

**DROUIN SOUTH PRIMARY SCHOOL  
NO. 2313**



**2008 Annual Report To The  
School Community**

## School Overview

Drouin South Primary School is located approximately 5 km from Drouin on a site of 1.4hA. With an enrolment of 147 students during 2008, it serves the rural communities south of Drouin and residential areas of the Drouin township.

The school is in its third year of its four year strategic plan. The goals for the strategic plan are:

To improve performance of students in Reading (comprehension), Writing and Mathematics;  
To maintain and enhance learning environment that is safe, caring, co-operative and challenging, where each member of the school community respects the values and rights of others;

To strengthen and support the pathway of students from the Early Years (P-2) into the middle school (Y3)

The school's SFO (Student Family Occupation) is 0.51 and we have no Languages Background Other Than English (LBOTE) speakers at home. The SFO index has decreased over the last three years, from 0.57 in 2005 to 0.51 in 2008, meaning that the school has an increasing socio-economic status.

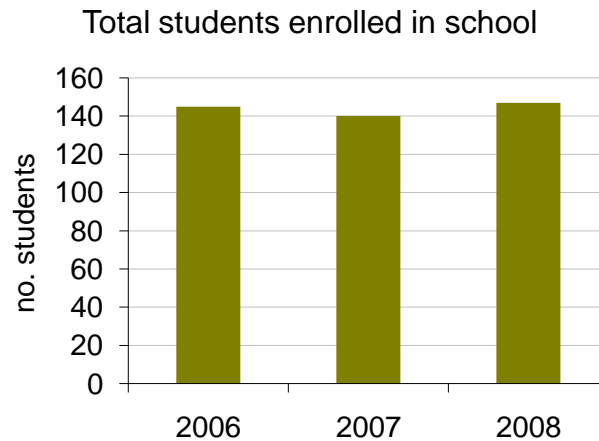
The school received funding for the final stage of the "Investing in Schools" program in 2008, enabling the resurfacing of the basketball/netball courts to take place. The Parents For Fundraising committee also contributed to the cost of the courts.

The original school building had three junior school classrooms in it and the main building accommodated the middle and senior school students. Fifteen student workstations were replaced in the Information Technology Centre.

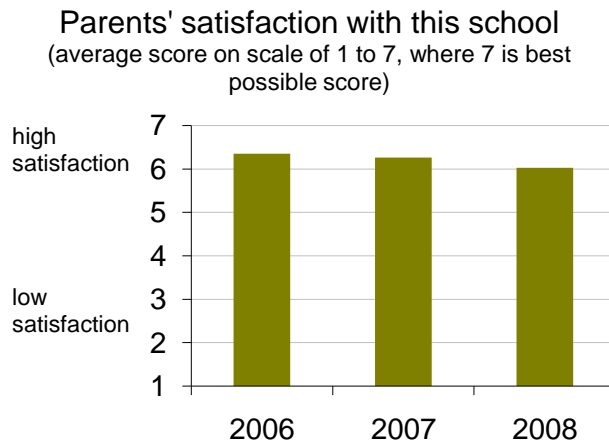
The Art Craft/Community Centre has a canteen, a large teaching space, a withdrawal meeting room and disabled toilet. The Visual Arts and Materials Technology program uses these facilities three days each week. This space is also used for the Out of School Hours Care program which commenced in 2004. The Out of School Hours Care program undertook accreditation again in November 2008 and received notification of its high quality accreditation.

Drouin South Primary School has a strong partnership with the Drouin Secondary College including a shared instrumental music, work experience partnership and year 6 to 7 transition.

**Student enrolments –**



**Parent Satisfaction**



The school continues to provide a high level of parents' satisfaction.

**Teacher Satisfaction**

The average score for teacher satisfaction (morale) at this school was 70 on a scale from 0 to 100 where 100 is the best possible score.

**Teacher Absence**

Data for this area will be available in April/May 2009

**Teacher Retention**

Of the 10 teaching staff at Drouin South Primary School at June 2007, 9 (90%) were still at the school at June 2008. This figure across all Government schools was 84%.

