

# 2019 Annual Report to The School Community



**School Name: Warrenheip Primary School (1591)**



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

Attested on 12 March 2020 at 01:11 PM by Arthur Lane (Principal)

The 2019 Annual Report to the school community:

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

Attested on 24 March 2020 at 12:45 PM 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 school's vision is for the students to become successful learners in an environment that provides the best possible opportunities for academic excellence. We are a friendly school which values Learning, Respect and Safety.

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 student achievement, as evidenced in the formal departmental measures of NAPLAN and On Demand Testing.

During 2019 the workforce composition was: 4 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 2019 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 'Reading' from P-6, ensured that our students remained engaged with their learning whilst learning at their point of academic need.

We continued to work on the social and emotional learning of our students by partnering with 'The Resilience Project' to deliver regular learning around the topics of 'mindfulness', 'gratitude' and 'empathy'. We have continued to work hard to minimise the number of incidents of social conflict. We have sourced external providers to assist with our social and emotional learning program as well as introducing a 'Welcome' barbeque and a one day camp experience early in the school year to help with generating a sense of community.

### Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

We continue to 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.

Students have continued to improve in both literacy and numeracy although the progress has been somewhat slower than expected. A significant cohort of new students, whilst very welcome, led to academic results that were lower than the school would normally expect to see. Student Achievement in the NAPLAN tests has shown solid results for most students, with an expected level of learning gain. Results are better in Mathematics and this has prompted a renewed focus on reading across the school.

### **Engagement**

Our absence data has significantly improved in 2019 over the historic levels shown in the 4 year average. This is very pleasing and reflects efforts that the school has made to address this issue as well as a change in the . Strategies such as 'It's Not OK To Be Away', newsletter articles and follow up to ascertain reasons for absence will continue to be part of the school's response.

Respect for others and responsibility for personal actions remain key values in the school. We continue to work with the Resilience Project to deliver social and emotional well-being programs as well as partnering with external providers to support the work which is done at school. Students are recognised for positive behaviour during classroom resilience sessions and are given opportunities to contribute to the running of the school.

We strive to improve connectedness for all students and assist them to recognise that our school has a safe and nurturing environment.

### **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.

### **Financial performance and position**

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 2019 school year saw the school with a surplus of \$60,624 but it is important to remember that this includes a \$55,000 grant from private funds for building works to be completed in 2020. Thus the actual position of the school was a very small surplus of \$5,624.

The school has continued to see a small increase in student numbers which has had a positive impact the financial position. Due to this we have been able to commit resources to supporting classroom programs and to engage an additional teacher 2 days each week to further support student learning.

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.




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

#### Enrolment Profile

A total of 28 students were enrolled at this school in 2019, 13 female and 15 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison:  Above  Similar  Below</p> <p>Below </p> <p>Below </p>
<p><b>NAPLAN Year 5</b></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>No Data Available</p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									



## 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: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison
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<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>
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<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> <tr> <td>91 %</td> <td>91 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> <td>97 %</td> <td>97 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	94 %	96 %	94 %	97 %	97 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	94 %	96 %	94 %	97 %	97 %										

### 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: Similar School Comparison: Above Similar Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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>Above </p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>Below </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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$380,718	High Yield Investment Account	\$94,983
Government Provided DET Grants	\$100,735	Official Account	\$6,113
Government Grants Commonwealth	\$3,000	<b>Total Funds Available</b>	<b>\$101,096</b>
Revenue Other	\$1,719		
Locally Raised Funds	\$78,587		
<b>Total Operating Revenue</b>	<b>\$564,759</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$40,681		
<b>Equity Total</b>	<b>\$40,681</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$386,054	Operating Reserve	\$18,504
Books & Publications	\$67	Other Recurrent Expenditure	\$1,778
Communication Costs	\$2,788	Funds Received in Advance	\$12,288
Consumables	\$22,294	Capital - Buildings/Grounds > 12 months	\$55,000
Miscellaneous Expense <sup>3</sup>	\$26,870	<b>Total Financial Commitments</b>	<b>\$87,569</b>
Professional Development	\$2,644		
Property and Equipment Services	\$36,318		
Salaries & Allowances <sup>4</sup>	\$17,981		
Trading & Fundraising	\$1,251		
Utilities	\$7,667		
Adjustments	\$200		
<b>Total Operating Expenditure</b>	<b>\$504,135</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$60,624</b>		
<b>Asset Acquisitions</b>	<b>\$8,750</b>		

(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 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

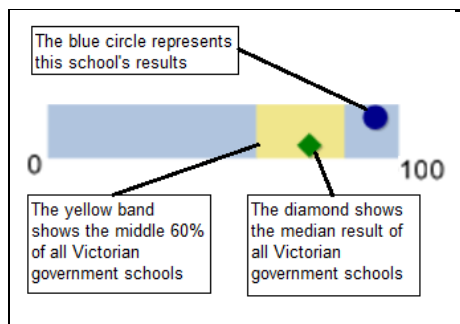
### Engagement

- student attendance and engagement at school
- 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).

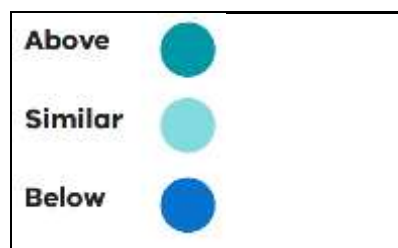


## What does *School Comparison* refer to?

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

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



## What does '*Data not available*' or '*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').