2015 Annual Report to the School Community

Williamstown North Primary School

School Number: 1409

Double Storey Portable Completed in October 2015.

School Fete – Sunday 15th March 2015

Japanese Day Drumming Workshop, 10th June 2015

Prep & New Family Picnic – February 2015

Name of School Principal: Jim Cahill

Name of School Council President: Michael Lynch

Date of Endorsement: 6/5/2016

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 2015.

About Our School

School Context

Williamstown North Primary School is highly regarded by its local community as a dynamic and inclusive Professional Learning Community (PLC). During 2015, the school continued to facilitate strong academic provision which was clearly focused on the individual needs of students. Overall achievement levels for the school were high with the large majority of students displaying impressive gains in their learning. This was particularly pleasing given the sustained enrolment growth over recent years whereby the school has needed to accommodate an additional 40 – 50 student each year. The school's current Strategic Plan (2013 – 2016) continued to provide strong direction for the school with notable progress demonstrated in all key improvement areas.

In 2015, Williamstown North PS maintained an average enrolment throughout the year of 695 students. These students were housed across 28 classrooms, with most classes accommodating between 21 – 26 students (however Year 5 classes continued to climb throughout the year and peaked at 30 students by term 4). Included within the student cohort were 9 students who were funded under the Program for Students with Disabilities. The staffing profile to support all students included 38.2 teachers, 9 Education Support Staff and 2 Principal Class Officers.

Parental involvement in all facets of school life continued to be an outstanding feature of the school in 2015. Parents generally expressed pleasing levels of satisfaction with the rigour of the school's learning programs. A School Fete held in term one was a wonderful success with approximately $70,000 raised for the school. A highly successful Community Carols event was staged for the first time in December.

Achievement

Significant curriculum development was achieved in 2015 as teachers worked tirelessly throughout the year to draft 'Power Standards' in the area of Reading. Complementing these power standards was a newly developed P – 6 Comprehension Continuum and an updated Scope & Sequence Planner for Spelling. Teacher judgements at the end of 2015 demonstrated that an average of 30% of students at each year level had achieved an 'A' grading in Reading. NAPLAN learning gain aligned with school based data, with an impressive 82% of students achieving medium to high learning gain in Reading and 93% achieving medium to high learning gain in spelling.

June and December student reports were generated by teachers for the first time using the school's new Compass platform. The December reports were only issued to parents electronically. In regards to tracking student achievement across the school, teachers develop a proficiency scale to promote greater consistency in the interpretation and recording of student achievement data.

Engagement

As a high functioning PLC, the school once again contributed substantial resources to further embed its intervention and extension practices. Students from Prep to Year 6 participated in fluid groupings several times each week, thereby ensuring very targeted learning and high levels of student engagement. Netbooks and iPads were utilized extensively across the school to further support student learning, with these devices used increasingly in specialist areas such as Visual Arts & Japanese.

A comprehensive incursions & excursions program facilitated highly engaging opportunities for students to deepen their learning, particularly related to Shared Inquiry explored at each level.

Valuable 'Community Partnerships' were forged with Williamstown Hospital, Wintringham Aged Care and Williamstown Police through regular visitations from Year 4 students. The student attendance rate throughout the year was between 92 – 93% for each year level with illness and extended family holidays continuing to be the main contributors to student absences.

Wellbeing

Student wellbeing continued to be a high priority for the school in 2015 with many proactive programs and school-wide practices supporting the daily wellbeing of students. The school's accreditation through the AMAZE Foundation was testimony to the advanced practices that the school has in place to support the academic, social and emotional needs of students, particularly those with Autism. Seven social skills groups operated each week in 2015, to help build the social connectedness of students. In further recognition of the school's outstanding approaches to Inclusion, the school was selected to join the Inclusive Schools Working Group to work closely with DET to help build the Inclusion Platform for all Victorian schools.

Attitudes to School Survey (ATSS) data improved dramatically in 2015 with all variables being slightly below or above state mean results. Parent Opinion Survey data aligned with ATSS with the following variables all rating well above the 60th percentile: behaviour management, student safety, connectedness to peers and social skills.

Productivity

WNPS was again fortunate to have access to a broad resource base in 2015 as a result of high parent payments and voluntary contributions to the school. All budgets were effectively funded to ensure all students and classrooms were well equipped. The school expended its staffing budget with the School Resource Package being in surplus at the end of the year.