**Teacher participation in professional learning**

All teaching staff have participated in professional learning throughout the year, such as the Gippsland Literacy Intervention Strategy (gLIS), Games Factory (Social Skills) professional development, THRASS literacy professional development .

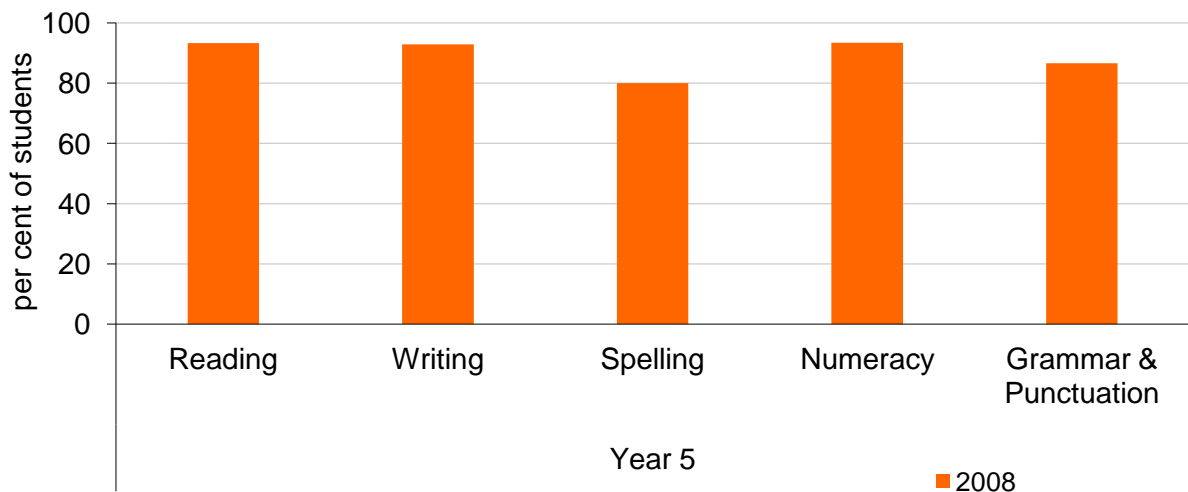
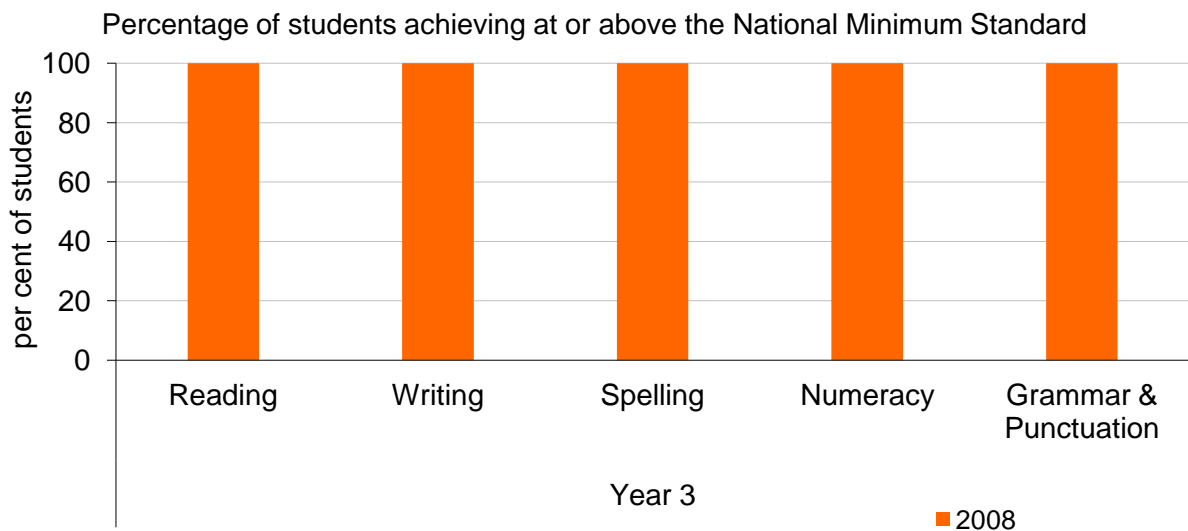
- **Teacher Qualifications**

