

# 2018 Annual Report to The School Community



School Name: Pyalong Primary School (2005)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 05:28 PM by Jessica Bowen-Duarte (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2019 at 07:38 PM by Sean Walsh (School Council President)

## About Our School

### School context

Established in 1878, Pyalong Primary School is an inclusive and supportive government education setting for 67 students from Foundation - Year 6. The school is situated at 10 - 14 Bourke Street Pyalong, a rural area in central Victoria 80 kilometres north of Melbourne. The school is set in expansive grounds of approximately 7.4 acres with an oval, playgrounds, cricket nets, netball court and cottage gardens. Environmental projects include the kitchen garden area, chook shed, composting stations and orchard.

Our school's socio-economic profile (based upon the school's Student Family Occupation and Education index which takes into account parents' occupations and education) is Low - Medium and our school population is largely made up of students for whom English is the first language. In 2018 the staffing profile consisted of 5.4 Equivalent Full Time teaching staff which were made up of 1 principal class member and 6 class teachers. There was the equivalent of 1.95 Education Support (ES) staff who worked across the school in administration, the Program for Students with Disability (PSD) and first aid. The school has a chaplain employed for ten hours per week.

We have supportive parents, families and community groups who contribute to the wellbeing of the school by assisting with the maintenance of the grounds, classroom programs, whole school activities and the Stephanie Alexander Kitchen Garden program. The Pyalong Parents Club are a committed group of parents who organise and run several fundraising events throughout the year including events such as stalls, barbeques and our annual 'Colour Run'.

We are committed to the wellbeing of all members of our school community and promote positive relationships through co-operation, mutual trust, respect for diversity and inclusion for all. Our students have the opportunity to work with specialist Art, Library and Music teachers on a weekly basis through the mobile Art and Library programs. We strive to provide a safe, calm and orderly learning environment where students feel supported and are encouraged to reach their full potential. In 2018, we began the process of upskilling and retraining as a School Wide Positive Behaviour School. The SWPBS framework underpins the social emotional learning program for the school along with the Respectful Relationships initiative. The school recently modified its values to reflect the School Wide Expectations of 'Be Kind' 'Be Safe' and 'Be Your Best'.

The school implements a whole school consistent approach to teaching literacy and numeracy with the provision of a curriculum that is differentiated to suit the learning needs of our students and additional support is offered through intervention programs. Quality planning and assessment practices are a high priority. The school is committed to ongoing implementation of Information and Communications Technologies and utilities iPads, notebooks and desktop computers complemented by large interactive televisions in each classroom.

The school offers planned overnight camping experiences from Year 1 with longer camps offered for students in Years 2 - 6. In 2018, we received Sporting Schools funding which supported our existing Physical Education program including our comprehensive netball, tennis and swimming programs.

Pyalong Primary School provides an Outside School Hours Care service that is open from 7:00am - 9:00am and 3:30pm - 6:00pm daily, providing care in a caring environment that supports the schools learning and values program whilst valuing and supporting students interests during their leisure time.

In 2018, in line with our current SSP, we continued working on improving teaching and learning practices in literacy and numeracy. The literacy leader attended the BASTOW Leading literacy professional development program and we revisited and refined our teaching practices in reading and adopted a whole school professional learning agenda with professional learning for staff based upon literacy at its core. The literacy leader was removed from classroom duties one day per week to support classroom teachers through modelling, coaching and assisting with planning and delivery of content.

## Framework for Improving Student Outcomes (FISO)

In 2018 Pyalong Primary School focused on two FISO areas:

Excellence in Teaching and Learning - Building Practice Excellence -

Achievements made in this FISO priority area in 2018 included:

- Development and implementation of a consistent school wide instructional model for literacy and numeracy
- Whole school professional learning agenda providing targeted professional development for staff leading to increased teacher knowledge and capacity to work as an effective team.
- Development of a whole school assessment schedule
- Development of whole school planning documentation in line with the Victorian Curriculum
- Continued rigorous and consistent approach to Performance and Development reviews with all staff having goals that support the focus of the Annual Implementation Plan and the Strategic Plan.
- Individual Education Plans in place and reviewed every five weeks for students at risk including those achieving at least 12 months above or below the expected standard.

