**2018 Annual Report to**

**The School Community  
  
School Name: Underbool Primary School (3819)**

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| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)). * The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 05 April 2019 at 07:14 AM by Leanne Stone (Principal) |  |  | | --- | | * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching. * To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program. * To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School. | | Attested on 24 April 2019 at 09:23 AM by Sonia McVicar (School Council President) | |

**About Our School**

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| 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 2018 the student population increased to 33 students and the SFOE Index was 0.52. Teaching Staff comprised of 2.8 EFT teachers, one Business Manager at 0.4, an integration aide at 0.7 and a Chaplain at 0.4. The 2.8 EFT consisted of one Principal class with a teaching load and two teaching staff, one at full time and one at a 0.8 time fraction.  Underbool Primary School has a strong vision to meet the personalised learning needs of each student and ensure strong learning growth in Literacy and Numeracy. The school strives to build a positive school community where students are engaged in the learning process and have an authentic voice in their learning. We value student wellbeing and resilience in a learning community that is built on the school's values of Respect, Enthusiasm, Achievement and Persistence. We have a strong commitment to optimise the allocation of resources (human, financial, time, space and materials) in accordance with the school's goals and targets.  In 2018 Underbool primary School operated three multi-age classrooms with a continued priority to provide uninterrupted Literacy and numeracy blocks each morning and specialised areas in the afternoon. Staff collaborate and work together in providing a curriculum based on the Victorian Curriculum (VC) with a strong commitment in providing differentiation, to support personal learning needs of individual students. The school maintains a strong and supportive connection between parents, staff and the wider community with a high level of parent participation on School Council, Parents and Friends, fundraising activities and social and sporting functions.  Underbool Primary School belongs to the Mallee Education Cluster (MEC). Staff engage in professional days and shared teaching practices to build their capacity as teachers and to promote share learning opportunities for students. In 2018 we were involved in the very first MEC camp that combined three of the Cluster Primary Schools. This was a very rich and rewarding opportunity for our students to engage with peers in their surrounding area in a relaxed and social setting whilst providing new and engaging learning experiences.  At Underbool Primary School our values of Respect, Enthusiasm, Achievement and Persisitence (R.E.A.P) are embedded through our Newsletter, school uniforms, interactions and classroom expectations. These values build our school culture, traditions and vision for our school. In 2018 there was a strong commitment from staff in responding to challenging behaviours and the school continued to promote and strengthen school values and recognise and reward positive behaviour, choices and actions. |
| Framework for Improving Student Outcomes (FISO) |
| The FISO (Framework for Improving Student Outcomes) priority and initiative for 2018 was Excellence in teaching and Learning - Building practice excellence.  As a staff we needed to continue to build teacher capacity to support high rates of growth and development in Literacy and Numeracy. This was to be achieved through professional learning and involvement in the Cluster.We used moderation days to analyse whole school data and moderate writing samples to make more informed teacher judgements. We developed our whole school approach to term planning and assessment. Staff were involved in professional development days within our network/cluster to support and develop their capacity in moderating and assessing student's writing. |
| Achievement |
| Teacher judgement of student achievement for students in Years Prep to 6 working at or above expected standards in English was within the average of all Victorian Government Schools. Teacher judgements for Mathematics was just slightly lower than the average for the State, but within the middle 60% of Victorian Government Schools.  The percentage of students in the top 3 bands of testing in NAPLAN at Year 3 English was well below the median for Government Schools, but the 4 year average was within the mean for the State.  Numeracy results indicate that Year 3 were above the average for the State and the 4 year average is well above and higher than 60% of Victorian Government Primary Schools.  There was no data available for Year 5 NAPLAN due to an insufficient cohort of students.  Due to an insufficient cohort, Learning gain of students from Year 3 to 5 does not require a school comparison.  Literacy was identified as a key improvement strategy for our school. The school sought support from Student Support Staff to seek professional development to support students with their skills in literacy. We also worked on developing our students writing by working alongside staff within the Cluster to use VCOP strategies to enhance and support students with their writing. We maintained a commitment in providing an uninterrupted Literacy and Numeracy block and our timetabled hours for Numeracy was increased. Future strategies to support high growth of literacy is to have staff trained in the Leading Literacy course and to continue to seek opportunities to build on teacher capacity and growth. We aim to utilise financial resources to provide an intervention program that target students with specific literacy needs. |
| Engagement |
| In 2018 student engagement was similar (as expected) in comparison to Victorian Government Primary Schools. Our average number of absence days for 2018 was 15.5 and our 4-year average was similar in school comparison. We encourage it's 'Not OK to be away' and there is greater accountability and communication from parents in indicating when and why their students are absent from school. The Business Manager's campaign to reward attendance at the end of each term continues to promote attendance at school. The common reasons for non-attendance included illness and extended family holidays. Due to our rural location, families often take extra days to travel to holiday destinations and weekend activities. |
| Wellbeing |
| In 2018 Student Attitudes to School - Sense of Connectedness was similar in school comparison with 90.9% positive endorsement. This is above our 2-year average of 75.5%, but still similar to school comparison. Our Student Attitudes in the Management of Bullying was similar to school comparison with 93.9% positive endorsement and higher than our 2-year average of 73.2%, which is lower in school comparison. The whole school engaged in lessons on Bullying and reinforced what it means to be a Bully or to be bullied. Our school participated in the National day of Action against Bullying and Violence to focus on bullying and the changes we can make to empower young people to be part of the solution in addressing Bullying and create safer communities. Through school meetings and the newsletter we shared this information with families and the wider community. We also implemented a Buddy Bench, which was made by our local Men's Shed, to promote peer connection, empathy and support. |
| Financial performance and position |
| The school financial position saw an overall deficit of $44,589 due to employment of CRT staff in providing administration time for the teaching Principal and to fund an increased time fraction for our integration aide, as we had a number of students with additional needs that were not funded. We also funded an additional $6000 for our Chaplaincy Program through Access Ministries in 2018. We received $14,106 in equity funds (Social Disadvantage) in 2018 which was also used for staffing extra aides and professional development for staff around challenging behaviours. We increased staff time fractions to provide support for individual students.The school received a balance of $22,200 of a State Government Grant that was provided in 2017 for maintenance funds, which was used in the maintenance and upgrade of our school building. Inclusion and Diversity Grant was received in 2018 of approximately $9800 and was used to employ a CRT to manage how we provide for Inclusion and Diversity in our school. The funds covered costs of teaching and learning resources, reporting software and learning programs for our students. As a BARR (Bushfire At Risk Register) school we also received $7500 for Bushfire vegetation clearance. Any Surplus funds are used to pay staffing defecits, which we plan for yearly, to ensure our students receive the best education possible. |
| **For more detailed information regarding our school please visit our website at** [**https://underbool.ps.vic.edu.au**](https://underbool.ps.vic.edu.au) |

