

**2014 Annual Report to
the School Community**

Daylesford Primary School

School Number: 1609



Name of School Principal:

Peter Burke

Name of School Council President:

Lauren Bennett

Date of Endorsement:

Endorsed 17th March 2015

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 - languages program' minimum standards until 31 December 2014.

About Our School

School Context

Daylesford Primary School is a rural school with a 2014 enrolment of 291 students. The school has 23 full-time equivalent staff (1 principal, 1 assistant principal, 16 teachers and 7 support staff). Our motto is 'Learning and Growing Together', which we support with strong values of respect, honesty, caring and citizenship. Our facilities boast heritage buildings, swimming pool, gymnasium, and a new 21st Century Learning Centre. We pride ourselves on our holistic approach to education, which promotes success for all. We place a strong emphasis on Literacy and Numeracy, and we strive to develop life-long social and emotional competencies in our students.

Our curriculum provision is comprehensive, with five specialists delivering in Performing and Visual Arts, LOTE/Italian, Kitchen and Garden. We have strong community links through our Kitchen Garden program, Farmers Market, 'Cultural Day', and with the Swiss Italian Festa. Our students' experience of information technology is enhanced by integrated use of interactive whiteboards, laptops, and other mobile devices, and by strong student to device ratios. Our school improvement agenda is clearly focused on improving student outcomes. Student wellbeing, coupled with a strong emphasis on student learning, is delivered by dedicated staff and remains our major focus. We are very proud of our award-winning 'Family Groups' program, which is part of our social competency and values education program.

Achievement

Daylesford Primary School continued to achieve strong learning outcomes in 2014. All Grade 3 and Grade 5 students achieved NAPLAN scores above the National Mean Standard (NMS) in reading, writing and numeracy. The NAPLAN Learning Gain data provide evidence of excellent growth between Grades 3 and 5. The clear majority of students demonstrated medium to high relative growth in all areas, with reading a particular strength (45% making high relative gain from 2012 to 2014).

We attribute strong learning outcomes to successful implementation of our School Strategic Plan. This has involved regular staff professional development, enabling the development and delivery of effective teaching programs. In particular, staff professional development in Literacy and Numeracy has certainly led to tangible outcomes for our students. The Maths Specialist program resulted in a stronger emphasis on Numeracy and on building teacher capacity in Maths. Intervention programs, like Quicksmart for Numeracy, and MultiLIT for Literacy, ensured positive learning outcomes for all students.

Our staff structure allows teams to plan units of work, which leads to coordinated teaching and integrated learning across all levels. A good example is the wholeschool implementation of the 'Daily 5' program. In 2015, we plan to embed a whole-school focus on assessment. This will strengthen our planning and catering of individual student needs. In addition, we plan to enhance our whole-school approach to improving writing across the school.

Engagement

Our Prep students' transition to school is aided by an excellent transition program conducted at the end of the year prior to their commencement. This ensures a confident start to school in a familiar environment. The Play-Based curriculum at the start of each day also supports strong engagement for our Early Years classes. The grade 2 to 3 information evening for parents is very effective in acknowledging and supporting an important mid-school transition. These integrated measures strengthen the transition from one grade to the next. In addition, our senior school staff have effective practices in place to ensure smooth transition of Grade 6 students into secondary school.

At the start of each year, staff meet to pass on knowledge of each student's learning goals, which strengthens understanding of each child's needs. Our strong arts, language and music programs, including junior and senior choirs, also strengthen engagement and links throughout the school. Our Kitchen Garden Program certainly adds to the diversity of opportunities available to our students as they move through grades 3 and 4. Other activities, including school sports, camps, excursions and the electives program, reinforce the depth of student engagement.

Our school promotes that 'every day is important', resulting in consistently strong attendance records, particularly given that many parents and carers work in the hospitality industry, and are more likely to take family holidays during the school year. Our focus on high attendance levels ensures continuity in both our

teaching and learning.

Wellbeing

Data from the student Attitudes to School survey indicate that our year 5 and 6 students enjoyed and were engaged with our school in 2014.

We attribute a consolidation in student satisfaction to a range of strategies, including a values education program, recognition certificates, and explicit teaching of social behaviours.

Our whole school social competencies program has also led to positive outcomes in student attitudes and behaviours.

Our effective engagement with families is reflected in high scores in the Parent Opinion survey, and our support of student involvement in many community activities also fosters a strong sense of belonging.

Our Family Groups and Buddy program (where preps are paired with Grade 6 students) offer a very strong support framework for our Preps. Our Family Groups, each including a mix of students from prep to grade 6, have strengthened relationships across all year levels.

The Prep to Grade Six transition program ensures that student records are transferred, that school student data are updated, and that team meetings are held to discuss student progress. This results in a very smooth start to the new year for staff and students.

Student support meetings are held regularly for special needs children.