Positive Climate for Learning - Empowering students and building school pride -

Achievements made in this FISO priority area in 2018 included:

- Student learning goals developed for each student in reading.
- Development of an electronic data wall to monitor student progress and identify areas of need.
- Weekly class meetings held for all students in Years 2 - 6
- Attendance procedures and protocols in place
- Review and redevelopment of the School Wide Positive Behaviour procedures, documents and team structure including professional development for all staff

## Achievement

Pyalong Primary School is focused on increasing student achievement outcomes in student learning across the curriculum. Teacher judgement results in English and Mathematics compare favourably with similar schools. NAPLAN data for Reading indicates the percentage of students in Year 3 in the top 3 bands is similar on a schools comparison however results for numeracy were below the state average for 2018. Four year averages indicate similar results to the state for both Reading and Numeracy. Year 5 2018 NAPLAN results show outcomes similar to the state for Numeracy and lower than the state for Reading. Reading has been made a focus for Pyalong Primary School in 2019 with additional staffing and resources being provided, including the provision of a targeted literacy support program.

The school continues to assess its teaching program in both literacy and numeracy and regular staff learning sessions are held to improve teacher capacity. Our literacy leader continued to receive professional learning opportunities through the BASTOW Literacy Leaders course to support and enhance knowledge and practices. 2018 saw increased emphasis on the development of a guaranteed and viable curriculum and consistent documents were developed by staff to support them in the implementation of the Victorian Curriculum. Leadership staff engaged in professional learning in order to support this process.

## Engagement

At Pyalong Primary School we aim to provide a supportive environment that challenges students to accomplish their goals and celebrate achievements. Student of the Week awards continue to be presented at weekly assemblies and advertised in the school newsletter that support the school wide expectations of 'Be Safe, Be Kind and Be Your Best'.

We ran an extensive kindergarten to foundation transition program starting in term two which involved several visits by staff and students to the kindergarten as well as at least six visits from kindergarten children to the school. The program included two parent information sessions. We believe that the smooth transition of our

foundation students into their new school life is evidence of a comprehensive program.

Average days absent days per child was 15.9 days which is a slight increase from the previous year and remains similar to the state. The main reasons for absence is illness and a number of families taking extended holidays. The number of unexplained absences has significantly decreased due to follow up phone calls to families each time that a child is absent. Measures to follow up on absences will continue in 2019 with continued emphasis on the importance of regular attendance discussed in weekly newsletters and correspondence.

Developing the home school partnership is an important goal for our school and teachers placed a high emphasis on having parents involved in a range of activities in 2018. Regular parent meetings were conducted and an additional parent teacher conference was offered to ensure that formal feedback was provided on at least a termly basis.

## Wellbeing

Central to wellbeing at Pyalong Primary School is the School Wide Positive Behaviour framework. All teaching staff members have attended training to ensure that the framework is wholly supported.

We are very proud of the culture at the school and the strong sense of community that is evident here. Our Student attitude to school surveys reflect this and students report high levels of satisfaction. Results indicate the school is higher than the like schools in Sense of Connectedness and similar in the management of bullying. The school is confident that this positive trend will continue with our increased emphasis on the School Wide Positive Behaviour framework.

The school offers a range of leadership opportunities for senior students including School Captains, student councillors, school sporting captains, assembly preparation and delivery, and buddy responsibilities. Buddy classes support the building of strong, positive relationships between students and increase their sense of connectedness and belonging. All Year 6 students attend the Halogen Young Leaders conference in Melbourne which is funded by the Parents Club to ensure that all students are given the opportunity to participate and listen to exceptional leaders in the community. This program is then followed by our Young Leaders program which is delivered by our regions Student Support Officers. This program allows students to socialise and learn with students from surrounding schools whilst developing their leadership capability.

