

2019 Annual Report to The School Community



School Name: Jamieson Primary School (0814)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2019 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 12 May 2020 at 12:30 PM by Mary Genevieve Bolwell (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 12 May 2020 at 12:34 PM by Rebecca Bolwell (School Council President)

About Our School

School context

Jamieson Primary School is a small rural school with a proud and long history. The school was officially established in September 1865 and has been a vital part of the Jamieson story.

The school is located around 35km south of Mansfield in the heart of the Victorian High Country. Jamieson is at the confluence of two rivers - The Goulburn and The Jamieson rivers. The school is surrounded by many large trees with historical value. These well-shaded grounds provide a fantastic environment for students to work and play. The student population in 2019 was 18 ranging from Foundation to Year Six. Jamieson Primary School has two teaching staff; a 1.0 Principal and a 1.0 teacher. A student aide is employed on a 0.6 FTE basis and a business manager at 0.2. The school is at the heart of the town and is heavily involved with the community. The school motto, "Learning together respectfully to achieve our very best" is lived through everyone who has contact with our school. Given we are a small rural school, it is crucial that the school provides students with the best tailored education to ensure they become conscientious, purpose driven and caring people.

Jamieson Primary School is blessed with a large brick building with historical value. It has recently undergone an upgrade with the office and administration area updated. The grounds are vast with a new concrete surfaced play area completed in 2018. There are numerous playgrounds throughout the school with plenty of natural shade. Deciduous trees are spread throughout the school and the adjacent arboretum making the school's outdoor learning areas educational and consistency changing to view. The school has a detached Art room/kitchen which enables learning to continue within the school. The students at Jamieson Primary School are provided with a rich environment, dedicated teaching staff and a well-resourced classrooms to have everything required to become lifelong learners in a safe, nurturing and supportive environment.

Jamieson Primary School has undergone some changes in its curriculum and lesson delivery. The school has always put the core building blocks of learning at the heart of each lesson taught in its classrooms. Students are given a strong education built on the latest research and up-to-date training with a comprehensive literacy and numeracy program at the core of each classroom.

Our school operates the Victorian Curriculum which is a comprehensive and thorough document which puts forth learning priorities and standards. Each and every student is at the centre of our school's education program. Including our student aide, our adult to student ratio is 1:4 which is lower than many others in our region. This enables more 1:1 student work with an adult ensuring that they are supported thoroughly in their learning journey. In addition to our superb adult/student ratio, we have a 1:1 laptop computer program which enables our students to access the best in ICT learning and become valued and safe digital citizens. We have iPads as well at around 1:2 as well.

We have partnered for many years with the MARC regional library service which enables students to access a wide variety of books and literature on a fortnightly basis. All staff at our school complete professional development plans on a yearly basis with four reviews on their plan throughout the year. These development plans are linked with our school's Annual Implementation Program (AIP) goals as well as the four year cycles of the School Strategic Plan (SSP). This combined with exposure and access to cluster, network and regional department resources and training ensures that all staff are upskilling and lifelong learners themselves. The school endorses the Triple R program (Respect for Self, Others and the Environment) which is across the Mansfield Shire. The students are at the centre of our school. Students and staff both pledge high expectations of themselves and others and have an unwavering commitment to do their very best.

Framework for Improving Student Outcomes (FISO)

In 2019, a renewed focus went into the school ensuring that the FISO dimensions were always at the heart of our processes. Jamieson Primary School focused on the Dimension of Excellence in Teaching and Learning – Building Practice Excellence and Curriculum Planning and Assessment.

Jamieson Primary School worked hard to create, develop and implement new processes and procedures in administration and rigorous school documentation. Through working closely with colleagues at a school, network and region, the school went ahead to develop more high level and up-to-date resources which work towards improving student outcomes.

Strategies included:

- Developing our own personal scope and sequence for Literacy and Numeracy from Foundation to Grade Six.
 - A new Teaching and Learning Model for Reading, Writing and Mathematics lessons F-6.
 - New standardized planning including Learning Intentions, Success Criteria, Enabling and Extending Prompts – F-6.
 - Reviewing our Assessment Schedule and altering what and when testing is completed.
 - Implementation of the High Impact Teaching Strategies (HITS) into lesson plans to ensure explicit instructions and higher effectiveness of lessons.
 - Investing heavily in PD, including Leading Literacy, Mathematics, Special Needs Inc ADHD and Dyslexia training.
 - Both teaching staff attending Professional Learning Communities (PLC) training and conducting a PLC process.
 - HITS being included within the new Teaching and Learning Model.
- The school made major advances throughout 2019 and through the above strategies achieved many of its goals.

