

Wangaratta Primary School 643

Annual Report to the School Community 2006



School Overview

Wangaratta Primary School places great emphasis on providing a happy and positive experience for all children enrolled at our school.

Our **Vision** is to ensure that:

- Every child is supported in a stimulating learning environment whilst challenged to achieve their full potential, growing in resilience and optimism and developing in social competence
- Teachers are highly committed to their roles and professional growth
- Parents are highly satisfied and supportive of the school

Wangaratta Primary School is the oldest government primary school in Wangaratta. It is 155 years old and features as one of the sites along the Wangaratta Tourist Group's Heritage Walk.

The school's natural catchment area is small, with many parents choosing to bring or bus their children to the school from outside the area. Approximately 40 children are bussed to the school from the surrounding districts of Wangaratta.

In 2006, 200 children were enrolled at the school in a range of composite classes –Prep/1, 1 / 2, 2/3, 3 /4, 4/5, and 5/6. There were eight classes in all, and specialist classes in Music, Drama and LOTE (Italian). During term 3 specialist areas of library and art were created. A school band and school choir perform and private music tuition was available in piano and violin.

All children access an extensive computer network, with computers in classrooms and the library, and 10 wireless notebook computers available for classroom use.

Targeted areas of improvement for 2006 are The Learning Technologies element of our Teaching and Learning Charter priority. This ensures that all staff continuously work to improve their IT skills and ensure that Learning Technologies are incorporated in all aspects of the curriculum. In 2006, the school web page provided a comprehensive picture of current practice at Wangaratta Primary School.

A second element in our Teaching and Learning priority is the development of a Thinking Skills curriculum. This means that students are familiar with, and choose to employ a range of strategic thinking skills to assist in their learning. Some examples of thinking tools are DeBono's Six Thinking Hats, Venn Diagrams, T charts and Y charts.

Our 2006 Annual Implementation Plan continued to focus on

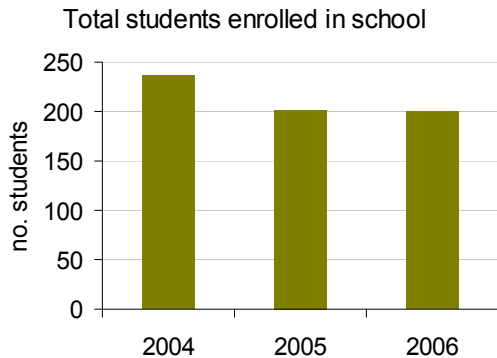
- developing and implementing a thinking curriculum
- incorporating learning technologies in all learning areas
- implementing the VELs framework for organising student learning
- to nurture socially competent and healthy students
- to document and develop timelines for the key strategies in transition from home/kindergarten to school.

Children access a range of excursions and performance visits to the school, such as camps, bike education, swimming, sailing and gymnastics programs and visiting artists. They also participate in Wangaratta community events (Stitched Up Festival, Regenerations Project with the Rural City, Wangaratta Show, working with GOTAFE students in Junior Landcare activities and Kaluna Park restoration, tree planting and visits to St Catherine's Nursing Home.

In 2006, the school participated in the Junior Rock Eisteddfod at Vodofone Arena. The support from parents and teachers, assisted by community sponsorship, enabled this production to be a highlight of the school year.

In 2005 /2006, four teachers were selected for Teacher Professional Leave. This Department of Education & Training program, offers selected teachers a number of replacement days to pursue targeted professional development. The teachers were awarded 25 days each to further develop their skills in teaching Mathematics, catering for both high and low achievers.

DEMOGRAPHICS

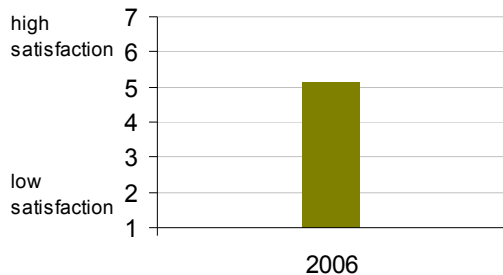


2005 saw a sharp decline in the number of students enrolled compared with the previous two years.

