delivery of a whole school approach to Literacy and Numeracy. Daily 5, CAFÉ, the Sound Waves Spelling program, VCOP and Big Write were embedded across the whole school. In 2018 the Literacy Focus continued with staff Professional Learning focusing on Big Write and VCOP. Great Western Primary School's whole school approach to learning extended to the Numeracy program with the implementation of iMaths to provide staff and students with a continuous, cohesive approach to teaching and learning.

Our 2018 NAPLAN Data:

Learning Gain for student achievement between Year 3 and 5 indicated that 80% of students had 'medium to high growth in Reading and 80% of students had 'medium' growth in Numeracy. Writing and Spelling results were disappointing with 60% of students showing 'low growth'

Teacher Assessments indicated 'lower' achievement levels for Mathematics and English for years P - 6 in school comparison data. NAPLAN data for Year 5 is 'similar' in the school comparison data. NAPLAN Data has students in Year 5 achieving 'higher' in the school comparison data for English and Mathematics.

To ensure continued positive student learning outcomes and growth of our student achievement data, the school will continue with, and embed, the whole school approach to spelling (Sound Waves), CAFÉ, Daily 5, VCOP, Big Write and iMaths.

In 2018 iMaths was introduced in an attempt to improve student learning with the focus on Numeracy. This continues to be embedded in 2019 with the focus on improving student outcomes.

We will continue to provide differentiated learning based on individual student needs and provide an engaging curriculum.

Improved student growth and outcomes will be the focus of whole school teaching and learning with particular emphasis on Literacy and Numeracy for the next Strategic Plan.

Engagement

Student engagement is essential for continuous growth and improved student outcomes. Our Student Attendance data in 2018 was very pleasing. Our attendance data of 9.94 days absent was well below the state average of 15.28 days.

The Attendance Traffic Light System was continued in 2018 with our Mid and End of Year Reports and all parents were notified of their child's attendance rating through the reports.

2018 provided students with many learning opportunities aimed at nurturing engagement including:

- Cluster Days
- Integrated learning activities
- Community Days
- Camps and excursions
- Prep-Year 6 camp
- Cross age teams.

In 2019 our unrelenting commitment to Student Engagement will continue as we focus on the School Wide Positive Behaviours approach and introduce the Resilience Project alongside the Respectful Relationships program. We will strive to provide our students with a safe, innovative and engaging learning environment.

Wellbeing

Considerable resources were committed to student wellbeing in 2018. Great Western Primary School has consistent expectations for classroom and playground behaviour through:

- SWPB Matrix
- Pride in self and school through commitment to wearing uniform
- Whole-school teaching and learning practice
- Student leadership program
- Multi age teams
- Engaging extra-curricular activities.

School Connectedness data in 2018 was very pleasing, with 90% of responses in the positive.

In 2019 School-Wide Positive Behaviours, the Resilience Project and Traffic Lights will be our wellbeing focus.

We look forward to continuing our wellbeing focus.

Financial performance and position

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.




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	
<p>Enrolment Profile</p> <p>A total of 25 students were enrolled at this school in 2018, 12 female and 13 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>

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
<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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</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>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> Higher</p> <p> Similar</p> <p> Higher</p>





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
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading Low: 20% Medium: 60% High: 20%</p> <p>Numeracy Low: 20% Medium: 80%</p> <p>Writing Low: 60% Medium: 20% High: 20%</p> <p>Spelling Low: 60% Medium: 20% High: 20%</p> <p>Grammar and Punctuation Low: 20% Medium: 80%</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 Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>94 %</td> <td>98 %</td> <td>94 %</td> <td>90 %</td> <td>96 %</td> <td>96 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	98 %	94 %	90 %	96 %	96 %	96 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	98 %	94 %	90 %	96 %	96 %	96 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$422,243	High Yield Investment Account	\$48,503
Government Provided DET Grants	\$102,134	Official Account	\$8,688
Government Grants Commonwealth	\$4,164	Other Accounts	\$58,703
Government Grants State	\$5,000	Total Funds Available	\$115,893
Revenue Other	\$21,943		
Locally Raised Funds	\$25,705		
Total Operating Revenue	\$581,189		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$381,331	Operating Reserve	\$18,550
Books & Publications	\$4,428	Other Recurrent Expenditure	\$62
Communication Costs	\$1,516	School Based Programs	\$28,172
Consumables	\$5,724	Funds for Committees/Shared Arrangements	\$26,550
Miscellaneous Expense ³	\$22,050	Asset/Equipment Replacement < 12 months	\$8,500
Professional Development	\$2,013	Maintenance - Buildings/Grounds < 12 months	\$24,136
Property and Equipment Services	\$36,255	Total Financial Commitments	\$105,969
Salaries & Allowances ⁴	\$18,532		
Trading & Fundraising	\$10,332		
Travel & Subsistence	\$5,802		
Utilities	\$5,924		
Total Operating Expenditure	\$493,908		
Net Operating Surplus/-Deficit	\$87,281		
Asset Acquisitions	\$0		

(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 15 March 2019 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)

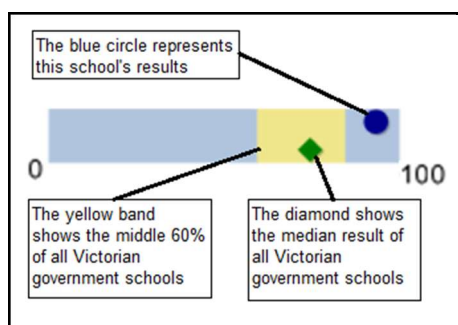
Engagement

- student attendance and engagement at school
- 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).

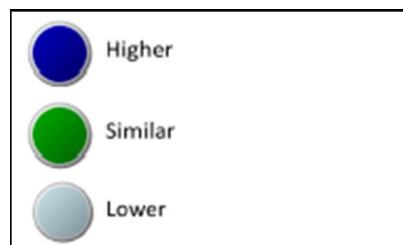


What does *School Comparison* refer to?

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*' or '*ND*' 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').