2016 Annual Report to the School Community

School Name: Research Primary School

School Number: 2959

Name of School Principal:	**Geoff Whyte**
Name of School Council President:	**Liz Shewan**
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 framwork 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

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. The school was established in 1889 during the gold mining days and had a 2016 census day enrolment of 200 students. The school is small enough to create a caring family atmosphere, yet has a sufficiently large student enrolment to enable us to offer a range of interesting and engaging programs.

We have very hard working and dedicated staff and wonderful parent support through our School Council, our Parents Group and school-wide support in general. Our extensive grounds have many interesting areas for creative play and we also have several formal games areas.

Our school community strives to do the best for all students in our care, and our students respond to the many exciting challenges they are presented with whilst at Research Primary School.
Non attendance is generally not an issue, with extended family holidays often the reason for students not being present at school for a duration of time.The school has 12 equivalent full time staff with a principal, 8 teachers and four ES staff.

Framework for Improving Student Outcomes (FISO)

We have taken as our FISO key improvement strategies the combination of building practice excellence along with curriculum planning and practice. We are working hard to ensure a whole-school focus on purposeful teaching is designed to move each student to the next point on English and Mathematics learning progressions as well as investigating best practice in Numeracy and embedding best practice in writing.

We aim to build the childrens capacity to be active agents for their own learning, structured within a whole school framework of student well being.

We strive to ensure sufficient resources are provided for the effective implementation of our teaching and learning strategies and encourage our PLTs to develop and implement a common understanding of what constitutes highly effective literacy and numeracy teaching and learning.

Research PS strives to make sure all our students are prepared academically, emotionally and socially for the transitions within our school and on leaving our primary school.

Achievement

As part of the whole school improvement strategy, teams of teachers, and regularly the whole staff, meet to review, share and plan student learning opportunities to better develop appropriate teaching and learning. Student assessment data is carefully moderated and analysed, and learning challenges are differentiated for students. Teachers continue to be involved in extensive professional development with highly regarded educational consultants & all targeted at improving the Student Learning outcomes of students.

Our school continues to be a vibrant and engaging learning environment, one which our students enjoy coming to school. Key staff also work with our parent body to further strengthen the learning partnership between home and school.

Teachers' Professional Learning Plans include personal reflection and planning and all plans are devised with a teaching 'buddy' as a critical friend to improve student learning outcomes. As our Curriculum Leader, our Leading Teacher extends the support and up-skilling of our teachers to better target our differentiated curriculum to our student cohort.

Curriculum Framework implemented in 2016

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

Engagement

Our Student Attitudes to School survey reflects the interesting and engaging programs that run throughout the school.

The rich curriculum we provide such as the school productions, Project Based Learning in the Infant classes and Discovery Time and in the senior school, the use of thinking tools and project matrices based on the higher order thinking skills of Bloom and Gardner all provide interesting and stimulating challenges for our students.

Our Student Attendance is stable, and when looking at absences, consideration must be given to the fact that each year we have several families who enjoy long family holidays during the school term. The school will at different times and where appropriate, advocate the reduction of extended holidays during school time.

Wellbeing

We continue to promote social skills, values and resiliency to better equip our students to more actively participate in life at school. We receive positive feedback from parents that their children also transfer these social skills to situations outside the school setting and also on to secondary school.

We promote students discussing and improving thier learning to develop a sound understanding of what it means to be an active and engaged learner. Our PSD students learning needs are well catered for and their learning pathways are monitored to ensure success.

For more detailed information regarding our school please visit our website at www.researchps.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

Enrolment Profile

A total of 200 students were enrolled at this school in 2016, 90 female and 110 male.
There were 2% 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 and Education index which takes into account parents' occupations and Education.

low	low-mid	mid	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 judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 ▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬ 100	● Similar ○ Lower

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)	Higher Higher Higher 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)	Lower Lower Lower Lower

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 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** 29 % / 54 % / 18 % Low / Medium / High **Numeracy** 39 % / 50 % / 11 % Low / Medium / High **Writing** 29 % / 54 % / 18 % Low / Medium / High **Spelling** 26 % / 52 % / 22 % Low / Medium / High **Grammar and Punctuation** 22 % / 67 % / 11 % Low / Medium / High	NAPLAN Learning Gain does not require a 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: ◆

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 2016 attendance rate by year level:	Results: 2016 0 ————————————— 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ————————————— 50 Low absences <------> high absences	● Similar ● Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	93 %	93 %	93 %	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
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: 2016 Results: 2013 - 2016 (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: 2016 Results: 2013 - 2016 (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, 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.
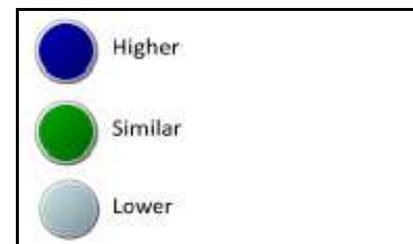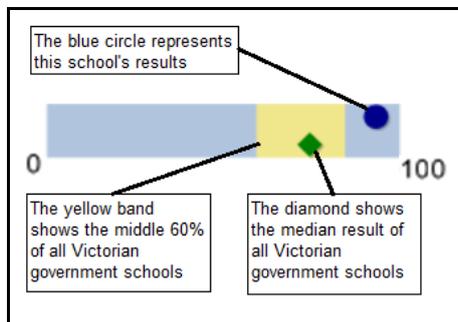
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
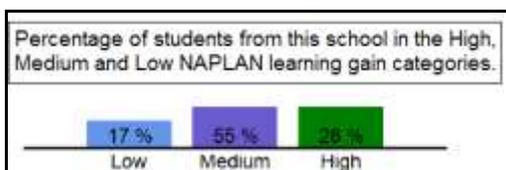
What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

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/manage ment/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

Prudent financial management enabled the school to end the year in a position slightly better position than was anticipated, however, still without having any reserves for future projects such as the now badly needed maintenance and upgrade of school facilities. The school has not received substantial financial support from the State government for facilities, building and grounds maintenance since 1994, so this puts constant financial pressure on the school council to maintain eight separate buildings including one that dates from just after World War II, all sitting on a large site of over three hectares. Various situations beyond the schools control also impacted detrimentally on the school's financial performance in 2016, including extended unplanned staff sick leave and with little or no strategic programs finance and the bare minimum "Gonski" funding.

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

Revenue	Actual
Student Resource Package	$1,215,861
Government Provided DET Grants	$274,978
Government Grants Commonwealth	$1,860
Revenue Other	$11,106
Locally Raised Funds	$274,256
Total Operating Revenue	**$1,778,061**

Expenditure	
Student Resource Package	$1,217,119
Books & Publications	$786
Communication Costs	$5,637
Consumables	$66,867
Miscellaneous Expense	$182,523
Professional Development	$4,032
Property and Equipment Services	$92,625
Salaries & Allowances	$152,275
Trading & Fundraising	$30,841
Utilities	$20,315
Total Operating Expenditure	**$1,773,020**

Net Operating Surplus/-Deficit	**$5,041**
Asset Acquisitions	**$5,228**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$20,561
Official Account	$7,743
Other Accounts	$912
Total Funds Available	**$29,216**

Financial Commitments	
Operating Reserve	$29,216
Total Financial Commitments	**$29,216**

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.