

# 2017 Annual Report to the School Community

School Name: Echuca Primary School (0208)

School Number: 208



Principal : Mrs Lynne Flynn

President: Mr Shane Howe



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## About Our School

### School Context

Echuca Primary School was established in 1858 and has been on its current site since 1995. In 2017 the student enrolment was at 578 accommodating 24 grades.

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. The school's socio-economic band value is: Low – Medium.

Our school provides a caring and challenging learning environment within a supportive school community atmosphere that equips children with the necessary skills and knowledge to become life long learners and valued members of a global society. Echuca Primary School's vision states that *'we will ensure high levels of learning for all students'*.

The school had Equivalent Full-time Staff (EFT) comprising of 29.5 teaching staff and 5.6 Education Support Officers, including technicians in the Library and Information Technology.

The school is structured so that Professional Learning Teams (PLT's) in English, Mathematics, Digital Technologies, Assessment and Reporting, Student Wellbeing and Engagement provide the strategic planning and monitoring of the School Strategic Plan and Annual Implementation Plan.

Weekly specialists programs continue to engage students in Physical Education, Science, the Arts and LOTE P-2. Intervention in Grade 1 to Grade 2 reading was catered for by one part-time Reading Recovery teacher and one part time intervention teacher. Digital Technologies was integrated across the school and continued to ensure our students acquired computing skills and developed their use of multi-media technologies. Grades 3 to 6 participated in a Bring Your Own iPad Program. Classrooms are set up as learning spaces that encourage team approaches to teaching and learning. The school ensures all students participate in 10 hours of literacy and 5 hours of numeracy each week. Student voice was reflected through the Student Action Team.

Teachers regularly attend meetings and Professional Development opportunities to enhance student learning outcomes for each student. All staff engage in the Performance and Development Cycle and set smart goals aligned with the AIP and the School Strategic Plan. Individual Learning Plans are developed for all Indigenous students, PSD students and students who require extra assistance or are high achievers. The school also provides an early intervention program in the Prep to Grade 2 area.

The school had outstanding parent and community involvement through School Council and Parents & Friends. The many extra-curricular activities were well supported; school camps, excursions, sporting events, special days and weekly whole school assemblies.

### Framework for Improving Student Outcomes (FISO)

In 2017 the School revisited visible learning as the instructional model. This model has continued to grow with the assistance of experts in Literacy, Numeracy and Visible Learning to capitalise on good practise and build a consistent understanding of the Victorian Curriculum and Visible Learning. This was supported by professional learning, formal peer observations and feedback. Throughout 2017 staff worked to develop a whole school plan using the Victorian Curriculum. Staff have continued to review and hone assessment strategies through staff professional development and coaching.

The second of the initiatives 'Building Leadership Teams' continues to develop the school's leadership capacity amongst its staff. In 2017 one staff member from each of the area team participated in the BASTOW Open to Learning Conversations course to further develop their capacity to provide constructive feedback. Nine Staff members attended the Middle Leaders course and used this knowledge to assist them in developing their leadership skills.

### Achievement

Teacher assessment of student achievement in English and Mathematics fall within the expectations of the state median for Victorian government schools.

2017 NAPLAN assessment for Year 3 in Reading was within the benchmark of all Victorian government schools whilst the four year average growth in Reading was higher than like schools. Year 3 Numeracy assessment was above the benchmark for all government schools as was the four year Numeracy growth against like schools.

2017 NAPLAN assessment for Year 5 in Reading was within the benchmark of all Victorian government schools whilst the four year average growth in Reading was lower than like schools. Year 5 Numeracy assessment was within the benchmark for all government schools whilst the four year Numeracy growth against like schools was lower.



NAPLAN learning gain from years 3-5 indicates that a proportion of students achieved medium growth in reading and writing. But in numeracy, spelling and grammar students achieved low growth, whilst a small percentage of students achieved high growth in all areas.

The school's improvement strategy allows for researched based instructional planning and practise across the school with a focus on English and Mathematics. Team planning and regular moderation of student performance occurs on a regular basis. Each semester teachers also participate in moderation sessions within and across teams. All staff participate in a performance and development cycle which is directly linked to the Strategic Plan and the Annual Implementation Plan with a focus on improving student learning outcomes.

Students on the Program for Students with a Disability showed progress at a satisfactory or above in achieving their individual learning goals.

Indigenous students and out of home care students also showed progress, achieving their individual learning goal.

## Engagement

The school attendance data was at the state mean for government schools. The school attendance rates vary from 90-93% across all year levels with student illness and extended family holidays being the main reason for non-attendance. Over the 4 year average, our results indicate that absenteeism is within the state benchmark. The school monitors attendance closely and contacts parents if a child is absent for more than two days without notice. We will continue to focus on promoting students' regular attendance through a range of strategies that emphasize the importance of an engaging curriculum.

