

2016 Annual Report to the School Community



School Name: Eppalock Primary School

School Number: 1788



Name of School Principal:	Jason O'Neill
Name of School Council President:	Andrew Gallagher
Date of Endorsement:	20/4/2017

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.



About Our School

School Context

Eppalock PS has been through a difficult year, however, towards the end of 2016 began to settle back to the warm and inviting school that it has been in the past. Parent and staff opinions surveys conducted during the year displayed a drop in satisfaction due to a variety of influences. Student absences were high with 38% of the school with 20 or more absence days. Uncertainty with staff and some challenging behaviours in the school contributed to this high number, as well as a number of students enrolled at the school being home schooled. These students were regularly followed up with phone calls during the year with some of those students changing their enrolment status at the end of 2016.

The school has an active and supportive School Council, Parent Club and playgroup who are always available to help around the school. It is set in an attractive bushland setting, facilitating environmental education activities with a feature being the Living green program and kitchen project which was completed and opened at the beginning of 2017. A broad range of outdoor spaces provide for sporting activities, creative play and more passive recreation.

Teachers ensure that all classrooms provide stimulating learning environments where student work is displayed with pride and learning materials are on hand to foster increasing independence for young learners. The open space learning area has been modified by enclosing classrooms to allow students more private space, while still having the ability to open up the rooms and work collaboratively when required. This had a very positive effect on learning towards the end of 2016. In 2016, the student population was divided into 3 composite year level classes, P/1, 2/3 and 4/5/6. Staffing changed dramatically during the year with a number of staff going out on WorkCover and new staff being required to take their place. The school saw a variety of Acting Principals taking charge during the year, most in a non-teaching role. Specialist programs included, Living Green, Physical Education, Music and Drama and a Language Other Than English Chinese for all year levels.

The school has an organized camps program along with incursions and excursions throughout the year. We have strong links with the local community groups such as Land Care, DSE, Axe Creek Fire Brigade and the City of Greater Bendigo. The school runs community nights each term and many local community members and past school families attend. The school has a strong environmental focus through our involvement in water saving initiatives, National Tree Planting Day and sustainable energy projects. The involvement in these activities provides many opportunities for authentic learning to take place.

Framework for Improving Student Outcomes (FISO)

Eppalock PS have identified 'Building Practice Excellence' and 'Setting expectations and promoting inclusion' as key improvement initiatives. With the huge change in classroom teaching staff and leadership over the past 12 months, it is difficult to reflect upon their impact on teaching and learning and improvement in student outcomes.

Building Practice Excellence

In the second half of 2016, staff have been able to attend Professional Development based around the teaching of Literacy with a focus on Lyn Watts Café reading program with the goal of Building teaching excellence. Staff have been introduced to individual data analysis to inform teaching practice and to cater more readily for differentiation in curriculum. Continued development in this area will focus on sharing of data across the school and more of a team approach to improving student outcomes. Peer observation and feedback will be investigated and explored in 2017.

Setting Expectations and Promoting Inclusion

Temporary staff employed in the second half of the year had expertise in working with students with special needs which helped to address the need to set expectations and promote inclusion. Kids Matter training modules were attended by key staff early in the year with information being passed on at staff meetings for a consistent approach. Eppalock PS has continued to use the SWPBS matrix as a basis for promoting positive behaviours. Leadership worked with staff and parents to develop a school wide consistent approach to managing and documenting challenging behaviours

Achievement

Teacher judgements of students against AusVELs show achievement levels at the high end of the middle 60% of schools in both Literacy and Numeracy.

Naplan data of 2016 shows students who participated in the assessments sit within the mid to low range of achievement in all areas. With only a small percentage of students achieving results in the top two bands. It is important to keep in mind our small number of students who sat the test (7). Relative growth data of students who sat the NAPLAN assessments at grade 3 and grade 5 is low, particularly in the area of Literacy and this has been identified as a key area to address in the future, keeping in mind the small number of students who sit the assessments each year.

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

School Attendance data showed we were above the average of similar schools with 17 days of absence compared to 15 of similar schools. There have been a number of students enrolled in the school during 2016 but have predominantly been home schooled with low attendance. Towards the end of 2016 these families were contacted and removed from the school enrolment.

A variety of sporting and extra-curricular opportunities have been provided for our students throughout the school year and transitions into Prep and Secondary College were managed systematically. Individual Learning Improvement Plans continued to be written for children with special needs, Koorie students, out of home care students and students with disabilities. In 2016 our school provided students and families with access to an After School Care program, however the number of families using this program dropped off in the second half of the year and the program has been suspended at the beginning of 2017.