Achievement

In 2019, Jamieson Primary School made gains in learning and achievement data. Consistency in Staff in 2019 was a major boost after staff changes due to long service leave in 2018. As we are a small school, some data in the annual report is not displayed due to low student numbers and that it could identify certain students.

Our School staff survey showed a massively positive response to the school's work environment. The school was well above the median for Victorian Government schools. The 2019 result had a sharp increase in positive responses compared to the 2018 data.

Teacher Judgement for student outcomes was just below the state median in both English and Mathematics. As we had an influx of six new students in that year from different schools, our assessments could have lowered this data. As our school was still within the middle 60% of schools and we have such low numbers, this data means we are within the average.

NAPLAN Year 3 and Year 5 data also was heavily redacted due to low student numbers in those year levels. As the four year averages present data, It cannot be seen as a reliable data source given our students low numbers and diversity in students and student knowledge across the four year cycle.

NAPLAN Learning gain from Year 3 to 5 showed 50% high gain for reading which was a real positive and 75% medium gain for writing. No numeracy data was available. Spelling and Grammar growth was at the lower end with 50% low growth and 25% each for medium and high.

Engagement

At Jamieson Primary School, we saw gains in attendances in 2019. Student changes, both in and out altered this year on year. It is a point of pride for our school that we have fewer absences than the state median. Absences from school can impact students learning.

Across the 2016-2019 four year average, Jamieson Primary had less absences than the state median and was borderline for being lower than the middle 60% of schools. This shows that across the four year cycle that attendances are high for our students.

The 2019 average attendance data by year level paints a similar picture. All grades bar one had attendances above 90%, with Grades Four and 6 having highs of 96 and 97 per cent respectively.

Staff absences are not recorded on the performance summary document, but were also very low in 2019.

The school promotes, "its not okay to be away" and parents must notify the school of reasons of absence promptly. The school's commitment to improving student attendance and parent's understanding of its importance is clearly evident within the attendance data. We established a communication option with a school mobile phone and this has been an excellent tools to inform parents as well as a means for them to keep us informed of absences.

2019 was a great year for opportunities for our students to participate in camps & excursions. Building on our highly successful and long term Japanese language program, this year, two of the students took part in the 10-day in-country cultural exchange to Kyushu Japan, where they interacted with families and students from the Innai region, as part of the long-standing International Exchange Program. This program was led by Jamieson's principal in tandem with the principal and students from Darnum PS in Gippsland.

The students remaining at school did not miss out either, as they were fortunate enough to gain placements at the Lord

Somers 9-day personal development camp at Somers. Generous sponsorship from people in the community provided the funding for many children to be part of these programs. Younger students attended the Writer's camp at Marysville and the overnight camp after our whole day excursion to Healesville Sanctuary. These experiences help enhance the well-being and enrichment of the students' lives.

We were finally able to put our private bus to use during this last year, and it has been a great asset, enabling us to attend sporting, music and arts events and outings at no cost to the families.

Wellbeing

Jamieson Primary School prides itself on student wellbeing and connectedness. As we are a small school, all students feel a big part of it. We are lucky enough to get Sporting Schools funding regularly which help our students access sports which wouldn't be otherwise possible.

The attitudes to school survey shows that our school is within the middle 60% of all Victorian Government Schools. As again it comes from a small base, data in this can vary markedly year on year.

The results across the 3 year average 2017-2019 paint a clearer picture. Results for Jamieson Primary School show that sense of connectedness to the school is above the state median.

Bullying is also taken seriously at Jamieson Primary School. The 2019 results also show that the school has a positive way of reducing bullying incidents. The data shows that Jamieson Primary students in 2019 strongly agreed with the processes in place. Our data was above the state median and half outside the top range for positive responses about bullying.

Across a three year average, the data is almost replicated showing that measures to eradicate and reduce bullying are working. We are again at the higher end of the average and above the Victorian median.