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at [http://www.vit.vic.edu.au/content.asp?Document\\_ID=241](http://www.vit.vic.edu.au/content.asp?Document_ID=241)

## Student Progress & Achievements

### Student Learning

#### Percentage of students achieving at or above the National Minimum Standards



### Analysis

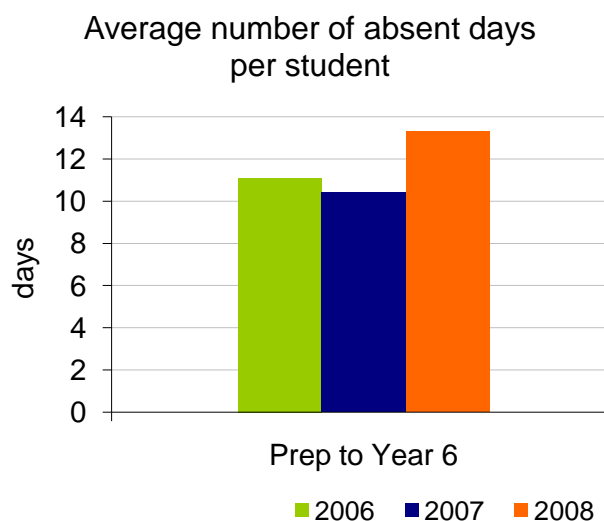
- The Year 3 Naplan data shows all students are performing above national minimum standards in all assessed areas
- The Year 5 Naplan data shows 80% of students are performing above national minimum standards in Spelling, 85% in Grammar and Punctuation and 95% in Reading, Writing and Numeracy.
- Whilst the national minimum standards comparison for Year 3 are excellent and the Y5 data represents no more than 20% performing below national minimum standards, comparison to state averages in the School Level Report show we have students performing below state averages in both Year 3 and Year 5 in the areas of Reading, Writing and Mathematics.

### Strategies

- Team meetings with junior, middle and senior school teachers and team leaders to analyse Naplan and other assessment data.
- Build teacher capacity to provide point of need learning to students who are working below the state average.
- Provide an individual reading program for students under-achieving in reading in the senior grades with the **Bridges** reading program and literacy support teacher.
- Provide an individual reading program for students under-achieving in reading in Year 1 with the **Reading Recovery** program
- Provide an individual reading program for students under-achieving in reading in the Prep and Year 2 levels with literacy intervention support through the **Reading Recovery** teacher.
- Focused teaching and assessment of comprehension skills in literacy sessions Prep – 4.
- Focus on specific classroom teaching strategies from prep to Y6 in line with the **gLIS** program through peer observation, coaching, shared readings and professional discussion at meetings.
- Completion of assessment tasks as set down in the assessment schedule and analysis of results to inform better teaching strategies.
- **THRASS** training for new staff members to ensure effective, explicit teaching of phonic and phonemic awareness strategies.
- Implement **gLIS** Word Work strategies across the school to support existing **THRASS** program.
- Renewed focus on strategies that support individual learning in maths, including **Maths 300** resources.

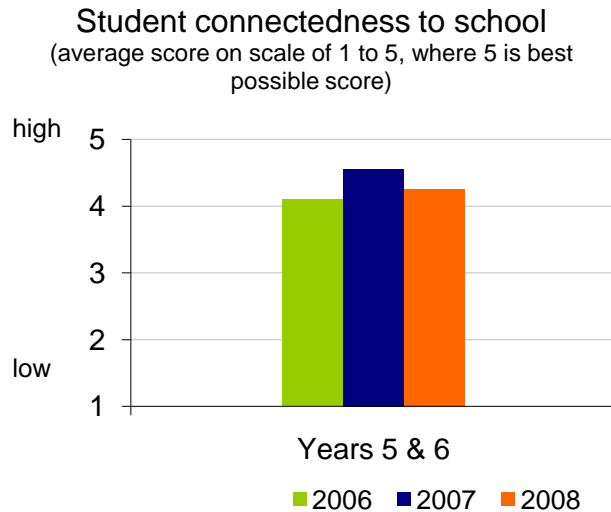
## Student Engagement and Wellbeing

### Average number of absent days per student



The school absence data indicates a significant increase in student absences in 2008 compared to the previous two years. This has occurred mainly in the Y5 area and Y3 area. Strategies including setting up support groups and meeting with parents for students with high levels of absence have been put in place to reduce absences.

