

2015 Annual Report to the School Community

Warrenheip Primary School

School Number: 1591



Name of School Principal:

Andrew Fyfe.

Name of School Council President:

Julie Blackmore.

Date of Endorsement:

27/04/2016

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 - languages program' minimum standards until 31 December 2015.

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 2015 the workforce composition was: 3 permanent teaching staff (including a teaching principal), 1 teacher aide, 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.

The buildings are in excellent 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.

Achievement

School Performance Summary Data as listed in this report, analyses student outcomes in 3 areas: Teacher assessment (Ausvels), NAPLAN Year 3 & NAPLAN Year 5. Our small cohort in some areas has meant that not all data sets are available but even with this restriction, the available data sets show that 4 year average in student achievement outcomes for NAPLAN (Reading & Numeracy) for both grades 3 & 5 are in the upper quartile for performance as compared with all Victorian schools.

These positive results are supported by the student results achieved in bi-annual 'On Demand Testing' (Dept site) in literacy and numeracy. Analysis of data compilations has shown that the majority of WPS students continue to record results either at, or well above, their nominated grade level.

The annual release of My School Data, which details a national comparison of NAPLAN results, provides additional confirmation of these results and is accessible to all community members via the ACARA web site.

The school average NAPLAN scores for each domain of the 2015 grade 3 (no grade 5 data because of the small cohort) are displayed for Reading, Persuasive Writing, Spelling, Grammar & Punctuation and Numeracy. Results in the five areas were either 'Above' or 'Substantially Above' in 9 out of 10 of the comparative components of all 5 areas - Reading, Persuasive Writing, Spelling, Grammar & Punctuation and Numeracy. The lowest level being recorded as 'close to' to the national average for Persuasive Writing whilst still being 'substantially above' the result for statistically similar schools.

The school community can proudly state that similar results have been recorded in this national comparison, over the past 6 years.

The maintenance of such high levels of achievement is the result of a cohesive and sequential instructional approach in the core elements of literacy & numeracy. All teaching staff are actively engaged in the teaching of whole school programs across the variety of age and ability levels. This approach continues to yield tangible results!

Engagement

The sole measure provided for 'student engagement', is the 'average attendance rate of all students in the school'. Analysis of the two data sets provided: 1. Results: 2015, & 2. Results: 2012 – 2015 (4-year average) in both instances have placed the school above the absence rate for the 'middle 60% of Victorian Government Schools.

These results, do not mean that the majority of students are recording excessive absences. This demonstrates the effect that a high absence rate recorded by a small number of individuals, has on the overall absence results for our school. Despite the continued efforts of the school teaching staff, there continues to be a small number of students whose attendance rates are dramatically in excess of their peers.

Their families have been made well aware of the negative impact that poor attendance is having upon the educational welfare of their children, especially with regard to educational opportunity.

To date, continued discussion with these families has as yet not provided the additional impetus required to encourage these families to work more effectively with the school to improve the attendance and educational opportunities for their children.

Warrenheip Primary School has never condoned high absenteeism but like all schools, is ultimately reliant upon the good will of families in supporting the provision of regular educational opportunities for their children.

Wellbeing

In 2015, all students in our Gr 5 & 6 group, completed the state government primary schools, Attitudes to School Survey'. This survey includes questions about student perception regarding 'engagement in' and 'enjoyment of' school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

The results compiled for '2012 – 2015 (4-year average)' place the satisfaction levels slightly higher than the 'Median of all Victorian government schools'.

The results of the 2015 survey placed this group's average score slightly below the median recorded for the middle 60% of all government schools. Close attention will be paid to 2015 data to ascertain whether or not this is a 'one off' result as opposed to a changing trend.

Warrenheip's teaching staff and School Council undertake a close analysis of the tabulated 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.

Productivity

Warrenheip Primary School Council has maintained an effective management structure over many years to ensure that the budgetary expenditures match the needs of our own learning community. During 2015, School Council approved an expenditure program that allocated substantial funding to enable the school to employ a number of additional, experienced teachers on lower time fractions. These extra members of staff enabled the school to operate a number of smaller teaching groups, especially in the core areas of literacy and numeracy.