The school's facilities were significantly upgraded in 2015 as a result of the school's growing enrolments. A double story portable (mod 10) was installed in early term 4 to provide four additional general purpose classrooms. Two mod 4 buildings were installed in late term 4 to support the school's specialists program and also provide additional flexible spaces. In addition to these six new rooms, an electronic sign was installed at the front of the school and a new bike shelter was constructed from the wonderful proceeds of the School Fete. The school also made significant gains with its sustainability focus. Significant progress was made with the Resource Smart School's Core Module and a successful grant application enabled the school to install LED lighting throughout the school.

For more detailed information regarding our school please visit our website at
http://www.willynth.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
       Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 691 students were enrolled at this school in 2015, 305 female and 386 male.
There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	mid-high	high

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.
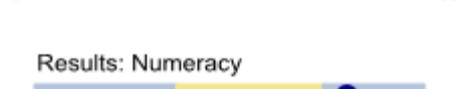
Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 — 100 Results: Mathematics 0 — 100	⬤ Similar ⬤ Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	**English** No Data Available **Mathematics** No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🟢

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 🟢 Similar 🟢 Similar 🟢 Similar
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)	🟢 Similar 🟢 Similar 🟢 Similar 🔵 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 18 % / 56 % / 26 % Low / Medium / High **Numeracy** 21 % / 51 % / 28 % Low / Medium / High **Writing** 25 % / 51 % / 25 % Low / Medium / High **Spelling** 7 % / 64 % / 29 % Low / Medium / High **Grammar and Punctuation** 22 % / 56 % / 22 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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. 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.

Average 2015 attendance rate by year level:

Results: 2015

0 ————————————— 50

Results: 2012 - 2015 (4-year average)

0 ————————————— 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	93 %	93 %	92 %	93 %	92 %

Lower

Similar

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

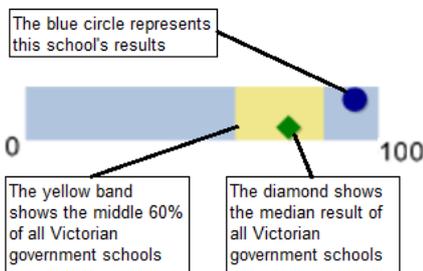| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2015 Results: 2012 - 2015 (4-year average)	Similar Similar

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

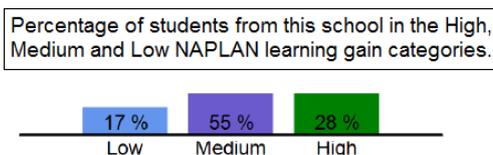| 28 % | 46 % | 26 % |
| Below | At | Above |

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 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.
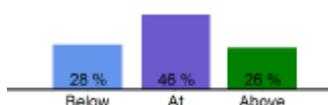
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Higher

Similar

Lower

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.

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, 2015 | | Financial Position as at 31 December, 2015 | |

Revenue	Actual
Student Resource Package	$4,409,395
Government Provided DET Grants	$531,963
Government Grants Commonwealth	$8,666
Government Grants State	$4,200
Revenue Other	$131,632
Locally Raised Funds	$853,269
Total Operating Revenue	**$5,939,126**

Funds Available	Actual
High Yield Investment Account	$491,510
Official Account	$23,933
Other Accounts	$48,058
Total Funds Available	**$563,501**

Expenditure	
Student Resource Package	$4,264,228
Books & Publications	$28,074
Communication Costs	$27,584
Consumables	$126,401
Miscellaneous Expense	$472,473
Professional Development	$63,025
Property and Equipment Services	$425,037
Salaries & Allowances	$230,057
Trading & Fundraising	$109,864
Utilities	$33,447

Financial Commitments	
Operating Reserve	$231,688
Asset/Equipment Replacement < 12 months	$91,604
Capital - Buildings/Grounds incl SMS<12 months	$70,000
Maintenance - Buildings/Grounds incl SMS<12 months	$17,000
Revenue Receipted in Advance	$148,209
School Based Programs	$5,000
Total Financial Commitments	**$563,501**

Total Operating Expenditure	**$5,780,191**

Net Operating Surplus/-Deficit	**$158,935**
Asset Acquisitions	**$9,700**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

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.

Financial performance and position commentary

During the 2015 academic year, the Finance & Facilities subcommittee of School Council successfully monitored all income and expenditure. The school finished the year with a healthy surplus as a result of strong internal control measures and outstanding financial support from the parent community. The School Resource Package financed from the state government provided quarterly cash payments to support the daily operation of the school as well as credit component to cover the cost of all centrally paid staff. The school commends the work of Debbie Dorgan (Business Manager) and the Facilities & Finance team for their prudent management of the school's funds.