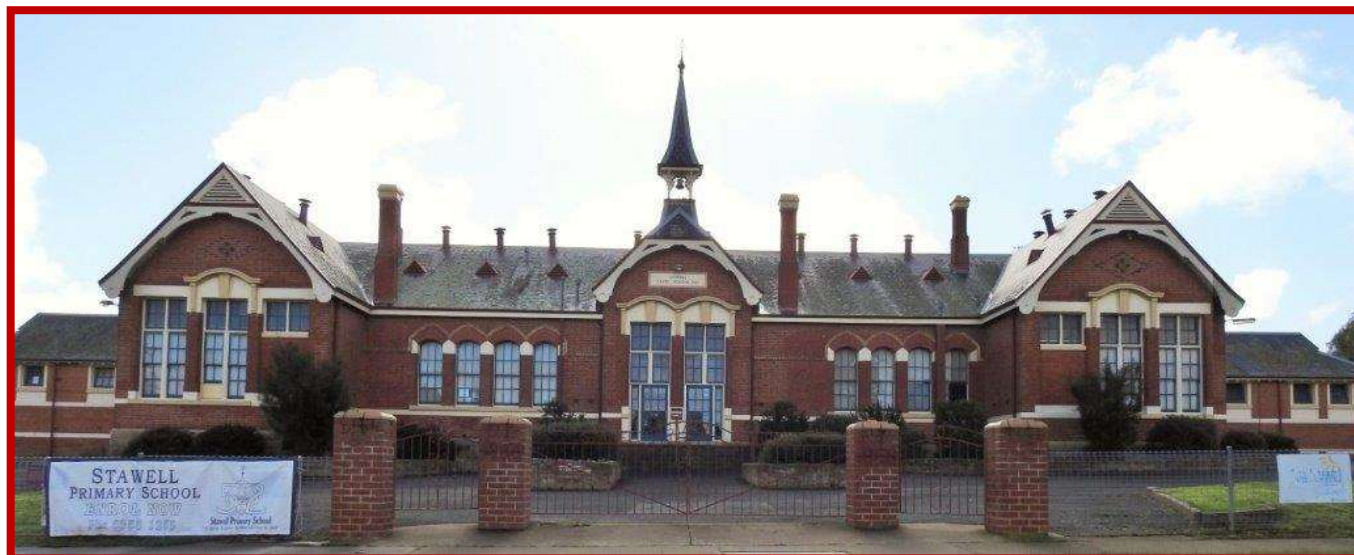


2016 Annual Report to the School Community



School Name: Stawell Primary School

School Number: 502



Name of School Principal:

ROBYN JONES

Name of School Council President:

KAREN HYSLOP

Date of Endorsement:

30 APRIL 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

About Our School

School Context

Stawell Primary School is a historically significant school located in the centre of the town of Stawell. '502' – as the school is known locally, has a current enrolment of 280, with students drawn from both the town and surrounding rural districts.

Stawell Primary School has 28 staff members comprising of: 2 Principal Class, 16 teachers and 9 Education Support staff including 3 Administration staff. The school also employs a Chinese language teacher who is shared with Stawell Secondary College.

Stawell Primary School provides a quality, inclusive education for students, enabling them to achieve their personal best, feel confident and safe and to become effective members of their community

A comprehensive curriculum is delivered by proven, research-based approaches to teaching and learning. Specialist teachers provide programs in Visual Arts, Performing Arts, PE and Chinese language. Enrichment programs include swimming, camps and excursions, interschool sport, choir and student leadership programs.

The school's vision and values of **502-P.R.I.D.E.** (Participation, Respect, Integrity, Determination and Excellence) have recently been developed and provides expectations and aspirations for all members of the school community.

The school provides a range of programs to support student's wellbeing and to develop resilience and social skills, including mentoring and buddy programs. Student leadership roles enable students to build leadership capacity and provide opportunities for student voice and agency. The School Chaplain and associated programs, provides wellbeing support for students and families.

The school actively encourages parent and community partnerships which support student learning and wellbeing. Parent helpers regularly assist in classrooms and with school events.

2016 was our **School Review** year which gave us the opportunity to rigorously assess our performance against the past four years and the outgoing **Strategic Plan 2013-2016**.

