

2018 Annual Report to The School Community



School Name: Porepunkah Primary School (1144)



- 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 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 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 20 March 2019 at 09:57 AM by Lyn Dwyer
(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 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 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 20 March 2019 at 12:55 PM by Cate Lewis (School
Council President)

About Our School

School context

108 students attended Porepukah Primary School in 2018, including several part-time home schooled students. The school ran five classrooms; an F/1, 1/2, 3/4, 4/5, 5/6. We employ five classroom teachers and two specialist teachers. The specialist teachers were responsible for teaching Information Technology, Music, Physical Education, Drama and Reading Intervention classes. We have a Business Manager who works four days a week, a fulltime Principal, two Teacher Aides and a one day a week administration person who coordinates the library and newsletter. We have several volunteer people who regularly dedicate time to our students.

The school runs a Before School, After School and Vacation Program. This program employs an overall part-time Coordinator and up to five casual staff members. These programs run in the credit and are highly sort after within the community.

The school offers a ski program in Term Three and provides families with the opportunity to enrol their children at the Dinner Plain Campus in Term Three.

The school has a small but highly active Parents and Friends Association who raise considerable funds that value add to the curriculum and the school grounds.

The School Council was a happy and functional group who carried out their governance responsibilities to a high level.

Our School Culture reflects we are a collected and efficient team who demonstrates the school values of honesty, persistence, high expectations, pride, resilience and confidence.

Framework for Improving Student Outcomes (FISO)

Priority Excellence in teaching and learning in teaching and learning

Dimension Building practice excellence

Emerging Evolving Embedding Excelling are the levels schools can mark themselves at. In 2018 we were EMBEDDING our Excellence in teaching and learning. I believe our results summary is clear evidence we are working well at continually improving our teacher practice and student outcomes.

The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data.

Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.

Professional learning teams are formalised and teachers work collaboratively to review and develop their practice.

Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.

Teachers provide, seek out and receive feedback from peers and school

Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.

Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices.

The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans.

Exploring models of best practice from local and international contexts informs the school's professional learning

Achievement

Porepukah's strong academic success in 2018 is evidence that our whole school, consistent teaching, instructional model continues to improve student outcomes. Our academic results demonstrate gen that we outperform other schools even the independent and private schools.

According to the 2018 teacher judgements (i.e.the mark the class teacher judges children to be operating at: A and B being above expected level; C being at expected level; and D and E below expected level) teachers state that the majority of students at Porepukah are operating at (C) or above (A and B) expected level in English and Maths. If anything compared to other Data Sets such as NAPLAN as a teaching team we are conservative in our judgements of students who are operating above expected level i.e. A and B. . In 2019 our way forward with these judgements will be to analysis whole school Numeracy teacher judgements from 2018 to look for opportunities where our at expected level students could actually be operating at above level.

When viewing our 2018 Yr 3 Reading NAPLAN results our 2018 cohort of students performed similar to the previous year however, when you look at the 4 year average results we are above the state average. The Yr 3 Numeracy NAPLAN results are above the state average for 2018 with the 4 year average results placing us well above the state average. Porepukah has had a history of strong Reading and Numeracy results for many years.

The Year 5 Reading NAPLAN results are excellent showing we are outperforming the state and have been for the past four years with our Numeracy results displaying huge gains in student Numeracy performance showing we are a long way ahead of the state. As a teaching team and as a Community we should be very proud of the academic achievement results this small school can achieve.

Engagement

Our Engagement results relating to the number of student absences within a year was lower for 2018. We had one or two families in 2018 for various reasons who had children away from school for more than 30 - 40 days for the year, this is one of the reasons our data is lower for 2018.

Generally speaking our whole team, communication approach where families ring in advance to say their child will be away for the day due to illness or family holiday improved dramatically in 2018.

Due to many of our families operating tourist businesses they take holidays outside the school holiday period. When this data is entered into the Department's absence data system they still come up as student absences. As you can see from the performance summary page on absences where it breaks down the average percentage rate of attendance for each year level you can see that in the Year 6 cohort record an 88% attendance rate.

In 2019 we will maintain our approach to student absences, continually encouraging families to inform us when children are ill or will be away on family holiday. Families who have their children away for more than five days in a term are contacted by the Principal to discuss options for supporting families to recognise the importance of having children at school every day to ensure the learning gap doesn't increase for these students.

Wellbeing

The Wellbeing data is measured by the answers our Year 4-6 students offer in the Attitudes to School Data, in particular, their answers to 'Sense of Connectedness', which includes safety.