It would be worthwhile linking our high attendance with the low rate of bullying in the performance summary.

Financial performance and position

Jamieson Primary School remained in positive financial shape again recording a surplus. This has been the case for many years. Prudent financial management has been at the heart of our school, given our low student numbers. We were successful in gaining Sporting Schools funding for our tennis and swimming programs across the year. We were also given an Inclusion Boost funding which helped staff attend PD to upskill themselves and our school community. We also made use of the Equity funding to support our staffing profile, so that we gain the best results in teaching and learning for our students.

Our school was part of the Professional Learning Communities (PLC) which required numerous CRT days to release both our staff to take part. The refund for this money had not come into our bank account until 2020.

Our policies have shown to be effective in ensuring the school remains financially healthy. Careful management of the Credit line of our budget has enabled us to keep a full compliment of staffing, particularly the capacity to continue to employ the ESS teaching staff, even though the funded student left the school in 2019.

Locally raised funds were a solid contributor to revenue through the long-time and highly successful wine and cheese night, as well as our school's relatively new trivia night.

Late in 2019, our school received funds through the Maintenance Blitz initiative. Due to prior commitments such as the work involved in sourcing and arranging for quotes and the International study tour etc, we were not able to expend the funds within the specified time-frame, so an extension was granted until 2020. This resulted in a higher than average amount of money still in the High Yield Account at the end of the year.

For more detailed information regarding our school please visit our website at

<https://www.jamiesonps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

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

Enrolment Profile

A total of 18 students were enrolled at this school in 2019, 11 female and 7 male.

0 percent of students had English as an additional language and 0 percent 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-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.5	79.5	68.5	87.9

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

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	84.4	89.8	81.7	95.1	Similar
Mathematics	82.2	90.4	82.0	95.7	Below

NAPLAN Year 3 and Year 5

The percentage 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 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	68.1	50.0	84.6	np
Year 5	Reading (latest year)	50.0	67.5	50.0	83.2	Below
Year 5	Numeracy (latest year)	np	59.3	41.7	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	42.9	72.0	53.3	84.7	-
Year 3	Numeracy (4 year average)	57.1	64.7	43.9	80.0	-
Year 5	Reading (4 year average)	55.6	63.3	44.4	77.5	-
Year 5	Numeracy (4 year average)	np	54.5	33.8	70.8	-

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

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	25.0	25.0	50.0
Numeracy	np	np	np
Writing	25.0	75.0	0.0
Spelling	50.0	25.0	25.0
Grammar and Punctuation	50.0	25.0	25.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.9	16.3	13.8	19.4	Similar
Average number of absence days (4 year average)	12.2	15.3	13.3	18.0	-

Attendance Rate

Average 2019 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 (latest year)	91	87	95	92	96	92	97

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	80.9	71.8	88.9	np
Percent endorsement (3 year average)	np	81.4	73.9	88.1	np

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	81.6	72.2	90.0	np
Percent endorsement (3 year average)	np	81.7	74.4	89.1	np

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$299,962
Government Provided DET Grants	\$80,111
Government Grants Commonwealth	\$3,300
Government Grants State	\$0
Revenue Other	\$1,984
Locally Raised Funds	\$22,440
Capital Grants	\$0
Total Operating Revenue	\$407,798

Equity ¹	Actual
Equity (Social Disadvantage)	\$18,769
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$18,769

Expenditure	Actual
Student Resource Package ²	\$276,553
Adjustments	\$0
Books & Publications	\$236
Communication Costs	\$1,500
Consumables	\$8,554
Miscellaneous Expense ³	\$30,672
Professional Development	\$2,396
Property and Equipment Services	\$37,344
Salaries & Allowances ⁴	\$18,693
Trading & Fundraising	\$3,834
Travel & Subsistence	\$3,043
Utilities	\$9,033
Total Operating Expenditure	\$391,859
Net Operating Surplus/-Deficit	\$15,939
Asset Acquisitions	(\$20)

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$25,508
Official Account	\$12,062
Other Accounts	\$0
Total Funds Available	\$37,570

Financial Commitments	Actual
Operating Reserve	\$16,646
Other Recurrent Expenditure	\$1,789
Provision Accounts	\$0
Funds Received in Advance	\$140
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$15,545
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$34,120

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 20 Mar 2020 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').