

2017 Annual Report to the School Community



School Name: Drouin West Primary School

School Number: 1417

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

Drouin West PS is located approximately 100 kilometres east of Melbourne, around seven kilometres from Drouin, a major service town in West Gippsland. The school has a current enrolment of 208 students, with enrolments increasing each year. The school is attractively located in a rural setting with students drawn from surrounding areas including Drouin, Drouin West, Jindivick, Warragul, and Longwarry. As there is no school bus and no public transport into Drouin West, the families of the students who attend Drouin West PS arrange private transport.

The school community embraces its vision to Nurture, Inspire, Enrich and support students to Achieve. Our values of Be a Learner, Be Safe, Be Kind and Be Respectful are well known across the school. The school commits to developing a strong partnership with families in order to encourage all children to achieve their best in every lesson every day. Students have specific learning goals and are given support to continually improve academically, grow strong emotionally, be active and develop social skills that will enable them to get along with others.

Over the past three years there has been a small but steady increase in the Student Family Occupation (SFOE) Index to 0.4345 which places the school in the low-medium socio economic range. Around 5% of students are funded through the Program for Students with Disabilities (PSD). The school has a very small proportion of students from a Language Background Other Than English (LBOTE) and in 2017 there were 6% students who identify as Koorie. The school is registered to enroll International students and has attracted a number of international students from South Korea.

While there are number of staff changes in most years, the school has a relatively stable staff. Staffing profile includes teachers at the graduate to the top of the classroom teacher range. The staff consists of the principal, nine classroom teachers and five part time specialist teachers in the areas of Performing Arts, Science, Physical Education, Japanese and Reading Intervention. The school also employs seven integration aides, with a Chaplain (two days) and a full-time business manager. Out of Hours School Care is available and three staff are employed to provide this important service for our families.

We have an attractive, welcoming school with some open learning spaces, a multipurpose room and areas for the visual and performing arts and science programs. The school is relatively well resourced. The outdoor environment is well maintained with established gardens and extensive spacious playground areas.

Framework for Improving Student Outcomes (FISO)

The school's priorities in 2017 was to improve the teaching of reading and oral language across all year levels. Our focus was to implement an agreed consistent approach across all classes based on current best practice. Staff engaged in developing and implementing high level teaching skills in reading, using proficiency scales for decoding and comprehension across the school as well as refining the implementation of CARS and STARS. Teachers created a reading level data wall to plot and monitor student progress across the year. Teachers were engaged in working in high level Professional Learning Teams and participated in regular coaching sessions. All students were supported to identify their specific learning goal in reading and work towards achieving this through the use of visible learning displays in their classroom. The school also invested in resources in Literacy Pro. Staff worked on refining a Non Negotiable statement for teaching reading and developed a consistent understanding of planning for Guided Reading using a template. Tasks were differentiated enabling students to be grouped appropriately. Our mantra for the year was that every student was learning and achieving their goals.

Students in years 1-4 who have been identified as needing additional support have had opportunities to work in small targeted teaching groups. The school employed extra staff and provided training and support enabling more students to be included in the two tier two and three intervention programs (MiniLit and Reading Recovery). Over 30 students performing below the expected standard across the school were given targeted intervention in classrooms or in withdrawal groups. All students involved in this intervention made improvements.

In 2017 a key focus of Professional Learning for teachers was also around the effective teaching and assessment of Oral Language skills. The school worked with nine other schools as a community of practice group to develop a deeper knowledge of the curriculum statements. Students were given opportunities to talk, present information to peers, explain reasoning, give clear instructions and be persuasive using whole body listening and speaking skills. Teams drafted and refined proficiency scales and shared strategies across the schools and celebrated by having a "No Pens, Wednesday".

Achievement

Drouin West PS has achieved impressive results in English Reading as measured by NAPLAN. The school target was to have 40% of students performing in the top two bands of NAPLAN. Results show that 45% of year 3 and 30% of year 5 students performed in the top bands for reading which was an improvement from the 2016 results (Year 3-27% and Year 5- 20%). Relative cohort growth in the medium to high level in Reading, improved from 86% in 2016 to 90% in 2017 which was particularly pleasing. 2017 NAPLAN results indicate the learning gains from year 3 to 5 in reading to be above the results for primary schools with similar characteristics. Teachers have continued to moderate assessment tasks and have a deeper and more consistent knowledge of the standards expected at each level. Pre assessment tasks enable teachers to know their students entry levels, what students need to learn next to continue to improve and if their teaching has been effective.

NAPLAN results for mathematics show that our year 5 students are performing at a similar standard to students in similar schools however more of our year 3 students are performing below these standards. It is pleasing to note that the relative growth results in Mathematics show that the learning gains between year 3 and year 5 are at the same level as school with similar characteristics.



