

# 2016 Appendix 1: Data tables

School Name: Ormond Primary School

School Number: 3074

All Victorian government school teachers meet the registration requirements of the [Victorian Institute of Teaching](#).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 – Child Safe Standards, Managing Risk of Child Abuse in Schools.

# 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Performance Summary' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60% low” to “middle 60% high” is the range of results for the middle 60% of Victorian government primary school type.*

### Enrolment Profile

A total of 413 students were enrolled at this school in 2016, 186 female and 227 male.

18% of students had English as an additional language and 0% were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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.

Possible socio-economic band values are: Low, Low-Mid, Mid and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The average level of parent satisfaction with the school, derived from the annual Parent Opinion survey.

The Parent Satisfaction score is reported on a scale of 1 to 7, where 7 is the highest possible score.

Parent Satisfaction	School	State Median	Middle 60% low	Middle 60% high
	Number	Number	Number	Number
Mean score (1 to 7 scale)	5.46	5.75	5.47	6.06

### School Staff Survey

The percent endorsement by staff on school climate, derived from the annual School Staff Survey.

Percent endorsement indicates the proportion of positive responses (agree or strongly agree) from staff who responded to the survey.

Data are suppressed for schools with fewer than three survey respondents for confidentiality reasons.

School Climate	School	State Median	Middle 60% low	Middle 60% high
	Percent	Percent	Percent	Percent
Percent endorsement	75.6	78.4	67.4	87.6

**Key:** “Middle 60% low” to “middle 60% high” is the range of results for the middle 60% of Victorian government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher judgment of student achievement

Proportion of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments above expected level	School	State Median	Middle 60% low	Middle 60% high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.1	91.5	84.7	96.4	Higher
Mathematics	97.6	93.1	86.1	97.2	Higher

### NAPLAN Year 3 and Year 5

The proportion of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60% low	Middle 60% high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	83.6	71.4	54.5	86.1	Similar
Year 3	Numeracy (latest year)	74.2	63.3	45.8	79.5	Similar
Year 5	Reading (latest year)	77.2	62.2	45.5	77.8	Similar
Year 5	Numeracy (latest year)	79.3	55.6	36.4	74.7	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60% low	Middle 60% high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	86.6	71.3	57.9	83.2	Similar
Year 3	Numeracy (4 year average)	80.9	65.0	50.6	78.7	Similar
Year 5	Reading (4 year average)	76.8	60.7	47.3	74.9	Lower
Year 5	Numeracy (4 year average)	74.3	53.9	40.0	69.5	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25% of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25% of their cohort, their gain level is 'Low', and for the remaining 50% of gains the gain level is categorised as 'Medium'.

The table below displays the proportion of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	26.5	51.0	22.4
Numeracy	9.6	53.8	36.5
Writing	22.4	55.1	22.4
Spelling	25.0	52.1	22.9
Grammar and Punctuation	18.8	52.1	29.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what was estimated, given the background characteristics of their students.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60% low	Middle 60% high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.2	15.0	12.8	18.0	Similar
Average number of absence days (4 year average)	12.4	14.6	12.6	17.2	Similar

### Attendance Rate

Average 2016 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate	95	93	93	95	92	94	93

## WELLBEING

### Student Attitudes to School - Connectedness to School

The Connectedness to School factor is derived from the Attitudes to School survey completed annually by Victorian government school students in year levels 5 to 6.

The table below shows the school's average score on a scale of 1 to 5, where 5 is the highest possible score.

Connectedness to school	School	State Median	Middle 60% low	Middle 60% high	School Comparison
	Number	Number	Number	Number	
Mean score (latest year)	4.27	4.39	4.14	4.61	Similar
Mean score (4 year average)	4.22	4.38	4.20	4.56	Lower

### Student Attitudes to School - Student Perceptions of Safety

The Student Perceptions of Safety factor is derived from the Attitudes to School survey completed annually by Victorian government school students in year levels 5 to 6.

The table below shows the school's average score on a scale of 1 to 5, where 5 is the highest possible score.

Student Perceptions of Safety	School	State Median	Middle 60% low	Middle 60% high	School Comparison
	Number	Number	Number	Number	
Mean score (latest year)	4.45	4.39	4.13	4.64	Similar
Mean score (4 year average)	4.36	4.39	4.18	4.58	Similar

# How to read the Performance Summary

## WHAT ARE STUDENT OUTCOMES

Student outcomes show the achievements of students in this school in English and Mathematics, as well as results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available). The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

Note that figures in this report are extracted from live databases and therefore may be subject to minor variations over time as updated data is received.

## WHAT IS THIS SCHOOL DOING TO IMPROVE?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement in the School Annual Report provides a summary of this school's improvement plan.

## WHAT IS A SCHOOL COMPARISON?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison 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 measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

## WHAT IS THE MEANING OF 'DATA NOT AVAILABLE'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

# Changes in student achievement

## VICTORIAN CURRICULUM F-10

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The Victorian Curriculum F-10 was released in September 2015. The Victorian Curriculum F-10 incorporates the Australian Curriculum (AusVELS) and reflects Victorian priorities and standards. Schools MAY begin teaching one or more Victorian Curriculum subjects from 2016. All Victorian Government and Catholic schools will be required to teach the Victorian Curriculum at the start of the 2017 school year

The Victorian Curriculum F-10 sets out what every student should learn during their first eleven years of schooling. It has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

## TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum (is on the curriculum continua), 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 other developmental delays (particularly students in the lower year levels).

'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').

The integration of 'Levels A to D' into the Victorian Curriculum F-10 from 2016 means the proportion of students working at or above expected standards at a school may not be comparable to the data from previous years.

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2016

Revenue	Actual
Student Resource Package	\$2,766,718
Government Provided DET Grants	\$220,504
Government Grants Commonwealth	\$91,286
Government Grants State	\$0
Revenue Other	\$15,947
Locally Raised Funds	\$612,092
<b>Total Operating Revenue</b>	<b>\$3,706,547</b>

Expenditure	Actual
Student Resource Package	\$2,891,158
Adjustments	\$0
Books & Publications	\$1,007
Communication Costs	\$10,748
Consumables	\$100,907
Miscellaneous Expense	\$266,252
Professional Development	\$13,467
Property and Equipment Services	\$250,305
Salaries & Allowances	\$139,452
Trading & Fundraising	\$87,904
Travel & Subsistence	\$5,548
Utilities	\$35,582
<b>Total Operating Expenditure</b>	<b>\$3,802,332</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$95,785)</b>
<b>Asset Acquisitions</b>	<b>\$61,017</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2016

Funds available	Actual
High Yield Investment Account	\$297,804
Official Account	\$31,442
Other Accounts	\$296,414
<b>Total Funds Available</b>	<b>\$625,660</b>

Financial Commitments	Actual
Operating Reserve	\$140,310
Asset/Equipment Replacement < 12 months	\$62,750
Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$106,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0





Financial Commitments	Actual
Revenue Received in Advance	\$164,914
School Based Programs	\$0
DET Central Coordination	\$0
Region Coordination	\$0
School/Network/Cluster Coordination	\$0
Region/Network/Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DET	\$63,000
Other recurrent expenditure	\$43,185
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds incl SMS>12 months	\$0
Maintenance -Buildings/Grounds incl SMS>12 months	\$0
<b>Total Financial Commitments</b>	<b>\$625,660</b>

Student Resource Package Expenditure figures are as of 07 Mar 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*