

# 2015 Annual Report to the School Community

Rupanyup Primary School

School Number: 1595



Name of School Principal: Gavin Young

Name of School Council President: [Enter name here]

Date of Endorsement: \_\_\_\_\_

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Rupanyup Primary School provides a safe and positive learning environment where the core values of respect, striving to do your best and service to the community are intrinsic to the achievement of academic and social goals. It is a small family-orientated rural school with an enrolment of 56 in 2015. This enabled us to maintain small class sizes and a strong sense of connectedness to the school and community throughout the school year. Our Strategic Plan goals were to improve student achievement in both literacy and numeracy and to continue to develop student personal learning and planning skills. During 2015 the school program provided opportunities for our students, both within school and outside school, to work closely with our community. We continued to offer Chinese as our LOTE subject and fostered an understanding of Asian culture and language. Our excellent facilities include a pool, a hall and we have a refurbished main school building. The school aims to provide students with access to the latest technology and the knowledge and skills to use this technology. All classrooms have an Interactive Whiteboard and 1-1 access to either an iPad or netbook computer. Staffing consists of the Principal, two other full-time teachers, Business Manager, LOTE Teacher and Teachers Aide.

### Achievement

Our Literacy and Numeracy NAPLAN results remain similar to schools with comparable student background characteristics except for Year 5 Numeracy which was in the higher range. Our Year 3 NAPLAN reading results were below the state average with Maths being well above. Our Year 5 results in both reading were below state average and above state average for Numeracy. The relative growth chart however, indicates that our Year 5 students mostly had shown medium learning growth in Literacy since their Year 3 testing. However learning growth in Writing and Numeracy indicates some students are not achieving the expected growth. In 2016 the needs of these students will be identified and targeted in the classroom teaching program. The emphasis we have placed on spelling, through our students participating in the Core5 Lexia Reading and Spelling Mastery programs have assisted the Year 5 relative gain data with 100% of students displaying medium growth.

Our student's attitude to reading has remained strong with a very high participation rate in the Premier's Reading Challenge this year. The school continued its use of technology to engage, motivate and educate our students. Staff meet twice weekly to discuss individual student progress and our curriculum. Strategies to support student improvement are also reviewed. We continued to provide individual Learning Plans for all students in 2014. Our Reading Recovery Program has continued to be a priority and we are now employing and Aide 3 mornings a week to assist with small group work and individual progress.

Our Parent Opinion Survey results indicate our school community is pleased with the school climate and the measures being put in place for school improvement.

### Engagement

Although some students have a pattern of absence, we are still below the state mean and we are improving in this area.

A strong Student Council has most Year 5 and 6 students in leadership roles, providing opportunities for all our senior students to develop an understanding of the roles and responsibilities of leadership. They play an active role in the school, organising regular fundraising events, student activities and participating in the decision making process at a school level.

We continue to foster positive student relationships, and monitor any issues as they arise. A values program is in place which encourages positive behaviour throughout the school. These include our core-values of Integrity, Perseverance, Respect, Responsibility and Co-Operation. We have given our senior students the opportunity to participate in the Compass Award Program which fosters a direct connection with local community groups and self-directed personal development.

In 2015 our Parent Opinion results dropped to below state average after consecutive years of being well above state average, with the greatest level of satisfaction indicated for reporting. Strategies will be implemented to ensure a higher level of participation in the survey.

## Wellbeing

Measurement of students school connectedness and student perceptions show that in 2015 the school achieved similar results to other schools with students of a similar background. The school mean was slightly below the state average. The Student Attitudes to School survey results for 2015 indicate that student morale is above the region and state average. The Buddy system that links all the students in the Prep/1 class with senior students' continues to provide an excellent support for our new students. It also provides an opportunity for our senior students to display leadership and set a good example.

The Buddy relationship continues throughout the year with regular activity sessions.

