

2015 Annual Report to the School Community

Diggers Rest Primary School

School Number: 2479



Name of School Principal:

Rachelle Hedger

Name of School Council President:

Jamie Wyatt

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Diggers Rest Primary School – “Where Individuals Matter.”

Diggers Rest Primary School is committed to the development of students, empowering each to excel. The school is situated within the growing community of Diggers Rest, approximately 35km north west of Melbourne. Originally opened in 1882, the school was rebuilt at a new location in 1990.

Diggers Rest Primary School boasts excellent facilities on extensive grounds. Newly refurbished classrooms surround a courtyard area, providing opportunities for indoor and outdoor learning. The school prides itself on its position as a central hub of the Diggers Rest community, providing opportunities for early learning through the ‘Little Diggers’ and ‘Engaging with Place’ playgroups. Diggers Rest Primary School utilizes 1:1 technology in years 3-6 with an iPad program that supports and strengthens opportunities for learning. This learning has also been established in the early years with substantial investments being made in recent years. In 2015 Diggers Rest Primary School has focused on the establishment of processes to support the school’s ongoing and projected growth. The school looks forward to a continued strong relationship with the wider community and will ensure a continued focus on parent participation.

In 2015 the school had a principal, four full time class teachers, a 0.6 specialist teacher (Physical Education and The Arts) and a 0.6 student wellbeing coordinator. The teaching staff were well supported through five education support staff totaling 2.29 EFT.

Achievement

In 2015 Diggers Rest Primary School students recorded achievement levels well above the median for Victorian schools in most NAPLAN areas. This was particularly evident in year 3 numeracy where results exceeded those of the middle 60% of Victorian schools. When considering learning gain, students continued to achieve at very high levels with approximately 85% of students achieving medium and high levels of growth in all NAPLAN areas. This growth was especially prevalent in the spelling, grammar and punctuation strands where half of the student cohort recorded high levels of growth.

Diggers Rest Primary School’s continued improvement reflects a focus on key priority areas and a commitment to improvement for all. In 2015 the school focused on ongoing assessment to support the development of individualized programs in literacy and numeracy. This focus built upon previous efforts, tracking the improvements of all students and designing differentiated curriculum. Six weekly planning days have allowed all teachers and education support staff time to implement a backwards curriculum design model, looking at evidence of learning, key goals and strategies within a collaborative team approach. Consistent approaches in reading and mathematics have been established and professional learning sessions were designed to increase staff capacity in the pedagogy around the delivery of literacy and numeracy programs.

In 2016 the school will continue to work towards the achievement of our mission: “Empowering students to excel.” In line with the strategic plan, the school will maintain focus on literacy and numeracy development through consistent curriculum and the triangulation of student data.

Engagement

In 2015 the Student Attitude to School survey indicated general satisfaction with the school and its programs. Factors of particular strength were those around Student Motivation, Classroom Behaviour, Student Morale and Teacher Effectiveness. This data was also echoed over the course of 2015 where student focus groups demonstrated high levels of engagement and enthusiasm in the school.

Our student’s sense of connectedness to the school is supported by a strong culture of student leadership and flexible curriculum design. This culture has been cultivated through a variety of activities which include Junior School Council, student led assemblies, student forums, peer support and enrichment groups. In 2015, this focus has extended across the school with junior school leaders who are encouraged to display leadership qualities and have high expectations of themselves.

In 2015 the student absentee rate was similar to other Victorian schools and demonstrated an improvement on the 2014 rate. Although there were very low levels of absence across the school, the results continued to be impacted upon by a few families on long term holiday or with ongoing, complex issues. As the vast majority of students recorded excellent attendance rates, we have continued to acknowledge these efforts whilst working personally with the small number that are experiencing difficulty. In 2015 the school implemented attendance plans for all students experiencing ongoing issues with attendance, working with families to implement strategies and collect ongoing data.

Wellbeing

Diggers Rest Primary School prides itself on a calm and orderly learning environment where every student is known. The school has very strong data through the Student Attitude to School Survey, particularly when considering student perceptions of safety. When aggregated, the data for the Student Attitude to School survey falls above the median of Victorian schools. This demonstrates the strong connection our students have with the school, their enjoyment in learning and relationships with peers. This data is particularly pleasing when considering the school growth over recent years. Although the school doubled in size from 2014 to the end of 2015, strong processes and relationships ensured students remained connected and supported.

