

**2014 Annual Report to
the School Community**

Drouin South Primary School

School Number: 2313



Name of School Principal: Judy Ingamells

Name of School Council President: Rob King

Date of Endorsement: _____

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Drouin South Primary School is a rural school in West Gippsland. It draws its current enrolments from the Drouin township and outlying farming areas. The school strives to provide opportunities for all students to have equal access and utilise expertise and resources, to encourage students to come to school to learn, play and interact with others in an educational way.

The school works in partnership with the community encouraging students to learn, grow and achieve to the best of their ability. The school's values are Respect, Engagement and Independence.

The school offers a curriculum that focuses on the essential learning areas of literacy and numeracy whilst enhancing student learning through wider curriculum opportunities and extra-curricula activities that support student engagement and connectedness to school. Specialist programs in Visual Arts, Design Creativity & Technology and Literacy Enhancement are provided for all students. Instrumental Music, Active After School Sport, Bike Ed and Choir are examples of optional extra-curricula activities.

The school completed a major redevelopment of facilities in 2011 including 6 new classrooms. In 2014 the enrolment was 218. This school had 17 equivalent full-time staff: 1.8 Principal class, 11.6 teachers and 3.6 education support staff. The school undertook its school self evaluation in 2014 and will commence its new Strategic Plan in 2015.

Achievement

Teachers have made significant efforts to differentiate the curriculum to meet the needs of all students and have planned delivered and assessed students with rigour. Teacher assessments from the AusVELS results have continued to improve but are below state averages in English and Mathematics however when compared to other schools we are in the similar category.

NAPLAN

Year 3: Reading is above state average in 2014 however slightly below over the 4-year average. In both graphs the school is similar when compared to other schools.

Year 3: Numeracy is well above state average in 2014 and when compared to other schools we are in the higher category. In the year 3 numeracy (4-year average) we are at the median of all Victorian government schools and similar to other schools in the school comparison.

Year 5: In Naplan Reading and Numeracy we are lower than the median for 2014 and lower when compared to the other schools comparison. In the results for the 4-year average for Reading and Numeracy we are in the band below the middle 60% of Victorian government schools and lower when compared to other schools.

In all 5 NAPLAN Relative Growth reports:

The highest student outcomes were recorded in Spelling, with 73% of students making medium or high relative growth.

The lowest student outcomes were recorded in Reading, with 41% making low relative growth.

All teaching staff worked with a Data Coach and in Professional Learning teams in both Literacy and Numeracy to refine teaching and learning strategies based on student assessment data across all year levels.

Engagement

The student attendance rate across the school has increased during the 2014 school year in all grade levels except for grade Prep and Year 6 where it has decreased only slightly in both cases. Significant absences are tracked and followed up monthly with notices home. The school comparison data indicates that we are similar to other schools in this area. The 4-year average for our school is similar to other schools.

In 2013 the school signed up to KidsMatter which is an Australian Primary School Mental Health Initiative funded by the Federal Government. Staff completed Component One - Positive School Community training during 2014. Staff and parents have been surveyed which will give us baseline data. We have continued to promote "It's Not Okay to Be Away" and "Every Day Counts" strategies.

The 2014 Parent Opinion Survey data results for Student Engagement in Connectedness to Peers and Social Skills were at state average. Parent Opinion of Student motivation and school connectedness dropped to the first quartile for 2014. Connectedness to peers fell into the third quartile which is still very good.

Wellbeing

In 2014 a KidsMatter student team was formed with students from years 3-6. This group met with the KidsMatter coordinator each fortnight to build their skills in promoting the KidsMatter initiative. The focus was around promotion of the schools values and what it means to be an Upstander. The KidsMatter student team presented short performances at Assembly to illustrate the difference between being a Bully, Victim, Bystander and Upstander.

Students Attitudes to School survey results for 2014 indicated that we were higher than other schools in the school comparison in both 2014 and the 4-year average.