A large cohort of Year 6 students exited the school at the end of 2004 and again in 2006 with Prep enrolments falling slightly. A number of families re-located to different parts of Wangaratta or moved out of the area.

In 2006 the numbers remained stable.

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



GENERAL INFORMATION

Parent satisfaction remains relatively high for 2006. There is no 2005 comparable data due to the changes in the Parent Opinion Survey. While the areas of student behaviour and student engagement were viewed quite positively, there are some areas of school climate that need attention.

Teacher Satisfaction

Generally staff opinion was positive at or better than the state mean. Some issues of role clarity need to be addressed.

Teacher Retention

Of the staff who were at Wangaratta Primary School in June 2005 92% were still at the school in June 2006. This is above the statewide average of 87%.

Teacher Participation in Professional Learning

All teaching staff have participated in professional learning throughout the year, such as Teacher Professional Leave Program, VELS implementation and the Thinking Curriculum.

Teacher Qualifications

All teachers in Victorian Government Schools are registered with the Victorian Institute of Teaching. The requirements for registration with the VIT can be found at <http://www.vit.vic.edu.au/content.asp?DocumentID=241>



Principal's Report

As the new Principal at Wangaratta Primary School, I would like to acknowledge the work of Colleen O'Brien, my predecessor who has developed a School Vision and Culture which focuses on a policy of inclusiveness. I was appreciative of the warm welcome I received from the whole school community at Wangaratta Primary School.

I arrived in July 2006, just as the performance by the Junior Rock Eisteddfod was to perform in Melbourne. There was a real buzz in the school and great excitement. This was a fabulous opportunity to be part of a whole school event and I was privileged to be part of this fantastic production which involved a whole school effort.

2006 was an exciting year for Wangaratta Primary School, Chisholm Street.

The Junior Rock Eisteddfod, was certainly a highlight as well as the extra curricular activities on offer. Not only the opportunity for children to perform on stage but in a number of outdoor pursuits such as sailing, bike hikes, Driver Education, gymnastics, swimming, camps and excursions. Children also have an opportunity to develop skills in problem solving in a creative way by participating in the Tournament of the Minds.

A fun Science Night was held in term 3 where a number of science concepts were explored. Families were invited to a fun interactive evening, engaging in fun, learning activities with their child/ren.

Mark Waters, Leading Teacher, was seconded to Regional Office for two years at the end of term 3. This led to Luisa Gigliotti taking over his year 2 / 3 class and Lisa Gardner taking on the LOTE position.

Each year the School Council provides a 'Fellowship' to ensure staff are at the forefront of learning and teaching strategies. This year Mark Waters and Judy Lowen were awarded the "Fellowship" which focussed on effective practices in Maths Assessment.

This linked with funding obtained earlier in the year through the Teacher Professional Leave Program.

This year the school was successful in receiving \$59 762 through the "Investing in Schools" Grant. This will enable projects such as recarpeting the music room, relocating our server and computer equipment and some much needed shelving in the library.

Ann Sexton, Regional Student Welfare Liaison Officer, worked with our Year 5 / 6 children to ascertain their attitudes to school.

Historically over the past three years, the responses from our year 5 / 6 children to the Attitudes to School Survey, have been low. I was keen to unpack this data in order to make better sense of how we can begin to provide our student leaders with a greater sense of ownership of their learning and input into our school. This feed back will be provided to staff, School Council and the Parents and Friends Club early in 2007.

I would like to take this opportunity to thank School Councillors for the support they have provided me and the terrific dedication they show in working towards improved outcomes for all our children. Thanks to Carl Stibilj for his dedication and commitment in his role as President and to Liz Morrow, Dan Ridley, Deb Brown & Mark Waters as retired school councillors, your involvement is appreciated.

