

2018 Annual Report to The School Community



School Name: Whorouly Primary School (1373)



- 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 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 19 March 2019 at 04:11 PM by Pauline McPherson
(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 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 31 March 2019 at 03:34 PM by Andrea Skahill
(School Council President)

About Our School

School context

Whorouly Primary School is located in the small rural community of Whorouly in the Ovens Valley between Wangaratta and Myrtleford in North Eastern Victoria, approximately 250 kilometres from Melbourne. Students are drawn from the town itself and the school bus service transports students from the surrounding district. Whorouly Primary School is a member of the Ovens Learning Community of schools (OLC), the base school for a MACC (Mobile Art) service and the licensee for the Whorouly Preschool.

The Whorouly Primary School buildings consist of a semi-open plan learning space, with three teaching areas, a multi-purpose classroom, large covered deck, kitchen/staffroom, office, resource room and library/meeting room. The following values underpin the beliefs of the Whorouly Primary School Community and provide the basis for our actions:

- Learning: Acquiring academic, social, physical and emotional knowledge and skills.
- Relationships: Developing authentic relationships where mutual respect and support are promoted.
- Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.
- Respect: Building respect for self and others, our community and the environment.
- Teamwork: Working co-operatively with others towards common goals.

Whorouly Primary School stresses the importance of literacy and numeracy and ensures the provision of low teacher- student ratios for these curriculum areas. We encourage the use of technology to support all learning, with every student having access to his or her own laptop or desktop computer. The school provides programs in all domains of the Victorian Curriculum. Students regularly participate in multi-age sessions working as a whole school group. Specialist teachers present the Library and Science, Art and Italian programs. The classroom programs are enriched through camps, excursions, musical performances the Stephanie Alexander Kitchen Garden Program, STEM Challenges, Blueearth, Bike Education and OLC cluster activities.

Whorouly Primary School places great emphasis and value on being a community school with parents, students, teachers and community members and groups working together to provide a quality education.

The Whorouly Preschool is adjacent to the school and we collaborate to provide valuable transition opportunities for the children. Most of our Foundation enrolments have attended our preschool.

In 2018, we continued the part-time, three-classroom model of Junior, Middle and Senior classes for literacy and numeracy, which collapse back to two classes of P-2 and 3-6 at different times during the week depending on staffing. Students move fluidly between the groups based on learning ability and needs. In 2018, we had 27 students, one full time classroom teacher and one teacher at 0.6 EFT, while the Principal had a significant teaching load of 0.8 or more. The business manager worked 0.4 EFT. We also had two part time Education Support staff supporting students with Level 1 and 3 funding and a chaplain at our school at 0.2 EFT.

In 2019, with steady enrolments, we will be in a financial position to continue our three-classroom structure for literacy and numeracy and the same teaching staff time allocation.

Framework for Improving Student Outcomes (FISO)

2018 was the second year of the four-year Strategic Plan cycle from 2017-2020.

Our first FISO improvement initiative was Building Practice Excellence with the key improvement strategies to implement the agreed Instructional Model in Writing to address individual learning needs and to build consistent practice in curriculum planning for all classroom teachers.

The whole school curriculum planning has been clearly documented and followed by all teachers. This plan is regularly reviewed and updated. Teachers adhere to the instructional model focusing on setting goals, structuring lessons, explicit teaching and differentiated teaching to personalise teaching and learning to meet individual learning needs.

With new staff at the school in 2018, the focus was to develop teacher capacity to deliver a high quality whole school approach to the Writing Workshop. There was also a need to improve spelling data across the school. All teachers were trained in the SMART spelling approach, and this approach was implemented in the second semester. Improvement in student data will be closely monitored and evaluated.

Our second FISO improvement initiative was Evaluating the Impact on Learning with the key improvement strategies to build teacher capacity to differentiate high quality teaching to maximise growth for every student and to also build teacher capacity to analyse data, including analysis of all NAPLAN data.

