

# 2018 Annual Report to The School Community



School Name: Colac Primary School (0117)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 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 08 March 2019 at 08:19 PM by Shelby Papadopoulos (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 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 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.

To be attested by School Council President

## About Our School

### School context

Colac Primary School (CPS) is located on Murray St East in the township of Colac. The school services the eastern residential area of Colac and rural areas of Yeo, Warncoort and Irrewarra. CPS aims to guide students to become successful learners, confident and creative individuals and active responsible citizens. In 2018 the school has 30 staff; two principal class officers, 17 teachers (15.2 EFT), seven education support staff (4.6 EFT) and two trainees (2.0 EFT).

During the review period the school experienced significant growth and a larger percentage of staff were new to the school for the 2018 school year, with student enrolment growing to 249 students and a capacity of 250. The school has a formal leadership structure consisting of an Assistant Principal, Leading Teacher and three PLC leaders. A Professional Learning Community (PLC) structure supports learning in teams; Years Prep to Two, Year Three to Six and Intervention.

The curriculum is guided by the Victorian Curriculum and comprises; The Arts, English, Mathematics, History, Geography, Science, Health and Physical Education and Technology. Specialist teachers conduct Library, Art and Physical Education classes. Enrichment of the Learning Areas is provided through programs including: Values Program, Literacy Intervention, Numeracy Intervention, Respectful Relationships, Student Council, Peer Mediation, Choir, Language (Chinese-Mandarin), Concert, Kitchen Garden Program, State Schools Spectacular, Bike Ed, Swimming, Camping and Interschool Sport. A Chaplain and Wellbeing Officer provide support for students and parents. Students enjoy a technology rich learning environment, which consists of iPads, windows tablets, laptops and digital TVs. A full sized basketball stadium is available for student and community use and a student garden has been established to support engagement and learning.

### Framework for Improving Student Outcomes (FISO)

Colac Primary School has focussed on the priorities of Excellence in Teaching and Learning as part of the Framework for Improving Student Outcomes. We have invested in Building Practice Excellence by continuing to ensure that all staff have received training in the school wide expectations for the teaching of Literacy to ensure students have a consistent approach to the learning across the school. Student who were 6 months or more behind in Literacy and/or Numeracy have been supported with Individual Learning Plans and many have achieved 100% of goals each semester. 100% of PSD students have I.L.P's and SSG meetings were held each term for PSD students, Koorie Students, students who have a diagnosed disability or learning difficulty. An Intervention plan was put in place for all students deemed 12 months or more behind which provided access to small group and/or individual support in the areas of Reading and Writing. Staff were also provided access to significant professional development in Trauma Informed Practice and Respectful Relationships to provide students with the social and emotional learning required in an age appropriate manner.

### Achievement

The percentage of students in the top two bands in Year 3 Numeracy was above similar schools however there was a slight decrease in the percentage of students achieving in the top two bands in Year 5. The relative growth of students between Years 3 and 5 was well above primary schools with similar characteristics and this is a highlight for Colac Primary School.

The percentage of students in the top two bands in Year 3 Reading was relative to similar schools with a lower percentage achieving this level at Year 5. Relative growth between years 3 and 5 was consistent with similar schools.

Writing continues to be a focus in both Years 3 and 5 and a focus on explicit instruction is being adopted across all year levels.

Strategies to support student learning growth will continue to be provided with a focus on students who require

additional support in literacy and or numeracy. Students at or above level will continue to be challenged to strive for success and all students will continue to work towards individual learning goals in all areas of learning.

### Engagement

A highlight of the 2018 year was the embedding of the Rights, Resilience and Respectful relationships curriculum across all year levels. This supported the schools values and saw a decrease in the incidence of inappropriate student behaviour across all areas of the school. Student attendance data continued to improve in 2018 with the school implementing a process to contact families in the day of absence to follow up and provide accurate attendance reporting data. Colac Primary School continues to utilise additional resources through our Student Wellbeing Officer and Regional support to address issues of chronic non-attendance to support the learning outcomes of student and understand the social and emotional needs of students ad families. The average number of days absent per student was below the state average.

### Wellbeing

Parent satisfaction with the school is high, with 100% of parent opinion survey data indicated general satisfaction with the school.