In 2015 Diggers Rest Primary School continued to prioritize relationships as an important precursor to student learning outcomes. The school emphasized an open door policy and concentrated on proactive positive reinforcement. The school has clearly defined core values and has worked to build capacity around the meaning of each value. The Diggers Rest Primary School values are interwoven into the school house system, providing an additional level of support and belonging.

In 2015 the student wellbeing coordinator role was extended to allow for the ongoing support of students. A 'chill out' club was established and a student focus group convened to examine concepts around resilience. The school commenced work around the department's resilience project with a focus on student empowerment as a tool for the development of resilience.

Productivity

In 2015 Diggers Rest Primary School has continued to focus on the redesign of spaces, timetable and personnel to ensure key outcomes are met. The school has continued to invest heavily in technology and in 2015 was able to examine the positive impact the use of 1:1 iPads have had in the classroom. This learning has been built upon in 2016 and strategic staffing decisions were made to ensure the programs continued success. The implementation of Italian and Performing Arts in the specialist curriculum was very well regarded in 2015 and as a consequence, these programs will continue to be funded in 2016.

In 2015 the strategic plan outlined goals related to the improved use of parents as a resource within the school environment. As a result of this, the school ran a number of 'Parents as Helper' sessions, focused on the development of shared capacity in literacy, numeracy and iPad applications. The Parents and Friends Association was redesigned to ensure maximum participation and an activity calendar aimed to bridge the gap between school and home. School council sub committees were formed to provide shared governance in the areas of buildings and grounds and outside of school hours care.

Leading into 2016 the school will establish a second phase plan for expected growth, with a focus on the utilization of spaces and the attraction of staff. Parents will continue to be regarded as an essential resource within the school environment with a continued focus on shared capacity and the utilization of a range of skills across the school.

For more detailed information regarding our school please visit our website at
<http://www.diggersrestps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 85 students were enrolled at this school in 2015, 38 female and 47 male. There were 4% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>71%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>71%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	71%	-	Numeracy	14%	71%	14%	Writing	14%	57%	29%	Spelling	14%	43%	43%	Grammar and Punctuation	14%	43%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	71%	-																							
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Grammar and Punctuation	14%	43%	43%																							

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>89 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	91 %	93 %	91 %	89 %	96 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	91 %	93 %	91 %	89 %	96 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

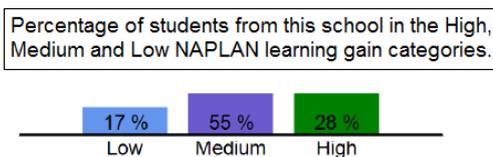
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

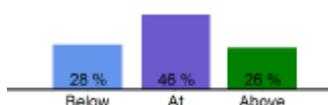
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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



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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$824,276	High Yield Investment Account	\$40,144
Government Provided DET Grants	\$160,924	Official Account	\$6,918
Government Grants Commonwealth	\$22,226	Total Funds Available	\$47,062
Revenue Other	\$13,516		
Locally Raised Funds	\$54,349		
Total Operating Revenue	\$1,075,291		
Expenditure		Financial Commitments	
Student Resource Package	\$832,350	Operating Reserve	\$22,538
Books & Publications	\$5,120	Revenue Received in Advance	\$8,464
Communication Costs	\$4,294	School Based Programs	\$8,434
Consumables	\$16,204	School/Network/Cluster Coordination	\$3,270
Miscellaneous Expense	\$23,452	Other recurrent expenditure	\$4,355
Professional Development	\$2,571	Total Financial Commitments	\$47,062
Property and Equipment Services	\$95,346		
Salaries & Allowances	\$63,995		
Trading & Fundraising	\$19,015		
Travel & Subsistence	\$16		
Utilities	\$16,725		
Total Operating Expenditure	\$1,079,088		
Net Operating Surplus/-Deficit	(\$3,797)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

In 2015 Diggers Rest Primary School Council managed all accounts in accordance with DET regulations and school policy. Key areas of expenditure remained around centrally paid staff (Student Resource Package) and property maintenance. Although greatly improved in 2015, declining enrolment numbers in previous years coupled with an experienced staffing profile necessitated the receipt of workforce bridging. In 2016 this situation has improved greatly with the school experiencing surplus for the first time in many years. Property maintenance continued to be a high priority in 2015 with a focus on ensuring spaces, grounds and playgrounds were reflective of school values. Over the course of the year the school was the recipient of minor grants from local community groups. These grants were expended on specific programs including a breakfast club and the 1:1 technology program. National Partnerships (Low SES) funds were expended directly on staff development, providing support for the implementation of the school's Instructional Models for Reading and Mathematics.