

2017 Annual Report to the School Community



School Name: Jeparit Primary School

School Number: 2988



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 08 May 2018 at 02:52 PM by Iain Sedgman (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 10 May 2018 at 02:09 PM by Brett Schultz (School Council President)



About Our School

School Context

Jeparit Primary School is a small rural school that has a current enrolment of 27 students. Our 2017 enrolment was 25 students. Our school is a part of a rural schools' cluster including Beulah, Rainbow P-12, Hopetoun P-12, Yaapeet and St Joseph's. The student numbers had been decreasing for five years but the past two years has seen steady increases. The proportion of students with low socio-economic backgrounds remained high in 2017. Our primary school purpose is to provide our students with a sound educational foundation on which to build a lifetime of learning habits and outlooks. The school, established in 1889, aims to provide students with the fundamental values, skills and opportunities that a young person needs if they are to find their way in the 21st Century. The academic, cultural and sporting aspirations of the students are facilitated by a dedicated staff. In 2017 Jeparit PS had 2.4 equivalent full-time staff: 1 Principal class, 1 teacher and 0.4 Education Support Staff (a bursar). A chaplain was also available two days weekly but not employed directly by the school. Facilities include permanent classrooms, a computer for every student, a school hall and a swimming pool.

Framework for Improving Student Outcomes (FISO)

The FISO framework is a State initiative utilizing recent research on student learning and wellbeing and aligning school goals and strategies accordingly. Reviewing outcomes is part of the FISO framework. In 2017, Jeparit PS concentrated on improving English and Maths outcomes, minimizing the effect of social and economic disadvantage and ensuring healthy, happy and safe children.

Maths and English improvements were targeted by focusing on the individual and setting lessons around the individual's ability based on testing. This was supported by having concurrent classes so that teacher resources were best used.

Social disadvantage was addressed by a strategy of ensuring funding for sporting, excursion and school camp activities and the purchase of intervention materials independent of parent's ability to pay or provide transport.

The third major goal of happy, healthy and engaged students was strategized on interesting activities, increased sport, obtaining ongoing funding for chaplaincy and a breakfast club. The adoption of the new health program was part of the strategy as was the continuance of programs such as Guys and Gals and student behaviour initiatives.

Achievement

The Victorian Curriculum was implemented at Jeparit in 2016 for English and Maths and for all subjects in 2017.

Year 3 in NAPLAN shows a four-year average above the state median level for Maths. In Reading the result was slightly below the state median but within the middle 60% cohort. Year 5 in NAPLAN shows a four-year average within the 60% middle cohort for the state but below the median levels.

Year 3 NAPLAN results in 2017 show our students being in the middle 60% cohort for maths and reading. Year 5 NAPLAN results in 2017 for maths were not released due to low student numbers but from our testing we know that the median score placed our students in Band 6 which was very pleasing. In reading our testing showed a median score just below the state average.

Teacher judgement for English and Maths reflects a belief that some students remain behind the state median, though the actual margin and this continues to ensure a school goal remains focused on continued growth for all students in these two priority areas.

Engagement

Engagement, as measured by attendance data, shows Jeparit PS having student absence rate than the state average. Overall our absence rate was 88% which was down slightly on the previous year. Our four-year average of 20.8 days absence per child was still above the state average of 15.0 days. Low student numbers mean attendance rates vary significantly over year levels. Looking more closely at the figures, whilst we had a couple of families with very poor attendance and for differing reasons, most students had excellent attendance rates. Staff contacted families with unexplained absences.

Jeparit was very successful in using equity funding and other sources to ensure that all students had full access to all activities and programs. Excursions were made more affordable by utilising buses owned by the local council and hospital. Parent satisfaction has been quite good anecdotally though insufficient surveys were returned for a result to be published formally.

The school staff provide a rich and engaging curriculum supplemented by camps, excursions and other extra-curricular activities. In the case of families with poor attendance, the school worked with those families and, where necessary, with external agencies to ensure that our students received the benefits of a good education.



