Department of Education & Training

2014 Annual Report to the School Community

School Number: 4988

Name of School Principal:	Tina King
Name of School Council President:	Greg Dyer
Date of Endorsement:	24 March 2015

**DEPARTMENT of
EDUCATION & TRAINING**

About Our School

School Context

Watsonia North PS is a friendly, happy and warm place with a strong history of stability in both the community and school. Situated in the residential suburb of Watsonia North, about 17 kilometres from the City of Melbourne, our school enjoys an enviable reputation in our community. The school is a popular choice in the area, catering for the maximum number of students that the facilities will allow, resulting in a cap on enrolments and a waiting list to attend. Our students are engaged learners, aiming for excellence with their families and staff having a strong commitment to their education.

A staffing profile comprising Principal, Assistant Principal, 28 equivalent full time (EFT) teaching staff and 5.75 EFT Education Support Staff, works cohesively to form a strong team in order to ensure attainment of the school's goals. Teams are effective and supportive and work towards cohesive teaching and learning outcomes. The school curriculum is well balanced, offering opportunities for all students to develop academically, physically, socially and emotionally. We believe that it is the core business of our school to help every child reach their full potential. Our purpose is to ensure that each child is literate, numerate and curious and all staff members work hard towards this goal. Our teachers and support staff deliver high quality curriculum programs in Literacy and Numeracy and engage students in challenging and meaningful ways through the Inquiry Learning process. We utilise data to drive our teaching and maximise achievement and growth. We embrace the theories of action which support the development of teacher competencies and whole school improvement with a view to providing the best possible learning environment for our students and those who come to us in the future.

In 2014 we undertook a School Peer Review with the process providing an opportunity to critically evaluate our performance against state-wide measures. The review panel highly commended the school's performance against these benchmarks, giving high endorsement to our current practices and programs. The feedback has been most well received and affirms the work we have undertaken during the life of our previous Strategic Plan.

Providing student leadership opportunities, strong student voice and developing students' social competencies are further priorities at Watsonia North. The schools culture and ethos is driven and influenced by a common purpose in pursuing high performance whilst embedding a social framework which is supportive of students in their growth and development as learners.

Our school provides high interest programs that are valued by our community and supported by School Council. These include a comprehensive Instrumental Music Program, rigorous Physical Education Program, Camping and Outdoor Education Program, innovative Information & Communication Technology Program and creative Music and Visual Arts Program.

Achievement

Our students perform above expected level in the NAPLAN tests. Student performance data indicates that our students are achieving higher than the state median given the background characteristics of our students. This is extremely pleasing and a high endorsement of the school's teaching and learning programs.

Our NAPLAN data is within the expected range at both Year 3 and Year 5 when compared to other Victorian Government schools with similar characteristics. Results in both Year 3 and Year 5 are well above state medians, with matched cohort trend data showing continuous growth and improvement. Performance targets established for Numeracy and Literacy have been exceeded with AusVELS teacher judgments indicating that over 95% of students are deemed to be working at or above the expected level.

A key focus area has been the continued use of student data to differentiate teaching and learning. Professional Learning Teams (PLTs) have been required to gather accurate and broad data to establish where students' current achievements fall, set targets and measure growth over time. With this knowledge, staff tailor programs aimed at maximising growth beyond average levels and towards excellence. A future focus will be to revisit the Powerful Learning Strategy providing us with a framework for continuous growth and improvement. All students at the school have individual learning goals and these are used to set short term and long term goals. Additional assistance is provided via reading recovery programs, literacy support, mathematics support and extension programs. All 'Program for Students with a Disability' (PSD) students showed progress at satisfactory or above level in achieving their individual goals.

Engagement

Student survey data continues to show a high level of student engagement with a strong sense of belonging and connectedness. Results in the Student Attitudes to School Survey (Year 5/6) are excellent, with favourable responses in the top quartile. These results are indicative that our students have strong engagement in and enjoyment of school.

The 2014 Student Attitude to School Survey continued the positive trend of the previous two years. Results in the *Teaching and Learning* factor show all variables above the 71st percentile with many above the 80th percentile when compared to other schools across the state which suggests that students in Years 5&6 enjoy their work and relate well to their school and to their teachers. The Parent Opinion Survey endorses the student survey with high percentile rankings on *School Connectedness, Student Motivation, Stimulating Learning* and *Learning Focus*.

