

2018 Annual Report to The School Community



School Name: Echuca Primary School (0208)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 18 March 2019 at 03:02 PM by Lynne Flynn
(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 Regulation 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 02 April 2019 at 02:25 PM by Rebecca Trevisan
(School Council President)

About Our School

School context

Echuca Primary School was established in 1858 and has been on its current site since 1995. The school is located in the middle of the town and backs onto the Campaspe River.

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 lifelong 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'.

In 2018 the student enrolment was at 564 accommodating 24 grades. This enrolment is made up of 264 female and 300 male students. 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 – Mid.

The school had Equivalent Full-time Staff (EFT) comprising of 32.04 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, Student Wellbeing and Engagement, SIT (School Improvement team), 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-6. Intervention in Grade 1 to Grade 2 reading was catered for by one part-time Reading Recovery 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, students who require extra support or are high achievers. The school also provides a Reading Recovery Program for students in Grade 1 and access to EYKLN (Early Years Koorie Literacy & Numeracy Program) for Indigenous students at risk.

The school had outstanding parent and community involvement through School Council and Parents & Friends. Many parents volunteer across the school in various capacities which helps build a strong community spirit. 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)

The first of the FISO improvement initiatives: Excellence in Teaching and Learning- Building practice excellence to improve student achievement across the curriculum with a particular focus on English, Mathematics, Assessment and Reporting and Digital Technologies. In 2018 the School worked to ensure that the instructional model in reading, writing and speaking and listening was consistent across the school. This model has continued to grow with the assistance of an Excellence in Teaching and Learning Coach and the employment of a specialist Literacy teacher. The school has continued to invest in visible learning to ensure that students understand the learning intention and success criteria for both Literacy and Numeracy lessons. It is the expectation that all classrooms display learning intentions and success criteria. This is often referred to as the WALT (what we are learning today) and the WILF (What I am looking for) this was supported by professional learning, formal peer observations and feedback. Staff have continued to review and hone assessment strategies through staff professional development and coaching.

Digital Technologies focus encompassed investigating the full functionality of the school management system. This involved using COMPASS as the main portal for student communication including, newsletters, chronicles, reporting

to parents, organisation of interviews, daily tablet, learning tasks, alerts and student medical needs. This posed a few challenges with buy in from parents and staff with the main difficulty noted as login difficulties. Staff honed their skills and were able to assist parents with any technical problems. This is an area that the school is continuing to work on to improve communication to parents.

Achievement

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

2018 NAPLAN assessment for Year 3 in Reading and Numeracy was higher than the median of like Victorian government schools. Year 3 Reading growth across four years is greater than the median of government schools across the state. In NAPLAN Reading 69% of Year 3 students were in the top 2 NAPLAN Bands, 31% were in the middle two NAPLAN Bands whilst 12% were in the bottom two bands or were exempt for the test. In NAPLAN Year 3 Numeracy 56% of students were in the top two bands, 34% in the middle two bands and 9% in the bottom 2 bands or exempt from the test. Overall the results in both Numeracy and Literacy for Year 3 students shows that we are performing higher than results for Primary Schools with similar characteristics.

2018 NAPLAN assessment for Year 5 in Reading showed that 42 % of Year 5 students were in the top 2 Naplan Bands, 49% of students in the middle 2 Naplan Bands. The results indicate that our Year 5 students are performing at a higher level in Reading than primary schools with similar characteristics. The four year average growth in Reading for Year 5 students shows that we are in the middle 60% of Victorian government schools and have similar growth to other Primary Schools in Victoria. Year 5 Numeracy results demonstrate that our students are within the benchmark for all government schools. 28% of Year 5 students were in the top 2 Naplan Bands, while a majority of our students (58%) were in the middle two Naplan Bands. The achievement over the past four years in the middle Naplan Bands has remained consistent.

Naplan relative growth from Years 3-5 indicates that a large proportion of students achieved medium growth (61%) in reading and writing with only 19% of students achieving high growth. In Numeracy the relative growth from Years 3-5 indicates that 62% of students showed low growth, with 34% of students showing medium growth. There has been discussion and investigation for the reasons behind these results. We will continue to build strategies through interpretation of data to improve student learning outcomes in this area. E.g. The SIT Team and area leaders have a framework in place to improve analysis of data, build teacher capacity and review teacher practices to address the low growth from Grades 3-5.

NAPLAN writing results show 65% of our Year 3 students achieving the top two Naplan Bands whilst Year 5 writing results reflect that 82% of students are in the middle 2 Naplan bands.

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. In 2019 our focus will be on improving data literacy to enable us to accommodate students at their point of need.

