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

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 2014.
About Our School

School Context

White Hills Primary School provides all students with an opportunity to excel as individuals. Children are fostered to be independent, resilient, self-motivated and responsible. Our students are engaged in learning and motivated to succeed through the establishment of authentic personal learning goals. Student-led conferences with parents enable our students to have ownership of their own learning and the opportunity to share their achievements.

White Hills PS has 37.88 equivalent full-time staff: 2 principal class, 29.83 teachers and 6.05 Education Support Staff in 2014. This team of professionals is committed to ensuring the positive tone and ethos of White Hills PS is reflected in their practice and standard of education delivery.

The White Hills learning community is characterised by open communication and the formation of genuine relationships between staff, parents and students. All members of our community ensure our school is a caring, positive and stimulating environment. Our students have many opportunities to develop leadership skills and facilitate community connections, including the student-led assembly, that is a focal point for the community to gather together every week.

The students at White Hills PS are proud of their school and have a strong sense of belonging and shared values. Students are treated with a consistent approach, ensuring they have a shared understanding of behavioural expectations. White Hills PS ensures that students are at the centre of all phases of the decision-making process.

Achievement

White Hills PS is achieving the following academic results in comparison to the median (middle score) of all Victorian government schools:
- HIGHER in Year 3 2014 NAPLAN Reading & SIMILAR in Numeracy.
- SIMILAR in Year 5 2014 NAPLAN Reading & Numeracy. This particular cohort has been academically lower than recent Year 5 groups, with a significant number of low-achieving boys requiring support.
- SIMILAR in 2014 teacher assessments against the Australian curriculum (AusVELS).

Key strategies to support continuous improvement include:
- Early intervention programs for Prep students in English & mathematics.
- Reading Recovery at Year 1 for students requiring additional literacy support.
- Ensuring consistency in exemplary classroom practice across the school through coaching, professional development, peer observation and mentoring of staff.
- Student assessment data is analysed, action plans are developed and implemented that target individual student’s learning needs.
- Strong educational partnership forged between teacher and parent through:
  - Student goal setting interview
  - Individual Education Plans for students
  - Student-led conference outlining student achievement
  - Two formal written reports each year

Engagement

Prep students and their families are welcomed to our community through information sessions and an Open Day. The transition experience for our Preps is supported through teachers liaising with local kindergartens and child care centres, school visits and the Prep buddy program. Throughout the year the Prep students are supported to develop independence and resilience in readiness for the Year 1 program. As students transition through the school, teachers support students through the social and classroom experiences related to their next phase of learning.

Year 6 students are provided with a wide range of experiences that challenge and support them in the transition to secondary college. The White Hills Cluster of schools develops and implements an agreed program of primary to secondary transition experiences with our neighbourhood secondary college to support our students.

As a member of the Team China group of Bendigo primary schools, we hosted Chinese students from Suzhou for an experience for our Preps is supported through teachers liaising with local kindergartens and child care centres, school visits and the Prep buddy program. Throughout the year the Prep students are supported to develop independence and resilience in readiness for the Year 1 program. As students transition through the school, teachers support students through the social and classroom experiences related to their next phase of learning.

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Wellbeing

Student Attendance and Student Attitudes to School is SIMILAR to the median across a 4 year average. At the beginning of 2015 the school will undertake a review of its current attendance strategy to address those students (and their families) with a large number of absences. Timely follow up of unexplained absences in line with school policy & processes, positive attendance programs and support to families will continue to be key components of the revised strategy.

White Hills PS has a strong behaviour management policy and procedures. Students know that bullying and intolerance are not accepted, with implementation of the Bully Stoppers program in 2014 empowering students with the knowledge and strategies to tackle bullying. Good manners, hard work and positive behaviour are encouraged. Staff are trained in the use of Restorative Practices. Pastoral care is provided for all students and their families through a Primary Welfare Officer, School Chaplain, social worker and network support staff. All students in Years 5&6 have their own Netbook computer for 24/7 use. This has led to greater student engagement and ensured our students are skilled 21st century learners. A school ethos of 'belonging' and social responsibility
is promoted through regular Group (multi-age) Days and programs such as student leadership, Community Connections, You Can Do It, Play is the Way, school production, Buddies, and extra-curricular activities such as Energy Breakthrough, Dance Aerobics teams, instrumental music and various sporting teams.

Productivity

White Hills PS conducts a comprehensive review of school programs on an annual basis to inform planning needs for the following year. This review is undertaken by staff and School Council across terms 3 & 4 and examines the effectiveness of resource allocation towards achieving school goals and targets, with recommendations formulated for the following year. These recommendations inform workforce planning, program budgets, class structures, professional learning, timetabling, facilities and resources to address the learning needs of students and the school’s goals and targets.

