

2017 Annual Report to the School Community



School Name: Whorouly Primary School

School Number: 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 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

Signed 11 April 2018 at 02:09 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 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.

Signed 13 April 2018 at 12:01 PM by Kristie Elkington (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, 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 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 2017, we continued the part-time, three-classroom model of Junior, Middle and Senior classes for literacy and numeracy, which collapses back to two classes of P-2 and 3-6 at different times depending on staffing. Students move fluidly between the groups based on learning ability and needs. In 2017, we had 31 students, one full time teacher and one teacher at 0.8 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, 2 and 3 funding and a chaplain at our school at 0.2 EFT.

In 2018 we expect to be in a financial position to continue our three classroom structure, with the full time teacher promoted to the role of Principal, while increasing the time fraction for a part time staff member to full time and employing a new teacher at 0.6 EFT.

Whorouly Primary School underwent a DET Review in 2016 at the end of the Strategic Plan cycle. A new Strategic Plan was ratified in 2017 for the 2017-2020 period.



Framework for Improving Student Outcomes (FISO)

In 2017 our improvement initiatives were: Building Practice Excellence and Evaluating the Impact on Learning. Our teachers follow the Whorouly PS Scope and Sequence using the Victorian Curriculum to build consistent practice in curriculum planning and teach using the agreed Instructional model, which addresses individual learning needs. In 2017 the Principal FISO partnership was with Moyhu PS. Data tracking was investigated and a whole-school personalised data wall was developed to track student progress in Literacy and Numeracy.

In 2017 within the Benalla Mansfield Wangaratta Network there was a whole network focus on numeracy, which will continue in 2018. In 2017 we applied for and were successful in becoming part of a Professional Learning Community with a numeracy focus with the OLC schools. Work in this PLC will commence in 2018.

Achievement

Student learning data for Whorouly Primary School continues to demonstrate that both teacher assessed Victorian Curriculum outcomes and NAPLAN results are within our expected levels. The small cohort of students often skews Annual Report data, and at times, there is no data to enter as is the case for Grade 3 in 2017. However, the small class sizes also allows us to personalise our learning for all students to ensure medium to high learning growth.

NAPLAN data in 2017 identified learning growth from Year 3 to Year 5 with a minimum of 75% of students achieving medium to high growth in Writing, Spelling and Grammar and Punctuation, with 100% of students in the top three bands for Reading. The four-year average for Year 5 students is higher than the state in both Reading and Numeracy.

The immersion of the Key Cobbin Reading and Writing program into our literacy block has corresponded with significant improvement in NAPLAN Writing data and Reading growth.

Our School Assessment Schedule has been developed to ensure we triangulate data to identify student growth and inform our teaching. On Demand Testing, other set assessment tasks and moderation practices incorporated into our Professional Learning Team meetings are used to confirm both teacher assessment and NAPLAN results.

Engagement

Student attendance at Whorouly Primary School is excellent, although slightly down on 2016 due to extended family holidays and other unexpected family long term absences in Terms 3 and 4. In 2017, the average number of days absent per student was 11.5, which is similar to like school, while the four-year average sits at 10.3 days, which is better than the state average of 15.0 days.

Our membership of the Ovens Learning Community enables groups of students from local schools to work closely together, focussing on meeting common student needs that arise through small student groups in rural settings. Camps for Grades 3 and 4 and Cluster days each term are examples of these opportunities. Our Grade 5 and 6 students participate in the OLC camp each year as part of their transition program. In 2017 they went to Canberra in Term Four.

The students at Whorouly PS have their learning enhanced through the specialist programs in Art, Library/Science and Italian. The Stephanie Alexander Kitchen Garden program, Blueearth and a musical production also provide positive learning experiences for our students.



Wellbeing

Key Well Being data in the parents' survey and the Attitudes to School Survey for students continues to be extremely positive. The Student Attitudes to School Survey of Grade 4, 5 and 6 students indicated positive responses for all areas of the survey. Due to the small cohorts individual grade data is unavailable.

The Pride and Confidence in our School indicators are about making sure every community has access to excellence in every school and classroom. Our results are exceptionally high. The percentage of positive responses by students to a Sense of Connectedness is 98.18%, 91% of staff were positive about the School Climate and 100% of parents were satisfied with the school overall. The percentage endorsement of Management of Bullying factor recorded 100% positive responses.