The school's ICT program gives students a range of tools to support their learning and research and their ability to present ideas

using 21st century technology and this, no doubt, increases students' levels of engagement. Our school's many extra-curricular programs provide opportunities for students to find ways of engaging with their education.

Staff continue to provide extensive pastoral care and support for students. Development of student independence and leadership has continued to be fostered with extended opportunities for an increased number of students to be recognised as leaders. The student leadership program is extensive and well considered and genuinely attempts to give students a significant role in the life of the school. The school puts considerable resources into its leadership program and provides many opportunities for the leaders to act as role models to the younger students. Engaging student voice is a powerful lever available to improve student learning and such opportunities have been promoted and extended, especially through Inquiry Learning.

Our attendance data shows that Watsonia North Primary School students have a higher rate of attendance than students from schools with a similar student profile. We have maintained that rate of attendance over the past four years. Students from this school have, on average, two to three less days off school than students across the state. We will continue to promote to parents and students the Department's initiative – Every Day Counts by encouraging students and families to value the learning opportunities and experiences that are offered at school.

Wellbeing

Scores on the Wellbeing factors on the Student Attitude to School Survey for the past three years were very high and place the school in the top percentile ranges when compared to the rest of the state. Scores for 2014 placed the school above the 80th percentile on all variables. The *Classroom Behaviour* variable was particularly strong in 2014 placing the school at 89th percentile. The *Student Safety* variable was also very strong and discussion with the student leaders endorsed the view that students felt safe at this school.

During the recent Peer Review, the reviewer made notable comments relating to the school's highly stimulating classroom environments, high levels of engagement and happy and connected students. Students are well aware of the school's five core values and understand their place in helping create and maintain a happy and productive learning environment. We have gone to extraordinary lengths to build a sense of community around our core values. The reviewers were most impressed by the notion of the *Community Promise* and its link to the school's restorative practices approach in student behavior management and to the building of relationships. The concepts entailed in the restorative practices approach permeate the language of the school.

Our school has an extensive and multi-faceted Transitions Program which focuses on ensuring students move into, through and out of the school in a positive, well informed and most supportive way. A very successful Prep Transition Program has been operational at Watsonia North for many years. This involves ongoing liaison with feeder preschools and opportunities for prospective students and parents to visit our school. As part of this orientation program, information and induction sessions with experts in Early Childhood Development are provided to families. Parent feedback on the school's prep transition program is most favourable. The Year 6 to Year 7 transition is an important milestone and we ensure that this is as successful as possible for our students. The exit destination of our Year 6 students is widely distributed however we focus on the development of strong links and connections with secondary colleges within the Banyule Network.

Productivity

Our school has used its resources to the best possible effect and in the best possible combination with the Peer Review Panel in agreement that the school has made excellent use of its resources. There was accord that the performance indicators show the school effectively identifies and manages resources to improve student outcomes. This has been achieved through:

- A highly effective distributed leadership model which builds commitment and values the input of all.
- A significant and well considered investment in building teacher capacity through the employment of highly skilled and recognized consultants.
- Investment in developing the leadership skills of those teachers with leadership aspirations.
- Continuing commitment to an improvement agenda based in lifting all students' learning outcomes.
- Investment in CRT release to permit peer observations – a recognized way of improving teacher performance. This process has now moved into a new phase, built on trust and a firm desire to bring about improved teaching and learning outcomes for students .
- Full use of all available built space to house the school's near maximum enrolment and to provide a rich and varied program for its students.
- Strategic investments in maintenance and clever renovation work to create or improve the various learning environments around the school.
- Well planned use of meeting times to maximize staff Performance and Development opportunities.
- A carefully planned and well managed program for the use of ICT to support learning.

Excellent use of the school's cash and credit budgets to make resources available to the students currently at the school. The school does not hold large reserves.

For more detailed information regarding our school please visit our website at
http://www.wats-north.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools:
        Result for this school: ● Median of all Victorian government schools: ◆

School Profile

School Enrolments

A total of 513 students were enrolled at this school in 2014, 249 female and 264 male.

Overall socio-economic profile

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

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

| low | low-mid | mid | mid-high | high |

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.

1 — 7

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.