For more detailed information regarding our school please visit our website at http://www.whitehillsps.vic.edu.au
White Hills Primary School

**Performance Summary**

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 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

<table>
<thead>
<tr>
<th>Key</th>
<th>Range of results for the middle 60% of Victorian government schools:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Result for this school:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median of all Victorian government schools:</td>
<td></td>
</tr>
</tbody>
</table>

### School Profile

#### School Enrolments

A total of 565 students were enrolled at this school in 2014, 269 female and 296 male.

#### Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents’ occupations.

#### Proportion of students with English as a second language.

#### Parent Satisfaction Summary

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.

#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.
### Performance Summary

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students in Years Prep to 6 with a grade of C or above in:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- English</td>
<td><img src="results.png" alt="Results: English" /></td>
<td><img src="sim.png" alt="Similar" /></td>
</tr>
<tr>
<td>- Mathematics</td>
<td><img src="results.png" alt="Results: Mathematics" /></td>
<td><img src="sim.png" alt="Similar" /></td>
</tr>
<tr>
<td>The grades are the same as those used in your child's end of year report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 'C' rating means that a student is at the standard expected at the time of reporting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NAPLAN Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3 assessments are reported on a scale from Bands 1-6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NAPLAN Year 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 5 assessments are reported on a scale from Bands 3-8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Achievement

**NAPLAN Learning Gain Year 3 - Year 5**

Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

### Student Outcomes

#### Reading

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>40%</td>
<td>38%</td>
<td>22%</td>
</tr>
</tbody>
</table>

#### Numeracy

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>42%</td>
<td>43%</td>
<td>15%</td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>25%</td>
<td>55%</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### Spelling

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>26%</td>
<td>62%</td>
<td>12%</td>
</tr>
</tbody>
</table>

#### Grammar and Punctuation

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>38%</td>
<td>42%</td>
<td>20%</td>
</tr>
</tbody>
</table>

### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
### Performance Summary

#### Engagement

**Student Attendance**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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 we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>94 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>92 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>92 %</td>
</tr>
</tbody>
</table>

#### Student Outcomes

Results: 2014

Results: 2011 - 2014 (4-year average)

#### School Comparison

- Similar
### Performance Summary

<table>
<thead>
<tr>
<th>Wellbeing</th>
<th>Student Outcomes</th>
<th>School Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students Attitudes to School</strong>&lt;br&gt;Measures the Connectedness to School factor derived from the <em>Attitudes to School</em> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</td>
<td><strong>Results: 2014</strong>&lt;br&gt;1</td>
<td><strong>Similar</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Results: 2011 - 2014 (4-year average)</strong>&lt;br&gt;1</td>
<td><strong>Similar</strong></td>
</tr>
</tbody>
</table>
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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 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.

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.


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 ‘About Our School’ statement provides a summary of this school’s improvement plan.
Financial Performance and Position

**Financial Performance - Operating Statement**
Summary for the year ending 31 December, 2014

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$3,435,887</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$740,398</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$7,155</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$34,066</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$411,590</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$4,629,095</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$3,304,746</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$21,230</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$5,053</td>
</tr>
<tr>
<td>Consumables</td>
<td>$97,064</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$206,336</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$13,666</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$310,415</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$355,400</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$125,142</td>
</tr>
<tr>
<td>Travel &amp; Subsistence</td>
<td>$326</td>
</tr>
<tr>
<td>Utilities</td>
<td>$39,479</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$4,478,858</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit | $150,237 |
| Asset Acquisitions             | $43,471  |

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.

**Financial Position as at 31 December, 2014**

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$168,567</td>
</tr>
<tr>
<td>Official Account</td>
<td>$23,629</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$192,195</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$180,126</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$12,069</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$192,195</strong></td>
</tr>
</tbody>
</table>

Financial performance and position commentary

In 2014 White Hills Primary School Council formulated, implemented and monitored school revenue and expenditure budgets to achieve a net operating surplus of $150,237. The school ensures that unless a special project is underway, funds received by the school are committed to the education of students currently attending the school. SRP funds and grants were targeted to support student achievement, engagement and wellbeing, in line with goals outlined in the school’s Annual Implementation Plan. Considerable funds were directed towards replacement of the school’s leveled home-reader resources in 2014 and ongoing resourcing will be required. In 2014, the school began implementation of Stage 1 of a Grounds Master Plan to address facility deficiencies due to continued enrolment growth. School Council has budgeted for completion of Stage 1 in 2015, where considerable landscaping works will be undertaken. A full renovation of the school’s aged canteen was also completed to meet future needs and local council requirements. Sufficient funds have been set aside to continue the school's one-to-one Netbook computer program for students in grades 5&6 in 2015 and beyond.