

**2018 Annual Report to  
The School Community**



**School Name: Welshpool and District Primary School  
(5396)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 05 March 2019 at 10:49 AM by Gabrielle Boyd  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 13 March 2019 at 09:59 AM by Matt Gallagher  
(School Council President)

# Welshpool and District Primary School (5396)

## About Our School

### School context

Welshpool and District Primary School is a small rural school in South Gippsland located where dairy farming and commercial fishing meet. Welshpool and District PS has 3.6 equivalent full-time staff: 1 Principal class, 3 teachers and 3 Education Support Staff. Our enrolments dropped to 24 at the beginning of 2018 and then grew to 34 throughout the year. Our staff are experienced and dedicated and provided a wide, interesting and differentiated curriculum for all students. The school continues to build upon previous gains in the school's positive learning atmosphere through continued deliberate effort to improve connectedness between staff, students and community.

There are strong, positive relationships between all of the members of the school community and the wider Welshpool community. The school continues to be supported by the Bonus Time volunteers who provide one to one support to the students. We have continued to develop and create strong links beyond the school, especially with the Corner Inlet Learning Alliance (CILA), Welshpool playgroup and Welshpool Kindergarten. 2018 saw the continuation of the partnership with Federation University which benefited not only the students but staff as well.

Our School's Vision remains as strong and purposeful with deliberate actions to ensure results for our students each year and for the rest of their lives.

Our school's vision is to provide a safe and welcoming environment where everyone is respected and valued, where through effective teaching students aspire to become lifelong learners who are confident and competent participants in their community.

### Framework for Improving Student Outcomes (FISO)

Welshpool and District Primary School's Framework for Improving Student Outcomes (FISO) priority for 2018 was Excellence in teaching and learning with our leading initiative being building teacher capacity. Throughout 2018 the school prioritised work around Leading Literacy (BASTOW) and pre learning work around Professional Learning Communities (PLC). The Leading Literacy work focused on assessment, planning and evaluating student learning growth. 2018 was a year of embedding our processes and practices in Reading. We utilised the work carried out in Reading to start to develop a guaranteed and viable curriculum in Writing that identified a continuum of knowledge, skills and attitudes that will enable students to be creative and critical learners. Through these initiatives we have seen greater differentiation for students across all levels, a focus on all students achieving one year's learning growth in Reading, documented learning goals for all students and an increase in collaboration across the school and cluster.

### Achievement

During 2018 Welshpool and District Primary School embedded, extended and made modifications to the whole school Reading program. This program focuses on the way we teach, plan, assess and provide for intervention in Reading. At its core the Reading program is about providing opportunities for all students, through differentiation, targeted activities, guided reading and independent study to make one year's learning growth. Our focus remained that 90% of students would be showing one year's learning growth in Reading. Due to the fact we had too few students enrolled in Grades 3 there is no NAPLAN data provided for Student Learning Gains this year. Students outcomes in Grade 5, over a 4 year average in Reading are higher than the state median. Numeracy remains an area of focus. While the Numeracy sits at 100% medium growth, we wish to shift this into medium/high growth. We plan to address the Numeracy short fall through a Numeracy program similar in structure and process to the Reading program. Staff continue to use Compass as a means to report to families. Learning Tasks and reports were made live to families in 2018. This enabled staff to provide timely feedback to families about student tasks and learning.

### Engagement

# Welshpool and District Primary School (5396)

At Welshpool and District Primary School we have a culture of all staff being responsible for all students. This then allows the students and staff to make meaningful and respectful relationship across the entire school community. The size of our school supports the nature of these relationships, both formal and informal. We continue to run leadership programs throughout the school which gives student voice and helps to develop community relationships. We encourage the students to participate and contribute to many local community activities and events.

The Oral Language partnership with Federation University continued in 2018. We were fortunate to have Dr. Sue Plowright work with the students throughout the year on the oral language and ethics program. Through this program the students developed a Youth Committee which was is a fantastic example of the power of student voice. This program has also seen many relationships built, including one with the local Shire Council.