The work of the Parents and Friends Club certainly needs to be acknowledged for their tireless work in raising much needed funds for our school. The new P.A System, the 'funky' red chairs at the front office, new 'take home' books, painting and brightening up the sick bay are some results of the fundraising. The wonderful cookbooks that went on sale at the end of the year as well as the successful Trivia Night, bring the school community together and provide greater opportunities for all our children. I would also like to acknowledge the enthusiasm and inspiration provided by Lisa Gardner as President of this group and the hours she dedicates to our school.

Wangaratta Primary School is most fortunate to have an enthusiastic and capable staff. I would like to acknowledge their enthusiasm and dedication to making a difference to the lives of all our children.

School Council President's Report

As this will be my last report as School Council President, I would like to thank all School Council members (parent and teachers) for their support and dedication during my time as President. I am still going to remain on Council as a parent representative, but am happy to be passing the baton over to Paul Connor, who I am sure will fill the role admirably. I would also like to take the opportunity to especially thank Liz Morrow, Dan Ridley, Debbie Brown, Mark Waters and Rosemary Farrell for their time on council and welcome Ken Crosbie, Russell Cose, Rob Rowland, Averil Honey, David Capper and Luisa Gigliotti to the team.



Our Principal, Anne Fahey, has taken over the reins of the school with great enthusiasm and passion. She continues to explore new ideas and implement programs and changes that I am sure will benefit all our children and the school community in general.

It's good to see some new faces on the teaching staff and I welcome Scott and Carol to our school. They join a dedicated team of teachers who always give their utmost to ensure our children learn in a safe and pleasant environment.



One point I do wish to make is the fact that it is becoming increasingly difficult to maintain student numbers due to the overall decline in the school population throughout the Wangaratta region. As parents, we need to ensure that we support and promote our school as a great place for kids to spend their primary school years. This can be achieved by becoming involved in the school, such as School Council, Parents & Friends, classroom involvement, fundraising activities, etc.

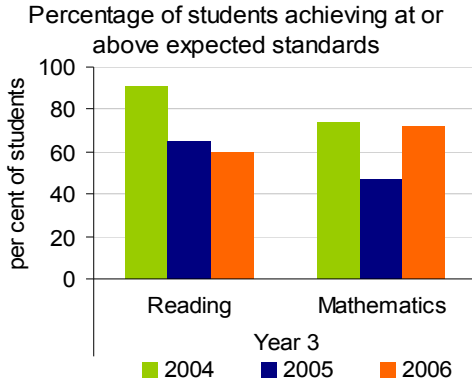


Finally, as a parent, I am extremely confident in the direction this school is taking and what it can offer my child and others.

Carl Stibilj

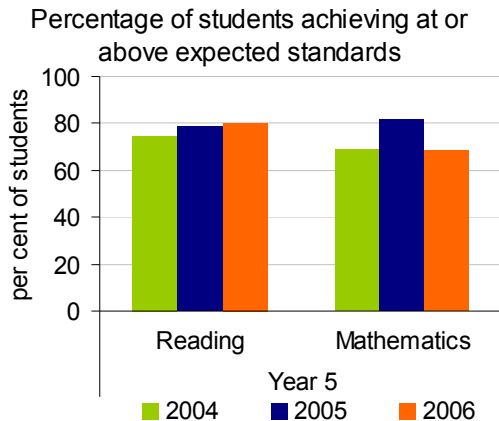
Student Progress & Achievements Student Learning

Achievement Improvement Monitor



AIM) results – Year 3 & Year 5

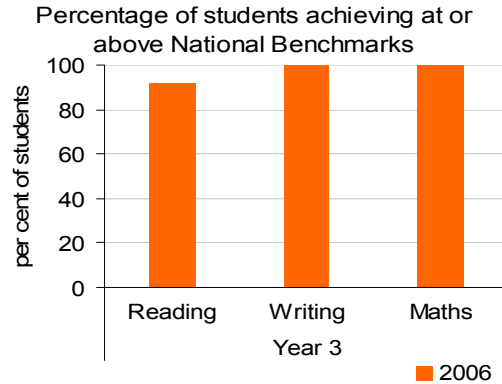
This data is provided by AIM (Achievement Improvement Monitor) a State Assessment which is undertaken each year on year 3 and year 5 children. The percentage of children achieving at or above expected levels in year 3 has shown a decline in both 2005 and 2006 for reading compared to the rest of the state. The challenge will be to better provide for children in meeting expectations through individual learning improvement plans and targeted programs. The results in Maths for year 3 have shown a marked improvement in the percentage of children achieving at or above expected levels. This is pleasing and we need to build on this.