Framework for Improving Student Outcomes (FISO)

EXCELLENCE IN TEACHING AND LEARNING

Curriculum Planning and Assessment

- To continue to build upon the introduction of our **Instructional Model** to embed/modify practice across P-6 (**Achievement**)
- Using the High Reliability Schools Framework:
 - To improve **teacher capacity and effectiveness** (**Achievement**)
 - To improve the use of data analysis to establish individual student goals and to drive whole-school improvement(**Achievement**)
 - To provide a smooth transition for the changes from **AusVELS to Vic Curric** for students, staff and parents. (**Achievement**)
 - To increase levels of **student engagement** through a more engaging/student focussed curriculum (**Engagement**)

COMMUNITY ENGAGEMENT IN LEARNING

Building Communities

To build and strengthen strategic community relationships to harness the full capacity of the community and parents to collectively encourage students' learning and enhance student outcomes.

School Review:

- To actively involve staff, students and parents in the **School Review** process to develop a **shared vision and values** that reflect the aspirations and expectations of the whole community (**Productivity**)

Parents and Community:

- To continue to build a **safe and collaborative** learning environment for the whole school community. (**Wellbeing**)
- To strengthen and develop **learning opportunities** within, and by, the local community. (**Engagement**)
- To improve parent and community perception and understanding of **student safety and wellbeing**. (**Wellbeing**)



Achievement

• **Excellence in Teaching and Learning - Curriculum Planning and Assessment**

Continuing to build upon the positive changes made in 2015 played a significant role in our on-going journey to improve our **student results** through building teacher capacity.

Following on from the successful introduction of our P-6 instructional model of **GANAG**, we worked hard throughout 2016 to **consolidate its implementation to ensure a consistent delivery** across the school. Our whole-school collaborative approach, with our PLT Leaders driving change within their units, proved an important part of gaining greater consistency between classrooms.

Building a culture of **professional trust** amongst colleagues was strengthened so that changes to curriculum planning and delivery could be made. This was further built upon as we moved to building a **culture of data sharing** for improvement.

A whole-school commitment to **Level 2 and Level 3 of the HRS Framework** allowed us to:

- a) further build **effective teaching in every classroom** and
- b) increase the role of **data collection and analysis** in driving school improvement.

Our **Level 2 Leader** focussed on building teacher effectiveness through **classroom support** of priority programs, by facilitating our **Classroom Observations** program and by introducing a **practice of feedback**.

Writing continued to be a whole-school PD focus. Two successful professional learning days, conducted by Nelson Education, inspired staff to develop their Writing lessons to further build student engagement and understanding.

Our **Level 3 Leader** focused on improving the **use of accurate data** to drive student achievement. In particular we worked to build a greater **consistency of teacher judgements against curriculum standards**.

A significant success in 2016 was the introduction of two formal **Data Weeks** during which each PLT improved their understanding and interpretations of student data to assist their planning and assessment. This ultimately resulted in improved student differentiation which was also reflected in the increased range of teacher-judgments given for Student Reports.

In 2016 we formally **reviewed our Assessment Schedule** with particular reference to the introduction of new **on-line assessments**. An accurate baseline for all data across the school was established, enabling us to move into the new Strategic Plan with clear targets for improvement.

The provision of **Equity Funding** gave our school a significant boost to our ability to provide extra support to our students. Our Equity Funding was used to:

- a) release two senior staff members to become our **HRS Level 2 and 3 Leaders** to drive change across the school
- b) employ **extra ES staff members** giving vital support to our P-1 classrooms and to assist with yard duty supervision
- c) lease much needed **computers** for our Grade 5-6 students (1:1) and to purchase second-hand computers for Grades 3-4
- d) purchase new **on-line testing materials** to assist data triangulation for teacher judgements

In a School Review year we were still able to maintain a strong focus on building Excellence in Teaching and Learning. We have achieved a **'similar'** rating in the school's Performance Summary and are particularly pleased with our Grade 3 NAPLAN results.

With a new Strategic Plan we will move into 2017 firmly committed to continuing to build our student achievement results with particular emphasis on extending our higher achieving students and ensuring a year's learning growth for all students deemed capable.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input checked="" type="checkbox"/> AusVELS | <input type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|---|---|---|

Engagement

In 2016, our school very pleasingly achieved a **'higher'** school comparison ranking for Engagement.

