

2017 Annual Report to the School Community



School Name: Omeo Primary School

School Number: 831

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

Omeo Primary School has the privilege of being located in the High Country of East Gippsland. Our student population coming from a wide area, from Dinner Plain to Benambra and everywhere in between. Around 80% of our students travel to school by bus, some travelling over an hour each way.

We have a principal, three classroom teachers and three education support staff with an EFT of 1.5. In 2017, we ran two classrooms. All classrooms are multi age, with groupings designed to maximize learning opportunities and to meet individual needs.

Our school values of: Respect, Inclusion, Persistence, Enjoyment and Excellence are evident in how we work and get along together. We have active students who make the most of the environment. School programs support this with an intensive swimming program, skiing program, camps and sporting activities enjoyed in and out of school.

Our family socio economic profile is in the low range with no LOTE

Framework for Improving Student Outcomes (FISO)

We are continuing our work in numeracy through our High Country Numeracy project with a focus on problem solving with our neighbour school Swifts Creek. We have used our combined schools day to enable teachers planning together in maths, along with teachers being observed and provided with feedback on what worked well and ideas and actions to consider. This work will continue into 2018 and will be supported with the appointment of a numeracy coach.

Achievement

Our teachers show student working within the expected ranges within classrooms. NAPLAN data for grade 5 shows our student working below expected level in both reading and numeracy. Our growth from grade 3 -5 shows that we are making improvements with the majority of growth being in the medium to high range in numeracy, spelling and grammar and punctuation. Due to the small cohort in grade 3 no data is available.

Engagement

Student attendance has continued to improve with our average attendance around 94%. The school has endeavoured to support this improvement through a stable and consistent staff who seek to differentiate teaching and learning tasks supporting student understanding and engagement in learning. Special days such as pet day organised by our junior school council provide additional interest to regular curriculum activities.

Wellbeing

Wellbeing is an area for improvement. We have continued to focus building strategies that support students in understanding their actions and impact on others. We have looked carefully at bucket filling actions – kind words and deeds that make others feel valued and appreciated. In 2018 we are participating in the Respectful relationship program to continue to support improvement in this area.



For more detailed information regarding our school please visit our website at
[enter web address here]



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 39 students were enrolled at this school in 2017, 19 female and 20 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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>No Data Available</p> <p> Similar</p> <p>No Data Available</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> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>63%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>-</td> <td>63%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>88%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	63%	-	Numeracy	-	63%	38%	Writing	13%	88%	-	Spelling	25%	38%	38%	Grammar and Punctuation	25%	50%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	38%	63%	-																							
Numeracy	-	63%	38%																							
Writing	13%	88%	-																							
Spelling	25%	38%	38%																							
Grammar and Punctuation	25%	50%	25%																							



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="552 907 1039 1008"> <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>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	95 %	96 %	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										
95 %	94 %	94 %	94 %	95 %	96 %	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>	<p> Lower</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: 2017</p>	<p> Lower</p>

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

Equity funding was used to support additional teaching staff, improving student ratios and learning outcomes. Locally raised funds includes PFC fundraising and family contributions to student fees, camps and excursion. Overall the budget was in surplus just over \$1000.

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	\$445,766	High Yield Investment Account	\$120,790
Government Provided DET Grants	\$113,863	Official Account	\$3,387
Government Grants Commonwealth	\$1,800	Other Accounts	\$144,342
Government Grants State	\$1,800	Total Funds Available	\$268,519
Revenue Other	\$9,762		
Locally Raised Funds	\$32,607		
Total Operating Revenue	\$605,599		
Equity¹			
Equity (Social Disadvantage)	\$47,388		
Equity Total	\$47,388		
Expenditure		Financial Commitments	
Student Resource Package ²	\$464,821	Operating Reserve	\$19,774
Books & Publications	\$573	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Communication Costs	\$2,436	School Based Programs	\$153,745
Consumables	\$10,766	Repayable to DET	\$19,000
Miscellaneous Expense ³	\$30,446	Other recurrent expenditure	\$16,000
Professional Development	\$2,530	Asset/Equipment Replacement > 12 months	\$10,000
Property and Equipment Services	\$31,265	Maintenance -Buildings/Grounds incl SMS>12 months	\$40,000
Salaries & Allowances ⁴	\$42,852	Total Financial Commitments	\$268,519
Trading & Fundraising	\$6,578		
Travel & Subsistence	\$2,636		
Utilities	\$9,477		
Total Operating Expenditure	\$604,380		
Net Operating Surplus/-Deficit	\$1,219		
Asset Acquisitions	\$18,580		

(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.

