Watsonia North Primary School

Watsonia North PS was established in 1971 and is situated in the safe and attractive residential suburb of Watsonia in the City of Banyule. The school's enrolment figures have grown significantly over the years resulting in an enrolment ceiling being approved by DEECD. This limits enrolment to children for whom we are the closest school to their place of residence. In 2010 the school successfully underwent a period of self evaluation and school review, culminating in the development of a new Strategic Plan. The School's Strategic Intent focuses strongly on continuing to develop student connectedness to school, as well as continued growth and improvement in relation to student learning outcomes in the areas of literacy and numeracy. Additional priority areas include a high commitment to Environment and Sustainability practices and the school's Nutrition program. A staffing profile comprising of Principal, Assistant Principal, 30 teachers and 10 Education Support Staff, work cohesively to form a strong team, ensuring the attainment of goals outlined in the Strategic Plan. Watsonia North maintains a high profile amongst schools in the Banyule Network, with a strong focus on academic and specialist programs. We continue to maintain high interest programs that our community values and are supported by School Council. These include a comprehensive Instrumental Musical Program, rigorous Physical Education and Outdoor Education Program, innovative Information and Communication Technology program and a creative Visual Arts program.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student performance data for Watsonia North indicates that our students are at the state median in the area of student learning. This level of performance is at the predicted level given the background characteristics of our students. This year was the second year of full implementation of the National testing (NAPLAN) for Year 3 and 5 students at our school. Participation rates were very high with an average of 94% in Year 3 and 96% in Year 5. The improvement of literacy and numeracy outcomes continues to be a focus in 2011 with provision of the following staffing and programs to support this: *Reading Recovery (3 staff) *Literacy and Mathematics specialist support and intervention. *Extending Mathematical Understandings program (EMU). *Extensive professional development for all staff in the areas of Numeracy and Literacy. *Tracking the progress of all students and cohorts in both Literacy and Numeracy. *Effective use of data to inform improvement in student achievement. *Rigorous assessment schedules for Literacy and Mathematics.</td>
<td>In the area of student wellbeing, results indicate that our students have a good attendance record with school outcomes at the state median. Similarly, our students' enjoyment of school and sense of belonging is also at the state median. Staff at the school provide extensive nurturing and support for students whilst developing independence and leadership. In 2011 we aim to further enhance student connectedness to school by: * continuing to implement and extend student leadership programs aimed at fostering independence and leadership capabilities; * implementing Restorative Practices program across all year levels; *continuing to administer the modified attitudes to survey to students in Years P-4 allowing us to track cohort data; *implementing our outdoor education program in Years 3-6 with a focus on team building and leadership skill development; *closely monitoring student absenteism rates and following up on students with high absences. All PSD students continue to be supported with all demonstrating progress in achieving their individual goals.</td>
<td>A successful Prep Transition Program has been in operation at Watsonia North for many years. This involves ongoing liaison with feeder preschools and parents and three formal orientation sessions for incoming students. As part of the orientation sessions, three information sessions with experts in Early Childhood Development are offered to parents. Anecdotal evidence from Prep teachers and parents indicates that our Prep Orientation Program facilitates a smooth transition into school. The buddy program in Prep assists students with familiarisation and integration into our school environment. The Year 6 to Year 7 transition is an important milestone for students and we ensure that this is as successful as possible. The exit destination of our Year 6 students is very distributed however we focus on the development of strong links and connections with secondary colleges within the Banyule Network. All of our exiting Year 6 students have the opportunity to visit their destination school on Orientation Day in December. As identified in our new Strategic Plan, we will be aiming to further develop agreed processes and protocols to support successful transition into, through and beyond our school.</td>
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</table>

For more detailed information regarding our school please visit our website at www.wats-north.vic.edu.au or view our 2010 Annual Report online at http://www.vrqa.vic.gov.au/SReg/
Watsonia North Primary School

How this school compares to all Victorian government schools

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school’s performance in the past year.
The following pages provide more detail on each of these measures.

Overall Measures

1. Student Learning
Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

2. Student Engagement and Wellbeing
Combining student attendance rates and results from the annual student Attitudes to School survey.

Student Outcomes
Results achieved by students at this school compared to students at other Victorian government schools.

School Comparison
Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

- Overall socio-economic profile

- Proportion of students with English as a second language

- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

526 students (259 female, 267 male) were enrolled at this school in 2010.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg
Watsonia North Primary School

How this school compares to all Victorian government schools

**Student Learning**

3. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

**School Comparison**

**Student Outcomes**

Results: English and Mathematics 2009

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Results: English and Mathematics 2007-2009 (3-year average)

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Results: All other subjects 2009

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Results: All other subjects 2007-2009 (3-year average)

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4. **NAPLAN Year 3**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2010

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Results: Reading 2008-2010 (3-year average)

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Results: Numeracy 2010

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Results: Numeracy 2008-2010 (3-year average)

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5. **NAPLAN Year 5**

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

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

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading 2010

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Results: Reading 2008-2010 (3-year average)

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Results: Numeracy 2010

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Results: Numeracy 2008-2010 (3-year average)

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Key:

- Range of results for the middle 60% of Victorian government schools:
- Result for this school: Median of all Victorian government schools:
How this school compares to all Victorian government schools

### Student Engagement and Wellbeing

#### 6. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2009 attendance rate by year level:

- Prep: 94%
- Yr 1: 93%
- Yr 2: 92%
- Yr 3: 93%
- Yr 4: 93%
- Yr 5: 93%
- Yr 6: 92%

#### 7. Student attitudes to school
Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

- Results: 2009
  - Average: 100
- Results: 2006 - 2009 (4-year average)
  - Average: 100
- Results: 2010
  - Average: 5
- Results: 2007 - 2010 (4-year average)
  - Average: 5

---

**Key:**
- Range of results for the middle 60% of Victorian government schools:
- Result for this school: 
- Median of all Victorian government schools:
The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The first page outlines what your school is doing to improve its results.