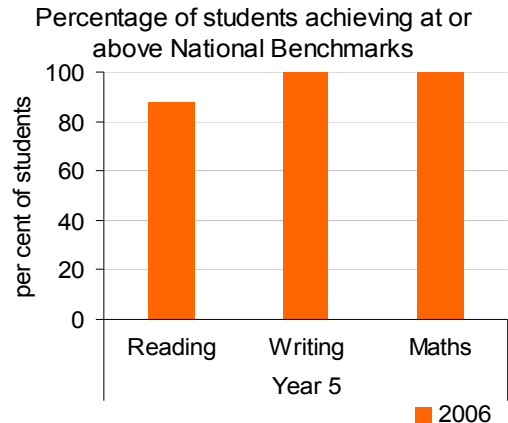
There has been fairly consistent results achieved in the reading performance of our year 5 children over the past three years. The

challenge here is again to raise the percentage of children meeting expected standards by carefully unpacking the areas in the AIM Maths test that presented as difficulties to the children.

2006 YEAR 3 RESULTS



2006 YEAR 5 RESULTS



It is expected and pleasing to see the high percentage of children achieving at or above National Benchmarks in reading, writing and Maths.

The National Benchmarks are at least one and a half years below our state benchmarks and it is our aim to ensure these percentages are maintained and improved upon. Our Prep to year 2 Assessment of reading was very positive slightly better than like and state school mean at all year levels.

Student Progress & Achievements Student Learning

Our School Charter has set the overall framework for the delivery of quality curriculum at our school with the curriculum goal of:

“To ensure that all students are challenged in their learning and supported by appropriate teaching and learning programs to improve their achievement in all key learning areas.”

This report contains summary data. If you would like more information from the School Level Report, please contact Anne Fahey at school on 57 212658.

What Did We Set Out To Do Last Year and What Did We Achieve?

We set out to improve student achievement with a particular emphasis on Speaking & Listening P – 6 and Middle Years Literacy & Numeracy. We set out targets (contained in our School Charter) of:

The proportion of students achieving above the expected level in Speaking & Listening P – 30% Yr. 2 – 30% Yr. 4 – 20% Yr 6 – 22%

Achievement -

P – 7% Yr 2 – 12% Yr 4 – 30% Yr 6 – 23%

The proportion of year 6 students achieving at & above expected level for English & Maths:

Reading – 80% Writing -70%

Number 75% Measurement 80%

Achievement

Reading -68% Writing -63%

Number 70% Measurement 80%

That year 5 AIM for Reading & Number data to be at or above like school mean.

Achievement

Yr 5 Reading above LSM

Yr 5 Maths below LSM

What Were Our Key Improvements and How Did We Go About Them?

There have been many strategies utilised as outlined in the 2006 Annual Implementation Plan. Listed below is a summary of these strategies:

- increased student engagement by developing & implementing a thinking curriculum

- incorporating learning technologies in all learning areas.
- implementing the VELS structure for organising student learning

Data results on student performance in the key areas of CSF/VELS, AIM & Prep – 2 Reading Levels are used to measure the school’s performance in these areas.

What Progress Has Been Made? What Evidence Is There To Support This?

Our Prep – 2 Reading Data is meeting our targets with 96% of students meeting the Level 20 benchmark at the end of year 2.

Data in Year 1 & Prep is strong with 89% reading at Level 5 in Prep. There are 3 children who did not meet this benchmark who are receiving additional support in 2007. In year 1 we had 100% of the children that reached Level 15.

Our VELS data (School Level Report) indicates that in reading we are slightly above Like School & State Mean with the exception of our Prep data. In Maths we are slightly below Like School & State Means.

