

2015 Annual Report to the School Community

Orbost Primary School

School Number: 2744



Name of School Principal: Tony Clark

Name of School Council President: Susie Cutlack

Date of Endorsement: May 2nd 2016

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 2015.

About Our School

School Context

Orbost is a small, rural township in far East Gippsland, some 375km east of Melbourne. The town is an important service centre for the population of approximately 4000 in Orbost and surrounds. Beef and dairy farming continue to be the main economic activities in the area along with the important, but diminishing timber industry. The school draws students from the township of Orbost and surrounds. Approximately 20 percent of the students travel to school by bus.

During 2015 Orbost Primary School had a student population of 155 in seven grades from Foundation to Year 6. The school offered specialist programs in Visual Art and Physical Education and participated in various cluster and division sporting activities. A varied camping and excursion program operates that takes children to local places of importance as well as giving students cultural experiences that are both rural and city based.

The school has a Student Family Occupation Index (SFO) of 0.49 and has a declining student population. Numbers are predicted to continue to decline in the next two years and should stabilize at an enrolment of approximately 120.

The pleasant open plan design of Orbost Primary School with all nine learning areas, library and art room all under one roof, promotes a strong sense of community. Learning areas are open and there are generous sized common areas. The buildings are well maintained but are showing some signs of age. A maintenance program is keeping the external appearance of the buildings in good condition.

The second half of 2015 saw the school upgrade ICT facilities, beginning a move away from fixed desktop computers to more mobile and flexible iPads. Staff have undertaken regular professional learning to make the most of this investment.

The school hall provides for a variety of activities including physical education, performing arts and school assemblies as well as Out of School Hours Care and Pre-school play programs.

Achievement

Student achievement has again been steady, although the number of students achieving a level of 'C' for English and Mathematics based on AusVELS teacher judgements has dropped to below the state average. Despite this however, NAPLAN results continue to be strong. Numeracy results at both Year 3 and Year 5 are both higher than the state average. Reading results at Year 3 are well above the state average and at Year 5 slightly above. Relative gain in both reading and numeracy have been very strong from Year 3 to Year 5. The results are a credit to the teaching staff who have continued with a strong focus on explicit instruction and problem solving in maths and a schoolwide daily reading time.

To maintain and develop the strong numeracy results a consistent and agreed instructional model will be developed. Experienced staff will guide and mentor other staff and better use of assessment and analysis of student data using online testing will drive further improvement by targeting students individual learning needs.

Writing and spelling continue to be areas for improvement. Student gain is lower in these areas with small numbers of students achieving high growth between Year 3 and Year 5. Staff have been working towards developing consistent, whole-school approaches to these areas and this will continue throughout 2016 and 2017.

Teachers have been working collaboratively for their weekly planning and also with the FEGLA to share ideas and build capacity. This approach will be a strong focus in 2016 to ensure all children are catered for with a common curriculum.

Engagement

Student attendance rates are similar to state averages and the 4 year trend is also in that band. A small number of students with higher than normal absences tend to bring these rates down and the vast majority of the student population attends every day. Attendance is highly valued at the school and students with 100% attendance are recognized each term and at the end of the year. Regular messages go home via the newsletter about the importance of school attendance and the school Chaplain follows up with students who have missed more than 3 days without reason.

Students are engaged in their learning and there are only a small number of classroom behavior management issues. Staff developed a common approach to behavior management towards the end of 2015 and a consistent approach has led to improvements. A small number of student suspensions have been necessary due to some consistently poor behavior. Staff are able to manage student behavior effectively and keep students engaged and focused on their learning. Students who do need extra support are referred to various paraprofessionals who can work with them, their families and teaching staff to maintain engagement in learning.

A variety of activities and programs have been implemented to enhance student engagement in learning. A strong focus on the school values – community, creativity, curiosity and challenge – have led to the introduction of end of term values awards. Two students from each grade are recognized for their ability to demonstrate one or more of the school values.

Staff have also continued to develop and use a range of strategies and approaches aimed at increasing student engagement in learning.

James Nottingham professional development was undertaken by all staff, and students have been encouraged to use and understand the 'language of learning'. This is an area that will need to be further developed in coming years.

Wellbeing

Student Attitudes to School survey data shows that students are feeling connected to school at around state mean levels. This has been a steady trend over the past 4 years. The student safety data however shows a lower than state average result for 2015 although the trend over the past 4 years has remained at state mean levels. This indicates that work needs to be done to ensure students feel physically and emotionally safe at school. Hopefully stable school leadership and consistent expectations around student behavior will see this improve.

A new Student Engagement and Wellbeing Policy was developed in 2015 and ratified by school council.

