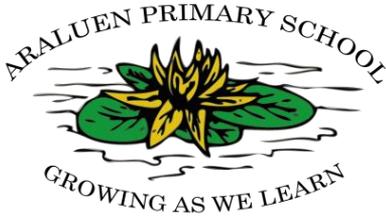


2017 Annual Report to the School Community

School Name: Araluen Primary School

School Number: 5021



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

Araluen Primary School is located in the rural city of Sale in the Wellington Shire of Gippsland. Our student population in 2017 was 122. In 2017, our workforce consisted of a Principal, Student Wellbeing Worker, 6 grade teachers, 2 specialist staff (Art/Music, and Science) and 4 Education Support staff. Our school has a reputation as a welcoming, inclusive school where all staff know each student by name. The school's motto is 'Growing as we learn.' Our school's Values are Excellence, Respect, Resilience and Tolerance. Our school is a leader in School Wide Positive Behaviour Support (SWPBS) and this drives how we manage student discipline and support positive behaviours. Araluen has a teaching and learning approach based on the principles of growth mindset, feedback and challenging learning. In 2017, our school continued to be supported by our Challenging Learning consultant, George Telford. Our school has become a "community of learners", with teachers learning and setting goals for improvement alongside their students. We pride ourselves on building strong family and community partnerships. Events like Special Persons Days, Breakfast Club, Family Science Nights are our annual Wheels Festival are now entrenched in our school culture. An increased number of parents attending assemblies is to be celebrated as parents connect more with the school and with their child's learning.

Framework for Improving Student Outcomes (FISO)

Araluen Primary School focused on Building Practice Excellence and Curriculum Planning and Assessment. A focus on improved teacher practice has been driven by weekly coaching sessions as part of the Challenging Learning Process and improved understanding of curriculum and assessment through teacher collaboration has been driven through our involvement in the Professional Learning Communities initiative.

Our key strategies in 2017:

- Appoint two coaches to support and lead the Challenging Learning Process
- Develop an Action Plan to support the CLP
- Provide ongoing professional development to build teacher capacity to incorporate Growth Mindset language, formative assessment and the practices of Challenging Learning in all classes, through involvement in the Challenging Learning Process
- Focussing on Numeracy, build teacher capacity to plan and assess student learning and work effectively as part of a Professional Learning Community

We have made significant progress towards these goals. We have documented agreed teaching practices related to Growth Mindset and Challenging Learning. Data collected and student and staff surveys show significant improvement in engaging students to set goals, seek feedback and take on learning challenges. Our involvement in the PLC initiative has seen teachers develop a stronger understanding of effective collaboration and differentiation.

Achievement

Araluen Primary School has continued to focus on improving teacher capacity to ensure a consistent approach to teaching and to learning expectations across the school, focussing on growth mindset, feedback and challenge. Our teacher judgements for English and Maths show an increase from the previous year of students working at or above the expected level. This has been a result of teachers moderating student learning on a regular basis. Our NAPLAN results show that our students are progressing the same as other schools in Numeracy in year 3 and better than other schools in year 5. NAPLAN Reading results show we are lower than other schools in year 3 and similar to other schools in year 5. Our Learning Gain shows that we have progressed more students at a higher level than in 2016 in Reading and Numeracy and more students have progressed at a medium level compared to 2016 in Grammar and Punctuation. Our commitment to the Challenging Learning Process in 2017 has resulted in a strong focus on giving ongoing feedback to students and also on setting short term learning goals that can be checked and monitored regularly. Students are now actively involved in setting their own learning goals and monitoring their own progress.

Engagement

Araluen Primary School has continued to highlight the "Every Day Counts" message, with the promotion of our Attendance Policy and continued use of the Late Book. Students are recognised positively for their strong commitment in this area with Attendance certificates. This has been done through messages on the School Sign, on the weekly newsletter, letters sent home to parents and at weekly assemblies. Classes promote 100% attendance in their class with a Green Tick poster. Students have increased opportunity to contribute to the learning program in class through Challenging Learning. Students at risk have also been a major focus with Student Support Group meetings being held regularly to foster positive partnerships between home and school. Children and parents are encouraged to value school and to place importance on being life-long learners.

We have a strong commitment to engage students for whom schooling is difficult. The Wellington Network KESO (Koorie Engagement Support Officer) visits Araluen regularly and our Koorie students and their families are well supported here.