In English (Reading)

57% Preps achieved at or above expected level

85% Yr 2 achieved at or above expected level

69% Yr 4 achieved at or above expected level

68% Yr 6 achieved at or above expected level

In Maths: (Number)

39% Preps achieved at or above expected level

73% Yr 2 achieved at or above expected level

70% Yr 4 achieved at or above expected level

70% Yr 6 achieved at or above expected level

What Worked, What Didn’t and What Did We Learn?

Our targets in Speaking & Listening were met in years 4 & 6. Targets set for our year 6 students were achieved largely in Maths but not English.

While our achievements in Literacy & Numeracy generally matched Like School & State means in years 2, 4 & 6, there is an increase in the percentage of children beginning or lower than expected levels. This will be addressed in 2007 with quality individual learning improvement plans and the implementation of some new strategies and programs.

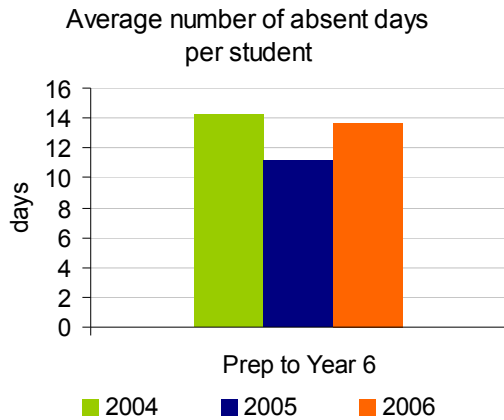
Student Pathways and Transitions

Wangaratta Primary School aims to provide quality learning experiences and opportunities for students when they move from the home/ preschool environment to school and from primary to secondary school.

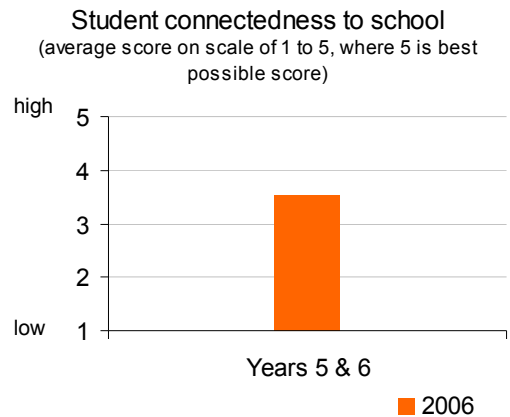
- In moving from the home/preschool environment to school we provide the following support strategies to students and their families:
 - Teachers make personal visits to each of the preschools.
 - Prospective students and parents make visits to the school with their preschool.
 - Parents are provided with information booklets and interviews.
 - There is a dedicated parent information session, so that parents know what to expect.
 - Displays and pamphlets are sent to each preschool.
 - There is liaison with preschool students, parents and teachers who need to apply for disabilities and impairment funding.
- We aim to provide a smooth transition for student from Year 6 into Year 7. The following strategies are in place to assist this:
 - There is close involvement with the Middle Years Cluster so that high school and primary school teachers understand the curriculum and structure of both school settings.
 - The Orchid tests for English and Mathematics are administered. The results of these and the Curriculum and Standards Frameworks data for each student is handed on to the destination schools.
 - There are interviews with the Year 7 coordinators from Wangaratta High School and Galen Catholic College where information on academic and social progress is given.
 - Years 5 and 6 students make planned transition visits to the High School.



Student Engagement and Wellbeing



Student attendance in 2004 and again in 2006 averaged 14 days per child across Prep to Year 6. This is slightly above State average which is at 12.5 days per child. Reviewing our attendance policy, involvement in the program “It’s Not O.K to be Away” and targeting the importance of children being at school through the school newsletter, need to be further explored. 2005 saw our average number of absence days per child decrease. This can only be explained by looking at individual class records to explain the decrease.



