

**2014 Annual Report to
the School Community**

Drummond Primary School

School Number: 1848



Name of School Principal:

Peter Burke

Name of School Council President:

Claire Rawlinson

Date of Endorsement:

Endorsed 10/3/15

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

Drummond Primary School is a rural school with an enrolment of 18 students, which has increased by 6 students throughout 2014. The school has 1.4 full-time staff and is an annexe of Daylesford Primary School. 'Learning and Growing Together' is our motto, supported by strong values of respect, honesty, caring and citizenship. Our facilities boast a heritage building, an art room, a kitchen and a modern double classroom.

We pride ourselves on a holistic approach to education that promotes success for all with a strong emphasis on Literacy and Numeracy and developing life-long social behaviours. Our curriculum provision is comprehensive, with classroom teachers delivering LOTE/German and Visual Art. The developmental curriculum, which is play based and research based, has a strong daily focus. We have strong community links and a very active School Council. Our classrooms are interactive and the use of computers and iPads strengthens student engagement. We have an excellent student to computer/iPad ratio. 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 school which operates like an extended family.

Achievement

Despite Grade 3 and 5 NAPLAN data not been available for 2014, Drummond Primary School has continued to achieve strong learning outcomes. We are confidently implementing our School Strategic Plan which has involved ongoing professional development of our staff to plan and deliver effective teaching programs specifically in play-based and Numeracy curriculum in 2014. The use of play based curriculum has connected the students to learning and strengthened the integrated approach to learning. Staff work as a Professional Learning Team to plan units of work which positively impact teaching and learning in the classroom. Student individual learning plans and personal learning goals are established using frequent, ongoing assessment. In 2014, we have implemented a whole school focus in Literacy called 'Daily 5', which is a framework that supports learning habits and builds students' independence.

Engagement

The play based model fully engages the students in meaningful investigation projects. The play with purpose builds a sense of ownership over the children's learning. The improvement in students' engagement can be attributed to the play based developmental curriculum and the whole school social competencies program, where a range of strategies have been implemented. These include: a values education program, explicit teaching of social behaviours, and the kitchen garden program. Our Prep student's transition to school is aided by an excellent transition program conducted at the end of the year prior to their commencement. Our school promotes that 'every day is important' and a number of strategies are in place to maintain high attendance, including regular contact with families. Strong links with Daylesford Primary School, result in participating in such things as cultural days and sports carnivals.

There is a high level of involvement in the school by parents, which strengthens the partnership in education between home and the school.

Wellbeing

The P-6 vertical classroom structure has strengthened relationships across the school as it offers very strong pastoral care. Our large family approach and buddy program offer a very strong support framework for our Preps. A wide range of teaching and learning strategies, including the successful implementation of play based learning have impacted in a very positive way on the students. The small staff to student ratio means that all the students receive individualised learning. Meaningful links are made with the wider community, including shared days with our Yandoit Annexe and Daylesford Primary School. Drummond is supported by the Principal and Assistant Principal of Daylesford Primary School.

Productivity

The school has effectively allocated its resources in the best possible combination to support improved student outcomes and achieve its goals and targets amidst a growing student population. Very good examples of this include; a strong commitment to staff professional learning (specifically in the area of play-based curriculum and Numeracy in 2014), excellent facilities and resources, value adding through sustainability/garden and other extra-curricular programs. 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://drummondprimary.com/home.htm>

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 11 students were enrolled at this school in 2014, 6 female and 5 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> Lower</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>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 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 1048 922"> <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>90 %</td> <td>92 %</td> <td>96 %</td> <td>98 %</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	96 %	98 %	NA	NA	NA	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	96 %	98 %	NA	NA	NA										

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>No Data Available</p> <p> Similar</p>

How to read the Performance Summary

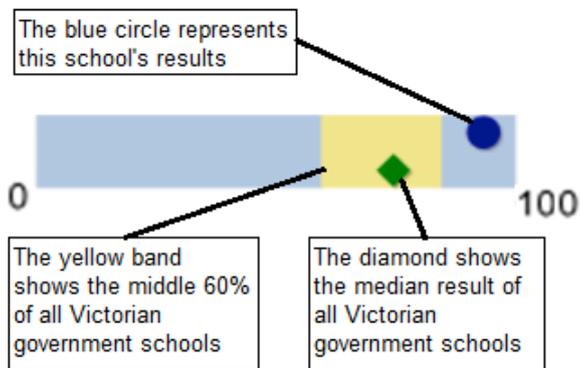
What are student outcomes?

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.

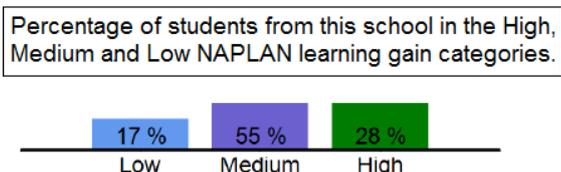
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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	\$207,425
Government Provided DE&T Grants	\$32,529
Revenue Other	\$2,194
Locally Raised Funds	\$3,189
Total Operating Revenue	\$245,337

Funds Available	Actual
High Yield Investment Account	\$56,994
Official Account	\$309
Total Funds Available	\$57,303

Expenditure	
Student Resource Package	
Books & Publications	\$1,196
Communication Costs	\$965
Consumables	\$5,501
Miscellaneous Expense	\$5,387
Professional Development	\$2,294
Property and Equipment Services	\$8,644
Salaries & Allowances	\$30,752
Trading & Fundraising	\$619
Utilities	\$1,111
Total Operating Expenditure	\$56,470

Financial Commitments	
Operating Reserve	\$10,000
School Based Programs	\$25,894
Maintenance -Buildings/Grounds incl SMS>12 months	\$21,409
Total Financial Commitments	\$57,303

Net Operating Surplus/-Deficit	\$188,867
Asset Acquisitions	\$0

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 Daylesford Primary School and our two Annexes schools. Therefore this statement is in fact inaccurate. The Department are looking into rectifying this problem. However, I am pleased to report that financially the school is in a sound position due to strong and effective fiscal management.