Actions for 2019

- **Review NAPLAN processes and preparation**
- **Provide Data Literacy Professional Development for Area Leaders to drive improvement across their teams**
- **Provide professional development for all teaching staff on analysis of data and to use this knowledge to improve practice and student learning outcomes.**

Engagement

The school attendance data was in front of the state median for government schools demonstrating a positive shift in 2018. The school attendance rates vary from 91-94% 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 median benchmark. The school monitors attendance closely and contacts parents if a child is absent for more than two days without notice. Students who are considered at risk are identified and supported along with families to improve attendance rates. We will continue to focus on promoting students' regular

attendance through a range of strategies that emphasise the importance of an engaging curriculum. COMPASS roll marking across the school allows an accurate measurement of student attendance. Teachers continually monitor regular absenteeism promptly via phone calls and emails. Our Welfare Officer and 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.

Action for 2019

- **Continue to focus on promoting students' regular attendance**
- **Work closely with families to ensure attendance is consistent.**

Wellbeing

Our 2018 and 2 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 87%.

Student voice has continued to develop through a broad range of opportunities for students at Echuca Primary School. The Student Action Team provides a student voice for school activities while, peer mentors, green team and the buddy program encourage students to do their best in their endeavours.

Echuca Primary has continued to embed the Positive Behaviours in Schools Program. Key staff have completed Tier 1 training and are now commencing Tier 2 training to support the next phase of the Positive Behaviour Framework. Staff have been provided with continual PD and support to aid them in the implementation of Positive Behaviours. Communication and promotion with parents and the broader school community has continued through regular Assembly, Newsletter and Facebook articles.

The annual Parent Opinion Survey demonstrates that 92% of parents are satisfied with the school overall.

The Staff Opinion Survey indicated that 67% of staff were positive about the school climate. This is an area for focus throughout 2019.

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.

Action for 2019

- **Tier 2 training for staff to support the next phase of positive behaviours in schools program**
- **Staff will reflect upon the Teacher staff opinion survey to identify needs and workshop areas for improvement.**

Financial performance and position

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.

Echuca Primary was on track financially and produced a surplus budget of \$741 310 carried forward due to successful fundraising events of the Colour Fun Walk and the School Fete, unbudgeted Government Grants for building works, long term staff leave not charged to the school and Intervention support already catered within the workforce planning.

The surplus is a celebration of the committed effort from the Parents & Friends Fete Committee, school community support with all fund raising events. School Council Finance Committee effectively monitored the cash component of the budget with allocations to improve the school, e.g., Sensory Garden, synthetic grass surfacing, ANZAC Memorial Garden upgrade, installation of large screen in the gym, upgrade of sprinklers and fertilization of the school oval, Office upgrade and window furnishings across the school. Grant money was used to update the flooring of the main building. A School Maintenance Program will be developed for future improvements based on DET Condition Assessments Reports.

Salary and Allowance expenditure catered for Staff Professional development to ensure teaching and learning practices were aligned with the Strategic Plan. Teaching staff accessed the DET Initiative of the Professional

Practice Day Program (one per term), planning in Area Team on a term basis and access to internal and external training. Equity funding was used to provide support to students in the Grade 3/4 Area an Intervention in Literacy. Inclusion money as part of the resource package enabled the installation of a portable ramp to access the Art room.

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 564 students were enrolled at this school in 2018, 264 female and 300 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>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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ 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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Lower</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>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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>61%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>62%</td> <td>34%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>34%</td> <td>48%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	61%	19%	Numeracy	62%	34%	3%	Writing	23%	60%	18%	Spelling	31%	58%	11%	Grammar and Punctuation	34%	48%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	19%	61%	19%																							
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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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>94 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	91 %	92 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	91 %	92 %	92 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,410,481	High Yield Investment Account	\$636,260
Government Provided DET Grants	\$736,644	Official Account	\$29,899
Government Grants Commonwealth	\$2,555	Total Funds Available	\$666,159
Revenue Other	\$19,504		
Locally Raised Funds	\$377,308		
Total Operating Revenue	\$5,546,492		
Equity¹			
Equity (Social Disadvantage)	\$235,560		
Equity Total	\$235,560		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,859,776	Operating Reserve	\$138,443
Books & Publications	\$3,263	Other Recurrent Expenditure	\$2,161
Communication Costs	\$4,306	Funds Received in Advance	\$48,001
Consumables	\$83,545	School Based Programs	\$179,053
Miscellaneous Expense ³	\$234,941	Asset/Equipment Replacement < 12 months	\$30,000
Professional Development	\$16,359	Maintenance - Buildings/Grounds < 12 months	\$80,000
Property and Equipment Services	\$228,289	Total Financial Commitments	\$477,657
Salaries & Allowances ⁴	\$250,428		
Trading & Fundraising	\$74,981		
Travel & Subsistence	\$59		
Utilities	\$49,235		
Total Operating Expenditure	\$4,805,182		
Net Operating Surplus/-Deficit	\$741,310		
Asset Acquisitions	\$0		

- (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 15 March 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
- 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' or 'ND' 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').