

# 2019 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](http://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 2019 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 23 July 2020 at 09:42 AM by Helena Croser (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 August 2020 at 12:05 PM by Brett Schultz (School Council President)

## About Our School

### School context

Jeparit Primary School is a small rural school that had 21 students enrolled in 2019. 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 over the past few years. The proportion of students with low socio-economic backgrounds remained high in 2019. 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 2019 Jeparit PS had 3.0 equivalent full-time staff: 1 Principal class, 1 teacher (F/T), 1 teacher (0.4), 1 teacher 0.2 and a 0.8 Education Support Staff (a bursar and teacher aide). A chaplain (non-religious) was engaged from term 4 for weekly visits but he was 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 2019, Jeparit PS maintained its concentration 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 aboriginal studies 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. Jeparit Primary School undertook its four-year review in 2018 and the resulting strategic plan runs 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 and substantial increases each year from 2017 through 2019. The combined reading and numeracy PAT results increased from a school average stanine of 3.3 in 2016, 3.9 in 2017, 4.8 in 2018 to an excellent 5.4 in 2019. A stanine of 5.4 is considered in the mid to higher end of the 'average' range of students. Overall, several higher performing students achieved the top stanine, of 9, placing them in the top 4% of students in those subjects. NAPLAN results in 2019 showed strong growth for the year five students from their year three results, though because of the low student numbers in year five, the results were not shown on the public release of the Performance Summary. 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 and 5 NAPLAN results for reading and numeracy were not released in the performance report due to confidentiality reasons because there were less than three respondents. Teacher judgement results reported in the Performance Summary for 2019 show the percentage of years prep to 6 students working at or above their age expected standards matched the state median for English, and was similar but slightly below for Mathematics.

In Years 3 and 5 NAPLAN reading, our students remained below the state median four-year average. The same was true for Year 5 NAPLAN numeracy. However, Year 3 NAPLAN numeracy four-year average was within the range of similar schools but still below the state median. Teacher judgement and PAT standardised testing showed that our

Year 2 to 6 students have made steady and measurable gains from 2017 through to 2019. One of our school goals for 2020 will be to maintain a strong focus on improving these gains further.

### Engagement

Engagement, as measured by attendance data, showed that Jeparit PS had good attendance rate for most students with only a few students affecting our figures negatively. This was significantly improved towards the end of the year. Overall our absence rate of 5.67 half days was pleasingly less than for the previous two years. Low student numbers meant attendance rates varied significantly over year levels. Looking more closely at the figures, we had a couple of students with very poor attendance, often for differing reasons, though 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 was slightly down in the parent survey in most areas and some results were contradictory. Staff survey showed a very high level of satisfaction across nearly all areas and was higher than most state norms including for similar sized schools. The school staff provided 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 both reported a strong improvement in student behaviour in 2019. This had generally been the case over most years and in 2018. Occasional challenges, did occur and these were noted promptly by staff and actions taken to ensure student wellbeing. Our parents reported a decrease in the perception of bullying and a very high level of satisfaction with school connectedness. Years 4 to 6 students in the attitudes to school survey responded positively and the school results were very close but slightly below the state average. 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 from Term 4, helped produce a lasting change in school culture assisted by clearly understood expectations of behaviour. The school, in 2019, 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 2019, as in the previous two years, carried over a significant surplus with monies allocated against imminent future purchases and intervention programs. Equity funding was invaluable for ensuring that our two 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 outside tables were purchased and some garden retaining walls were replaced or improved. Lastly, funds were set aside for 2020 for the continuance of our intervention programs for 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**  
<http://jeparitps.vic.edu.au/wordpress/>

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 22 students were enrolled at this school in 2019, 10 female and 12 male.

0 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	56.1	85.8	79.2	92.0

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.8	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.0	89.7	81.7	95.0	Similar
Mathematics	85.0	90.3	81.8	95.8	Below

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	40.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	53.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	44.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	33.3	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	26.6	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	26.2	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)		89	90	85	81	80	94

**WELLBEING**

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.5	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	72.8	81.4	73.9	88.1	-

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.8	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	85.4	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$463,371
Government Provided DET Grants	\$123,902
Government Grants Commonwealth	\$0
Government Grants State	\$3,000
Revenue Other	\$11,996
Locally Raised Funds	\$8,646
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$610,914</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$51,774
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$51,774</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$342,919
Adjustments	\$0
Books & Publications	\$307
Communication Costs	\$3,985
Consumables	\$7,217
Miscellaneous Expense <sup>3</sup>	\$31,015
Professional Development	\$7,594
Property and Equipment Services	\$27,239
Salaries & Allowances <sup>4</sup>	\$68,061
Trading & Fundraising	\$6,114
Travel & Subsistence	\$71
Utilities	\$6,738
<b>Total Operating Expenditure</b>	<b>\$501,259</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$109,654</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$86,096
Official Account	\$11,137
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$97,234</b>

Financial Commitments	Actual
Operating Reserve	\$24,735
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$167
School Based Programs	\$25,861
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$6,000
Asset/Equipment Replacement > 12 months	\$9,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,000
<b>Total Financial Commitments</b>	<b>\$85,763</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').