NAPLAN results for spelling and writing show more students made low to medium growth between year 3 and 5. Fewer students made high growth. In writing, results show 40.7% of students making medium to high growth as compared to the state which is at 75%.

The school will continue to support and improve teacher's capacity in the teaching of writing through Professional Learning Teams, Intervention Team Meetings, individual and regular coaching, close monitoring and tracking of students' achievements, as well as school wide targeted professional learning. Resources will be directed to supporting teachers to upskill, research best practice, use evidence based practice with the view to improving the writing standards across all levels of the school. All staff will use the school developed proficiency scales which were developed during the 2017 school year highlighting the essential learning outcomes at each year level.

We expect to continue to improve our academic results across the school given the consistency of practice across classrooms, and coaching and peer observations in classrooms for all teachers. We have worked on documenting curriculum and saving planners on the school's intranet. Teachers use detailed planning documents, ongoing formative assessments and an agreed instructional model to strive for improved outcomes. Teachers have been supported to refine their knowledge, enabling clear assessment for learning and using targeted teaching strategies, accommodating the range of learning needs in their classrooms.

Engagement

Our school community continues to place emphasis on student engagement and believes that providing an orderly, calm, positive and nurturing environment, where learning and achieving goals is the focus, our students can achieve their full potential. We promote learning behaviours that include: problem solving, resilience, engagement, taking up learning challenges, using a range of tools and strategies, having high expectations, being reflective, questioning, and being organized.

Student attendance is within the 60% band of Victorian Primary Schools. On average students attend school 91% of school days. Of significant concern are the 66 (which equates to 29%) of students who are missing more than 20 school days in a year as these students are at serious risk of falling behind. These results show our students have more days absent than the average across the State, the West Gippsland Network and schools with similar characteristics. Families are contacted when students are absent for extended periods or miss too many school days without explanation. There are a number of students in families across the school who have extended family holidays. As all our families do need to drive their children to our school, student attendance is dependent on their parents being able to arrange private transport.

Parents are also regularly encouraged to have their child/children arrive to school punctually, ready to start learning at 9.00am, as it is recognized missing the start of the school day is disruptive for all concerned. This data for our school has improved from 2,037 late arrivals in 2015 to 1,581 in 2017. The processes of signing in at the office, taking a late slip to the classroom and acknowledging the classes who have all students ready to start learning at 9.00am have been somewhat successful.

The Attitudes to School survey shows our students engagement and enjoyment of school is very positive for students in years 4-6. 92% of students believe there are "high expectations for success", 84% rate motivation and interest in school positively and 87% of students rate "stimulated learning" as positive. Student voice and agency is at 68% and this is an area the school is aiming to improve in the future.

We believe the key to building high levels of student engagement is also achieved by building strong partnerships between home and school. In 2017 the school organized numerous opportunities to involve families in their child's/children's education. Examples across the school included: establishing individual learning plans and communicating this with parents; participation in the Ficifolia parade; "Tea Under the Oaks" event; open classrooms during Education Week; "Celebration of Learning Event" and three way conferences with parents, students and teachers during the year; a range of sporting events within the school and in the district; invitation to attend ANZAC and Remembrance day services in the community and at school; school disco; student led assemblies; choir and recorder performances; book character dress up day; footy colours day; graduation dinner and the bush dance at the end of the year. The effective communication processes between home and school using electronic media, newsletters and face to face meetings with teachers enables us to work together to support every student across the school.

Wellbeing

The positive and respectful tone of our school continues to be a high priority for all staff. Feedback from visitors to the school is always complimentary of the attitude and behaviour of our students. The school prides itself on the ongoing success of implementing the Positive Behaviour Support program. The school mantra is to 'Be a Learner, Be Safe, Be Kind and Be Respectful' is well known and understood by the school community. The focus in 2017 continued to be using data to make informed decisions about patterns of behaviour occurring in the classroom and playground. The process of collecting this information changed from a paper based to electronic based process in 2017.

Students needing additional support are referred to the Student Wellbeing team, are supported through Student Support Services, the school Chaplain or a Social Worker who visited the school regularly. All students who are eligible for additional support through the Program for Students with Disabilities have a Program Support Group and the students who are identified as being in Out of Home Care have individual learning plans.

Bullying and intolerance are not accepted in our school. Staff members promote the role of "Upstanders" in our school and refer to the CASSE 5 which are five possible strategies a person can use when they see a situation involving bullying. The students have regular opportunities to be heard in their classroom and put forward their ideas to improve the school. Students in Years 3-6 are surveyed during the year in regards to feelings of safety in the classroom and playground areas. Any concerns are addressed promptly by teachers and the welfare team.