The You Can Do It Program provides the foundation for students to develop positive self-esteem and promotes all students as successful learners. We are committed to the explicit teaching of Well Being practices such as You Can Do It, Mindfulness and Gratitude as part of our weekly program.

Our chaplain provides whole class and individual support to our students, families and staff. Access to the school nurse, speech pathology and School Support Officers is also provided.

For more detailed information regarding our school please visit our website at
[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 30 students were enrolled at this school in 2017, 14 female and 16 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>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> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>● Similar</p> <p>No Data Available</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Similar</p> <p>● Higher</p> <p> Lower</p> <p>● Higher</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>0%</td> <td>75%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>0%</td> <td>25%</td> <td>75%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	0%	50%	50%	Numeracy	0%	75%	25%	Writing	25%	0%	75%	Spelling	25%	50%	25%	Grammar and Punctuation	0%	25%	75%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	0%	50%	50%																							
Numeracy	0%	75%	25%																							
Writing	25%	0%	75%																							
Spelling	25%	50%	25%																							
Grammar and Punctuation	0%	25%	75%																							



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="552 907 1039 1008"> <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>90 %</td> <td>93 %</td> <td>97 %</td> <td>95 %</td> <td>96 %</td> <td>96 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	97 %	95 %	96 %	96 %	91 %	<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> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	97 %	95 %	96 %	96 %	91 %										



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>	Higher
<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>	Higher

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)

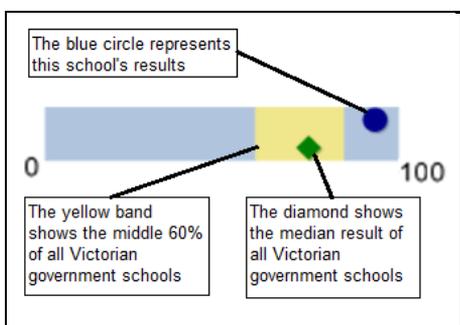
Engagement

- 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).

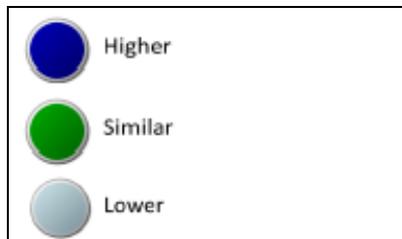


What does *School Comparison* refer to?

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 Whorouly Primary School has maintained a surplus position to ensure the 2017 staffing model continues into 2018 with a part time, three-classroom structure and a teaching Principal. Equity funding supported the Reading Recovery program, the provision of LOTE, the whole school curriculum review process and additional support for PSD Level 2 funding. In 2017 fundraising supported whole school participation in the musical production and Bluearth, and subsidised camps and swimming. As the licensee for the Whorouly Preschool, the Operating Reserve includes the Preschool funds.

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	\$523,735	High Yield Investment Account	\$91,131
Government Provided DET Grants	\$202,463	Official Account	\$6,623
Government Grants Commonwealth	\$8,640	Total Funds Available	\$97,754
Revenue Other	\$48,791		
Locally Raised Funds	\$58,703		
Total Operating Revenue	\$842,332		
Equity¹			
Equity (Social Disadvantage)	\$17,067		
Equity Total	\$17,067		
Expenditure		Financial Commitments	
Student Resource Package ²	\$461,391	Operating Reserve	\$56,217
Books & Publications	\$309	School/Network/Cluster Coordination	\$41,537
Communication Costs	\$4,206	Total Financial Commitments	\$97,754
Consumables	\$26,669		
Miscellaneous Expense ³	\$96,985		
Professional Development	\$4,470		
Property and Equipment Services	\$33,236		
Salaries & Allowances ⁴	\$151,520		
Trading & Fundraising	\$18,116		
Travel & Subsistence	\$2,109		
Utilities	\$5,327		
Total Operating Expenditure	\$804,338		
Net Operating Surplus/-Deficit	\$37,994		
Asset Acquisitions	(\$6,161)		

(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.