

2015 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:

15/3/2016

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 2015.

About Our School

School Context

Findon Primary School is a Foundation to Year 6 government school with an enrolment peak of 389 students and total of 16 grades in 2015. We have 33.3 equivalent full time staff. Consisting of 2 Principal class, 32 teachers, 9 education support staff. Our school's vision is to create an engaging learning environment where all learners maximize their potential. We provide a safe, positive and supportive learning environment, creating opportunities for individual students to develop into constructive members of the community. The school has a dedicated and professional team of teachers who are committed to the school's motto of 'Learning for Life' to provide each student with the opportunities, skills and techniques necessary to reach their full potential. Teachers work together in teams with a focus on providing a learning environment that has high expectations and insists on continuous improvement for all students. Our flexible learning spaces enhance our capacity to explore and deliver innovative and creative learning along with our Netbooks in F – 3 and our 1:1 netbook program for all students in Year 4 to 6. This program makes a significant impact on the learning/teaching and also impacts positively on student engagement. All classrooms have their own Interactive Whiteboard and we offer lunchtime IT sessions like Robo Club for students. Our School Strategic Plan has a focus on students acquiring effective literacy skills and developing a sound understanding of mathematics skills and concepts. Students are actively encouraged to take responsibility for their learning and behaviour. We are a Kids matter School and through our social and emotional skills programs, we assist students to form friendships, seek solutions to problems and understand the importance of good citizenship and building a positive school community. Our values of care and compassion, doing your best, fair go, honesty, respect and responsibility are pivotal to the life of our school and the school community. We promote a strong sense of student voice and develop our students' leadership skills through our Junior School Council; election of School and House Captains, Sustainability Leaders and our Class Leaders program. Specialist programs include Physical Education; Interschool sport for Year 6; Performing Arts and Visual Arts, Indonesian, Information technology; Stephanie Alexander Kitchen/Garden program, Camps and Excursions program and a weekly Breakfast Club. We have a number of intervention programs such as SELL (Supporting Early Literacy Learning) groups, Language Support Program, TALR (Teacher as Learner Project) and SNMY (Scaffolding Numeracy in the Middle Years). Our biennial whole school Production is a highlight for our community and forms an integral part of the Performing Arts program, as well as our Arts Festival. Our Stephanie Alexander Garden program, sustainability philosophy and the learning opportunities it offers to our students, is highly regarded. Findon PS has excellent grounds including designated Findon bike paths; a wetlands, vegetable and herb gardens, an indigenous garden, numerous fruit trees, a chicken coup, large synthetic grass area catering for basketball, netball, Tee ball and bat tennis, soccer pitch and passive recreational outdoor areas. We have a grassed oval and three allotments of children's play equipment. Our school has established numerous partnerships with a range of external agencies, communities groups and tertiary institutions and we are a Teaching Academy school. Findon is committed to building a learning community where all stakeholders are involved in the education of our students. We value and foster the partnership between home and school and invite parents to be part of their children's education. Visit the school website.

Achievement

We strive to provide the best learning opportunities for all students in an environment that is supportive, challenging and engaging. This has continued to have a positive effect on our student outcomes. In 2015 the NAPLAN assessment of Year 3 students was at or above in Reading, Writing Spelling and Mathematics when compared to both similar schools and all schools nationally. Grammar & Punctuation is an area for improvement. Year 5 students were substantially above the national standard in Writing and Grammar & Punctuation and above in Reading, Spelling and Mathematics when compared to similar schools and all schools nationally. Findon Primary will continue to use a range of formative and summative assessment including moderation, the implementation of the On Demand Adaptive Assessment tool, Online Numeracy Interview, including the Detour Assessment; Scaffolding Numeracy in the Middle Years Assessment and the English Online tool, as methods for monitoring student performance within English and Mathematics. The implementation of Victorian Curriculum F – 10, as well as the Framework for improving student outcomes, especially in English and Mathematics will continue to be our focus in 2016. We will continue with coaching and peer observations; the analysis of student achievement data through Professional Learning Logs 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 2016 we will begin to implement the new Victorian Curriculum F - 10 through an inquiry approach to learning, as well as integrating ICT (iPads F -2 and Netbooks 3 – 6) into all areas of curriculum. Science, Asian Literacies and the introduction of a new reading comprehension program F -6 across the school will be developed. The teaching of Indonesian, continues in Foundation to Year 2

