

2018 Annual Report to The School Community



School Name: Jeparit Primary School (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 Registration 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 2018 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 06 May 2019 at 10:11 AM 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 Registration 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 2018 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 09 May 2019 at 12:58 PM by Brett Schultz (School
Council President)

About Our School

School context

Jeparit Primary School is a small rural school that had 22 students enrolled in 2018 and 25 in 2017. 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 have remained stable this past few years. The proportion of students with low socio-economic backgrounds remained high in 2018. Our primary school purpose is to provide our students with a sound educational foundation locally 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 2018 Jeparit PS had 3.0 equivalent full-time staff: 1 Principal class, 1 teacher (0.4), 1 teacher 0.2 and a 0.8 Education Support Staff (a bursar and teacher aide). 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 2018, 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.

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 based upon interesting activities, healthy 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. Activities such as kayaking and rock-climbing were also introduced as part of a challenge outdoor programme for years 3 - 6 students. Other activities such as hikes and zoo trips supported foundation to year 2 students. In 2018 the school undertook its four-year review and the new strategic plan will run from 2019 through to 2022.

Achievement

The Victorian Curriculum was implemented at Jeparit in 2016 for English and Maths and for all subjects in 2017. The strong focus for the school has been on Maths and English progress and standardised testing products (PAT) have shown steady increases over 2017 and through 2018. NAPLAN results were varied in 2018 with poorer results than expected. In part small schools can be effected this way when small cohorts for a given year undertake NAPLAN. Pleasingly 1/3 of our students are getting results in excess of a year beyond their academic year level in Maths and English.

Year 3 NAPLAN for writing shows 80% of students were within the 25% to 75% percentiles being a higher result than for 2017. In Year 3 NAPLAN reading students were all below the state median. In Year 3 NAPLAN numeracy 40% of students were just below the state median and the remaining students were below the 25% percentile.

Year 5 in NAPLAN shows a five-year average below the state median level for Maths. In Reading the results were similar for the year 5 NAPLAN students. Year 5 NAPLAN writing results in 2018 show half our students near the median and half below that level. Teacher judgement and PAT standardised testing showed that our Year 3 to 6 students have made measurable gains in 2017 and 2018. One of our school goals for 2019 will be to maintain a strong focus on improving these gains further.

Engagement

Engagement, as measured by attendance data, showed that Jeparit PS had a lower attendance in 2018 but a few factors were identified and resolved with attendance improving by the end of 2018. Overall our absence rate was 90% which was down 1% on the previous year. Our 2018 average absence per child of 26 days was still above the state average. Low student numbers meant attendance rates varied significantly over year levels. Looking more closely at the figures, we had a couple of families with very poor attendance, often 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 in 2018. This had generally been the case over several years, but early 2017 was challenging but new measures were introduced and the school returned to the expected norm. Our students reported in the Attitudes to School Survey better than state averages in our management of bullying in 2018. Our daily whole-school positive behaviour program, the Guys and Gals program, an updated and consistently applied student engagement policy, regular cluster activities, outdoor education opportunities, 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 helped produce a lasting change in school culture assisted by clearly understood expectations of behaviour. The school, in 2018, ran a strong sports program, outdoor education activities, Koorie culture activities as well as cooking lessons, fruit breaks and a breakfast club to improve students' health and wellbeing.

Financial performance and position

The school in 2018, as also in 2017, carried over a significant surplus with monies allocated against imminent future purchases and intervention programs. Equity funding was invaluable for ensuring classes were kept separate even when teachers were away on professional training days. This was not at the expense of the buildings or grounds which received a high rating from parents. New furniture including many desks, bookcases and student equipment storage solutions were purchased. Lastly funds were set aside for 2019 for new intervention programs for any students performing below expected levels. A \$5000 grant for a Stephanie Alexander kitchen garden program was also received and a school vegetable garden commenced. Another grant from the Sporting Schools fund in Term 4 for \$1500 was received to assist with our swimming program.

For more detailed information regarding our school please visit our website at
www.jeparitps.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 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

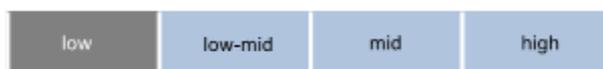
Enrolment Profile

A total of 25 students were enrolled at this school in 2018, 15 female and 10 male.

ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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> Higher</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> Lower</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> Similar</p> <p> Lower</p> <p> Lower</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>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>75%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>75%</td></tr> <tr><td>Medium</td><td>25%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>50%</td></tr> <tr><td>Medium</td><td>25%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>75%</td></tr> <tr><td>Medium</td><td>25%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	75%	Gain Level	Percentage	Low	75%	Medium	25%	Gain Level	Percentage	Low	50%	Medium	25%	High	25%	Gain Level	Percentage	Low	25%	Medium	50%	High	25%	Gain Level	Percentage	Low	75%	Medium	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>87 %</td> <td>90 %</td> <td>78 %</td> <td>89 %</td> <td>83 %</td> <td>92 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	90 %	78 %	89 %	83 %	92 %	83 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	90 %	78 %	89 %	83 %	92 %	83 %										

Performance Summary

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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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$476,007
Government Provided DET Grants	\$127,965
Government Grants State	\$8,000
Revenue Other	\$8,847
Locally Raised Funds	\$4,500
Total Operating Revenue	\$625,319

Funds Available	Actual
High Yield Investment Account	\$106,987
Official Account	\$2,776
Total Funds Available	\$109,763

Equity ¹	
Equity (Social Disadvantage)	\$56,533
Equity Total	\$56,533

Expenditure	
Student Resource Package ²	\$363,991
Communication Costs	\$3,461
Consumables	\$9,083
Miscellaneous Expense ³	\$41,654
Professional Development	\$5,250
Property and Equipment Services	\$34,111
Salaries & Allowances ⁴	\$26,776
Trading & Fundraising	\$1,874
Utilities	\$9,380

Financial Commitments	
Operating Reserve	\$20,125
School Based Programs	\$50,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$9,000
Maintenance - Buildings/Grounds > 12 months	\$15,638
Total Financial Commitments	\$109,763

Total Operating Expenditure **\$495,581**

Net Operating Surplus/-Deficit **\$129,738**

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 15 March 2019 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.

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).

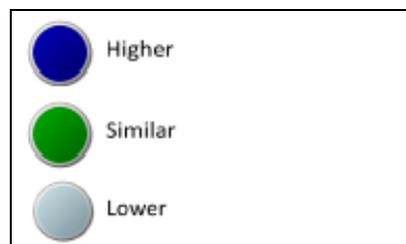


What does *School Comparison* refer to?

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*' or '*ND*' 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').