Drouin West Primary school has a strategic program in place to support the transitions through and beyond the school. New students starting at the school are buddied up and given support to make new friends. Our Foundation students and their families have



opportunities to connect with the school particularly during term 4 by coming along to the Step into Prep Playgroup sessions. School staff communicate with our feeder preschools through established networks, supporting the Prep to school transitions. This involves teachers visiting the kindergartens and facilitating meetings with all parents as well as using information provided in the Transition Statements.

We continue to strengthen transition processes across all year levels by tracking student performance through the school. Staff keep student files updated and work in teams to share information about individual learning needs of students.

Students exiting year 6 attend transition days in a range of Secondary Schools. Strong partnerships are established with Drouin Secondary College enabling year 6 students and staff to visit the college throughout the year. Individual transition programs are implemented for students with special learning needs in partnership with the Secondary College, the Primary school and parents.

For more detailed information regarding our school please visit our website at
www.drouinwest.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.

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>Enrolment Profile</p> <p>A total of 208 students were enrolled at this school in 2017, 94 female and 114 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</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>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>○ Lower</p> <p>○ Lower</p> <p>○ Lower</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>● Higher</p> <p>● Higher</p> <p>● Similar</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>61%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>37%</td> <td>4%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>79%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>61%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	61%	29%	Numeracy	19%	62%	19%	Writing	59%	37%	4%	Spelling	14%	79%	7%	Grammar and Punctuation	18%	61%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>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</p> <p>School Comparison 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="553 913 1036 1003"> <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>90 %</td> <td>90 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	94 %	93 %	92 %	92 %	88 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	94 %	93 %	92 %	92 %	88 %										



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>Students Attitudes to School - Sense of Connectedness</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>	Similar
<p>Students Attitudes to School - Management of Bullying</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>	Similar

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)

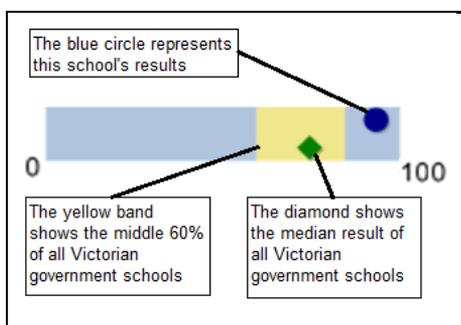
Engagement

- 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).

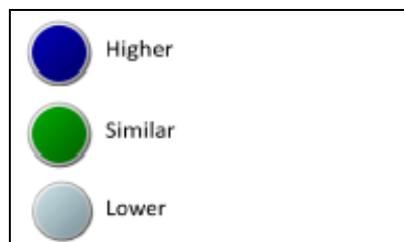


What does *School Comparison* refer to?

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

The school has a surplus in this calendar year due to reduced staffing costs, increased enrolments and astute financial management. These funds are planned to be allocated to address increased staffing requirements as well as the ongoing need to upgrade school equipment in 2018. In addition to the providing financial resources for curriculum budgets in 2017, the school community purchased new furniture (12K), upgraded I.C.T. equipment (18K), covered general maintenance and inspections (\$25K), and invested in library resources (3K). The school received an additional 52K from Department of Education enabling a designated teacher to oversee and implement targeted support in all classrooms. Equity funding enabled additional staffing for intervention programs for students at risk. The school was also successful in attracting funding through the Federal Government for Sporting Schools (12K) and National Schools Chaplaincy Program (20K).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,663,686	High Yield Investment Account	\$285,816
Government Provided DET Grants	\$237,746	Official Account	\$4,617
Government Grants Commonwealth	\$71,695	Other Accounts	\$53,741
Revenue Other	\$8,525	Total Funds Available	\$344,174
Locally Raised Funds	\$116,020		
Total Operating Revenue	\$2,097,672		
Equity¹			
Equity (Social Disadvantage)	\$58,125		
Equity Total	\$58,125		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,618,144	Operating Reserve	\$56,915
Books & Publications	\$2,735	Asset/Equipment Replacement < 12 months	\$41,450
Communication Costs	\$4,744	Capital - Buildings/Grounds incl SMS<12 months	\$12,000
Consumables	\$28,946	Maintenance - Buildings/Grounds incl SMS<12 months	\$52,670
Miscellaneous Expense ³	\$64,684	Revenue Received in Advance	\$39,517
Professional Development	\$3,203	School Based Programs	\$48,933
Property and Equipment Services	\$121,174	Provision Accounts	\$11,400
Salaries & Allowances ⁴	\$93,929	Repayable to DET	\$26,190
Trading & Fundraising	\$19,243	Asset/Equipment Replacement > 12 months	\$55,098
Utilities	\$24,121	Total Financial Commitments	\$344,174
Total Operating Expenditure	\$1,980,921		
Net Operating Surplus/-Deficit	\$116,751		
Asset Acquisitions	\$5,835		

(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.