The Principal, Assistant Principal and staff are committed to restorative practices within the school to ensure strong positive relationships are built and maintained throughout the school. A strong commitment to student wellbeing will remain a high priority in 2015.

Productivity

The school has effectively allocated its resources in the best possible combination to support improved student outcomes and achieve its goals and targets. Very good examples of this include: a strong commitment to staff professional learning (specifically in the areas of Literacy and Numeracy), excellent facilities and resources, value adding through choir, debating and electives. The Stephanie Alexander Kitchen Garden Program creates wonderful community links. The whole school approaches in Literacy and Numeracy have most certainly created a culture of learning throughout the school.

For more detailed information regarding our school please visit our website at
<http://www.daylesps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 298 students were enrolled at this school in 2014, 144 female and 154 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Achievement | Student Outcomes | School Comparison |
|---|---|--|
| <p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p> | <p> Lower</p> <p> Similar</p> |
| <p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> |

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

| 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>27%</td> <td>27%</td> <td>45%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>55%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>55%</td> <td>28%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 27% | 27% | 45% | Numeracy | 24% | 45% | 30% | Writing | 17% | 67% | 17% | Spelling | 10% | 55% | 34% | Grammar and Punctuation | 17% | 55% | 28% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 27% | 27% | 45% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 24% | 45% | 30% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 17% | 67% | 17% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 10% | 55% | 34% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 17% | 55% | 28% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|--|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1046 920"> <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>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 92 % | 93 % | 92 % | 91 % | 90 % | 94 % | <p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p>  | <p> Lower</p> <p> Lower</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 91 % | 92 % | 93 % | 92 % | 91 % | 90 % | 94 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---|
| <p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p>  | <p> Similar</p> <p> Similar</p> |

How to read the Performance Summary

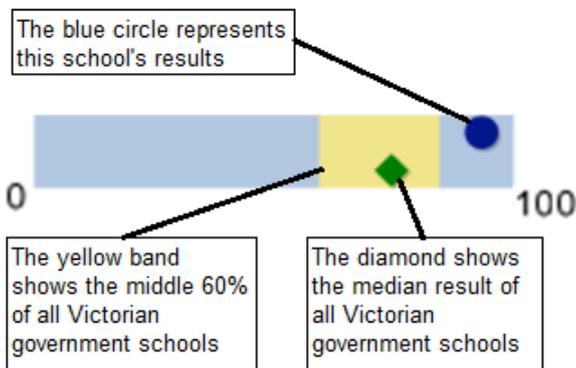
What are student outcomes?

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 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.



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.

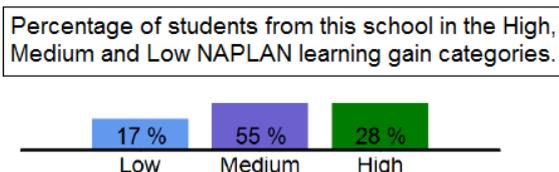
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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, 2014

Financial Position as at 31 December, 2014

| Revenue | Actual |
|---------------------------------|--------------------|
| Student Resource Package | \$1,796,479 |
| Government Provided DE&T Grants | \$275,937 |
| Revenue Other | \$48,773 |
| Locally Raised Funds | \$178,256 |
| Total Operating Revenue | \$2,299,446 |

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$201,661 |
| Official Account | \$1,805 |
| Other Accounts | \$0 |
| Total Funds Available | \$203,466 |

| Expenditure | |
|------------------------------------|--------------------|
| Student Resource Package | \$2,187,298 |
| Books & Publications | \$6,169 |
| Communication Costs | \$5,532 |
| Consumables | \$45,634 |
| Miscellaneous Expense | \$36,338 |
| Professional Development | \$3,606 |
| Property and Equipment Services | \$128,747 |
| Salaries & Allowances | \$173,022 |
| Trading & Fundraising | \$33,114 |
| Utilities | \$20,748 |
| Total Operating Expenditure | \$2,640,207 |

| Financial Commitments | |
|--|------------------|
| Operating Reserve | \$65,929 |
| Revenue Received in Advance | \$1,813 |
| School Based Programs | \$112,656 |
| Maintenance -Buildings/Grounds incl SMS>12 months | \$23,069 |
| Total Financial Commitments | \$203,466 |

| | |
|---------------------------------------|--------------------|
| Net Operating Surplus/-Deficit | (\$340,762) |
| Asset Acquisitions | \$62,143 |

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.

Financial performance and position commentary

The Financial Performance and Position Statement is not a true reflection of the school's financial position because it is a blended model incorporating our two Annexes schools. Therefore this statement is in fact inaccurate. The Department are looking into rectifying this problem. The expenditure line incorporates all three schools, which in turn is not reflected in the Annexe schools annual report. However, I am pleased to report that financially the school is in a sound position due to strong and effective fiscal management.