	Reading	Persuasive Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	411 _{393 - 429}	421 _{406 - 436}	401 _{384 - 418}	406 _{387 - 426}	384 _{368 - 399}

	SIM409400 - ALL426 418	SIM404396 - ALL416 412	SIM395386 - ALL409 - 403	SIM414404 - ALL433 - 424	SIM383375 - ALL398 - 392					
Year 5	514498 - 529		503488 - 517		514500 - 528		531514 - 547		508495 - 522	
	SIM480472 - ALL499 489	SIM465457 - ALL478 473	SIM482474 - ALL498 - 490	SIM483474 - ALL503 - 493	SIM478470 - ALL493 - 486					

Engagement

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 – 6 and will introduce iPads in F – 2. 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 e Smart accredited school and deliver education around being cyber safe. We have consistent pedagogical delivery through e5 Instructional model, Inquiry, 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. Strong promotion of Student Voice through Leadership positions of School Captains, House Captains, JSC, Sustainability Leaders, Class Leaders, 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 (4th quartile) learning focus, 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 flexible learning environment is a conducive learning space for all.

Wellbeing

Our aim is to promote and develop independence, inter-dependence and connectedness with all students at Findon. In line with our school values, Kids matter framework, PATHS and Better Buddies programs, 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 such as morning tea with the Principal for the highest attendance class per term. We continue to implement a social/ emotional/mental wellbeing programs such as PATHS and deliver a clear whole school strategy (Restorative Practices) and shared common language for student wellbeing and safety. 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. In 2016 we are implementing a Restorative Practices approach across the whole school. We use ‘Kids Matter’ as an overarching framework with a whole school approach to our staff and parent community and 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 issues and work with our parents/ carers. We have implemented The Better Buddies program where we pair Year 2 students with Foundation students in order to develop friendship skills, foster a sense of responsibility and belonging in our students. The Better Buddies program continues to be promoted through regular buddy activities and key events throughout the year. We promote ‘Bully Stoppers’ and actively participate in the online student modules for the Year 4-6 students. We are also an e SMART school and deliver the units of work. We continue to work towards accreditation under 8 areas with Whittlesea Council’s ‘Healthy Together’ program.

Productivity

The allocation of resources such as people, time, space, funding, facilities, community expertise, professional learning, class structures and timetables continue to be utilized for the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets here at Findon Primary School. Findon has an effective allocation and use of resources, to optimize achievement, engagement and wellbeing of students and has adapted this to the unique context of Findon. Our goal is to ensure consistency and alignment of all aspects of school operations and resource allocation that result in sustained improvement in student learning and wellbeing and builds teacher capacity. We continue to provide opportunities for professional learning to build this capacity in all staff and consistently implement a rigorous Performance and Development process. In 2015 we became a Teaching Academy school, in partnership with RMIT which we continue in 2016. Currently we are involved in a three year Mathematics partnership called ‘Teacher As Learner Research’ project (TALR) with ACU. We are also involved in coaching using external Math experts in ‘Scaffolding Numeracy in the Middle Years’ to further build teacher capacity. A third research project we are part of, as an intervention group, is with Melbourne and Monash Universities and is called CPOL which involves the Classroom Practice of Oral Language. With a young workforce composition and demographic we have a need to use our Leading teacher to

