

2019 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 Registration 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 2019 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 14 May 2020 at 12:26 PM by Lynne Colbert (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 June 2020 at 03:50 PM 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 24 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 2019 focused on:-

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.

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.

All FISO Outcomes were completed in 2019 except for :-•

- 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.

Both these FISO Outcomes have been earmarked for our 2020 AIP.

Achievement

Raywood Primary School is achieving within the expected range.

The NAPLAN results in 2019, showed that Year 3 and Year 5 results were higher than the median in both Reading and Numeracy.

With Equity funding in 2019, 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 2019.

Continuation of Classroom Strategies and Planning to meet student needs in Numeracy and Literacy utilizing the Essential Literacy and Numeracy Assessment Program and the Fountas and Pinnell Reading Assessment Program.

The use of Netbooks to enhance Reading/Comprehension skills and fluency through Rainbow Reading, PM Reading, Literacy Pro, 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 in 2019 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.
The Planned Strategy in 2019 of a Discussion with parent and child in Grade 5 (59%) 2018 regarding absence and learning has already had a huge impact with the Grade 6 result of 96% for the year.

Wellbeing

The Attitude to School Surveys are excellent in all areas and indicate 100% score.
Stimulated Learning, Sense of Confidence 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 2019, 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. The annual result was a Surplus of \$8,895. At the end of 2019, we had an extremely healthy balance of \$131,130. However, we have a deficit of \$25,000 from the Credit side of the Student Resource Package for Staffing. As a small School with a High SFO, the Government Provided DET Grant of \$112,310, the State Grant of \$16,164, the Commonwealth Grant of \$6,501 and especially the Equity funding of \$91.038 has allowed us to continue to provide an excellent teaching and learning environment with required Staff and an individual intervention program for those students who required additional assistance. This was all possible by employment of casual staff to provide individual support within each classroom.

For more detailed information regarding our school please visit our website at raywoodps.vic.edu.au

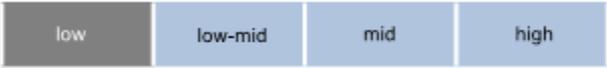
Performance Summary

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 24 students were enrolled at this school in 2019, 10 female and 14 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison: Above Similar Below</p> <p>Above </p> <p>Above </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>No Data Available</p> <p>No Data Available</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

Performance Summary

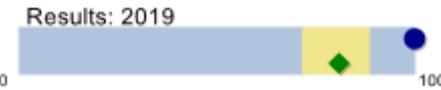
Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison
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<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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above </p>
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<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> <tr> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>96 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	95 %	94 %	94 %	93 %	96 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	95 %	94 %	94 %	93 %	96 %										

Performance Summary

Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison:  Above  Similar  Below
Results for this school: 		Median of all Victorian Government Primary Schools: 
Wellbeing	Student Outcomes	Similar 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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$419,068	High Yield Investment Account	\$129,075
Government Provided DET Grants	\$112,310	Official Account	\$1,795
Government Grants Commonwealth	\$6,501	Other Accounts	\$261
Government Grants State	\$16,164	Total Funds Available	\$131,130
Revenue Other	\$2,908		
Locally Raised Funds	\$23,640		
Total Operating Revenue	\$580,592		
Equity¹			
Equity (Social Disadvantage)	\$91,038		
Equity Total	\$91,038		
Expenditure		Financial Commitments	
Student Resource Package ²	\$444,796	Operating Reserve	\$19,481
Books & Publications	\$245	Other Recurrent Expenditure	\$8,435
Communication Costs	\$1,214	Funds Received in Advance	\$1,700
Consumables	\$12,864	School Based Programs	\$129,488
Miscellaneous Expense ³	\$26,128	Funds for Committees/Shared Arrangements	\$3,246
Professional Development	\$1,471	Maintenance - Buildings/Grounds < 12 months	\$263
Property and Equipment Services	\$40,793	Total Financial Commitments	\$162,612
Salaries & Allowances ⁴	\$27,348		
Trading & Fundraising	\$9,648		
Utilities	\$7,189		
Total Operating Expenditure	\$571,696		
Net Operating Surplus/-Deficit	\$8,895		
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 26 February 2020 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)

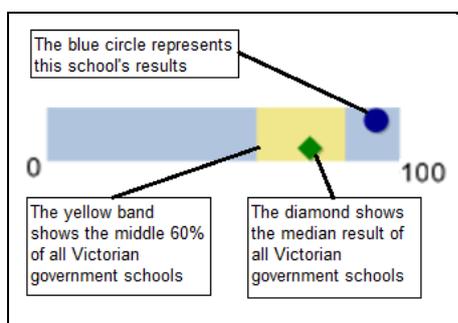
Engagement

- 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).

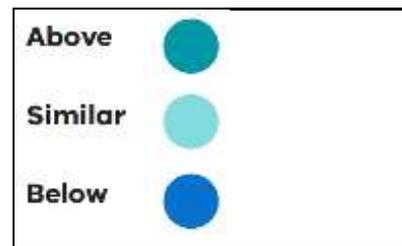


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').