Attendance rates for all Grade levels were **92% or higher** and our average days absent was **14.1** in comparison to the State mean of 15.0 days.

To increase levels of student engagement through a more engaging/student-focused curriculum we:

- Provided increased **ICT resources** and access: P-6
- Provided **1:1 computers** for Grades 2-6
- Further developed and extended the **Student Leadership program** through:
 - increased opportunities for genuine Student Leadership
 - increased leadership roles for non-badged Grade 6's
 - increased participation of all students in school assemblies
 - increased opportunities for student voice
 - continued opportunities to build profile and involvement of Student Leaders in their community
 - continued celebration and recognition of student achievement
- Increased opportunities for **student-focused learning tasks** relating to their community and interests
- Participated in more special event days and activities to broaden the school curriculum

To strengthen and develop learning opportunities within, and by, the local community we:

- Increased opportunities for student participation in the **Stawell community**
- Encouraged, resourced and supported staff to facilitate opportunities for **community engagement** and learning
- Provided of opportunities to broaden students' experiences with other **communities and cultures**
 - introduced Chinese language P-6 (shared TFA teacher with the Secondary College) and Chinese Cultural studies to the curriculum
 - in 2016 we enrolled international students (Chinese) into our classrooms
 - we hosted Stawell PS's first homestay program for students from the Jincai Experimental School – Shanghai. It is hoped that this program will now strengthen and continue into the future.
- Developed productive **relationships with community agencies** as well as community members/businesses to make strategic use of existing resources and capabilities
- Joined and participated in the **Sporting Schools program**
- **Promoted and celebrated** community learning activities

To improve the school's monitoring of absenteeism and student lateness we:

- Assigned the role of the **Chaplain to increasing family liaison** and personal contact with families with particular reference to absenteeism and lateness
- Increased **family support** for families with high absenteeism and school refusers
- Increased promotion of the **Every Day Counts** approach in newsletters, assemblies,

We will continue to build Engagement strategies in 2017 to further build student motivation and to maintain regular student attendance at school.



Wellbeing

The provision of a **safe and collaborative school culture** was a particular focus in 2016 with proactive strategies and programs implemented to support this.

Key strategies implemented throughout the year included:

- ☑ Clearly defined roles and expectations of **Principal and Assistant Principal and staff** in providing a consistent, 3-Step Behaviour Management process across the school
- ☑ Ensuring **shielding and buffering** of staff occurs from the impact of high behaviour management students to allow a consistent focus on teaching and learning in classrooms
- ☑ Allocation of **Equity Funding** to Student Wellbeing to facilitate:
 - increased ES staff members in the classrooms and playground
 - increasing lunchtime activities program
- ☑ Ensuring **open communication between school and home** particularly in regard to wellbeing issues
- ☑ Improving provision of support for **PSD students** and those experiencing learning difficulties and wellbeing issues
- ☑ Improving **emergency management procedures** for dealing with crisis and incidents
- ☑ Increasing opportunities for **parental involvement** in school activities to build engagement and understanding of the learning process
- ☑ Continuing to build a partnership **between families and community-based organisations** to create a network of support for student **wellbeing and engagement**.
- ☑ Continuing to provide school support programs for students including: **Chaplaincy, Breakfast Club, Kids Hope Mentors, Kids with Courage program**

Our School Review year gave us the opportunity to review both our school Vision and Values statements. Through extensive consultation with students, staff and parents we developed new Vision and Values statements reflective of the type of school culture we strive for.

The new Vision statement encompasses both the academic and emotional development of the child and recognises the important partnerships between **home, school and the broader community**.

Our new Values statement was developed: **502 P.R.I.D.E. (Participation, Respect, Integrity, Determination and Excellence)**. We now look forward to the introduction of **502 P.R.I.D.E.** to our school community in 2017.

A highlight for our school, which reflects the focus and importance we place on Wellbeing, was the achievement of **above the State Mean** scores for **all areas of our Student Attitudes to School Survey**. This was a wonderful achievement for us. We aim to continue to build our students' connectedness to school and students' perception of safety in both the classroom and playground throughout 2017.

