

# 2016 Annual Report to the School Community



School Name: Darraweit Guim Primary School

School Number: 878



Name of School Principal:	Andrew Blake
Name of School Council President:	Danielle Craig
Date of Endorsement:	31 <sup>st</sup> March 2017



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 - 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.



## About Our School

### School Context

Darraweit Guim Primary School is situated 60km north of Melbourne. It is part of the Macedon Ranges Cluster and is set in a picturesque valley. The expansive well-kept grounds contain a variety of play equipment and sporting areas. The school buildings consist of a historic bluestone building and modern administrative and classroom complexes. Darraweit Guim Primary School will be celebrating its 150<sup>th</sup> Anniversary in 2017. The school caters for a student population of 21 students from Foundation to Grade 6. The school has 1.6 teachers, 0.4 Education Support Staff and a Principal.

The school is organised into two teaching classrooms. A comprehensive curriculum is provided with a focus on Literacy and Numeracy. Specialist areas include LOTE, Library and Physical Education. The provision of a comprehensive and inclusive learning environment ensures student attendance results are similar compared to that of like schools.

The school operates on a one student to one computer basis. The school takes pride in developing community relationships. It has a friendly caring tone and lives through the core values of Learning, Caring, Community Involvement and Global awareness.

### Framework for Improving Student Outcomes (FISO)

Darraweit Guim Primary School has a focus on the improvement initiatives: Curriculum planning and assessment, Empowering students and building school pride and Building Communities.

An emphasis has been placed on building the capacity of students and staff to use data to plan learning opportunities that meet the needs of individual students. Professional learning meetings have had a focus on the documentation of the Victorian Curriculum.

Student leadership roles and an emphasis on student voice having input into their learning has assisted to build learning confidence which in turn has enhanced students' connectedness to school and self-efficacy.

An increased range of options for parental engagement has assisted to strengthen the partnership with families promoting a sense of school pride.

### Achievement

Darraweit Guim Primary School is achieving results which are similar to other schools in teacher assessments against the Australian Curriculum/Victorian Essential Learning Standards (AusVELS).

The Grade 3 four year average NAPLAN results in Reading and Numeracy indicate students achieving similar results compared to that of like schools. Absolute measures (blue dot) within the 4-year average of Grade 3 NAPLAN Numeracy results indicate we are achieving well above the median outcomes of all Victorian Government Primary Schools.

Strategies to support student achievement include, personalising each child's learning and ensuring all students have Individual Learning Plans consisting of Literacy and Numeracy goals.

The school has a continuous focus on developing the capacity of our staff and the capabilities of our students. All staff regularly participate in professional growth programs which have focused on developing student writing skills and the use of data to establish individual learning goals and plan accordingly to the point of need for all students.

The future direction of Darraweit Guim Primary School will focus on:

- Professional learning for staff in the use of multiple data sources to drive teaching and differentiate learning.
- Embedding the Victorian Curriculum into teaching and learning programs.
- Parents informed partners in their child's learning.

### 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

This year's Attitude to School (Student) Survey, indicates very positive outcomes within the areas of students' connectedness to peers, classroom behavior and student safety. Within all three areas results indicate that we are performing well above state level measures.

Darraweit Guim Primary School attributes these results to a diverse curriculum, personalized learning and an emphasis on integrating ICT into daily lessons.

Student attendance data is similar to other schools against adjusted measures.

The future direction of Darraweit Guim Primary School will focus on:

- Building student voice and empowering students to use data in order to set personal Literacy and Numeracy learning goals.
- Build the capacity of students to resilient, socially responsible and respectful in all of their relationships.
- Engaging the school community to be active partners in their child's learning.

## Wellbeing

Darraweit Guim continues to provide a happy and productive learning environment where the students feel safe and secure. Student Wellbeing results within this year's Attitude to School (Student) Survey indicate that our school is consistently performing well above the median of all Victorian government primary schools.

Strategies to support student wellbeing have included a personalized approach to learning and the introduction of the Social and Emotional Learning program entitled, 'You Can Do It!'

