

2017 Annual Report to the School Community



School Name: Warrenheip Primary School

School Number: 1591



- 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 Regulation 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 2017 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 02 May 2018 at 03:11 PM by Arthur Lane (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 Regulation 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 2017 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 14 May 2018 at 10:44 AM by Julie Blackmore (School Council President)



About Our School

School Context

Warrenheip Primary School is situated in a picturesque setting on the eastern approach to Ballarat, on a site it has occupied since 1875. The school is set on large, attractive grounds that offer a semi-rural learning environment for its educational community. Enrolments are drawn from both urban and rural homes and with no form of bus service; the majority of pupils rely upon family transport to get them to and from school.

The Warrenheip teaching staff works closely with School Council and the parent community in maintaining a 'multi-aged' approach to teaching all aspects of the curriculum; as opposed to a more traditional reliance on unitary grade structures. Students move fluidly between nominated instructional groups in literacy & numeracy, where every effort is made to place them at a more appropriate 'point of learning need'. Over recent years, this approach has led to consistent growth in student achievement, as evidenced in the formal departmental measures of NAPLAN and On Demand Testing. During 2017 the workforce composition was: 3 permanent teaching staff (including a teaching principal), 1 business manager and a number of experienced teachers who were employed on a casual basis to help minimise class numbers in core literacy and numeracy programs.

Attendance is recognised as an integral element of each child's education with close attention being paid to children whose attendance levels fall below expected standards.

Most of the buildings are in good overall condition; the school currently offers 5 classroom units, 1 multi-purpose room, 2 modern outdoor playgrounds combined with modern toilet amenities for both children and adults. The school maintains an extensive array of computer resources, with each child allocated a modern notebook computer for school-based usage. These notebook units are supported by 4 interactive whiteboards, which have been strategically placed in classrooms. Warrenheip School is a 'great little school for great little people'; we are proud of our achievements and confident in our future.

Framework for Improving Student Outcomes (FISO)

In 2017 Warrenheip Primary School chose the FISO priorities of "Building Practice Excellence" and "Empowering Students and Building School Pride" as areas of focus. These areas were chosen to maintain the school's academic achievements and to ensure that all students had a genuine voice in the running of the school.

Warrenheip PS maintained the instructional elements which had been identified as contributing to the academic achievement of our students in previous years. This, together with a focus on 'Writing' from P-6, ensured that our students continued to make good gains academically. Staff began the process of developing a set of defined school values. Students were involved in a number of focus group discussions and their input was used to decide on the school values: "Learning" "Respect" "Safety".

Achievement

Student achievement is our core business. We offer a comprehensive curriculum using specific programs to boost student success in Reading, Spelling and Mathematics. Staff teach with an explicit focus on the individual needs of the children in each classroom and work together to ensure that all children achieve to the best of their ability.

Our teacher-assessed results in English and Mathematics show similar results to comparison schools. Our NAPLAN results for year 3 (4 year average) are higher than like schools in both Reading and Numeracy, which is an excellent achievement. At Year 5 the Reading and Numeracy results are slightly above those of like schools, which is a clear improvement over the 4 year average and a very pleasing reflection on the work which has been done in this area.

The figures for NAPLAN Learning gain are outstanding for Writing and Spelling and good for all other areas. We are very pleased that the number of students in the 'Low Growth' outcome is below the expected standard. We would like to see more students achieving High growth in Reading and Numeracy.

Warrenheip Primary School is rightly proud of our academic achievements over the last 4 years and we will strive to ensure that academic excellence continues to be a focus for the coming years.



Engagement

In previous years Warrenheip PS has had some issues with attendance. The data from 2017 clearly shows that that is no longer the case. Our figures for 2017 are exactly aligned with like schools, and we are no longer seeing the significant spike in absences that was apparent last year. Strategies such as “It’s Not OK to be Away”, regular Newsletter communication and follow up to ascertain reasons for absence will continue to be part of the school’s response to ensure that the positive gains of 2017 are not lost.

Students at Warrenheip PS spent time in 2017 working on their school values. Warrenheip PS is a friendly school which values Learning, Respect and Safety. Students have also been engaged in setting out specific examples of behaviours which will demonstrate those values. As a small school, we constantly work on ensuring that students feel safe and engaged whilst at school.

Wellbeing

Warrenheip Primary School, a small semi – rural school, maintains a ‘family’ atmosphere where students care for one another and where older students take the lead in ensuring the safety of their younger peers. Our Attitudes to School Survey data bears out this situation, with the results showing that students feel safe and connected to their school.