Parent/Teacher interviews are conducted in February across all Year Levels to ensure parents and students can be informed of the schools expectations.

The school provides a transition program for children prior to their entry to Year Prep. They visit the school on at least three occasions gradually increasing the duration of each visit.

The majority of our students leave Year 6 for Murtoa Secondary College. The transition begins early in the year with an information evening for both parents and students. Subsequent visits to the College help our students to feel comfortable about the move from Primary to Secondary schooling. A meeting with the Year 6 teachers and the Year 7 coordinator provides an opportunity to discuss individual students and how they college can best meet their needs.

## Productivity

All effort was given to ensure effective allocation of resources during 2015, at Rupanyup Primary School. We had three working classes in the morning and afternoon. In 2015 we had three afternoon classes each afternoon with teachers specifically teaching particular subjects across all levels of the school. For four days a week children were timetabled to learn English and Maths up to lunch. Funds were allocated to employ a teacher's aide three mornings a week, assisting with both individuals and small groups. Rupanyup Primary School has a great rapport with many of the community organisations. This link has seen children participate in many activities including Pancake Day with Wimmera Uniting Care, Coins for Kids with the Lions Club and the Rupanyup Show. In recent years we have run community classes which provide opportunities for community group and or individuals to come in and share and teach children their talents or hobbies. Grant money has enabled us to upgrade our netbook computers and we have now produced a new ship playground feature. An Energy Grant enabled the school to install new kitchen facilities.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 56 students were enrolled at this school in 2015, 20 female and 36 male.  
 There were 0% of EAL (English as an Additional Language) students and 0% 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.



#### Parent Satisfaction Summary

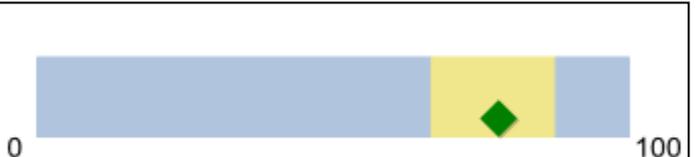
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

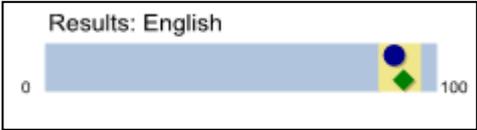
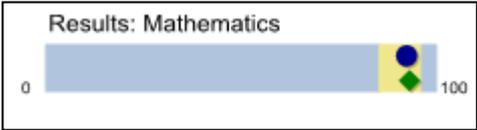
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

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 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><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Higher</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<div style="text-align: center;"> <p><b>Reading</b></p> <p>75 % 25 % Medium High</p> </div> <div style="text-align: center;"> <p><b>Numeracy</b></p> <p>50 % 25 % 25 % Low Medium High</p> </div> <div style="text-align: center;"> <p><b>Writing</b></p> <p>25 % 75 % Low Medium</p> </div> <div style="text-align: center;"> <p><b>Spelling</b></p> <p>100 % Medium</p> </div> <div style="text-align: center;"> <p><b>Grammar and Punctuation</b></p> <p>50 % 50 % Medium High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

## Engagement

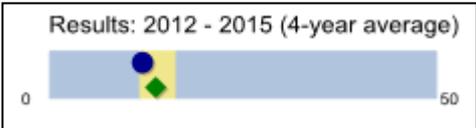
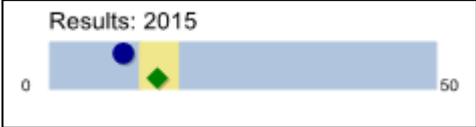
### Average Number of Student Absence Days

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:

## Student Outcomes



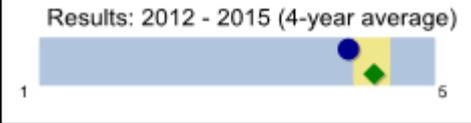
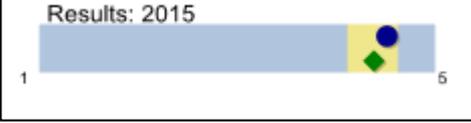
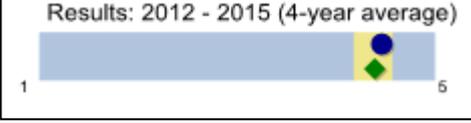
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	94 %	96 %	96 %	94 %	95 %	95 %

## 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: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	 Similar
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	 Similar   Similar

# How to read the Performance Summary

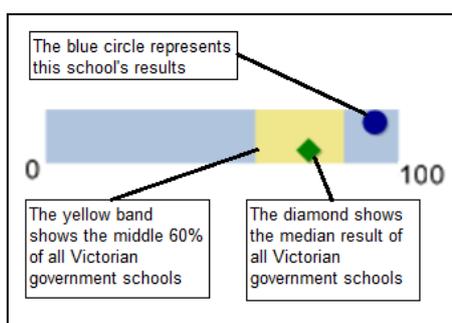
## What are student outcomes?

*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.

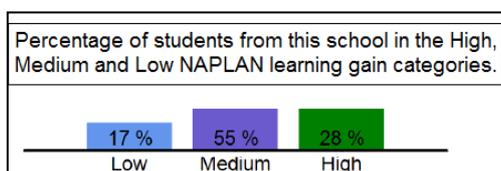
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

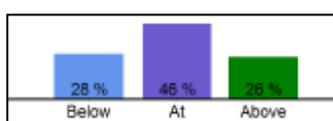


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



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.

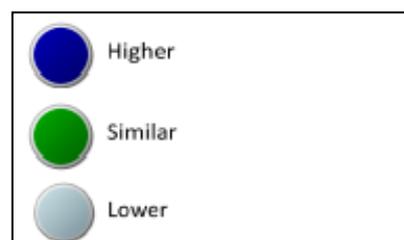


## What is a School Comparison?

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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$474,748
Government Provided DE&T Grants	\$54,289
Government Grants Commonwealth	\$2,450
Revenue Other	\$13,202
Locally Raised Funds	\$32,897
<b>Total Operating Revenue</b>	<b>\$577,586</b>

Funds Available	Actual
High Yield Investment Account	\$43,558
Official Account	\$2,482
Other Accounts	\$20,000
<b>Total Funds Available</b>	<b>\$66,039</b>

Expenditure	
Student Resource Package	\$427,420
Books & Publications	\$373
Communication Costs	\$1,225
Consumables	\$12,176
Miscellaneous Expense	\$25,415
Professional Development	\$1,130
Property and Equipment Services	\$50,140
Salaries & Allowances	\$30,126
Trading & Fundraising	\$10,723
Travel & Subsistence	\$1,676
Utilities	\$9,831

Financial Commitments	
Operating Reserve	\$10,000
Asset/Equipment Replacement < 12 months	\$2,206
Capital - Buildings/Grounds incl SMS<12 months	\$10,265
Maintenance - Buildings/Grounds incl SMS<12 months	\$3,000
Revenue Received in Advance	\$2,900
School Based Programs	\$7,720
Repayable to DEECD	\$3
Other recurrent expenditure	\$24,500
Capital - Buildings/Grounds incl SMS>12 months	\$444
<b>Total Financial Commitments</b>	<b>\$61,039</b>

**Total Operating Expenditure** \$570,236

**Net Operating Surplus/-Deficit** \$7,350

**Asset Acquisitions** \$0

Student Resource Package Expenditure figures are as of 01 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

In 2015 a net operating surplus of \$7,350.00 was achieved. Revenue received was in excess of \$100,000.00 more than the previous year. This was due to increased enrolments. Expenditure of Student Resource Package funds was higher than 2015 due to the employment of more staff, as well as expenditure in the categories of Property Services and Equipment Services and Salaries and Allowances.