The lower data results for 2018 was expected due to some challenging behaviours experienced within the year 4-6 cohort. This is consistent with our 2017 result as some of the students were in the same cohort for 2018. We know and expect this data to improve for 2019 due to students exiting the school and new students entering our data set collection.

Some of our Year 4-6 students witnessed some students engaging in behaviours where some students were made to feel unsafe or excluded from their peers. Student management plans were put in place for these

students, counselling arranged, teacher resilience lessons focused on inclusion strategies along with parent support meetings where needed. On the positive some of our students really stepped up in being 'upstanders' rather than bystanders and would report undesirable behaviours to the teaching team. In 2019 we know some of our students will continue to require on-going, self-regulating support in order to flourish as happy and successful students ensuring everyone at our school feels safe and welcomed. Already our 2019 student cohort are modelling the high expectations required through our school values that support our happy 'can do' school culture.

Financial performance and position




The Porepukah school finished the 2018 year with a surplus of \$39,492. This was an expected surplus as we've held back a small amount of money for the past three years in anticipation for our known deficit for 2020 due to twenty four year six students leaving us in 2019 and only six year students in our 2020 class. The government provides funding for each student of approximately \$6000, hence the known deficit for 2020. In 2018 we received Equity funding of \$50,000 allocated to our Reading Intervention program. The cost of the teacher and the materials required to run the program were paid with the equity money. In 2019 our equity money was cut from \$50,000 to \$25,000 due to our census parent occupation data indicating a higher education level, resulting in less funds arriving in our school budget. Our Parent and Friends' committee continue to raise considerable funds for the school where we can value add to our school programs. Fund raising amounts were used to support the costs of camps and excursions, readers, computers and IPADS. \$19,000 of these funds are still being held from 2017/18 to build funds for our ongoing grounds and school improvement plans. In all, a very successful financial result due to the careful management of school funds and ongoing support of the school community.

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 109 students were enrolled at this school in 2018, 55 female and 54 male.

0 percent were EAL (English as an Additional Language) students and 4 percent 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.








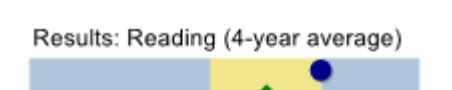


Performance Summary

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>● Higher</p> <p>● Higher</p> <p>● Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>● Higher</p> <p>● Higher</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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>59%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>14%</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>45%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	59%	32%	Numeracy	9%	14%	77%	Writing	27%	55%	18%	Spelling	23%	45%	32%	Grammar and Punctuation	27%	45%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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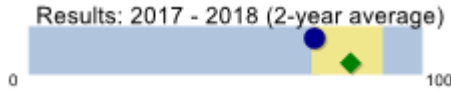


Performance Summary

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>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="528 907 1015 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>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	92 %	91 %	91 %	88 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	92 %	91 %	91 %	88 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
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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> Lower</p> <p> Lower</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> Lower</p> <p> Lower</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	\$980,640	High Yield Investment Account	\$108,693
Government Provided DET Grants	\$175,382	Official Account	\$14,908
Government Grants Commonwealth	\$41,940	Total Funds Available	\$123,601
Revenue Other	\$4,213		
Locally Raised Funds	\$184,922		
Total Operating Revenue	\$1,387,097		
Equity¹			
Equity (Social Disadvantage)	\$50,668		
Equity Total	\$50,668		
Expenditure		Financial Commitments	
Student Resource Package ²	\$928,399	Operating Reserve	\$30,000
Books & Publications	\$2,137	Other Recurrent Expenditure	\$11,201
Communication Costs	\$2,153	Funds Received in Advance	\$725
Consumables	\$39,909	School Based Programs	\$33,236
Miscellaneous Expense ³	\$65,659	Asset/Equipment Replacement < 12 months	\$10,000
Professional Development	\$10,583	Capital - Buildings/Grounds < 12 months	\$28,434
Property and Equipment Services	\$50,227	Asset/Equipment Replacement > 12 months	\$10,000
Salaries & Allowances ⁴	\$186,320	Total Financial Commitments	\$123,596
Trading & Fundraising	\$51,834		
Utilities	\$10,446		
Total Operating Expenditure	\$1,347,668		
Net Operating Surplus/-Deficit	\$39,429		
Asset Acquisitions	\$0		

- (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).

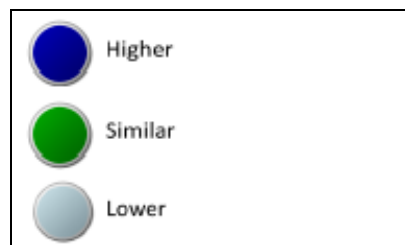


What does *School Comparison* refer to?

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').