

2016 Annual Report to the School Community



School Name: Winters Flat Primary School

School Number: 652



Name of School Principal:

Mary-anne Rooney

Name of School Council President:

Katie Wilson

Date of Endorsement:

20 March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Winters Flat Primary School, Castlemaine, opened on its present site in 1964. The school is located on the western side of Castlemaine on an attractively landscaped site. The spacious grounds are within sight of the natural features surrounding Forest Creek. The school provides a natural, traffic free environment in what remains an urban area. As well as classrooms, our school has a purpose built library, Art/Craft room, a converted multi-purpose gym, and a commercial kitchen (Oak View).

Our "Creekview" school building was opened in 2010 and provides six classrooms with open areas, staff offices, two kitchens, indoor toilets and withdrawal spaces. It is complemented by a huge timber deck for outdoor activities.

The emphasis of our program is in providing experiences for the children based on their stage of development and previous learning. To support this approach, the class groups are structured to cater for a range of ages and abilities while the learning experiences integrate the subject areas with an emphasis on involving children in practical activities.

Programs are co-ordinated on a department and whole school basis, in order to ensure continuity of experiences for children throughout their seven years of primary schooling at Winters Flat.

The teaching staff is mostly organised in teams – Junior, Middle, Senior and Specialists. The grouping of teachers facilitates the implementation of a well-planned and consistent education program. The home group programs are supported by Visual Arts, Performing Arts, Library, Indonesian, Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and cultures, Asia and its Engagement to Australia and Sustainability) and Chess.

To support these programs Winters Flat has developed a comprehensive pupil welfare and behaviour management plan underpinned by the philosophies of the School-Wide Positive Behavior Support Program. Student Leadership is a feature of our school; we encourage and support our student voice to be heard through an extensive program involving Community Leaders, Health Leaders and Koorie Leaders. This is emphasised through the school's commitment to "Achieving Success Together".

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is the school improvement framework used by all DET schools. FISO improvement priorities for our school in 2016 were Excellence in Teaching and Learning and Positive Climate for Learning. Specific improvement initiatives pursued within the context of the two priorities identified above were Building Teaching Practice Excellence and Empowering Students and Building School Pride. Our focus on Building Teaching Practice Excellence included a strong emphasis on teacher professional learning in the area of numeracy teaching, with a particular emphasis on using resources from the New Zealand Maths Curriculum to improve numeracy teaching and learning. The positive results of this work can be seen in strong NAPLAN numeracy results (see below for more detail). Further work also occurred throughout the year to provide our students with expanded leadership opportunities, particularly in the field of sustainability education. Our strong student involvement in this program was recognized when we were awarded two major Premier's Awards for our sustainability program at the end of 2016.

Achievement

Winters Flat Primary School students achieved above the state average in the reading and numeracy sections of NAPLAN testing, with particularly strong results in Year 3 Reading and Year 5 Numeracy. There was also strong NAPLAN growth that occurred when comparing the results of our Year 5 students with their performances two years earlier as Grade 3 students. This growth was particularly impressive in the Numeracy tests where 80% of our students recorded medium to strong growth in their NAPLAN results. As mentioned above, another outstanding achievement for the school in 2016 was gaining the following awards for our environmental sustainability education program: Regional Victoria Achievement and Community Award for Environmental Sustainability; the Premier's Sustainability Award for Education; and the Premier's Recognition Award for Education.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

Our student attendance data for 2016 matches the state average and is similar to comparable schools. Last year's attendance data represented an improvement in our four-year average data. Despite this improvement, there is still scope for further growth which we are striving to achieve through our focus on stimulating and differentiated teaching, and by providing a broad range of learning opportunities through programs such as the Stephanie Alexander Kitchen Garden Program, the Meeting Place, Chess and student leadership opportunities. Improving student attendance also continues to be a shire-wide improvement priority through the work of the Mt Alexander Principals' Network.

Wellbeing

The student wellbeing measures contained in this report show that our school is achieving results above the state average and considerably better than our four-year trend data. Our school-wide positive behaviour support program continues to help us maintain a positive, safe and caring school environment. Other factors which have assisted us to achieve improved student wellbeing results include the work of our School Welfare Support Officer, our broad student leadership program and the Stephanie Alexander Kitchen Garden Program which assists students to make positive health and lifestyle choices.

For more detailed information regarding our school please visit our website at
www.winters-flat-ps.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 202 students were enrolled at this school in 2016, 101 female and 101 male. There were 0% of EAL (English as an Additional Language) students and 6% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



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
<p>Teacher judgment 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 Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



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
<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>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> Higher</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Higher</p> <p> Similar</p>



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																								
<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>29%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>52%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	48%	24%	Numeracy	20%	40%	40%	Writing	24%	52%	24%	Spelling	24%	57%	19%	Grammar and Punctuation	19%	62%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

Engagement	Student Outcomes	School Comparison														
<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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>92 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	92 %	90 %	93 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	92 %	90 %	93 %	93 %										



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
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

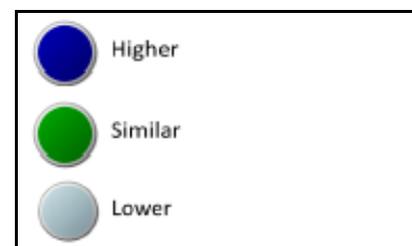
What are student outcomes?

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, P-12 and specialist schools, 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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,347,808
Government Provided DET Grants	\$143,918
Government Grants Commonwealth	\$25,825
Revenue Other	\$65,111
Locally Raised Funds	\$145,006
Total Operating Revenue	\$1,727,668

Expenditure	
Student Resource Package	\$1,326,049
Books & Publications	\$288
Communication Costs	\$4,212
Consumables	\$31,098
Miscellaneous Expense	\$113,868
Professional Development	\$3,881
Property and Equipment Services	\$88,247
Salaries & Allowances	\$137,100
Trading & Fundraising	\$29,456
Travel & Subsistence	\$38
Utilities	\$13,437
Total Operating Expenditure	\$1,747,674

Net Operating Surplus/-Deficit	(\$20,006)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$13,494
Official Account	\$13,220
Other Accounts	\$2,464
Total Funds Available	\$29,178

Financial Commitments	
Operating Reserve	\$13,028
Revenue Received in Advance	\$2,000
School Based Programs	\$11,130
Other recurrent expenditure	\$3,020
Total Financial Commitments	\$29,178

Student Resource Package Expenditure figures are as of 06 March 2017 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.