

# 2017 Annual Report to the School Community



School Name: Underbool Primary School

School Number: 3819

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Underbool Primary School is located in the Mallee Region of North West Victoria on the Mallee Highway – between Ouyen and the South Australian border. The area is predominately farming country with a strong community network. In 2016 the school had a student population of 28 students. Workforce comprised of 2.6 EFT teachers, one Business Manager at 0.4 and one integration aide at 0.7. The 2.6 EFT consisted of one Acting Principal class with a teaching load and three teaching staff at 0.8, 0.2 and 0.6 time fractions.

Underbool Primary School has established small, multi-age classrooms with a strong priority in providing uninterrupted Literacy and Numeracy blocks each morning and specialist areas in the afternoon. Staff collaborate and work together in providing a consistent curriculum across the school that allows for differentiation and personal learning needs.

The school has a strong partnership between parents, staff and the wider community with a high level of parent participation on school council, parents and friends, working bees, fundraising and sporting/social activities.

Underbool Primary School belongs to a Cluster of schools in the surrounding areas and values the support that it provides to the education of its students. Staff regularly collaborate on shared teaching and learning goals and are involved in shared professional development days.

At Underbool Primary School the school values of Respect, Enthusiasm, Achievement and Persistence (R.E.A.P) are embedded through the newsletter, school uniforms, student interactions and classroom expectations. These values also help in building our school culture, traditions and indicate the vision for our school.

### Framework for Improving Student Outcomes (FISO)

The FISO Improvement priority for 2017 was Excellence in Teaching and Learning with initiatives of Building Practice Excellence and Curriculum Planning and Assessment.

With the introduction of the new Victorian Curriculum, it was important for teaching staff to understand the progressions, standards and the new capabilities strand.

Staff also needed to work together in identifying consistent assessment tasks and to be involved in sharing data and moderating student work to gain a better understanding of student achievements and personal learning needs.

We needed to build on our capacity to use the data to direct and identify what changes we needed to make to our teaching to have the greatest impact on the students learning.

### Achievement

Teacher judgement of student achievement in P- 6 English, working above or at expected standards, was slightly lower than the average for the state, but similar to the average in Mathematics.

The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 are similar to the State average in Reading and the 4-year average was slightly higher than the state average.

NAPLAN results in Year 3 Numeracy are well above the state average as was the 4-year average.

There was no data available for Year 5 NAPLAN due to an insufficient cohort of students.

Strategies to improve outcomes in English and reading were identified through the Victorian curriculum, with a strong emphasis on determining the progression points and learning outcomes expected at each year level. We developed a whole school approach to literacy and numeracy with an uninterrupted Literacy and Numeracy block. Whole school planning and moderation tasks were introduced so that data could be shared amongst staff and personal learning needs of individual students across all levels were recognised.

NAPLAN Learning Gain Year 3 -5 does not require a school comparison due to cohort size.



## Engagement

Student Engagement was of high priority for our school due to high absences in 2016. In 2017 we provided a strong emphasis to our school community with our slogan 'It's Not Ok To Be Away' Our Business Manager ran this campaign and highlighted the slogan each week in the newsletter. She was also responsible for providing attendance awards to individuals for 100% attendance each term. We even celebrated the end of term awards at the Business managers home with a BBQ and games. Our attendance rate compared to the state average is similar in school comparison and was lower than the state average in 2017. The 4-year average results 2014-2017 were also similar to comparative schools and lower than the state average. We will continue to implement our 'Not Ok To Be Away' campaign and awards at the end of each term. Location and distance to medical appointments or extended family holidays are common reasons for absences within the school.

## Wellbeing

Students attitudes to School – sense of connectedness and Management of Bullying outcomes were well below the state average for our school. Within the cohort of students there were a few who found the language difficult to understand in the survey, including a PSD funded student. When cohorts are so small it does not take too many negative or misguided opinions to impact the overall results. However, it is an area that we are working hard to improve and in particular, the terminology and understanding of what Bullying is and what it means to be bullied. Students recognizing they do have a voice within the school is also an important area that will be tackled through the implementation of Junior School Council and through our School Captains and the role they play with leading the student body. Staff will work together in promoting our school values in daily routines and conversations with students in and out of the classroom. Access to the Chaplaincy program will also enable us to bring in self-care and self-respect programs that enhance student wellbeing and improve respectful relationships.

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



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 28 students were enrolled at this school in 2017, 16 female and 12 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1034 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>94 %</td> <td>97 %</td> <td>97 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	97 %	97 %	93 %	94 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	97 %	97 %	93 %	94 %	94 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="background-color: lightblue; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p><span style="background-color: lightblue; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

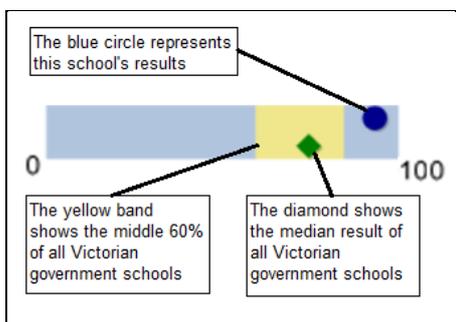
### Engagement

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

### Wellbeing

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

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

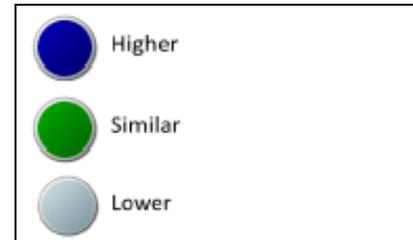


## What does *School Comparison* refer to?

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

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

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



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

## What does '*Data not available*' mean?

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$402,640	High Yield Investment Account	\$144,064
Government Provided DET Grants	\$186,617	Official Account	\$12,637
Revenue Other	\$4,457	Other Accounts	\$45,260
Locally Raised Funds	\$45,424	<b>Total Funds Available</b>	<b>\$201,961</b>
<b>Total Operating Revenue</b>	<b>\$639,138</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$12,552		
<b>Equity Total</b>	<b>\$12,552</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$359,034	Operating Reserve	\$14,544
Books & Publications	\$1,220	Asset/Equipment Replacement < 12 months	\$45,000
Communication Costs	\$1,476	Maintenance - Buildings/Grounds incl SMS<12 months	\$118,800
Consumables	\$12,353	School Based Programs	\$21,617
Miscellaneous Expense <sup>3</sup>	\$23,162	Repayable to DET	\$2,000
Professional Development	\$1,879	<b>Total Financial Commitments</b>	<b>\$201,961</b>
Property and Equipment Services	\$38,320		
Salaries & Allowances <sup>4</sup>	\$9,281		
Trading & Fundraising	\$2,790		
Travel & Subsistence	\$4,703		
Utilities	\$5,008		
<b>Total Operating Expenditure</b>	<b>\$459,228</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$179,910</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

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

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

(4) Salaries and Allowances refers to school-level payroll.

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

### Financial Performance and position summary

Maintenance large, miscellaneous expenses, property and equipment services.

Any Surplus funds are used to pay staffing deficits, which we plan for yearly, to make sure our students receive the best education possible.