75% of students (years 4-6) who undertook the Student Attitudes to School Survey felt connected to school and it is envisaged that a continuation of our Values program and Respectful Relationships will increase this percentage in the future. Our Kitchen Garden continues to be a success in engaging students in hands on learning and is to be expanded in 2019 with the addition of a chicken coop and chooks. Students expressed a string desire to undertake leadership positions and an active Student Council ran activities and supported all students through strong utilisation of student voice and agency. Assemblies are student lead and a house system in place with a student leadership structure that supports the sports program and sees students run a successful breakfast club program twice per week.

### Financial performance and position

Colac Primary carried a surplus in 2018 due to large class numbers and the lack of much needed additional teaching space. Additional support was provided to large classes through the employment of Integration staff and a Leading Teacher to support a fully inclusive teaching and learning program. Equity funding was utilised to provide students with additional learning support through the employment of 1.2EFT teaching staff. Equity funding was also utilised to increase the capacity of educational support and teaching staff to provide appropriate student intervention in the area of Literacy. Community fundraising was utilised in 2018 to install fans in the stadium to increase access and improve comfort for students during use.




**For more detailed information regarding our school please visit our website at**  
<http://colacps.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

#### Enrolment Profile

A total of 251 students were enrolled at this school in 2018, 112 female and 139 male.

4 percent were EAL (English as an Additional Language) students and 4 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.



#### 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
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Lower</p> <p> Similar</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><b>NAPLAN Learning Gain</b> 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>36%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>60%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	48%	24%	Numeracy	40%	36%	24%	Writing	32%	60%	8%	Spelling	24%	56%	20%	Grammar and Punctuation	40%	44%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary






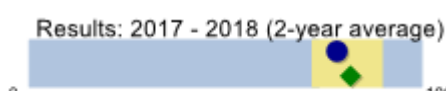


Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1018 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>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	91 %	92 %	94 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	91 %	92 %	94 %	92 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Lower</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,037,955	High Yield Investment Account	\$522,768
Government Provided DET Grants	\$713,219	Official Account	\$10,643
Government Grants Commonwealth	\$2,700	Other Accounts	\$202,235
Government Grants State	\$4,985	<b>Total Funds Available</b>	<b>\$735,647</b>
Revenue Other	\$20,121		
Locally Raised Funds	\$126,501		
<b>Total Operating Revenue</b>	<b>\$2,905,481</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$317,379		
<b>Equity Total</b>	<b>\$317,379</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,969,615	Operating Reserve	\$88,893
Books & Publications	\$3,658	Other Recurrent Expenditure	\$1,496
Communication Costs	\$3,480	Funds Received in Advance	\$13,552
Consumables	\$68,549	School Based Programs	\$400,133
Miscellaneous Expense <sup>3</sup>	\$106,850	Asset/Equipment Replacement < 12 months	\$50,000
Professional Development	\$17,652	Maintenance - Buildings/Grounds < 12 months	\$58,000
Property and Equipment Services	\$146,299	Asset/Equipment Replacement > 12 months	\$120,000
Salaries & Allowances <sup>4</sup>	\$144,675	<b>Total Financial Commitments</b>	<b>\$732,074</b>
Trading & Fundraising	\$72,399		
Travel & Subsistence	\$978		
Utilities	\$22,089		
<b>Total Operating Expenditure</b>	<b>\$2,556,245</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$349,236</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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)

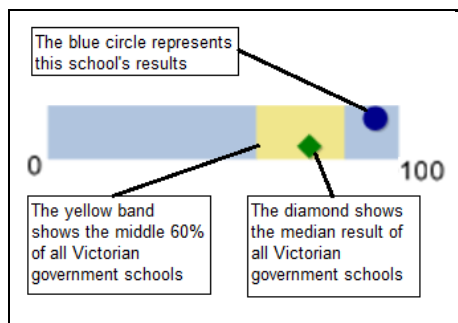
### Engagement

- 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).

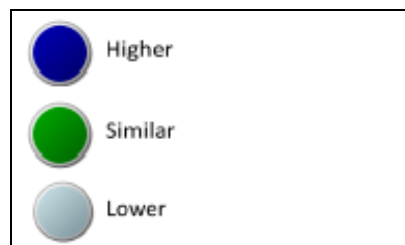


## What does *School Comparison* refer to?

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').