

2013 ANNUAL REPORT TO THE SCHOOL COMMUNITY



**FINDON
PRIMARY
SCHOOL**

**SCHOOL
NUMBER:
5244**

Name of School Principal: Paula Cosgrave

Name of School Council President: Michelle Sapardanis

Date of Endorsement: 14/3/2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Findon Primary School is a Foundation to Year 6 government school with an enrolment of approximately 385 students. Our school strives to provide the best learning opportunities for all students in an environment that is safe, inclusive, supportive, challenging and positive. The school has a dedicated and professional team of teachers who are committed to the school's motto of 'Learning for Life'. The school has 26 equivalent fulltime teaching staff - 2 Acting Principal Class, 1.5 Leading Teachers, 22 generalist teachers and 15 Education Support Officers. Teachers work together in teams with a focus on providing a learning environment that has high expectations, develops the full potential of each child and insists on continuous improvement for all students. Our open learning plan enables the delivery of a 21st century innovative learning environment. Our 1:1 netbook program for all students in Year 4 to Year 6 has a significant impact on the learning/teaching in these year levels and also impacts positively on student engagement. Our school is recognised as being innovative in using and integrating ICT into learning. All classrooms have an Interactive Whiteboard to effectively enhance learning. Our School Strategic Plan focuses on students acquiring effective literacy skills and a sound understanding of mathematics skills and concepts. Students are actively encouraged to take personal and communal responsibility for their learning and behaviour. Through our social and emotional skills programs, we assist students to form friendships, seek solutions to problems and understand the importance of being a global citizen. We live by our values which are pivotal to the life of our school and the school community. Student voice is promoted and developed through strong leadership programs such as the election of School and House captains, JSC reps, Class Leaders and ICT Texperts. Specialist programs include Physical Education, Visual & Performing Arts, Stephanie Alexander Kitchen/Garden program, Camps and Excursions and LEAP (Learning Enrichment Activity) Program, with a number of intervention programs also in place such as SELL (Supporting Early Literacy Learning) groups, Language Support Program and Corrective Reading. Our biennial stage production is a highlight for our community and forms an integral part of the Performing Arts program. So too does The Arts Festival. Findon has excellent grounds including vegetable gardens, chicken pen, indigenous garden, passive synthi-grass checkerboard outdoor area, large synthi-grass area catering for basketball, bat tennis and netball, a synthi-grass soccer field, grassed oval and three allotments of play equipment. Our school has a number of partnerships with a range of external agencies, communities groups and tertiary institutions. Findon Primary School has a commitment to building a learning community where all stakeholders are involved in the education of our students. We value the partnership between home and school and invite parents to be part of their children's education.

