2018 Annual Report to The School Community

School Name: Raywood Primary School (1844)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 02:24 PM by Lynne Colbert (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 01 April 2019 at 10:25 AM by Yolande Humphries (School Council President)

About Our School

School context

Raywood Primary School is located in a rural village 30 km to the north of Bendigo. The school has 33 students and 3 effective full-time teaching staff , 1 part time Office Staff and 1 Integration Aide. The SFO is high.
Raywood Primary School has All Evidence to meet the Registration Requirements of a Government School.
The School is a source of pride for the whole Community. Its development and maintenance, together with the provision of equipment and materials, reflects cooperation and teamwork between parents and staff. There is open communication between all parties – students, teachers and parents.
The School Community represents a broad range of socio-economic groupings. Many students travel to school via a bus run from nearby Neilborough and Sebastian. There are several students who require intervention assistance and they have been provided with care and support. The Staff are committed to providing improved teaching and learning, planning and initiatives through excellent programs and a safe, happy environment.

Framework for Improving Student Outcomes (FISO)

As part of the Framework for Improving Student Outcomes, Raywood Primary Schools Annual Implementation Plan in 2018 focused on:-

Curriculum planning and assessment
• Document, Monitor and Evaluate the School's Curriculum Plans.
• Develop, Document and Implement a Whole School Assessment Schedule.
• To Build Staff capacity to use Data to inform Point of Need Teaching and Learning.

Building practice excellence
• Develop and Implement a Whole School Teaching and Learning Model.
• Create a Culture, which promotes Student Agency in Learning.
• LITERACY KEY IMPROVEMENT STRATEGY - Build Teacher Capacity to effectively differentiate teaching for all Students in Reading.

Achievement

Raywood Primary School is achieving within the expected range.
The NAPLAN results in 2018, showed that Year 3 and Year 5 results were higher than the median in both Reading and Numeracy.
With Equity funding in 2018, individual students from Foundation to Year 6 were targeted to improve their skills in Literacy and Numeracy.
Improved monitoring of students through employment of extra staff to enhance individual student outcomes.
Individual Learning Plans for "At Risk" students were developed and implemented.
All students from Foundation to Year 6 achieved and improved in both Literacy and Numeracy in 2018.
Continuation of Classroom Strategies and Planning to meet student needs in Numeracy and Literacy utilizing the Essential Literacy and Numeracy Assessment Program.
The use of Netbooks to enhance Reading/Comprehension skills and fluency through Rainbow Reading, PM Reading, Reading Eggs and in developing Numeracy skills through Targeting Mathematics and the Mathletics Program.
Future Directions include the use of Fountas and Pinnell Assessment Kits and the use of the Fountas and Pinnell Continuum to strategically identify point of need teaching and learning.

Engagement

Student Attendance is improving with our program - It's Cool To Be At School.
Each family is given a phone call daily if Absent and students are encouraged positively to attend every day.
The majority of Absence is Illness and Extended holidays.
The Prep, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 6 year levels were attending above 90%.
Regular Attendance is rewarded by a celebration each Term.
The Connected to School Data is high, which reflects student motivation and engagement in learning.
Planned Strategy 2019 - Discussion with parent and child in Grade 5 (59%) regarding absence and learning has already had a huge impact with one day genuinely sick Term 1.

Wellbeing

The Attitude to School Surveys are excellent in all areas and indicate 100% score.
Sense of Connectedness and the Management of Bullying scores indicate 100% of positive responses.
Parent Satisfaction Survey indicates 98% positive responses.

Our School prides itself in the care, support and respect that we have for ourselves and each other. From a Total School point of view, all Students are Safe and Happy.
In 2018, with support from the Equity Program, funds were allocated to provide targeted support to individual students.

Our School has a clearly identified Timetable. Purchasing/Leasing of Netbooks for each child. All staff provided with adequate time release allocations to enable effective planning and preparation for classroom teaching programs and additional time release to prepare for Whole School Intervention Planning and Data Assessment. Planning and Consultation has occurred to ensure class structures are effective and allow all students to learn at their own individual rate.

Financial performance and position

Currently the School is in a very good financial position. At the end of 2018, we had an extremely healthy balance of $43,809. However, the bulk of the money ($40,000) has been earmarked for future staffing ($30,000), Intervention Programs and Professional Development Programs using the remaining funds.

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

Enrolment Profile

A total of 27 students were enrolled at this school in 2018, 11 female and 16 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬ 100	● Similar ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available Higher No Data Available Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 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 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

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: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ———— 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ———— 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	93 %	96 %	91 %	93 %	59 %	93 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Higher ● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Similar ● Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$478,486
Government Provided DET Grants	$107,964
Government Grants Commonwealth	$9,637
Government Grants State	$8,000
Revenue Other	$13,107
Locally Raised Funds	$14,642
Total Operating Revenue	**$631,836**

Equity[1]	
Equity (Social Disadvantage)	$83,287
Equity Total	**$83,287**

Expenditure	
Student Resource Package[2]	$454,081
Communication Costs	$1,362
Consumables	$20,602
Miscellaneous Expense[3]	$20,300
Professional Development	$7,710
Property and Equipment Services	$36,464
Salaries & Allowances[4]	$35,923
Trading & Fundraising	$6,302
Utilities	$5,284
Total Operating Expenditure	**$588,027**
Net Operating Surplus/-Deficit	**$43,809**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$89,045
Official Account	$3,533
Other Accounts	$1,250
Total Funds Available	**$93,828**

Financial Commitments	
Operating Reserve	$21,669
Other Recurrent Expenditure	$1,017
Total Financial Commitments	**$22,686**

(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 15 March 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
  - 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.
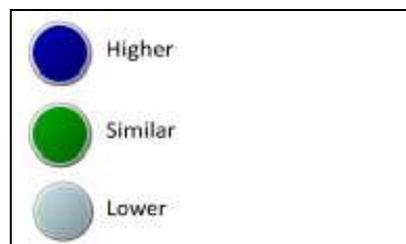
More information on School Comparison performance measures can be found at: http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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').