Professional learning in the area of Respectful Relationships took place in 2018 with a further full staff briefing scheduled for 2019.

## Financial performance and position

Pyalong Primary School has experienced significant growth over the past three years and our staffing profile has changed to support the growing community. In 2018, two graduate staff members were employed, increasing our staff numbers.

We received grants from the Bendigo Bank of \$3400.00 to build a new storage area for playgroup equipment which is now held on site.

Equity funding was received and utilised through the provision of a one to one reading intervention program with a reading recovery trained teacher. Through careful management of funds throughout 2018, we are in a healthy financial position and had a surplus of \$94,111 to move forward into 2019. The budget surplus supports the release of our Literacy Leader at least one day per week to coach and mentor staff in the major priority area of the Annual Implementation Plan and has allowed us to employ a Specialist Indonesian teacher one day per week in 2019.

**For more detailed information regarding our school please visit our website at**  
<https://www.pyalongps.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

#### Enrolment Profile

A total of 67 students were enrolled at this school in 2018, 36 female and 31 male.

0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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>Teacher Judgement of student achievement</b></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> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Similar</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 Learning Gain</b> 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>40%</td> <td>60%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>-</td> <td>60%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	60%	-	Numeracy	40%	40%	20%	Writing	20%	40%	40%	Spelling	40%	-	60%	Grammar and Punctuation	20%	60%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	40%	60%	-																							
Numeracy	40%	40%	20%																							
Writing	20%	40%	40%																							
Spelling	40%	-	60%																							
Grammar and Punctuation	20%	60%	20%																							

## 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	94 %	94 %	93 %	93 %	90 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (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										
90 %	94 %	94 %	93 %	93 %	90 %	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><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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<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: 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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$707,265	High Yield Investment Account	\$52,018
Government Provided DET Grants	\$151,435	Official Account	\$7,566
Government Grants Commonwealth	\$41,987	Other Accounts	\$1,041
Revenue Other	\$1,262	<b>Total Funds Available</b>	<b>\$60,626</b>
Locally Raised Funds	\$83,620		
<b>Total Operating Revenue</b>	<b>\$985,570</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$30,127		
Transition Funding	\$676		
<b>Equity Total</b>	<b>\$30,803</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$645,066	Operating Reserve	\$34,626
Books & Publications	\$1,136	School Based Programs	\$19,000
Communication Costs	\$3,562	Maintenance - Buildings/Grounds < 12 months	\$7,000
Consumables	\$15,649	<b>Total Financial Commitments</b>	<b>\$60,626</b>
Miscellaneous Expense <sup>3</sup>	\$75,647		
Professional Development	\$2,392		
Property and Equipment Services	\$44,203		
Salaries & Allowances <sup>4</sup>	\$79,635		
Trading & Fundraising	\$16,960		
Utilities	\$7,209		
<b>Total Operating Expenditure</b>	<b>\$891,460</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$94,111</b>		
<b>Asset Acquisitions</b>	<b>\$0</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 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)

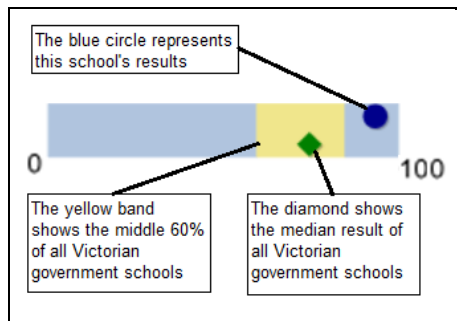
### Engagement

- 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).

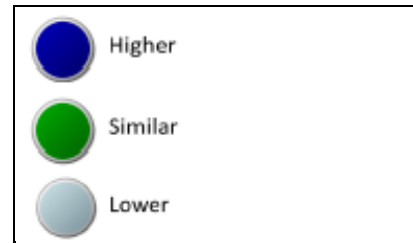


## What does *School Comparison* refer to?

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').