The second page summarises your school’s performance.

The third and fourth pages provide a detailed breakdown of each of the result areas.

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show 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 colleges, the Government School 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 Government School 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.
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 Indigenous 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.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/

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.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.
Financial Performance
and Position
Watsonia North Primary School

**Financial Performance – Operating Statement**

<table>
<thead>
<tr>
<th>Summary for the year ending 31st December, 2010</th>
<th>Revenue</th>
<th>2010 Actual</th>
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</thead>
<tbody>
<tr>
<td>Departmental Grants</td>
<td>$388,957</td>
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<tr>
<td>Commonwealth Government Grants</td>
<td>$260,745</td>
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<td>State Government Grants</td>
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<tr>
<td>Other</td>
<td>$45,415</td>
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<tr>
<td>Locally Raised Funds</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,156,955</strong></td>
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**Expenditure**

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<tr>
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<th>2010 Actual</th>
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<tr>
<td>Salaries and Allowances</td>
<td>$318,471</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$456</td>
</tr>
<tr>
<td>Consumables</td>
<td>$88,571</td>
</tr>
<tr>
<td>Books and Publications</td>
<td>$13,113</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$6,009</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>$77,876</td>
</tr>
<tr>
<td>Utilities</td>
<td>$7,296</td>
</tr>
<tr>
<td>Property Services</td>
<td>$223,987</td>
</tr>
<tr>
<td>Travel and Subsistence</td>
<td>$</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
<td>$</td>
</tr>
<tr>
<td>Administration</td>
<td>$11,350</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>$1,033</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$14,261</td>
</tr>
<tr>
<td>Trading and Fundraising</td>
<td>$89,950</td>
</tr>
<tr>
<td>Support/Service</td>
<td>$48,513</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$117,693</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,018,579</strong></td>
</tr>
</tbody>
</table>

**Net Operating Surplus/-Deficit**

- **Net Operating Surplus/-Deficit**: $138,376
- **Capital Expenditure**: -$208,957

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, 2010**

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$321,165</td>
</tr>
<tr>
<td>Official Account</td>
<td>$36,310</td>
</tr>
<tr>
<td>Other Bank Accounts (listed individually)</td>
<td>$</td>
</tr>
<tr>
<td>Maintenance Trust Fund</td>
<td>$10</td>
</tr>
<tr>
<td>(insert)</td>
<td>$</td>
</tr>
<tr>
<td>(insert)</td>
<td>$</td>
</tr>
<tr>
<td>(insert)</td>
<td>$</td>
</tr>
<tr>
<td>(insert)</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$357,485</strong></td>
</tr>
</tbody>
</table>

**Financial Commitments**

<table>
<thead>
<tr>
<th>Commitment</th>
<th>2010 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Operating Reserve</td>
<td>$42,109</td>
</tr>
<tr>
<td>Assets or Equipment Replacement &lt;12 months</td>
<td>$100,989</td>
</tr>
<tr>
<td>Capital – Building/ Grounds including SMS &lt;12 months</td>
<td>$</td>
</tr>
<tr>
<td>Maintenance – Building/ Grounds including SMS &lt;12 months</td>
<td>$9,254</td>
</tr>
<tr>
<td>Beneficiary/Memorial Accounts</td>
<td>$</td>
</tr>
<tr>
<td>Co-operative Bank Account</td>
<td>$</td>
</tr>
<tr>
<td>Revenue Receipted in Advance</td>
<td>$96,040</td>
</tr>
<tr>
<td>School based programs</td>
<td>$72,118</td>
</tr>
<tr>
<td>Region/Network/Cluster Funds</td>
<td>$</td>
</tr>
<tr>
<td>Provision Accounts</td>
<td>$</td>
</tr>
<tr>
<td>Repayable to DEECD</td>
<td>$</td>
</tr>
<tr>
<td>Other Recurrent Expenditure (Accounts Payable)</td>
<td>$18,475</td>
</tr>
<tr>
<td>Assets or Equipment Replacement &gt;12</td>
<td>$</td>
</tr>
<tr>
<td>Capital – Building/Grounds including SMS &gt;12 months</td>
<td>$</td>
</tr>
<tr>
<td>Maintenance - Building/Grounds including SMS &gt;12 months</td>
<td>$18,500</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$357,485</strong></td>
</tr>
</tbody>
</table>

Financial performance and position commentary

All school budgets for 2010 were set by School Council following annual program evaluations and consideration of the School Strategic Plan goals and priorities. Priority areas identified as requiring funding resource allocation included: English (18,900.00), Mathematics (28,419.00), Teaching & Learning (6,000.00) Environment & Sustainability (5,574) and Nutrition (3,300.00). Funding was received as a result of the Federal Government’s National School Pride Program (NSP) to the value of $200,000.00. Project work as part of the NSP included Art Room Refurbishment, Electrical upgrade and grounds development. Money was expended by 1 February 2010 as per the requirements of the NSP program.