

2017 Annual Report to the School Community

School Name: Drouin South Primary School

School Number: 2313



Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

About Our School

School Context

Drouin South Primary School is a rural school in West Gippsland. A number of town and country bus routes service the school, ensuring enrolments from the nearby township of Drouin and outlying farming areas. In 2017 the enrolment was 188. The school had 15.5 equivalent full-time staff: 1.0 Principal class, 10.1 teachers and 4.4 education support staff. Our Out of School Hours Care Program (OOSHC) provides community support for our families. Major building works were completed in 2011 delivering a modern, well appointed facility which includes six classrooms, a computer hub, withdrawal rooms, bathroom facilities, a kitchen and two large multipurpose learning areas. The BER building complemented an earlier purpose built Arts and Community Centre, (also used for OOSHC) and an older building housing offices, library and senior school classrooms.

Drouin South PS strives to provide learning and social opportunities for all students. The values which underlie the actions of the school community are: 'Safe, Respectful, Proud, Learners'. The school offers a curriculum that focuses on the essential learning areas of literacy and numeracy. Student learning is enhanced through wider curriculum programs and extra-curricula activities that support student engagement and connectedness to school. Integrated studies are supported by comprehensive units of work that expose students to community and global issues. Specialist programs in Visual Arts, Science and Technology and Literacy enhancement through Library are provided for all students. In 2017, LOTE Japanese was provided for P-2 classes and Physical Education for 3-6. Instrumental Music, Active After School Sport, Bike Ed, lego club, Junior School Council and Glee Club are examples of optional extra-curricula activities. Parent participation on school council, working bees, celebration days and well supported fundraising activities is a valued part of school life.

During 2017, Drouin Sth PS received an improvement grant that allowed for the employment of a 0.4 Reading Co-Ordinator to focus on reading growth. A new instructional model for reading was developed and implemented within a whole school curriculum plan. The purchase of a new foundation to grade 6 reading assessment kit ensured explicit and targeted teaching of students was consistent across the school. Teachers plan and work together in professional learning teams to guarantee best practise teaching, shared expectations and whole school ownership of the learning of all students. Our teachers are committed to undertaking continuous professional learning to enhance their skills. The school is due to undergo a school review in 2018.

Framework for Improving Student Outcomes (FISO)

The school focused on two FISO Improvement Priorities in 2017.

Excellence in Teaching and Learning

Excellence in Teaching and Learning became a major focus in the area of Reading during the second half of 2016. This coincided with the new Reading Coordination position and provided opportunity to develop a new instructional model for Reading and to develop processes in assessment, planning and school wide practices.

Positive Climate for Learning

Positive Climate for Learning saw the implementation of School Wide Positive Behaviour Support in the playground. The Kidsmatter program of previous years was incorporated into this new initiative.

Achievement

Teacher Judgment

Teacher judgement in English and Mathematics indicates a lower percentage of students performing at or above expected levels. This placed the school results below the middle 60% of state schools in 2017.

NAPLAN

Reading and Numeracy results in Years 3 and 5 supported the teacher judgements that 2017 achievement was below the state median and middle 60% of schools. The 4 year results showed DSPS students in Year 3 were ranked similar to other schools for reading and numeracy. The 4 year results showed DSPS students in Year 5 were ranked lower to other schools for reading and numeracy. In all Year 5 NAPLAN Relative Growth reports, the highest student learning growth was recorded in Reading with 67% of students making medium or high relative growth. Low growth in all NAPLAN areas was high in the 33-41%.

Literacy Specialist

With the support of a newly appointed Literacy Specialist for 2017 and 2018, teachers have focussed on the implementation of a new instructional model in Reading during the second half of 2017 following a focus on Speaking and Listening over the previous 18 months. The work of the Literacy Specialist included the development of a whole school approach to assessment using Fountas and Pinnell, the introduction of a school-wide planner, a focus on Reading at Professional Learning Team Meetings and the development of a whole school scope and sequence for Reading. To improve student achievement, Drouin South will continue to implement a whole school approach to reading based on the newly agreed instructional model. Our Readers' Workshops are guided by professional learning based on the work of literacy specialists Fountas and Pinnell.

School Improvement Partnerships (SIPS)

Drouin South Primary School entered into a SIPS agreement with Warragul North PS towards the end of 2017 with the goal that working collaboratively will develop the strategies and actions needed to improve student outcomes in both schools. This collaboration will build leadership and teacher capacity through the sharing of school NAPLAN reading data, interschool visits and observations, shared professional development, attendance at partner school PLC meetings, and collaboration around school processes and procedures.