0 — 100

![Department of Education & Training - State Government Victoria logo]

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ▯
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English Results: Mathematics	● Higher ● Higher
NAPLAN Year 3 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 3 assessments are reported on a scale from Bands 1-6. Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Similar ● Similar ● Higher ● Similar
NAPLAN Year 5 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 5 assessments are reported on a scale from Bands 3-8. Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Higher ● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison

**NAPLAN Learning Gain
Year 3 - Year 5**

Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Reading
16 % | 48 % | 36 %
Low | Medium | High

Numeracy
16 % | 41 % | 43 %
Low | Medium | High

Writing
26 % | 44 % | 30 %
Low | Medium | High

Spelling
23 % | 47 % | 30 %
Low | Medium | High

Grammar and Punctuation
19 % | 50 % | 31 %
Low | Medium | High

NAPLAN Learning Gain does not require a School Comparison.

Department of Education & Training

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:

Result for this school: ● Median of all Victorian government schools: ◆

Engagement	Student Outcomes	School Comparison

Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2014 attendance rate by year level:

Results: 2014

0   50

Results: 2011 - 2014 (4-year average)

0   50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	94 %	94 %	94 %	94 %	95 %	94 %

● Higher

● Higher

Department of Education & Training

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools:
Result for this school: ● Median of all Victorian government schools: ◆

Wellbeing	Student Outcomes	School Comparison

Students Attitudes to School

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

Results: 2014

● Higher

Results: 2011 - 2014 (4-year average)

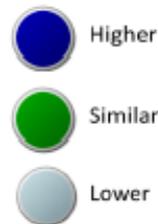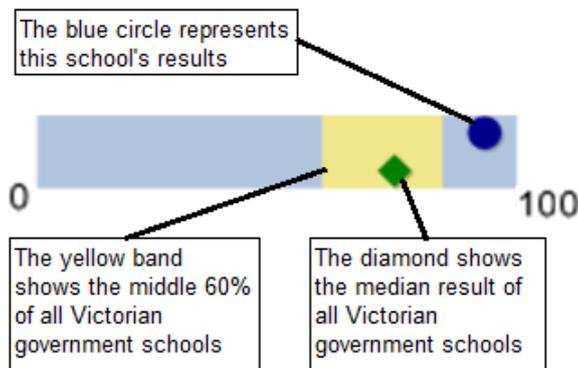● Higher

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.

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all 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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.
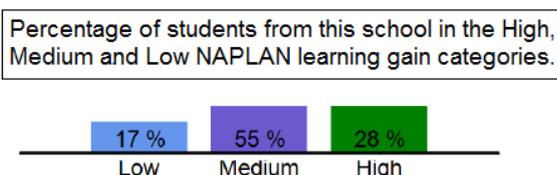
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement
Summary for the year ending 31 December, 2014

Revenue	Actual
Student Resource Package	$3,526,484
Government Provided DE&T Grants	$389,817
Government Grants Commonwealth	$118,334
Government Grants State	$2,250
Revenue Other	$35,208
Locally Raised Funds	$567,124
Total Operating Revenue	**$4,639,217**

Expenditure	Actual
Student Resource Package	$3,425,715
Books & Publications	$4,035
Communication Costs	$5,811
Consumables	$125,804
Miscellaneous Expense	$199,901
Professional Development	$45,685
Property and Equipment Services	$181,297
Salaries & Allowances	$373,040
Trading & Fundraising	$102,695
Utilities	$26,753

Total Operating Expenditure	**$4,490,736**

Net Operating Surplus/-Deficit	**$148,480**
Asset Acquisitions	**$0**

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial Position as at 31 December, 2014

Funds Available	Actual
High Yield Investment Account	$35,844
Official Account	$57,336
Other Accounts	$186,458
Total Funds Available	**$279,638**

Financial Commitments	Actual
Operating Reserve	$10,322
Maintenance - Buildings/Grounds incl SMS<12 months	$529
Revenue Receipted in Advance	$94,695
School Based Programs	$134,750
Region/Network/Cluster Funds	$7,967
Provision Accounts	$9,657
Maintenance -Buildings/Grounds incl SMS>12 months	$21,718
Total Financial Commitments	**$279,638**

Financial performance and position commentary

In 2014, financial management at Watsonia North continued to be sound, meeting the educational needs of the students at the school. The financial position continues to be strong through careful planning and monitoring of revenue and expenditure. The school has maintained, and will continue to maintain, excellent accountability measures with regard to financial management. Expenditure is carefully budgeted within the parameters of revenue and the priorities of excellence in Literacy, Numeracy and Curiosity and the expansion of the ICT program. At the same time, school infrastructure is well funded to ensure a quality, safe and sustainable school environment.