A Junior School Council group was reinstated in the second half of the year to allow the students more voice and leadership. This was well received by students and school community as they were able to organize a variety of different fun events during that time.

Wellbeing

The school has continued to strive for an inclusive, safe, orderly and stimulating environment, however student survey results show a decline in key areas of classroom behavior, student morale and school connectedness, with grade 6 results significantly lower than grade 5. Again it is important to keep in mind our small number of students participating in the survey. Data also indicates a high percentage of students responded neutrally to questions which can influence results in a negative way.

In 2016, a school behavior management procedure was written with the consultation of students, parents and teachers with a key focus on documentation. The school continues to promote the Values of Honesty, Care, Responsibility and Respect. Eppalock PS values and recognizes positive behaviour and acknowledges students who demonstrate this at weekly assemblies and in school newsletters. Each classroom implements its own positive rewards program.

Our school is well serviced by Department of Education and Training Student Services psychologists, social workers and speech pathologists.

For more detailed information regarding our school please visit our website at
[<http://eppalockps.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 58 students were enrolled at this school in 2016, 23 female and 35 male. There were 0% of EAL (English as an Additional Language) students and < 10% 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>No Data Available</p> <p> Similar</p> <p>No Data Available</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> 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>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>	<p>Reading 100 % Low</p> <p>Numeracy 100 % Medium</p> <p>Writing 50 % Low 50 % High</p> <p>Spelling 100 % Low</p> <p>Grammar and Punctuation 100 % Low</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>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="561 824 1040 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>79 %</td> <td>86 %</td> <td>81 %</td> <td>76 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	79 %	86 %	81 %	76 %	91 %	92 %	91 %	<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> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
79 %	86 %	81 %	76 %	91 %	92 %	91 %										



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

How to read the Performance Summary

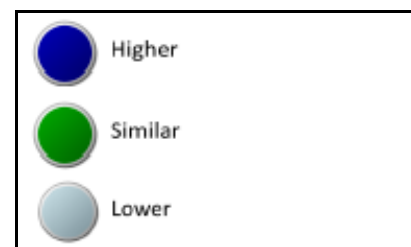
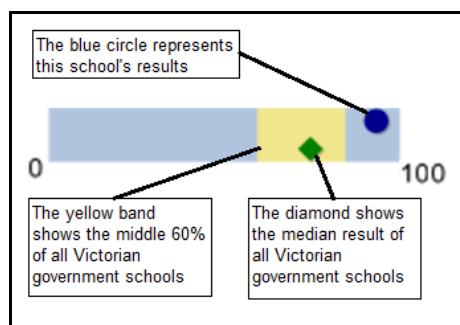
What are student outcomes?

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.

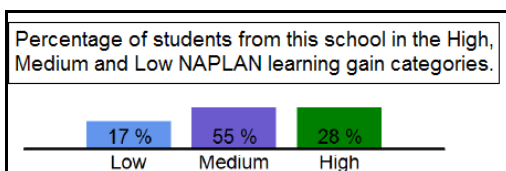
You can see these results for the latest year, as well as the average of the last four years (where available).

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 the time of this report the 2016 Reconciliation had not been finalized and was waiting for amendments. 2016 saw a higher than normal CRT budget expenditure due to a high volume of staff turnover and replacement. Parents and friends club continued to be very active with fundraising and had committed funds to the completion of the community kitchen project.

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

Revenue	Actual
Student Resource Package	\$593,356
Government Provided DET Grants	\$163,794
Government Grants Commonwealth	\$3,712
Revenue Other	\$6,623
Locally Raised Funds	\$64,531
Total Operating Revenue	\$832,017

Expenditure	
Student Resource Package	\$618,593
Books & Publications	\$94
Communication Costs	\$2,790
Consumables	\$14,212
Miscellaneous Expense	\$26,322
Professional Development	\$1,151
Property and Equipment Services	\$42,489
Salaries & Allowances	\$92,472
Trading & Fundraising	\$15,459
Utilities	\$6,832
Total Operating Expenditure	\$820,413

Net Operating Surplus/-Deficit **\$11,604**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$38,625
Official Account	\$164
Other Accounts	\$5,661
Total Funds Available	\$44,451

Financial Commitments	
Operating Reserve	\$28,731
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,720
Total Financial Commitments	\$44,451

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.