**Students' school connectedness** –from the Student Attitudes to School Survey.



The Year 5 and Y6 attitude to school survey shows a high level of connectedness to the school. This includes three broad categories of Wellbeing, Teaching and Learning and Relationships.

## Future Directions

The school is in its third year of its four year strategic plan. The goals for the strategic plan are:

- To improve performance of students in Reading (comprehension), Writing and Mathematics;
- To maintain and enhance learning environment that is safe, caring, co-operative and challenging, where each member of the school community respects the values and rights of others;
- To strengthen and support the pathway of students from the Early Years (P-2) into the middle school (Y3)

The school will continue to develop and implement strategies that support our goals. Continued training of teachers to build capacity in teaching literacy and numeracy will be a focus in 2009.

Our key improvement strategies are:

To develop teacher knowledge and understanding of assessment to inform planning and teaching in Reading, Writing and Mathematics, supported with a coaching model based on observation and feedback.

- To develop teacher capabilities in teaching social skills to promote safety and co-operation.
- To strengthen collaboration between junior School, Middle School and Senior School teams.

These improvement strategies all have their focus on building collaboration between staff during prescribed curriculum meetings, staff meetings and team meetings.

Addressing these strategies will involve regular moderation of learning tasks and assessment procedures, vertical curriculum planning and compliance with the student assessment schedule.

It will require teacher to develop common understandings of the need for assessment rigour, common interpretation of data and reporting of student performance that reflects this.

Teachers new to our school will undertake professional development that supports the use of THRASS and The Games Factory.

The teaching staff are committed to developing the social skills of students using resources such as The Game Factory, You Can Do It and Healthy Relationships, which all promote social competencies.

## Financial Performance and Position

<b>Financial Performance – Operating Statement Summary for the year ending 31st December, 2008</b>	
<b>Revenue</b>	<b>2008 Actual</b>
DEECD Grants	109710
Commonwealth Government Grants	37994
State Government Grants	1150
Other	9344
Locally Raised Funds	75578
<b>Total Operating Revenue</b>	<b>\$233,775</b>
<b>Expenditure</b>	
Salaries and Allowances	60441
Bank Charges	481
Consumables	28238
Books and Publications	7872
Communication Costs	4949
Furniture and Equipment	21982
Utilities	14182
Property Services	86539
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	5618
Health and Personal Development	390
Professional Development	3383
Trading and Fundraising	23646
Support/Service	12109
Miscellaneous	19302
<b>Total Operating Expenditure</b>	<b>\$289132</b>
<b>Net Operating Surplus/- Deficit</b>	<b>-55357</b>
<b>Capital Expenditure</b>	<b>4447</b>
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

<b>Financial Position as at 31st December, 2008</b>	
<b>Funds Available</b>	<b>2008 Actual</b>
High Yield Investment Account	31484.65
Official Account	11864.44
Building Fund Account	6.34
<b>Total Funds Available</b>	<b>\$43355.43</b>
<b>Financial Commitments</b>	
<b>2008 Actual</b>	
School Operating Reserve	37233.99
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	
Revenue Received in Advance	6121.44
Building/Grounds including SMS < 12 months	
Region /Clusters Funds/School Based Programs < 12 months	
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
<b>Total Financial Commitments</b>	<b>\$43355.43</b>

The school enjoys a sound financial position which has been supplemented with Federal and State government grants and a significant contribution from the Parents For Fundraising sub-committee. This program has enabled some specific projects to be completed including the painting of two classrooms and a contribution towards the completion of the basketball courts.

The school holds an account balance of \$43,355 at the end of 2008. This represents \$297 per enrolled student. The figure is significantly lower than the 2007 figure due to the completion and payment of major projects such as the basketball courts.

The finance committee, which is a sub-committee of School Council, continues to meet regularly to examine financial reports and guide council in its financial decisions. The audit for the 2008 financial year has been completed and is available from the school on request.

## School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Drouin South Primary School.