Productivity

In 2014 considerable time and staffing resources were invested in the school self-evaluation and review process in order to complete the cycle of the Strategic Plan.
A submission for the continuation of the Chaplaincy program was made and the school was notified in December that this valuable program would continue.
A staffing allocation of 0.2 has provided the opportunity for a coaching program and in 2014 the focus was on using data effectively to target student's point of need.

For more detailed information regarding our school please visit our website at
<http://www.drouinsouth.ps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 218 students were enrolled at this school in 2014, 111 female and 107 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Lower</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
 Result for this school: ■ Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>48%</td> <td>43%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>58%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>36%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>50%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	48%	43%	9%	Numeracy	38%	58%	4%	Writing	36%	36%	27%	Spelling	27%	50%	23%	Grammar and Punctuation	41%	50%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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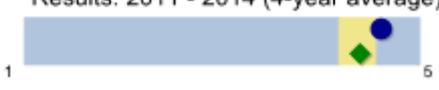
Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 920"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	93 %	94 %	93 %	93 %	92 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	93 %	94 %	93 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

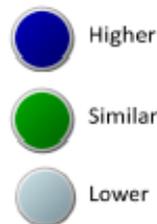
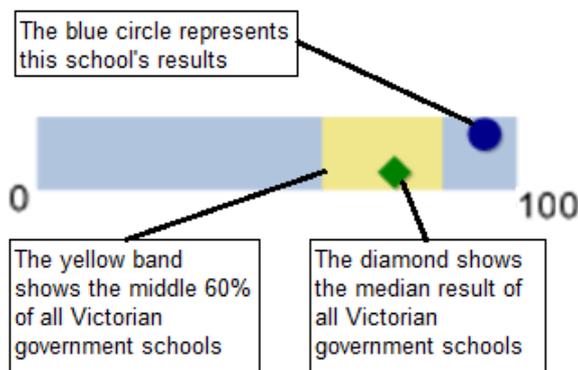
What are student outcomes?

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 colleges, 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.



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.

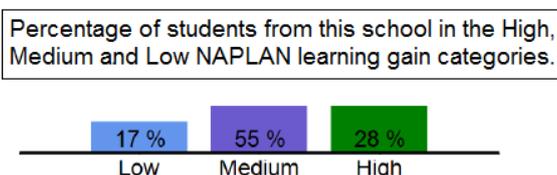
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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 - Operating Statement Summary for the year ending 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,557,217
Government Provided DE&T Grants	\$145,120
Government Grants Commonwealth	\$51,310
Government Grants State	\$318
Revenue Other	\$90,480
Locally Raised Funds	\$148,010
Total Operating Revenue	\$1,992,455

Funds Available	Actual
High Yield Investment Account	\$105,450
Official Account	\$6,804
Other Accounts	\$2
Total Funds Available	\$112,257

Expenditure	
Student Resource Package	\$1,475,650
Books & Publications	\$7,196
Communication Costs	\$3,867
Consumables	\$32,173
Miscellaneous Expense	\$48,355
Professional Development	\$106,130
Property and Equipment Services	\$74,037
Salaries & Allowances	\$116,850
Trading & Fundraising	\$41,219
Utilities	\$24,025
Total Operating Expenditure	\$1,929,502

Financial Commitments	
Operating Reserve	\$72,791
Region/Network/Cluster Funds	\$39,466
Total Financial Commitments	\$112,257

Net Operating Surplus/-Deficit	\$62,952
Asset Acquisitions	\$19,283

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.

Financial performance and position commentary

The school manages funds for the West Gippsland Network which inflates the overall budget. The school has been audited for the 2014 school year and is in accordance with the DET Financial Management Guidelines. The Finance Committee scrutinizes the accounts and is prudent in their spending and allocation of funding to various projects. A draft budget is drawn up in November and then is confirmed when the School Resources Package is confirmed at the end of term 1.