Achievement	Engagement	Wellbeing
<p>At Findon we strive to provide the best learning opportunities for all students in an environment that is supportive, challenging and engaging. This has had a positive effect on our student outcomes. In 2013, the NAPLAN assessment of Year 3 students was above or substantially above in all areas of English and Numeracy when compared to both similar schools and all schools nationally. Year 5 students were above similar schools in the areas of reading, spelling and writing. Results in Grammar and Punctuation and Numeracy were equivalent to the national average.</p> <p>Findon will continue to implement the On Demand Linear and Adaptive assessment tool and the Online Numeracy Interview, along with English Online, as methods for monitoring student performance within English and Mathematics, as well as a range of other formative and summative assessments. Improvements in English and Mathematics will continue to be our focus in 2014 with coaching and peer observations; the analysis of student achievement data and the use of online diagnostic assessment tools to tailor teaching and learning programs to improve student outcomes. Teaching teams will continue to regularly review and plan programs to cater for the individual needs of students through the delivery of effective teaching and learning programs. In 2014, we will continue to implement AusVELS curriculum and an inquiry approach to learning as well as integrate ICT and Asian literacy into all learning areas as a cross curricula priority.</p>	<p>At Findon we promote a strong ICT teaching and learning focus across the whole school. Students are highly engaged in their learning and are continually challenged to set high expectations. We have a 95% take up of our 1:1 netbook program in years 4/5/6. We have a strong inquiry focus through our integrated units, with student input and negotiation around their learning. Our Investigations/Play based learning in the early years, engages and promotes the development of oral language. We are an eSmart accredited school and deliver education around being cyber safe. We use ICT savvy students (Texperts) to engage and trouble shoot and skill up both teachers and students in information technology. We have consistent pedagogical delivery through AusVELS curriculum and assessment practices, as, of, for learning. As students progress through each year level, teachers use consistent assessment practices and data to teach at point of student entry and to track ongoing learning. Personalised targets and learning goals are set to ensure student's engagement and transition throughout their schooling meets their learning needs. Promotion of Student Voice through Leadership conferences and programs and social opportunities offered provide students with increased potential for personal growth and engagement. Our parent survey reflects parent satisfaction in the areas of assessment and reporting, learning focus, transition programs, homework and student connectedness to peers, all within the 75th percentile. Our Student Attitudes to School Survey rated in the third quartile for motivation and connectedness to their peers. In order to promote student motivation and engagement in their learning, strategies are continually refined to ensure the open plan learning environment is a conducive learning space for all.</p>	<p>Our aim is to promote and develop Independence, inter-dependence and connectedness with all students at Findon. In line with our school values, we have a focus on enhancing the citizenship and personal learning of our students through the promotion of our school values and reward and recognition programs such as 'student of the week' and principal awards. We continue to promote student attendance using 'Every Day Counts' guidelines and strategies, via assembly, our school newsletter and website. We have positive strategies to encourage regular student attendance. Students and classes who demonstrated a high attendance rate are acknowledged at our school assemblies and our weekly newsletters as well as rewarded with incentives. We continue to implement a social/ emotional wellbeing program called PATHS and have a clear whole school strategy and shared common language for student wellbeing and safety. As part of the AiZ strategy, we use Ramon Lewis' Rights and Responsibilities and Developmental Management Approach, to ensure high expectations of our students' behaviours and ensure the safety of all. This approach is strongly aligned to Restorative Practices. We have introduced 'Kids Matter' framework with a whole school approach to our staff and parent community and will continue to review and implement initiatives that create a positive school community, improve the social and emotional learning for our students, help students with mental health difficulties and work with our parents and carers. We have implemented The Better Buddies program where we pair Year 2/3 students with Foundation/Yr1 students in order to develop friendship skills, responsibility and belonging in our students. The Better Buddies program will continue to be promoted through regular buddy activities and key events throughout the year. We promote 'Bully Stoppers' through a whole school pledge and the online student modules for the Year 4-6 students. We are working towards accreditation under 8 areas with Whittlesea Council's 'Healthy Together' program.</p>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>44%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>62%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	47%	40%	Numeracy	27%	44%	29%	Writing	22%	57%	21%	Spelling	16%	52%	33%	Grammar and Punctuation	17%	62%	21%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1042 891"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	94 %	94 %	94 %	92 %	92 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	94 %	94 %	94 %	92 %	92 %										

Performance Summary

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Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

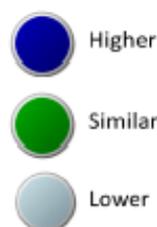
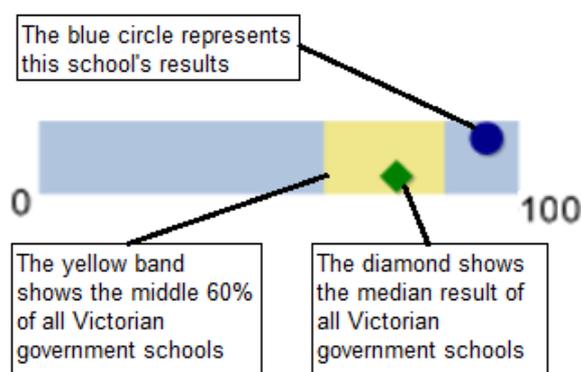
What are student outcomes?

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.

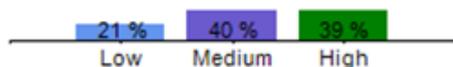
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$499,670
Revenue Other	\$57,566
Locally Raised Funds	\$285,366
Total Operating Revenue	\$842,603

Expenditure	Actual
Books & Publications	\$5,472
Communication Costs	\$8,400
Consumables	\$85,232
Miscellaneous Expense	\$117,295
Professional Development	\$15,369
Property Maintenance	\$233,204
Salaries & Allowances	\$168,378
Trading & Fundraising	\$46,934
Travel & Subsistence	\$273
Utilities	\$39,968
Total Operating Expenditure	\$720,525

Net Operating Surplus/-Deficit **\$122,077**

Asset Acquisitions **\$13,596**

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.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$114,219
Official Account	\$2,479
Other Accounts	\$340,911
Total Funds Available	\$457,609

Financial Commitments	Actual
Operating Reserve	\$114,781
Capital - Buildings/Grounds incl SMS<12 months	\$54,650
Revenue Received in Advance	\$87,609
School Based Programs	\$35,000
Region/Network/Cluster Funds	\$569
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$150,000
Total Financial Commitments	\$457,609