Parents can now access their own child's attendance data through the Parent Portal on Sentral and provide reasons for unexplained absences. The Parent Portal also allows parents to access their child's school reports.

Wellbeing

Araluen Primary School's ongoing work in implementing principles of School Wide Positive Behaviour Support has seen explicit teaching of values and behaviours. School wide approaches to discipline have also been promoted and implemented consistently across the school with high expectations of behaviour required of all students. Weekly social skills lessons, called Friendly Schools, ensure that students are taught about respect, tolerance and resilience.

Our fortnightly Team Araluen Student meetings foster a whole school team approach to positive behaviours. All classes work to improve fortnightly behaviour and learning goals to add leaves to our school "Values" tree. A Values Tree full of leaves leads to an agreed whole school reward.

Our Wellbeing worker (with Honey the dog) works with students and classes to teach social skills and support students in need.

Our school continues to lead the Network in SWPBS. We attend Team Training Days and hold regular meetings at school to analyse our student behaviour and wellbeing data to drive improvement in these areas.

Our Student Attitude to School Survey results show that we have improved significantly in students perception of safety – being higher than other schools in the state. Connectedness to school has also improved.

For more detailed information regarding our school please visit our website at
www.araluenps.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 112 students were enrolled at this school in 2017, 63 female and 49 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 12 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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Higher</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>25%</td> <td>44%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>67%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>57%</td> <td>43%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>67%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	44%	31%	Numeracy	13%	67%	20%	Writing	57%	43%	-	Spelling	47%	47%	7%	Grammar and Punctuation	27%	67%	7%	<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>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 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>90 %</td> <td>96 %</td> <td>91 %</td> <td>91 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	90 %	96 %	91 %	91 %	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										
94 %	93 %	90 %	96 %	91 %	91 %	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>	Higher
<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>	Higher

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)

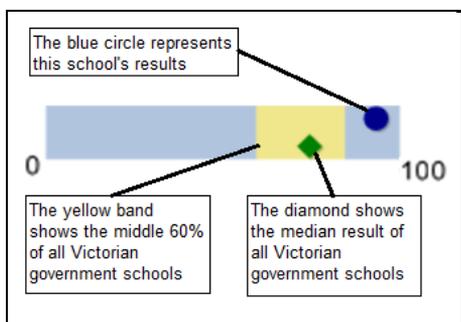
Engagement

- 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).

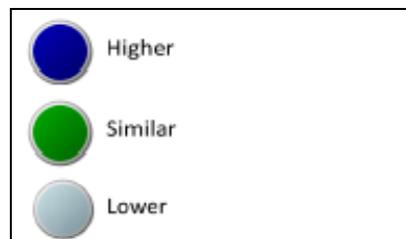


What does *School Comparison* refer to?

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

Araluen Primary School is a Coordinator School for managing Regional (Gippsland) School Sport Victoria (SSV). The school continues to run at a surplus in order to meet future commitments – continued commitment to the Challenging Learning Process, the employment of additional aides in classrooms, ICT infrastructure, continued coaching program for staff and upgrading of playground facilities. The continued change in staffing profile has also contributed to the surplus.

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	\$1,107,517	High Yield Investment Account	\$314,820
Government Provided DET Grants	\$358,264	Official Account	\$39,788
Government Grants Commonwealth	\$5,200	Total Funds Available	\$354,608
Government Grants State	\$8,000		
Revenue Other	\$21,160		
Locally Raised Funds	\$52,616		
Total Operating Revenue	\$1,552,756		
Equity¹			
Equity (Social Disadvantage)	\$247,034		
Equity Total	\$247,034		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,033,223	Operating Reserve	\$57,565
Books & Publications	\$676	Asset/Equipment Replacement < 12 months	\$43,000
Communication Costs	\$5,220	Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$30,327	School Based Programs	\$60,000
Miscellaneous Expense ³	\$69,587	Other recurrent expenditure	\$41,150
Professional Development	\$20,898	Asset/Equipment Replacement > 12 months	\$35,000
Property and Equipment Services	\$82,340	Capital - Buildings/Grounds incl SMS>12 months	\$70,000
Salaries & Allowances ⁴	\$123,593	Maintenance -Buildings/Grounds incl SMS>12 months	\$27,892
Trading & Fundraising	\$11,175	Total Financial Commitments	\$354,608
Travel & Subsistence	\$2,389		
Utilities	\$23,299		
Total Operating Expenditure	\$1,402,727		
Net Operating Surplus/-Deficit	\$150,029		
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 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.