We continue to focus on student absence but have had, throughout 2018, a few families who had taken long periods of family holidays (including overseas travel). We will continue to address this issue through parent education in newsletters and on our website. Unexplained absences are now being addressed as parents now have access to Compass and can directly enter their child's absence. The school also purchase a new phone system (including message bank) which has also assisted with unexplained absences.

## Wellbeing

Our school has strived to enhance the students' well-being through the whole school SELs program, which includes the Rock and Water program and Respectful Relationships. The focus for our students continues to be Buddies Near and Far which concentrates on building and developing relationships within our school, within our community and within our world. The SELs program seeks to develop in each student a set of resilience and self-awareness skills. These lessons include emotional and physical wellbeing activities. The activities and reflection times allow the students to become stronger through training that provides a structure of dealing with a wide variety of circumstances. By developing each student's inner strength, we hope they will be able to develop resiliency and resist negative societal and peer pressures. Our Primary Welfare Program has a strong pastoral focus that works to sustain students whose needs are diverse. The provision of this program has added depth to the ability to address all aspects of a child's developmental needs. The measures of student morale are very high with all of the students surveyed feeling confident in their learning and within themselves. Our students feel very connected to our school and community. We will continue to develop both the SELs and Oral Language program to provide a great student voice within our community.

## Financial performance and position

2018 saw another surplus in our SRP. Staffing was consistent throughout 2018 and we were able to provide a similar workforce to previous years. Equity funding was allocated to staffing intervention programs in the early years. The 2018 surplus will transfer across into 2019 SRP. We were again fortunate enough to secure a number of grants to assist in improving student outcomes (technology, kitchen garden, inclusion resources). We also received grants from Sporting Schools to improve health and physical education outcomes and from ESSO to improve outcomes in STEM. Buildings, grounds and maintenance again required significant funding. Money has been held over to repaint the toilet block and to continue with the repairs to the basketball court. We are also looking at providing a shelter over the classroom veranda in 2019.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 26 students were enrolled at this school in 2018, 15 female and 11 male.

np percent of students had English as an additional language and 14 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	98.4	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.8	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.2	90.1	82.6	95.3	Higher
Mathematics	84.4	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	62.0	89.2	np
Year 3	Numeracy (latest year)	np	72.5	53.6	87.5	np
Year 5	Reading (latest year)	60.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	60.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	66.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	33.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	70.0	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	45.0	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	20.0	80.0	0.0
Numeracy	0.0	100	0.0
Writing	20.0	40.0	40.0
Spelling	40.0	60.0	0.0
Grammar and Punctuation	20.0	40.0	40.0

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	18.8	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	91	88	97	87	85

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	92.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	89.3	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	97.0	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	92.6	81.8	73.7	89.7	Similar



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$379,739
Government Provided DET Grants	\$97,089
Government Grants Commonwealth	\$5,850
Government Grants State	\$0
Revenue Other	\$11,423
Locally Raised Funds	\$39,384
<b>Total Operating Revenue</b>	<b>\$533,485</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$17,238
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$17,238</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$376,561
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$1,542
Consumables	\$17,836
Miscellaneous Expense <sup>3</sup>	\$21,193
Professional Development	\$1,779
Property and Equipment Services	\$52,423
Salaries & Allowances <sup>4</sup>	\$30,948
Trading & Fundraising	\$13,835
Travel & Subsistence	\$0
Utilities	\$4,723
<b>Total Operating Expenditure</b>	<b>\$520,841</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$12,645</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$36,034
Official Account	\$13,339
Other Accounts	\$10,903
<b>Total Funds Available</b>	<b>\$60,277</b>

Financial Commitments	Actual
Operating Reserve	\$20,976
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,689
School Based Programs	\$10,313
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$18,300
Maintenance - Buildings/Grounds < 12 months	\$4,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$60,277</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').