coach and mentor graduate staff in the areas of IT, Mathematics and English in line with our School Strategic Plan. The development of a leadership model that best reflects the future needs of our school, aims to build the capacity of middle level leaders. Our flexible learning spaces, grade structure, curriculum resources and ICT are used effectively to implement our school's documented e5 Instructional Model of Inquiry. Our grounds works, proposed new Math/Science Garden and Stephanie Alexander Kitchen Garden Program continue to be improved and reflect OH&S requirements. Our Energy grant has enabled us to install LED lighting throughout the Gymnasium, Administration Office and staffroom and subsequently save us a huge cost in future electricity bills. The progress of our students on PSD program, who are monitored through regular SSG meetings each term, continue to move forward, as reflected in ABLES and in the goals they achieve in their Individual Learning Plans. We monitor and address our non - attendance through positive incentives and processes such as DET 'Every Day Counts', regular newsletter articles, a protocols officer who calls parents daily, having a 'BBQ with the Boss' or morning tea once a term for classes with the highest attendance and 'On time' data; issuing of letters to families and involving outside agencies and services to support these families in getting their child to school.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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

School Profile

Enrolment Profile

A total of 382 students were enrolled at this school in 2015, 158 female and 224 male. There were 17% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.









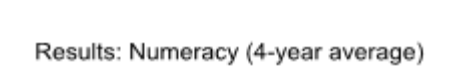






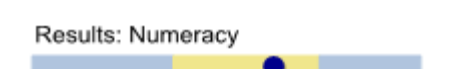





Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>38%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	48%	17%	Numeracy	25%	49%	25%	Writing	24%	53%	24%	Spelling	24%	53%	24%	Grammar and Punctuation	22%	38%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1046 920"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	92 %	94 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	92 %	94 %	93 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

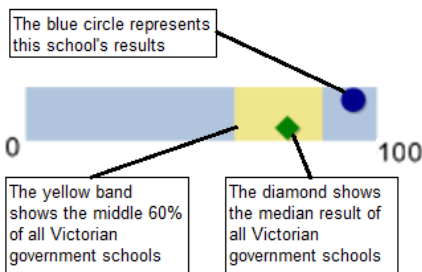
What are student outcomes?

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.

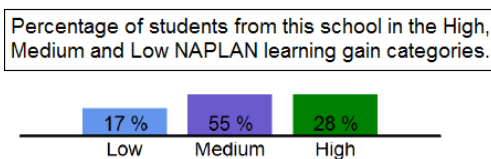
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

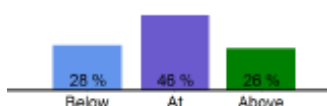


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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.

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 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,705,373	High Yield Investment Account	\$258,136
Government Provided DET Grants	\$718,283	Official Account	\$6,604
Revenue Other	\$38,446	Other Accounts	\$566,453
Locally Raised Funds	\$254,659	Total Funds Available	\$831,193
Total Operating Revenue	\$3,716,761		
Expenditure		Financial Commitments	
Student Resource Package	\$2,629,851	Operating Reserve	\$92,004
Books & Publications	\$6,754	Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Communication Costs	\$7,353	Revenue Received in Advance	\$92,450
Consumables	\$55,444	Asset/Equipment Replacement > 12 months	\$65,000
Miscellaneous Expense	\$102,181	Capital - Buildings/Grounds incl SMS>12 months	\$150,000
Professional Development	\$16,080	Maintenance -Buildings/Grounds incl SMS>12 months	\$386,739
Property and Equipment Services	\$159,856	Total Financial Commitments	\$831,193
Salaries & Allowances	\$140,072		
Trading & Fundraising	\$32,351		
Travel & Subsistence	\$5		
Utilities	\$46,638		
Total Operating Expenditure	\$3,196,584		
Net Operating Surplus/-Deficit	\$520,178		
Asset Acquisitions	\$13,600		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

Downloaded surplus from 2014 /15 and created account for future workforce planning and incrementing staff costing