The future direction of Darraweit Guim Primary School will focus on:

- The implementation of the School Wide Positive Support program.
- Continuation of the You Can Do It! program.
- Enhancing the partnerships with all parents to be active members of the school community.

For more detailed information regarding our school please visit our website at  
[www.darraweitguimps.vic.edu.au](http://www.darraweitguimps.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><b>Enrolment Profile</b></p> <p>A total of 21 students were enrolled at this school in 2016, 15 female and 6 male. There were 0% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> 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 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>No Data Available</p> <p><span style="color: green; font-size: 20px;">●</span> Similar</p> <p><span style="color: green; font-size: 20px;">●</span> Similar</p> <p><span style="color: green; font-size: 20px;">●</span> 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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<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	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. 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>94 %</td> <td>87 %</td> <td>87 %</td> <td>96 %</td> <td>92 %</td> <td>93 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	87 %	87 %	96 %	92 %	93 %	88 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	87 %	87 %	96 %	92 %	93 %	88 %										



## 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

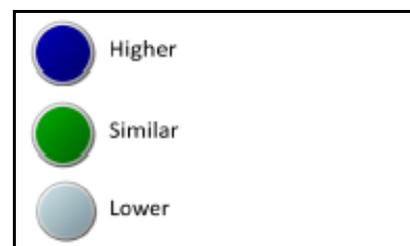
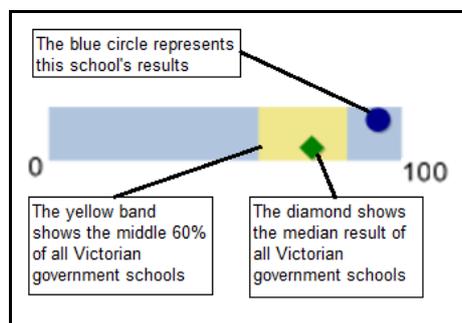
## What are student outcomes?

*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.

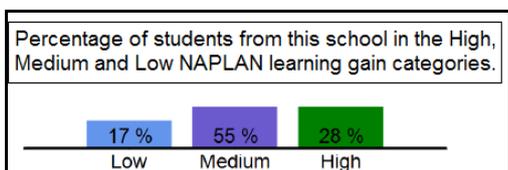
You can see these results for the latest year, as well as the average of the last four years (where available).

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

At Darraweit Guim Primary School we believe that a strong financial position assists to provide a broad and comprehensive curriculum for students in a rural school. The state government grant was due to a successful grant application for the provision of a shade shelter. Locally raised funds include payments for, excursions, camps, uniforms and fundraising. We have an active parent community committed to raising funds to assist with the subsidy of school events and excursions.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$318,717	High Yield Investment Account	\$44,180
Government Provided DET Grants	\$47,023	Official Account	\$7,331
Government Grants State	\$19,627	<b>Total Funds Available</b>	<b>\$51,511</b>
Revenue Other	\$6,126		
Locally Raised Funds	\$12,655		
<b>Total Operating Revenue</b>	<b>\$404,148</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$260,144	Operating Reserve	\$10,500
Books & Publications	\$468	Asset/Equipment Replacement < 12 months	\$4,500
Communication Costs	\$959	Capital - Buildings/Grounds incl SMS<12 months	\$19,916
Consumables	\$5,004	Maintenance - Buildings/Grounds incl SMS<12 months	\$2,500
Miscellaneous Expense	\$31,630	Asset/Equipment Replacement > 12 months	\$5,000
Professional Development	\$2,050	Maintenance -Buildings/Grounds incl SMS>12 months	\$9,095
Property and Equipment Services	\$14,039	<b>Total Financial Commitments</b>	<b>\$51,511</b>
Salaries & Allowances	\$9,346		
Trading & Fundraising	\$3,405		
Utilities	\$1,863		
<b>Total Operating Expenditure</b>	<b>\$328,907</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$75,241</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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.*