Wellbeing

Staff and parents reported strong improvement in student behaviour over several years, but term 1 in 2017 proved difficult and several new measures were implemented and student behaviour returned to the expected norm. Our daily whole-school positive behaviour program, the Guys and Gals program, an updated and consistently applied student engagement policy, regular cluster activities, student excursions and an excellent school camps program all played a part in student wellbeing. Continued concentration on behaviour and the provision of chaplaincy two days per week have helped produce a lasting change in school culture assisted by clearly understood expectations of behaviour. The school, in 2017, ran a strong sports program, many excursions as well as cooking lessons, fruit breaks and a breakfast club to improve students' health and wellbeing.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 25 students were enrolled at this school in 2017, 13 female and 12 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and < 10 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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>● Similar</p> <p>● Similar</p> <p>● Similar</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>No Data Available</p> <p>○ Lower</p> <p>No Data Available</p> <p>○ Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;">Reading No Data Available</p> <p style="text-align: center;">Numeracy No Data Available</p> <p style="text-align: center;">Writing No Data Available</p> <p style="text-align: center;">Spelling No Data Available</p> <p style="text-align: center;">Grammar and Punctuation No Data Available</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>88 %</td> <td>83 %</td> <td>80 %</td> <td>92 %</td> <td>89 %</td> <td>73 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	83 %	80 %	92 %	89 %	73 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	83 %	80 %	92 %	89 %	73 %	96 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

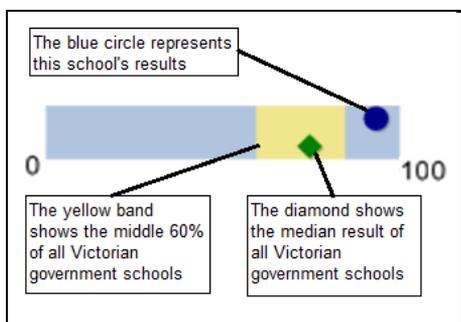
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

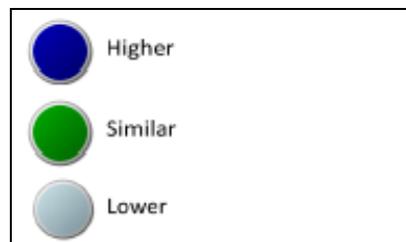


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

2017 Finances showed a marked improvement over 2016 figures, and a return to surplus, with staffing levels now controlled and an increase in enrolments. The school is in a very healthy financial position and this is enhanced more so by all computers and network file servers having been updated in 2017.

Thirty thousand dollars have been put aside for a small bus purchase to provide social equity in activities and to reduce costs for excursions and cluster school and sporting activities. Other monies have been earmarked for additional learning equipment and facility upgrades, mainly in relation to furniture in both teaching areas. A sporting schools grant of \$3600 was received for our swimming program and a private individual generously donated \$3000 for any school worthwhile project and a climbing wall for the playground is envisaged.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$350,391	High Yield Investment Account	\$96,316
Government Provided DET Grants	\$134,603	Official Account	(\$2,996)
Government Grants Commonwealth	\$20,000	Total Funds Available	\$93,320
Government Grants State	\$3,600		
Revenue Other	\$4,331		
Locally Raised Funds	\$10,557		
Total Operating Revenue	\$523,481		
Equity¹			
Equity (Social Disadvantage)	\$71,824		
Equity Total	\$71,824		
Expenditure		Financial Commitments	
Student Resource Package ²	\$255,908	Operating Reserve	\$27,293
Books & Publications	\$3,495	Asset/Equipment Replacement < 12 months	\$28,027
Communication Costs	\$6,307	Asset/Equipment Replacement > 12 months	\$30,000
Consumables	\$13,670	Maintenance -Buildings/Grounds incl SMS>12 months	\$8,000
Miscellaneous Expense ³	\$35,974	Total Financial Commitments	\$93,320
Professional Development	\$1,463		
Property and Equipment Services	\$62,139		
Salaries & Allowances ⁴	\$70,144		
Trading & Fundraising	\$5,728		
Utilities	\$7,533		
Total Operating Expenditure	\$462,361		
Net Operating Surplus/-Deficit	\$61,120		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.