E-Cases roll marking across the school allows an accurate measurement of student attendance. Teachers continually monitor regular absenteeism promptly via phone calls and emails. A Koorie Education Support Officer works closely with families to ensure attendance is consistent and assists families through home visits to help engage the parents in the importance of education.

## Wellbeing

Our 2017 and 4 year average in the Attitudes to School Survey results indicate that students feel safe and happy at school as indicated in school connectedness and management of bullying. Both of these areas had positive feedback of 91.5%

Student voice is a particularly strong aspect at Echuca Primary School. The Student Action Team provides a student voice for school activities while, peer mediators, green team and the buddy program encourage students to do their best in their endeavours.

The annual Parent Opinion Survey demonstrates that 95% of parents are satisfied with the school overall.

The Staff Opinion Survey indicated that 69.5% of staff were positive about the school climate. This is an area for focus throughout 2018.

Our School offers transition sessions for both new foundation students and those new to our school. Echuca Primary School has a strong Buddy program that encourages junior and senior students to develop supportive relationships. The school has great links with both the feeder Preschools and local Secondary Schools. School staff work hard to ensure that there are programs in place to provide a smooth transition process between classrooms and year.

For more detailed information regarding our school please visit our website at  
[www.echucaps.vic.edu.au](http://www.echucaps.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><b>Enrolment Profile</b></p> <p>A total of 578 students were enrolled at this school in 2017, 274 female and 304 male.</p> <p>1 percent were EAL (English as an Additional Language) students and 6 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> 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><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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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 Year 3 - Year 5</b></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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>49%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>52%</td> <td>39%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>51%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>43%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>51%</td> <td>37%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	49%	10%	Numeracy	52%	39%	9%	Writing	33%	51%	16%	Spelling	46%	43%	11%	Grammar and Punctuation	51%	37%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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><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="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>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	91 %	91 %	91 %	90 %	<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										
93 %	93 %	92 %	91 %	91 %	91 %	90 %										



## 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>	Similar
<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>	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)

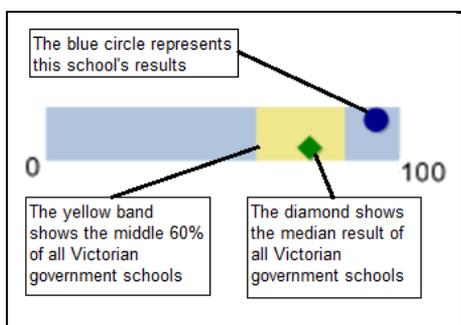
### Engagement

- 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

[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	\$4,291,582	High Yield Investment Account	\$436,562
Government Provided DET Grants	\$622,671	Official Account	\$50,801
Government Grants Commonwealth	\$2,813	<b>Total Funds Available</b>	<b>\$487,364</b>
Revenue Other	\$47,474		
Locally Raised Funds	\$307,914		
<b>Total Operating Revenue</b>	<b>\$5,272,453</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$193,727		
<b>Equity Total</b>	<b>\$193,727</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,836,670	Operating Reserve	\$131,556
Books & Publications	\$3,615	Asset/Equipment Replacement < 12 months	\$32,000
Communication Costs	\$9,545	Maintenance - Buildings/Grounds incl SMS<12 months	\$80,000
Consumables	\$89,955	Revenue Received in Advance	\$58,474
Miscellaneous Expense <sup>3</sup>	\$212,351	School Based Programs	\$125,165
Professional Development	\$24,052	School/Network/Cluster Coordination	\$3,426
Property and Equipment Services	\$210,701	Asset/Equipment Replacement > 12 months	\$25,000
Salaries & Allowances <sup>4</sup>	\$204,683	Maintenance -Buildings/Grounds incl SMS>12 months	\$31,743
Trading & Fundraising	\$73,090	<b>Total Financial Commitments</b>	<b>\$487,364</b>
Travel & Subsistence	\$58		
Utilities	\$40,147		
<b>Total Operating Expenditure</b>	<b>\$4,704,868</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$567,585</b>		
<b>Asset Acquisitions</b>	<b>\$17,801</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.

Echuca Primary School was on track financially and produced a surplus budget of \$567,585. This surplus carries over from the staffing budget due to the employment of a high percentage of graduates against retiring senior teachers. \$100,000 was converted from credit to cash to purchase iPad banks and charging carts for the Prep to Grade 2 area. Student chairs and tables were also purchased across the school. Equity funding was used to provide intervention to students across the school in the area of Literacy and Numeracy. Quarterly cash grants sourced from government DET grants covers our program budgets, local payroll and all other matters connected to the management of the school. The



commonwealth grants are utilised to support our pre-service teacher program. The school council over see's the budgeting for student resources and approves the allocation of funds accordingly. Echuca Primary School was fortunate this year in gaining grants to assist disadvantaged students in attending school camps. Value of these funds was in the vicinity of \$1000.

*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.*