The ongoing benefits of this approach have been plain to see, given the growth in student achievement levels over the past 6 years. Previous funding allocated to the provision of technology resources, has enabled the school to allocate a notebook computer to each student for school use.

Government funding has been ably supported by a small but active P&F group who continue to raise additional funds to help support school programs. Locally raised funds for 2015 reached the impressive total of \$15,548. Portions of this funding were used to reduce parent costs for swimming, camp and excursion programs, making them more accessible for all members of the school community.

The school finished the year with an operating surplus of \$8,667, which although lower than previous years, demonstrated that the School Council & staff could effectively maintain the school's established programs during times of lower enrolment.

Warrenheip Primary School Council is proactive in its financial management and continues to manage the school resources in an effective manner.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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

Enrolment Profile

A total of 32 students were enrolled at this school in 2015, 11 female and 21 male. There were 0% of EAL (English as an Additional Language) students and 20% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







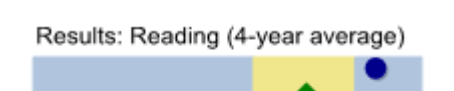







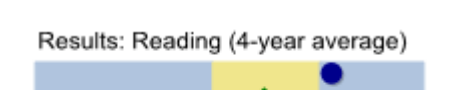
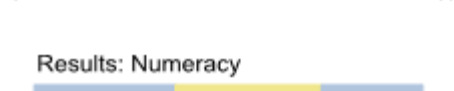



Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the 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: 




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> 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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Higher</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>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>77 %</td> <td>81 %</td> <td>95 %</td> <td>97 %</td> <td>95 %</td> <td>35 %</td> <td>80 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	77 %	81 %	95 %	97 %	95 %	35 %	80 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
77 %	81 %	95 %	97 %	95 %	35 %	80 %										

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

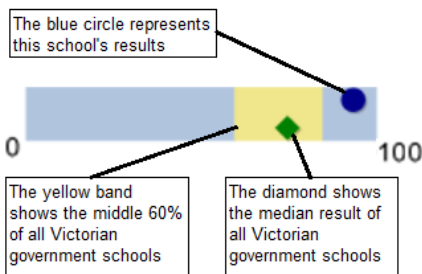
What are student outcomes?

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 colleges, 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.

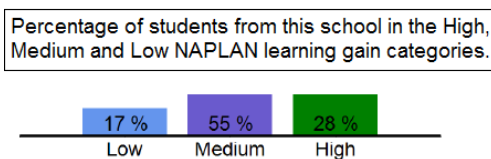
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

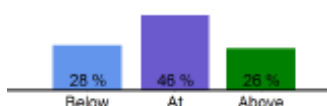


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$350,026	High Yield Investment Account	\$7,935
Government Provided DE&T Grants	\$73,382	Official Account	\$732
Government Grants Commonwealth	\$592	Total Funds Available	\$8,667
Revenue Other	\$752		
Locally Raised Funds	\$15,548		
Total Operating Revenue	\$440,299		
Expenditure		Financial Commitments	
Student Resource Package	\$345,896	Operating Reserve	\$8,667
Books & Publications	\$275	Total Financial Commitments	\$8,667
Communication Costs	\$1,107		
Consumables	\$6,876		
Miscellaneous Expense	\$13,415		
Professional Development	\$956		
Property and Equipment Services	\$21,275		
Salaries & Allowances	\$47,288		
Trading & Fundraising	\$4,146		
Utilities	\$5,105		
Total Operating Expenditure	\$446,339		
Net Operating Surplus/-Deficit	(\$6,040)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 04 March 2016 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.

Financial performance and position commentary

Warrenheip Primary School Council has continued to manage the school finances and resources in accordance with government audit requirements and good financial practice. The end of the 2015 school year saw the school complete the year's operations with an operating reserve of \$8,667.

Although this figure is lower than for previous years; lower revenues brought about as a result of lower pupil numbers, were successfully managed in a manner that did not dramatically affect the breadth and depth of the school's ongoing program delivery.

School Council continued to work closely with the teaching staff and business manager in effectively managing budgets in a manner appropriate to changing financial circumstances.

Systematic review of the school's financial resources continues to enable the school to confidently plan its expenditures and expand the educational opportunities for its student population.