In times when wellbeing issues are significant for our school, it is important that we continue to support all our students and their families as much as we possibly can. It is equally important to support our staff who need to not only provide wellbeing support to their students, but who need to cope with the ever increasing workload that teaching demands.

As our school mantra states, we will continue to strive **'to be the best we can be!'**

For more detailed information regarding our school please visit our website at stawell.ps@edumail.vic.gov.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 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 289 students were enrolled at this school in 2016, 135 female and 154 male. There were 1% of EAL (English as an Additional Language) students and 3% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 50 % 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 judgment 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 Performance Summary</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 50 % 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> 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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 50 % 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>55%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>39%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>51%</td> <td>41%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>63%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	55%	16%	Numeracy	34%	39%	27%	Writing	51%	41%	8%	Spelling	30%	48%	23%	Grammar and Punctuation	23%	63%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	55%	16%																							
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Spelling	30%	48%	23%																							
Grammar and Punctuation	23%	63%	15%																							



Performance Summary

Key: Range of results for the middle 50 % 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>95 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	92 %	92 %	92 %	92 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	92 %	92 %	92 %	92 %	93 %										



Performance Summary

Key: Range of results for the middle 50 % 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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

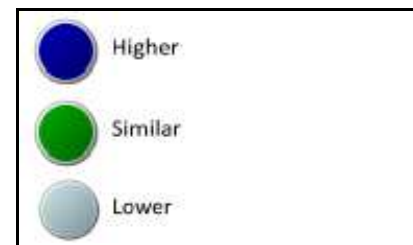
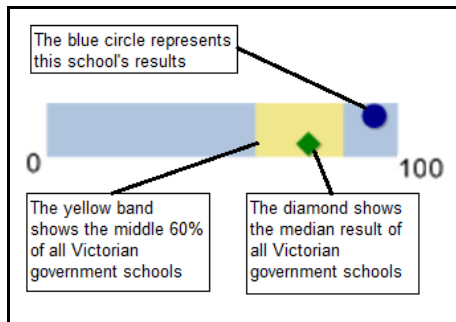
What are student outcomes?

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, P-12 and specialist schools, 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.

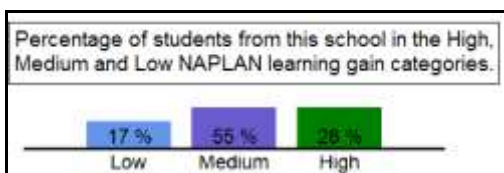
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

2016 was a financially challenging and difficult year. Given the circumstances of the year, finishing with our Surplus including a \$100,000 investment, was a credit to our Administration staff and Finance Sub-committee.

Due to unforeseen staff leave for a myriad of reasons (mostly long term), our CRT budget was \$90,000 for the year, approximately double what was budgeted for.

Fortunately the 2016 revenue was greatly increased through Equity Funding (\$182,000), CSEF grants (@\$125 per eligible child), Drought Relief funding (@\$325 per child), International students (\$6,500) and wonderful fundraising at a school level, raising in excess of \$10,000.

Careful budget management including a \$50,000 Credit to Cash transfer, allowed us to maintain appropriate and consistent staffing and program delivery for our students throughout 2016.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,077,316
Government Provided DET Grants	\$394,215
Government Grants Commonwealth	\$26,000
Revenue Other	\$8,207
Locally Raised Funds	\$202,627
Total Operating Revenue	\$2,708,366

Expenditure	
Student Resource Package	\$2,022,443
Books & Publications	\$4,189
Communication Costs	\$6,164
Consumables	\$46,474
Miscellaneous Expense	\$126,433
Professional Development	\$8,794
Property and Equipment Services	\$134,305
Salaries & Allowances	\$142,318
Trading & Fundraising	\$42,766
Utilities	\$23,506

Total Operating Expenditure **\$2,557,393**

Net Operating Surplus/-Deficit **\$150,973**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$69,814
Official Account	\$4,066
Other Accounts	\$105,641
Total Funds Available	\$179,521

Financial Commitments	
Operating Reserve	\$86,658
Asset/Equipment Replacement < 12 months	\$4,107
Capital - Buildings/Grounds incl SMS<12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,698
Revenue Received in Advance	\$72,058
Total Financial Commitments	\$179,521

Student Resource Package Expenditure figures are as of 06 March 2017 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.