Warrenheip PS teaching staff and School Council undertake a close analysis of the results of these surveys on an annual basis, especially with regard to any dramatic swings in nominated areas.

It is important to our educational community that the older students are given a regular opportunity to ‘have a say’ about their school environment and consideration is always given as to what may be influencing any major changes in perspective in specific areas of this annual survey. Student ‘voice’ is a valuable input into school operations and given due consideration in the planning and governance mechanisms of our school.

For more detailed information regarding our school please visit our website at
www.whps.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 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 27 students were enrolled at this school in 2017, 11 female and 16 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 12 percent 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>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> Similar</p> <p> Similar</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> Higher</p> <p>No Data Available</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Similar</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 20% Low, 60% Medium, 20% High</p> <p>Numeracy 20% Low, 60% Medium, 20% High</p> <p>Writing 40% Medium, 60% High</p> <p>Spelling 20% Medium, 80% High</p> <p>Grammar and Punctuation 20% Low, 60% Medium, 20% 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 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>85 %</td> <td>89 %</td> <td>85 %</td> <td>96 %</td> <td>96 %</td> <td>96 %</td> <td>96 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 85 % | 89 % | 85 % | 96 % | 96 % | 96 % | 96 % | <p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Lower</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 85 % | 89 % | 85 % | 96 % | 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: 2017</p> | Similar |
| <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: 2017</p> | 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)

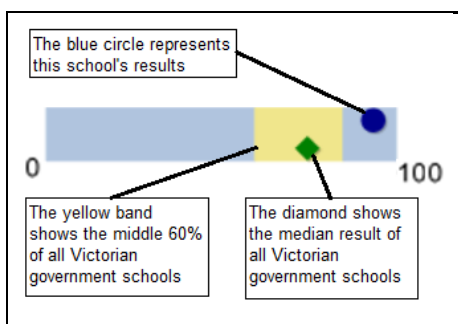
Engagement

- 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).

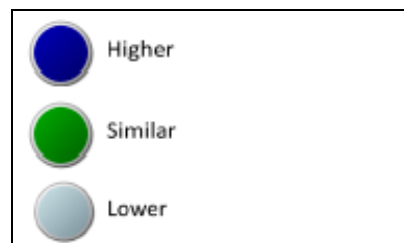


What does *School Comparison* refer to?

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

The financial situation of Warrenheip PS during 2017 was entirely overshadowed by the 2016 deficit (some \$22,000) which had to be repaid. At the same time we had committed to using the whole of the equity funding received to maintain our literacy and numeracy programs. This was achieved through maintaining an extra staff member in the P-2 class four mornings per week. Funding was received from the Koorie EYLN Project, which was spent to hire a qualified teacher to provide tutoring to the Koorie students. Fundraising activity was a strong focus for the Parents Club, who raised over \$6,000 through the year. Warrenheip PS finished the year with a small surplus which will be carried over to the following year to maintain the operating reserve: due to the grade level enrolment figures we anticipate budgetary changes over the coming two years.

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2017 | | Financial Position as at 31 December, 2017 | |
|--|------------------|---|-----------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$325,607 | High Yield Investment Account | \$28,679 |
| Government Provided DET Grants | \$47,268 | Official Account | \$12,220 |
| Government Grants Commonwealth | \$6,700 | Total Funds Available | \$40,899 |
| Government Grants State | \$423 | | |
| Revenue Other | \$7,951 | | |
| Locally Raised Funds | \$17,042 | | |
| Total Operating Revenue | \$404,990 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$18,965 | | |
| Equity Total | \$18,965 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$323,775 | Operating Reserve | \$12,083 |
| Communication Costs | \$1,166 | Asset/Equipment Replacement < 12 months | \$3,500 |
| Consumables | \$12,904 | Maintenance - Buildings/Grounds incl SMS<12 months | \$16,579 |
| Miscellaneous Expense ³ | \$19,192 | School Based Programs | \$8,736 |
| Professional Development | \$660 | Total Financial Commitments | \$40,899 |
| Property and Equipment Services | \$8,811 | | |
| Salaries & Allowances ⁴ | \$24,026 | | |
| Trading & Fundraising | \$4,191 | | |
| Utilities | \$3,484 | | |
| Total Operating Expenditure | \$398,208 | | |
| Net Operating Surplus/-Deficit | \$6,782 | | |
| 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 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.