

2016 Annual Report to the School Community



School Name: Whittlesea Primary School

School Number: 2090



Name of School Principal:	Ty Hoggins
Name of School Council President:	Josh Parks
Date of Endorsement:	19/04/2017

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

Whittlesea Primary School is located in Whittlesea, a growing rural township 39 kilometres north of the Melbourne CBD. The school was established on the current site in 1878 and has a heritage listed building which houses office and administration. The school's grounds look onto the Kinglake Ranges to the north and our students come from a mixture of suburban and semi-rural households.

Whittlesea Primary School's enrolment numbers have remained consistent, with minor fluctuations between 345 and 387 students between 2009 and 2015. Projections are for steady growth and this has been observed in 2016 with enrolments climbing above 400. The school's current enrolment for 2017 stands at 449 students, the highest levels since 2006 when the student population was 436.

FTE Enrolments & Projections - Whittlesea Primary School (2090)

Whittlesea Primary School (2090) - Actual & Projected Enrolments										
FTE Actual Enrolments						Projected Enrolments				
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trend
358	376	377	383	387	408	436	439	471	509	

The grounds at Whittlesea Primary School are spacious, with adequate outdoor play areas consisting of an oval, basketball courts, artificial grass soccer / multi-purpose area and more. The Woods Paddock development was completed in 2013 and provided an all year round playing / recreation area located in the open space facing onto Plenty Road (east border). The development transformed the appearance of the school and our community utilise the area for a variety of school activities. The entire community take great pride in the outstanding presentation of our facilities. Through a 'nude food' policy, and an ongoing commitment to school improvement, the grounds are maintained to a high standard.

Our classroom spaces consist of a blend of different styles and eras. The Early Years Learning Centre was constructed through the 'Building the Education Revolution' funding and this space enables 21st century learning with collaborative, connected and modern spaces. Other permanent buildings on site house multiple classrooms, specialist spaces and staff areas. The school also has 5 relocatable buildings, 2 of which are brand new additions to the school in late 2016.

Our family demographic is reasonably stable with the school's SFO remaining consistent near .52 to .56. Since the introduction of SFOE, Whittlesea Primary School is measured at 0.48. This suggests that our families are predominantly middle class with average household income. The range in cultural diversity across our students is very low, with very few children learning English as an additional language (.5% ESL enrolment in 2015). While there is a lack of cultural diversity, the students do however present with wide ranging needs. A number have moderate to significant adaptations due to disabilities or conditions. Currently 12 students attract PSD funding and this number is steadily increasing.

Throughout recent years there has been significant change in the staffing profile of Whittlesea Primary School. Over half the current staff have joined the team throughout the last 4 years. The profile itself has maintained a balance of both experienced and inexperienced teachers. Teachers in range 1 represent 45% of current EFT while teachers in range 2 represent 21% of all staff EFT.

The leadership structure throughout the last 4 years has consisted of 2 Principal class officers and 1.6 EFT Leading Teachers. In 2016, there was a change in principal with a new substantive appointment confirmed for the beginning of term 3.

Leadership of Professional Learning Teams has been performed by a mixture of both leading teacher and classroom teacher employees who form a School Improvement Team. Decision making is a collaborative process with this team regularly consulting on school programs and future directions.

Whittlesea Primary School provides strong curriculum programs. In addition, a number of programs have been introduced to promote a vision relating to improving each and every child's educational opportunities and preparedness for their future. The Career's Program, Passion Projects, Pre-Prep Transition program and Year 6 Model have all served to better cater to our community, presenting unique and diverse learning opportunities.



Framework for Improving Student Outcomes (FISO)

Whittlesea Primary School's actions throughout the 2016 Annual Implementation Plan were centred on improving 'Excellence in teaching and learning' and 'Positive climate for learning' from the FISO model. Specifically, within each initiative the focus has been on building practice excellence and setting expectations and promoting inclusion. The school has been successful in achieving key strategic targets through actions in these initiatives.

The key actions relating to building practice excellence involves the implementation of effective coaching programs across both literacy and numeracy. The school also broadened moderation routines across the school and adapted organization processes to allow greater opportunities for team planning and collaboration. Through the introduction of new and improved assessment tools teachers became more informed on student needs moving forward.

A key action to achieve targets relating to setting expectation and promoting inclusion come through the schools ongoing journey through the KidsMatter framework. As part of this program, 2016 saw the introduction of the PATHS (Promoting Alternative Thinking Strategies) curriculum. Whittlesea Primary School also achieved eSmart accreditation following a long term involvement through that framework. These actions have all reflected a commitment to improve satisfactions levels across the student body towards learning and the school environment.