Our year 5 / 6 responses have been historically low over the past three years. As I mentioned in my Principal Report, I am keen to unpack this data using outside providers to make better sense of what our year 5 / 6 children feel about school. Our S.E.O, Stuart Brain has talked with the staff at the end of 2006, to gain a better understanding of interpreting data in regards Attitudes to School and Staff Opinion Survey. Ann Sexton, Student Welfare Officer from Benalla Regional Office has also addressed staff in unpacking the data and talking with targeted groups of year 5 / 6 children to gain a better understanding of their feelings towards school. This has been a positive step in addressing the data and providing the staff with some ownership. Ann Sexton will provide feedback to the parent and staff groups in 2007.



Future Directions

Wangaratta Primary School has a range of goals for the academic and social wellbeing of its students. They are organised under Student Learning Outcomes; Students Engagement and Wellbeing; and Student Pathways and Transitions. In 2007 we plan to implement the following key improvement strategies through our Annual Implementation Plan.

Student Learning

- continue to develop knowledge of VELs in planning curriculum
- implement the new report card
- Principles of Teaching and Learning (POLT) linked to teacher appraisal
- Classroom Observation to support mentoring and coaching
- To invigorate the Middle Years 3 to 6.

Student Engagement and Wellbeing

- Ensure quality Individual Learning Improvement Plans are used for all children “at risk” and “gifted” children
- Increase the children’s understanding of the Koorie Culture and history in Wangaratta
- Teachers to make better links between curriculum, assessment and classroom practice.
- To empower parents, staff and children to deal effectively with issues related to bullying.
- To improve the practices in recording student attendance.

Student Pathways and Transitions

- To document the timelines for the Kinder – Prep Transition Program
- To work alongside our Cluster Educators to better cater for our year 6 children moving to secondary school through adopting a number of programs.



Financial Performance

Financial Performance for the year ending 31st December, 2006	
Revenue	2006 Actual
DE&T Grants	\$210,783.04
Commonwealth Government Grants	\$50,963.00
State Government Grants	\$15,568.00
Other	\$23,356.72
Locally Raised Funds	\$81,515.72
Total Operating Revenue	\$382,186.48
Expenditure	
Salaries and Allowances	\$87,003.27
Bank Charges	\$ 539.97
Consumables	\$23,663.10
Books and Publications	\$ 4,351.47
Communication Costs	\$ 5,554.73
Furniture and Equipment	\$37,722.58
Utilities	\$21,288.32
Property Services	\$89,257.82
Travel and Subsistence	\$12,074.11
Motor Vehicle Expenses	
Administration	\$ 3,710.60
Health and Personal Development	\$ 470.00
Professional Development	\$ 8,156.78
Trading and Fundraising	\$14,313.05
Support/Service	\$12,112.30
Miscellaneous	\$29,546.00
Total Operating Expenditure	\$349,764.10
Net Operating Surplus/- Deficit	-\$10,053.00
Capital Expenditure (Cases 21 Finance Only)	\$866.00
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2006	
Funds Available	2006 Actual
High Yield Investment Account	\$171,629.92
Official Account	\$ 7,728.13
Other Bank Accounts(listed individually)	
<i>(insert)</i>	
<i>(insert)</i>	
<i>(insert)</i>	
Total Funds Available	\$179,358.05
Financial Commitments	2006 Actual
Accounts Payable Control	
Camps/Excursions	\$ 700.00
Building/Grounds including SMS	\$48,703.00
Special Programs inc Student Services	\$13,256.30
Region /Clusters Funds	
Professional Development	\$37,547.10
Salaries & Allowances	\$ 4,856.00
Assets (incl. Leases)	\$18,148.44
Utilities	\$ 5,329.73
Parents Organisation	\$12,956.98
Student Services	\$13,256.30
School Operating Reserve	
Total Financial Commitments	\$141,497.55

School Contact Information

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<i>School Council President:</i>	Carl Stibilj
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<i>Email:</i>	wang.ps@edumail.vic.gov.au
<i>Web site:</i>	Wangaratta.ps@edumail.vic.gov.au

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Anne Fahey at Wangaratta Primary School on 5721 2658.