Primary Maths and Science Specialist Initiative

In December 2017, WNPS and DSPS applied jointly to be part of the Primary Mathematics and Science Specialist program. The application was successful and both schools will work together on Mathematics throughout 2018-2019. This will enable the employment of two 0.5 maths specialist teachers to work within Drouin South Primary School classrooms to plan for effective learning experiences.



Engagement

Analysis of the Drouin South PS absence data shows that relative to the median of all Victorian Government Primary Schools, our school's absences are **similar** to those schools. The student attendance rate across the school averaged 91% (P-6). The highest attendance rates occurred in Years 2 and 5 (94%), whilst the lowest occurred in Year 3 (86%). Significant student absences were tracked and followed up through re-engagement processes, which were implemented in conjunction with the school chaplain. Some absences are due to extended family holidays

Wellbeing

Creating a positive and engaging school culture forms the basis on which we believe optimal student learning will occur. Drouin South Primary School aims to provide quality educational programs within a supportive learning environment. The school aims to provide a positive, fair and respectful culture.

Students Attitudes to School survey results for 2017 in the sections "Sense of Connectedness to school" and "Management of Bullying," indicated DSPS was lower when compared to other schools. The Junior School Council and Student leadership team were given more responsibilities throughout 2017 and this is anticipated to increase in 2018. Students and the parent community provided input into the selection of school expectations of being Safe, Respectful, Proud, Learners.

The introduction of School Wide Positive Behaviour into the playground incorporated the KidsMatter program that had been in place. Staff professional development in School Wide Positive Behaviour Support systems will continue in 2018 and will be included in classroom management processes. Drouin South Primary School is supported in its wellbeing program by a School Chaplain at 0.4 time fraction and a Child and Youth Mental Health worker who visits the school two days per week to work with teachers in

For more detailed information regarding our school please visit our website at
www.drouinsouth.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 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	
<p>Enrolment Profile</p> <p>A total of 188 students were enrolled at this school in 2017, 91 female and 97 male.</p> <p>0 percent were EAL (English as an Additional Language) students and < 10 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Lower</p> <p> Lower</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> Lower</p> <p> Similar</p> <p> Lower</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> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Results</th> <th>Median of all Victorian Government Primary Schools</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>46%</td> <td>21%</td> <td>46%</td> <td>46%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>60%</td> <td>-</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>59%</td> <td>-</td> <td>59%</td> <td>59%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>57%</td> <td>9%</td> <td>57%</td> <td>57%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>39%</td> <td>39%</td> <td>22%</td> <td>39%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Results	Median of all Victorian Government Primary Schools	Reading	33%	46%	21%	46%	46%	Numeracy	40%	60%	-	60%	60%	Writing	41%	59%	-	59%	59%	Spelling	35%	57%	9%	57%	57%	Grammar and Punctuation	39%	39%	22%	39%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>93 %</td> <td>89 %</td> <td>94 %</td> <td>86 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	89 %	94 %	86 %	92 %	94 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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: ◆

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: 2017</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: 2017</p>	<p> Lower</p>

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*' 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').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the [2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,508,506	High Yield Investment Account	\$85,915
Government Provided DET Grants	\$246,254	Official Account	\$12,946
Government Grants Commonwealth	\$48,119	Total Funds Available	\$98,861
Revenue Other	\$27,037		
Locally Raised Funds	\$133,451		
Total Operating Revenue	\$1,963,367		
Equity¹			
Equity (Social Disadvantage)	\$79,455		
Equity Total	\$79,455		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,488,166	Operating Reserve	\$75,579
Books & Publications	\$4,992	Revenue Received in Advance	\$3,964
Communication Costs	\$4,035	School/Network/Cluster Coordination	\$19,318
Consumables	\$38,544	Total Financial Commitments	\$98,861
Miscellaneous Expense ³	\$80,606		
Professional Development	\$46,885		
Property and Equipment Services	\$61,103		
Salaries & Allowances ⁴	\$174,500		
Trading & Fundraising	\$35,809		
Utilities	\$18,941		
Total Operating Expenditure	\$1,953,581		
Net Operating Surplus/-Deficit	\$9,787		
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 05 March 2018 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.

The school finished the year with an operating surplus of \$9,787 due to targeted spending throughout the year. \$29,000 was received in addition to the SRP through DET as School Improvement Funding that was used to employ a Reading Coordinator and provide professional learning for staff. The school holds \$19,861 West Gippsland Network funds.