Performance Summary

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

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

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 33 students were enrolled at this school in 2018, 18 female and 15 male.

0 percent of students had English as an additional language and 0 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: Medium

**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) | 87.3 | 85.1 | 78.3 | 91.6 |

**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) | 95.8 | 77.7 | 66.6 | 86.7 |

***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.***

***“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).***

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
| Domain | Percent | Percent | Percent | Percent |  |
| English | 88.5 | 90.1 | 82.6 | 95.3 | Similar |
| Mathematics | 87.4 | 91.1 | 84.0 | 96.4 | Similar |

**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 | School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (latest year) | 60.0 | 76.5 | 62.0 | 89.2 | Similar |
| Year 3 | Numeracy (latest year) | 80.0 | 72.5 | 53.6 | 87.5 | Similar |
| Year 5 | Reading (latest year) | np | 64.9 | 48.8 | 80.0 | np |
| Year 5 | Numeracy (latest year) | np | 55.6 | 37.0 | 75.0 | np |

| NAPLAN top 3 bands  (4 year average) |  | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (4 year average) | 68.8 | 71.4 | 57.6 | 83.6 | Similar |
| Year 3 | Numeracy (4 year average) | 87.5 | 65.7 | 51.2 | 80.0 | Similar |
| Year 5 | Reading (4 year average) | np | 61.2 | 47.0 | 75.5 | np |
| Year 5 | Numeracy (4 year average) | np | 54.8 | 39.2 | 71.4 | np |

**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’.

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 Growth | Medium Growth | High Growth |
| --- | --- | --- | --- |
| 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 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.

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Number | Number | Number | Number |  |
| Average number of absence days (latest year) | 15.5 | 15.1 | 12.9 | 18.1 | Similar |
| Average number of absence days (4 year average) | 12.7 | 15.2 | 13.2 | 17.8 | Similar |

**Attendance Rate**

Average 2018 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 90 | 95 | 90 | 94 | 95 | 88 | 91 |

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 90.9 | 81.1 | 72.6 | 89.0 | Similar |
| Percent endorsement (2 year average) | 75.5 | 81.7 | 73.8 | 88.7 | Similar |

**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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 93.9 | 81.2 | 72.2 | 90.3 | Similar |
| Percent endorsement (2 year average) | 73.2 | 81.8 | 73.7 | 89.7 | Lower |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $435,446 |
| Government Provided DET Grants | $131,990 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $29,877 |
| Revenue Other | $2,677 |
| Locally Raised Funds | $35,132 |
| Total Operating Revenue | $635,122 |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $14,106 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | $14,106 |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $405,518 |
| Adjustments | $0 |
| Books & Publications | $1,023 |
| Communication Costs | $1,167 |
| Consumables | $13,270 |
| Miscellaneous Expense 3 | $50,043 |
| Professional Development | $3,141 |
| Property and Equipment Services | $155,957 |
| Salaries & Allowances 4 | $26,705 |
| Trading & Fundraising | $11,577 |
| Travel & Subsistence | $5,853 |
| Utilities | $5,457 |
| Total Operating Expenditure | $679,711 |
| Net Operating Surplus/-Deficit | ($44,589) |
| Asset Acquisitions | $0 |

**Financial Position as at 31 December, 2018**

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $82,087 |
| Official Account | $6,718 |
| Other Accounts | $46,540 |
| Total Funds Available | $135,345 |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $25,467 |
| Other Recurrent Expenditure | $2,484 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $50,393 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $17,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $40,000 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | $135,345 |

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

**How to read the Annual Report**

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

The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and

plans for the future.

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

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

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

The Performance Summary reports on data in three key areas:

**Achievement**

* student achievements in:
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
* English and Mathematics for Teacher Judgements against the curriculum
* All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

**Engagement**

* student attendance and engagement at school, 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 School Comparison refer to?**

TheSchool 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 Comparisonshows 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.

**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 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 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’).