For this goal the focus in 2018 was to identify numeracy pathways to ensure teachers had the capacity to differentiate their teaching. Teachers used learning logs to track individual student progress and guide their planning. The whole school assessment schedule was reviewed and modified to include a range of appropriate assessment strategies to identify student learning needs and to ensure accuracy in teacher judgements. The whole school student data was tracked to identify not only level of achievement but also learning growth.

As part of the BMW Network with the same focus on numeracy, the professional learning opportunities at a Network level complemented the improvement in our school numeracy planning and data analysis.

Achievement

Our student learning data indicates all students achieve their reading benchmark and make a minimum of 12 months growth each year. Our Grade 3 NAPLAN data indicated our students were achieving at high levels across all areas, while our NAPLAN data as a measure of learning growth for Grade 5 students was analysed carefully and indicated medium to high growth in all areas for our Grade 5 students. It is important to note that with such a small cohort of students and a number of different students in Grade 5 to those who were tested in Grade 3 in 2016, it has been more valuable to focus individually on each student and their personal learning growth.

We have continued to provide quality programs in Blueearth, SAKG, STEM, Bike Ed, Italian, Library/Science and Art and organised and participated in camps for Grades 3-6 with the OLC and Cluster days for all levels. Our parents, carers and community members contributed greatly to our programs and fundraising to enable us to provide the best possible opportunities for our students.

In 2019 teachers will be teaching the same grade levels to provide consistency and to continue to develop their capacity to deliver quality teaching practice. In 2019, reading will be the focus to build practice excellence. By revising the Reading Scope and Sequence, providing professional learning for the implementation of the Reading Workshop and by applying specific assessment strategies, medium to high learning growth for every child can be achieved.

Continuing to improve our teaching of numeracy and embed best practice will also be a focus to lift numeracy levels across the school. The Mathematics Scope and Sequence will be revised throughout the year to explicitly indicate the numeracy connection to real life and to note when mathematical concepts are reviewed during the year.

Professional learning will focus on learning pathways in Measurement and Geometry and Statistics and Probability. Designing learning tasks which challenge students to use the inquiry cycle will also be included as part of our work in the OLC Cluster.

Engagement

Our Student Engagement and Wellbeing Policy ensures our students and members of our school community understand our commitment to providing a safe and supportive learning environment, our expectations for positive student behaviour, supports available for students and families and our schools policies and procedures for responding to inappropriate student behaviour.

In 2018 we maintained our positive attendance data with 77% of students having 19.5 or fewer days absent from school which is a better attendance rate than similar schools. During Term 2 2018, we implemented the same-day notification requirement to support the safety and wellbeing of all students. We contact parents/carers as soon as practicable on the same-day of an unexplained student absence. Parents/carers at our school have readily accepted this policy and now regularly text or ring the school to inform us of their child's absence. Only occasionally do we need to make the first contact.

Wellbeing

Whorouly Primary School prioritises positive relationships between staff, students and parents/carers, recognising the fundamental role this plays in building and sustaining student wellbeing.

We want all our students to get a great education, and the building blocks for a great education begin with students coming to school every day. We are responsive to a range of school data such as attendance, Student Attitudes to School, Parent and Staff Opinion data and school level assessment data.

We have an extensive transition program with the Whorouly Pre School and an ongoing Buddy program for Foundation and senior students. We acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and communication to parents, in particular the school newsletter.

Students have the opportunity to contribute to and provide feedback about their learning and the school. Attitudes To School data for Social Engagement; voice, inclusion and connectedness, for 2018 scored 93% endorsement and this indicates that our students feel connected to their peers and our school. We include programs such as You Can Do It, Respectful Relationships, Mindfulness, eSmart Learning and Cyber Safety for Kids as part of our curriculum, and these programs are supported by our chaplain.

In 2018 staff were provided with professional learning to implement the Respectful Relationships Program, School Council supported the public commitment statement and a designated teacher was nominated to support Out of Home Care students when required.

We have an ongoing relationship with Child First to support families at our school and in 2018 we worked with NESAY to send students to a camp for disengaged youth and to provide a transition activity for senior students from Whorouly, Carraragarmungee and Everton as part of a Wellbeing Day at our school in Term 3. Through the Walk To School Program in Term 4 we were able to work with the Rural City of Wangaratta, YMCA and GoTAFE to provide a healthy active program for our students and our Breakfast Club every Wednesday morning provides a nutritious breakfast shared by students, pre-schoolers, parents and staff.