Student leaders were selected for 2016 at the end of 2015. A strong field of candidates from Grade 5 nominated for positions and 4 school captains were chosen by the principal. Student leadership will be a key focus over the next few years as students are encouraged to take greater responsibility for their learning and behavior.

Staff opinion data still lags behind state averages. Staff wellbeing issues are still a focus and need to be addressed. Once again, it is envisaged that stable school leadership and a clear and shared vision for the school will see these results improve.

Productivity

During 2015, declining student numbers led to further decisions being taken to reduce staffing, particularly in the ES area. A number of students funded through the PSD system left to secondary school at the end of the year which also contributed to a reduced workforce. The staff profile continues to be high cost due to the experience of the teachers.

One ES staff member took the opportunity to move to a neighbouring school temporarily while others took voluntary reductions in time fractions.

The SRP ended the year in surplus and provides a buffer against further reductions in student numbers and possible excess.

Staff were employed at the end of the year for the 2016 program but have been employed on fixed-term contracts to ensure flexibility in staffing. A Chinese language program was added to the curriculum at the end of 2015 in a joint staffing agreement with other local schools.

The school continues to have a strong cash position along with the SRP surplus.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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 160 students were enrolled at this school in 2015, 63 female and 97 male. There were 0% of EAL (English as an Additional Language) students and 11% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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 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 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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the 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:

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> Higher</p> <p> Similar</p> <p> Higher</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> Higher</p> <p> Higher</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>	<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>30%</td> <td>33%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>33%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>45%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>58%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>45%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	33%	36%	Numeracy	21%	33%	45%	Writing	39%	45%	15%	Spelling	36%	58%	6%	Grammar and Punctuation	30%	45%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	33%	36%																							
Numeracy	21%	33%	45%																							
Writing	39%	45%	15%																							
Spelling	36%	58%	6%																							
Grammar and Punctuation	30%	45%	24%																							

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 2015 attendance rate by year level:</p> <table border="1" data-bbox="568 824 1038 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>93 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	92 %	90 %	93 %	90 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	91 %	92 %	90 %	93 %	90 %										

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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

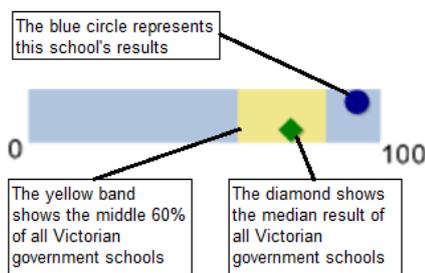
What are student outcomes?

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 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.

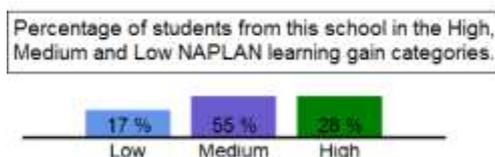
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

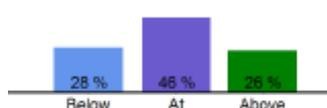


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

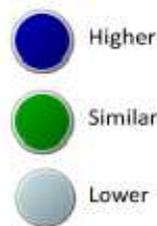


What is a School Comparison?

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 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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,232,067	High Yield Investment Account	\$45,604
Government Provided DET Grants	\$138,183	Official Account	\$22,304
Government Grants Commonwealth	\$81,218	Other Accounts	\$124,453
Revenue Other	\$48,024	Total Funds Available	\$192,361
Locally Raised Funds	\$91,231		
Total Operating Revenue	\$1,590,722		
Expenditure		Financial Commitments	
Student Resource Package	\$1,179,752	Operating Reserve	\$57,136
Books & Publications	\$1,711	Asset/Equipment Replacement < 12 months	\$24,435
Communication Costs	\$4,370	Capital - Buildings/Grounds incl SMS<12 months	\$16,103
Consumables	\$19,981	Maintenance - Buildings/Grounds incl SMS<12 months	\$22,100
Miscellaneous Expense	\$83,837	School Based Programs	\$29,360
Professional Development	\$6,618	School/Network/Cluster Coordination	\$7,272
Property and Equipment Services	\$133,274	Other recurrent expenditure	\$12,155
Salaries & Allowances	\$107,619	Asset/Equipment Replacement > 12 months	\$3,801
Trading & Fundraising	\$18,638	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Utilities	\$21,390	Total Financial Commitments	\$192,361
Total Operating Expenditure	\$1,577,191		
Net Operating Surplus/-Deficit	\$13,531		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

At the end of 2015 the school remains in a solid financial position. Total income exceeds total expenditure leaving us with a modest operating surplus of \$13531. This amount is to be preserved to provide a buffer against future declining enrolments to ensure we can continue offer a broad and varied curriculum.