

2014 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: 17/3/2015

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

Findon Primary School is a Foundation to Year 6 government school with an enrolment 389 students. We have 44 staff, 33.97 equivalent full time staff: 2 Principal class, 29 teachers 13 education support staff. 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'. 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. All 'Program for Students with a Disability' students have shown progress at a satisfactory level in their individual goals. 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 recognized as being innovative in the use and integration 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 representatives, Class Leaders, Sustainability Leaders and ICT Texperts. Specialist programs include Physical Education, Interschool Sport (Year 6), 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, and Language Support Program. Our biennial stage production is a highlight for our community and forms an integral part of the Performing Arts program, as well as The Arts Festival. Findon has excellent grounds including vegetable gardens, chicken pen, indigenous garden, passive synthetic checkerboard outdoor area, large synthetic courts catering for basketball, bat tennis and netball, a 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 is committed 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

At Findon 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 2014 the NAPLAN assessment of Year 3 students was at or above in all areas of English and Mathematics when compared to both similar schools and all schools nationally. Year 5 students were above national standard in Spelling and comparable to similar schools and all schools nationally, in other areas of English and Mathematics. Findon Primary will continue to use a range of formative and summative assessment including the implementation of the On Demand Adaptive Assessment tool, Online Numeracy Interview, Scaffolding Numeracy in the Middle Years Assessment and the English Online tool, as methods for monitoring student performance within English and Mathematics.

Improvements in English and Mathematics will continue to be our focus in 2015 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 2015 we will continue to implement AusVELS curriculum through an inquiry approach to learning, as well as integrating ICT into all areas of curriculum. Asian Literacies will continue to be embedded in cross curricular priorities particularly English, Arts, and the teaching of Indonesian LOTE, introduced to students in Foundation to Year 2.

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	417 ^{396 - 439}		436 ^{418 - 454}		420 ^{400 - 440}		417 ^{394 - 440}		420 ^{402 - 439}	
	SIM401392 - ALL418 410		SIM387379 - ALL402 396		SIM393385 - ALL412 402		SIM405395 - ALL426 415		SIM388380 - ALL402 396	
Year 5	484 ^{467 - 502}		464 ^{448 - 481}		504 ^{488 - 520}		480 ^{461 - 499}		476 ^{460 - 491}	
	SIM485476 - ALL501 493		SIM453445 - ALL468 461		SIM481473 - ALL498 489		SIM485476 - ALL504 494		SIM472464 - ALL488 480	

Engagement

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 e Smart 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 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. 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 high parent satisfaction in the areas of assessment and reporting and student connectedness to peers (4th quartile) learning focus, homework, classroom behaviour and school improvement all within the high end 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.

Wellbeing

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 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 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. In 2015 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 difficulties and work with our parents and guardians. 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 continue to work towards accreditation under 8 areas with Whittlesea Council's 'Healthy Together' program.

Productivity

Successful productivity outcomes exist when a school uses its resources: people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables and individual learning plans to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. 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 in all staff and consistently implement a rigorous Performance and Development process. In 2014 we were approached to become a Teaching Academy in partnership with RMIT which we have continued in 2015. 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 teachers 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, straight 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.findonps.vic.edu.au>



Department of
Education & Training

Findon 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.

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

School Profile

School Enrolments

A total of 381 students were enrolled at this school in 2014, 162 female and 219 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on school climate derived from the annual <i>School Staff survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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> Similar</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>


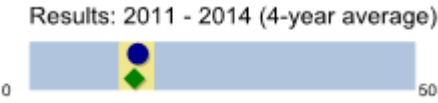


Performance Summary

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 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 categorized as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>51%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	51%	10%	Numeracy	27%	49%	24%	Writing	26%	57%	17%	Spelling	12%	50%	38%	Grammar and Punctuation	21%	50%	29%	<p>NAPLAN Learning Gain 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 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 2014 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1038 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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	93 %	94 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	93 %	94 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

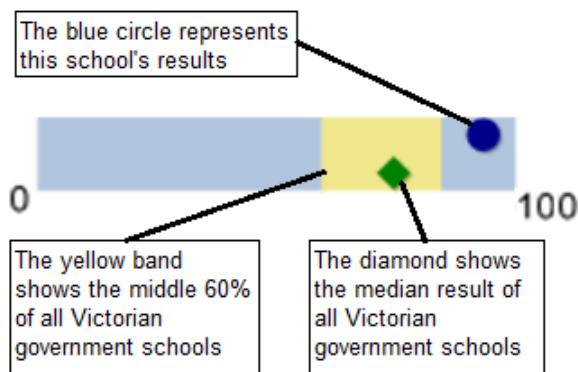
What are student outcomes?

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.



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.

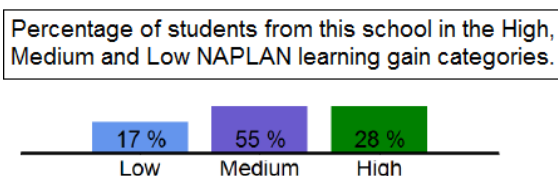
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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 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'.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,754,900
Government Provided DE&T Grants	\$288,984
Revenue Other	\$38,835
Locally Raised Funds	\$306,143
Total Operating Revenue	\$3,388,862

Funds Available	Actual
High Yield Investment Account	\$44,647
Official Account	\$5,460
Other Accounts	\$352,987
Total Funds Available	\$403,094

Expenditure	
Student Resource Package	\$2,551,728
Books & Publications	\$4,027
Communication Costs	\$7,803
Consumables	\$67,864
Miscellaneous Expense	\$105,187
Professional Development	\$8,659
Property and Equipment Services	\$238,324
Salaries & Allowances	\$155,039
Trading & Fundraising	\$30,242
Travel & Subsistence	\$190
Utilities	\$58,272

Financial Commitments	
Operating Reserve	\$106,477
Capital - Buildings/Grounds incl SMS<12 months	\$28,717
Revenue Received in Advance	\$102,901
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$150,000
Total Financial Commitments	\$403,094

Total Operating Expenditure **\$3,227,337**

Net Operating Surplus/-Deficit **\$161,524**

Asset Acquisitions **\$18,364**

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 performance and position commentary

We have an annual result in surplus is due to our credit component in SRP. We received cash revenue of \$633,962. We expended \$675,609 which left us with a cash deficit of \$41,647 Therefore a NET operating surplus of cash/credit of \$161,524

Findon received \$1500 for 'Collection of Student Disability' data and \$400 for Quick Vic Reporting package