Financial performance and position

Whorouly Primary School has maintained a surplus position to ensure the 2018 staffing model continues into 2019 with a part time, three-classroom structure and a teaching Principal. Equity funding supported students with additional needs and the provision of our LOTE program. In 2018 fundraising contributed to whole school participation in Blueearth and swimming as well as the provision of online programs in literacy and numeracy and camps for students in Grades 3-6. The school accessed Sporting Schools funding for three terms in 2018. Whorouly Primary School manages the MACC Program which services seven schools, so funds for this program, including van replacement funds are included in the Financial Performance Summary. Whorouly Primary School also manages the Ovens Learning Community and Marmungan Sports funds which includes the collection and payment of the Grade 5 and 6 camp for the Cluster. During 2018 Whorouly Primary School relinquished the role of licensee of the Whorouly Pre School and these funds, as Salaries and Allowances and Fundraising, were transferred out of the school.




For more detailed information regarding our school please visit our website at
<http://www.whorouly.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 2018, 12 female and 15 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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>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:  ◆ 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>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> Similar</p>


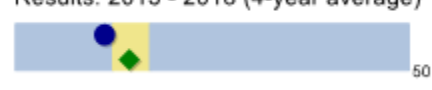


Performance Summary

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 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>






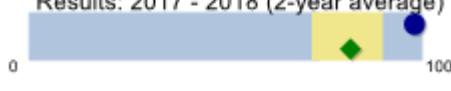


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary 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 1016 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>91 %</td> <td>95 %</td> <td>93 %</td> <td>87 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	95 %	93 %	87 %	92 %	94 %	94 %	<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										
91 %	95 %	93 %	87 %	92 %	94 %	94 %										

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> Similar</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	\$504,639	High Yield Investment Account	\$77,319
Government Provided DET Grants	\$174,021	Official Account	\$337
Government Grants Commonwealth	\$4,800	Total Funds Available	\$77,655
Revenue Other	\$74,290		
Locally Raised Funds	\$53,768		
Total Operating Revenue	\$811,518		
Equity¹			
Equity (Social Disadvantage)	\$7,079		
Equity Total	\$7,079		
Expenditure		Financial Commitments	
Student Resource Package ²	\$445,826	Operating Reserve	\$52,178
Books & Publications	\$60	Other Recurrent Expenditure	\$50
Communication Costs	\$3,374	Funds for Committees/Shared Arrangements	\$32,149
Consumables	\$18,568	Total Financial Commitments	\$84,376
Miscellaneous Expense ³	\$125,004		
Professional Development	\$15,232		
Property and Equipment Services	\$30,029		
Salaries & Allowances ⁴	\$107,665		
Trading & Fundraising	\$8,491		
Travel & Subsistence	\$9,195		
Utilities	\$3,701		
Total Operating Expenditure	\$767,145		
Net Operating Surplus/-Deficit	\$44,373		
Asset Acquisitions	\$21,000		

(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)

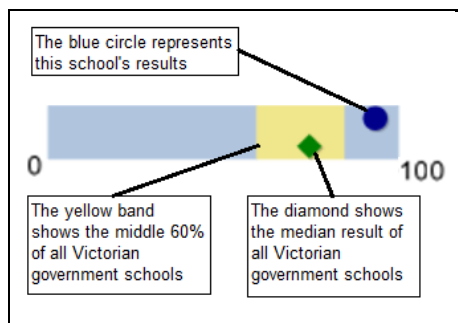
Engagement

- 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).

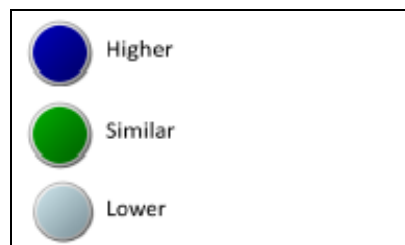


What does *School Comparison* refer to?

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').