

2014 Annual Report to the School Community

Colac Primary School

School Number: 117



Name of School Principal: Shelby Papadopoulos

Name of School Council President: Karyn McGlade

Date of Endorsement: March 16th, 2015

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

Colac Primary School aims to guide our students to become successful learners, confident and creative individuals and active responsible citizens. The values which are central to the life of our school, guiding our policies, programs and interactions are: Respect, Kindness, Personal Best, Courage, Honesty and Tolerance. Our curriculum is guided by the Australian Victorian Essential Learning Standards (AusVELS) and comprises; The Arts, English, Mathematics, Studies of Society and Environment, Science, Health and Physical Education and Technology. Specialist teachers conduct Art, Library and Physical Education classes. Enrichment is provided through programs including: Values Program, Reading Assistance, Religious Education, Human Development, Student Council, Peer Mediation, Choir, Concert, Musical Performance, Student Newspaper, Bike Ed, Swimming, mentoring, Camping, debating, Chinese language and Interschool Sport. All students literacy learning is supported by the Write to Read program, which is run from grade Prep to 6 and has assisted students to improve their NAPLAN results at Years 3 & 5. The school is part of the successful Stephanie Alexander Kitchen Garden Program and is a Better Buddies School as supported by the Alannah and Madeline Foundation. A Chaplain provides support for our students and parents. Our students enjoy a technology rich learning environment using both iPads and Microsoft technology. Colac Primary School is an E-Smart school. A full sized basketball stadium was completed in 2012 and students access this for sporting and cultural events regularly. In 2014 Colac Primary School had 186 students and 20 staff including a principal, teaching and educational support staff. Enrolments are set to trend upwards in 2015.

Achievement

Student learning outcomes are measured by a variety of assessment including AusVELS teacher judgments, NAPLAN, On-demand, PAT, English Online and Numeracy Online testing. NAPLAN data indicates that students are performing similarly to those in like schools in all areas except Year 3 Reading which shows there is still further room for improvement. Students in Year 5 Numeracy continue to trend well with results higher than like schools. The Write to Read Program continues to underpin the work being done to assist students in literacy and NAPLAN data shows that the learning gain of students from Year 3 to 5 is over 57% in the top 20% of the state.

Engagement

Student attendance data has improved over the 12 months with students in all year levels averaging over 90% attendance. The 4 year average results are higher than state averages and show that improvements like the Skool Bag, which parents use to notify the school of absences and the Every Day Counts absence templates introduced during 2014 have assisted in accurate recording of student absence and greater education for families on the need for children to attend school every day. The school has successfully implemented the Stephanie Alexander Kitchen Garden program which has seen an increase in student engagement levels in Years 3 & 4 where the program was run in 2014. Engagement levels in Years 5 & 6 also increased as a result of the schools participation in the State Schools Spectacular.

Wellbeing

The 2014 Attitudes to school survey results demonstrate that students have a very high level of connectedness to school. The school is at the highest end of the reporting scale when it comes to school connectedness in 2014 and this builds upon a 4 year average of high results. The school has a low-mid socio-economic profile though and the removal of EMA at the end of 2014 is predicted to impact over half of the student population. The school has a mid-range proportion of students with English as a Second Language and in 2014 was supported by the Victorian School of Languages to run a language intervention program using multi-media technologies. Students are supported by a Chaplain who works two days per week and a 0.6 primary welfare officer who also supports student learning intervention programs.

Productivity

In 2014 the school worked towards strengthening its Professional Learning Teams forming a clear intent to work on improving student learning outcomes. Team Leaders were appointed in each sub-school (P-2 and 3-6) with an explicit role in improving teaching and learning. As part of this work the Leadership Team of the school, consisting of the two Team Leaders and the Principal undertook work on the AITSL Classroom Practice Continuum. This saw the team undertake extensive professional development focusing on improving teacher practice and the model was integrate into the school. Staff now undertake regular peer observation and assessment and performance and development plans are aligned with the schools strategic intent.

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 186 students were enrolled at this school in 2014, 83 female and 103 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 80% 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> Lower</p> <p> Lower</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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>23%</td> <td>62%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>24%</td> <td>57%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>38%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	62%	15%	Numeracy	22%	56%	22%	Writing	30%	50%	20%	Spelling	19%	24%	57%	Grammar and Punctuation	38%	38%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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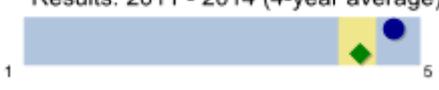
Performance Summary

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>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	91 %	92 %	95 %	92 %	91 %	<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										
93 %	93 %	91 %	92 %	95 %	92 %	91 %										

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

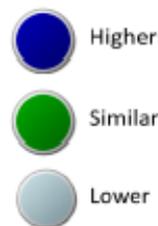
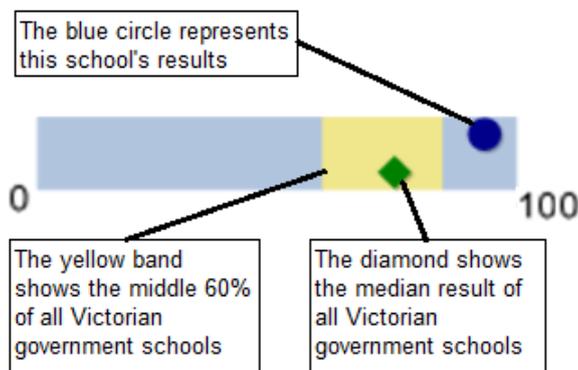
What are student outcomes?

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.

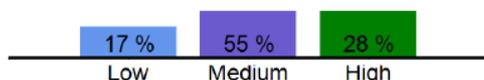
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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	\$1,335,519
Government Provided DE&T Grants	\$266,746
Government Grants Commonwealth	\$7,015
Government Grants State	\$1,238
Revenue Other	\$12,127
Locally Raised Funds	\$114,078
Total Operating Revenue	\$1,736,722

Funds Available	Actual
High Yield Investment Account	\$112,373
Official Account	\$11,005
Other Accounts	\$84,026
Total Funds Available	\$207,404

Expenditure	
Student Resource Package	\$1,305,582
Books & Publications	\$3,697
Communication Costs	\$3,990
Consumables	\$28,970
Miscellaneous Expense	\$46,309
Professional Development	\$3,895
Property and Equipment Services	\$80,808
Salaries & Allowances	\$86,938
Trading & Fundraising	\$40,885
Travel & Subsistence	\$113
Utilities	\$14,908
Total Operating Expenditure	\$1,616,096

Financial Commitments	
Operating Reserve	\$48,025
Maintenance - Buildings/Grounds incl SMS<12 months	\$19,849
Revenue Received in Advance	\$2,834
School Based Programs	\$129,461
Region/Network/Cluster Funds	\$7,234
Total Financial Commitments	\$207,404

Net Operating Surplus/-Deficit **\$120,627**

Asset Acquisitions **\$7,040**

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

Colac Primary School is in a stable financial position and during 2014 the school was able to forward plan for the 2015 school year which was predicted to see a large enrolment increase. This management led the school to examine its leadership structure and utilize the increase in SRP to create extra classes and hence meet the needs of two extra staff. In 2014 the school has purchased further ICT devices to cater for the increased enrolment and further funding will be utilized to purchase required resources for two new classrooms.