Achievement

Whittlesea Primary School has shown significant growth in achievement across the 4-year strategic period in relation to student outcomes. This is highlighted by academic achievement in the area of mathematics where Whittlesea Primary is now categorized in the higher levels of achievement. This is attributed to strong curriculum development, ongoing coaching and leadership, establishing strong instructional practice and assessment routines. Whittlesea Primary School is in the similar category for all other measures. Reading outcomes shown an improvement over the 4-year trend suggesting growth in academic achievement in literacy also.

The use of data has been strengthened at Whittlesea Primary School, with tools such as the 'Student Performance Analyser' and management software such as Xuno and more recently 'Compass' utilised to track academic and wellbeing measures. Through data analysis, a focus has existed on differentiated programs that meet the specific needs of each student.

Curriculum Framework implemented in 2016

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

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Absence rates at Whittlesea Primary School remain consistent with small improvements noted in some year levels. The school actively promotes through newsletters and other correspondence the importance of regular attendance. The key message has been on education – relating lost days of school to the impact on long-term educational outcomes.

Teachers currently execute a procedure involving regular communication with families when a child has unexplained absences. Through these regular phone calls there has been a sustained level of accountability and regular absences are now tracked using data tools and monitored closely.

Student engagement comes through a want and desire to access the learning program and there has been an ongoing commitment to learning programs that both engage and inspire. Career electives, passion projects, the innovative year 6 program and personalised inquiry approaches all contribute toward improving student perceptions, outcomes and attendance rates.

Wellbeing

Whittlesea Primary School has seen improvement in some measures of student attitudes, yet still has improvements to make in relation to connectedness to school and perception on classroom behaviour. There have been a number of initiatives implemented to shift this data, but substantial growth is yet to become evident. Whittlesea Primary School is committed to the implementation of the KidsMatter framework and actions are ongoing across a 2-3 year period. There has been significant action towards greater community engagement and highlighting student achievement through themed events, which embrace student / parent and teacher engagement. We enjoy high levels of engagement in literacy and numeracy events such as book week, science week, numeracy week, state school spectacular, sporting carnivals and more.

To support the development of socially competent and aware children, our school introduced a Mindfulness program for years 3-6. This 6-week introductory program showed positive outcomes in promoting positive mindset and supporting the PATHS program in giving children skills to manage themselves and appreciate the feelings of others.

For more detailed information regarding our school please visit our website at www.whittleseaps.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 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 60 % 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 408 students were enrolled at this school in 2016, 178 female and 230 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 60 % 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> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % 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> 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % 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>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>32%</td> <td>56%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>49%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	56%	12%	Numeracy	31%	45%	24%	Writing	24%	49%	27%	Spelling	22%	51%	27%	Grammar and Punctuation	25%	49%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	24%	49%	27%																							
Spelling	22%	51%	27%																							
Grammar and Punctuation	25%	49%	26%																							



Performance Summary

Key: Range of results for the middle 60 % 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="560 824 1043 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>93 %</td> <td>90 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	90 %	93 %	92 %	93 %	89 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	90 %	93 %	92 %	93 %	89 %										



Performance Summary

Key: Range of results for the middle 60 % 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> Lower</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

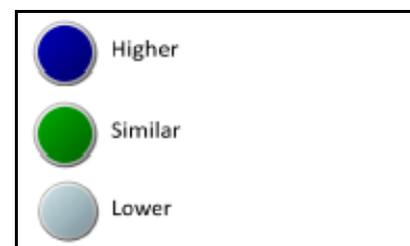
What are student outcomes?

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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$2,779,476
Government Provided DET Grants	\$535,842
Government Grants Commonwealth	\$6,045
Revenue Other	\$3,291
Locally Raised Funds	\$150,991
Total Operating Revenue	\$3,475,645

Expenditure	
Student Resource Package	\$2,773,272
Books & Publications	\$4,817
Communication Costs	\$7,354
Consumables	\$94,827
Miscellaneous Expense	\$92,109
Professional Development	\$24,323
Property and Equipment Services	\$247,916
Salaries & Allowances	\$153,361
Trading & Fundraising	\$12,150
Travel & Subsistence	\$543
Utilities	\$31,328
Total Operating Expenditure	\$3,442,001

Net Operating Surplus/-Deficit	\$33,643
Asset Acquisitions	\$7,964

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$2,152
Official Account	\$5,264
Other Accounts	\$33,208
Total Funds Available	\$40,624

Financial Commitments	
Operating Reserve	\$10,000
Revenue Received in Advance	\$21,998
Other recurrent expenditure	\$8,626
Total Financial Commitments	\$40,624

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.

Due to competent financial management Whittlesea Primary School achieved a surplus budget in 2016. Significant resources were allocated to key priority areas such as professional learning for staff, student wellbeing and reading intervention whilst still continually improving our facilities.

We received \$4300 for our Peer Review Grant. We also received a maintenance grant of \$25857 which was used for repairs to our Heritage Building.

