

# 2016 Annual Report to the School Community



School Name: Findon Primary School

School Number: 5244



Name of School Principal:

Paula Cosgrave

Name of School Council President:

Michelle Sapardanis

Date of Endorsement:

21/3/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Findon Primary School provides a safe, secure and supportive learning environment, creating opportunities for individual students to develop into constructive members of the community. Teachers work collaboratively, in teams, with a focus on providing a learning environment that has high expectations, is data informed and insists on using feedback to improve student outcomes. Our flexible learning spaces enhance our capacity to explore and deliver innovative, stimulating and independent learning. Our goals in 2016 were to focus on students acquiring effective literacy skills and developing a sound understanding of mathematics competency skills and concepts and open ended problem solving in the real world. (TALR Mathematics research project with ACU and Write To Read certificate 11 school based professional learning.

We have a highly multicultural community with over 22 nationalities represented. A total of 393 students were enrolled at this school in 2016, 167 female and 226 male. Our school's socio-economic band value is: Low – Medium. There were 23% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students. 79% of families receive the Camps Sport Excursion Fund (CSEF). Our buildings and extensive grounds and synthi courts provide an attractive, functional learning environment for all students. Five specialist programs, Indonesian, Physical Education, Visual and Performing Arts and Stephanie Alexander Kitchen Garden are offered to students throughout the year. As part of the Performing Arts Program, a whole school production is staged every second year with the 2016 musical production, "Neverland" performed in October 2016. We also stage an Arts Festival on the alternate year. Findon Primary School community is particularly proud of the sustainability program on offer which includes the school's garden as a focal point. We have also established a community garden after winning a 'Food Fare Share' grant in 2016. In line with the Education State, Findon Primary School teaches to the Victorian Curriculum F-10. We have 17 classes F-6, with Single levels operating in Foundation and composite levels from year 1 to 6. Staffing profile is varied in terms of both gender and teaching experience with 25 equivalent full time staff including 2 principal class members and 10 education support staff. The leadership structure comprises of the School Improvement Team (SIT Principal Class & Leading teachers) and Learning Team Leaders (COGs).

### Framework for Improving Student Outcomes (FISO)

Our school community remains focused on a rigorous and engaging curriculum where the needs of all students are taken into consideration in order to improve student learning outcomes. In 2016 under this framework, we began to audit ourselves against the Continua of practice for school improvement. As a result of our Peer review and self- evaluation we have identified and committed to the following priorities and initiatives: **Excellence in teaching & learning: Building practice excellence and Curriculum Planning & assessment; Evaluating Impact on Learning; Building a positive climate for learning: Empowering students & building school pride, Setting expectations & promoting inclusion.** Essential elements for improvement are school based professional learning that supports Findon's identified improvement strategies; documented curriculum plan, assessment and shared pedagogical approaches; moderation of common student assessment, feedback and data collection, analysis and evaluation of student learning growth over time. In 2016 we began a whole school approach to student learning, ensuring consistency in instructional and inquiry pedagogy. With the ever increasing number of EAL (English as an Additional Language) students enrolling at Findon, (23%) a thorough identification process has been implemented to ensure students are readily identified and resources provided to address the needs of EAL students. Findon also became a Refugee Education Support Program school (RESP). Children with insufficient English are referred to the English Language School on arrival, returning when their language has reached the required level. Using equity funding Findon introduce a levelled literacy intervention program and a Literacy intervention teacher 3-6 was employed to ensure students received support in reading comprehension. A literacy intervention teacher who works with small groups of students F-2 who have not met reading benchmarks (SELL) has also continued. Allocation of funds to purchase a Learning management System 'Compass' communication program has successfully improved communication within the school community as well as with the wider community. A thorough performance and development review process supports a culture of high expectations for all. Our Self Evaluation and Peer Review Process in 2016 has enabled us to reflect and review as a school and to set new goals, key improvement strategies and targets for our next four year Strategic Plan 2017-2020.

### Achievement

Our curriculum framework implementation in 2016 was a combination of AusVELS and Victorian curriculum F-10. Findon Primary School **met the threshold performance standard** for the following measures:

NAPLAN learning Gain: Reading 3-5; Numeracy 3-5; Academic Performance: English F-6, Mathematics F-6 (not met); Science F-6; reading 3-5; Numeracy 3-5

#### NAPLAN Yr3 + Yr5 Top 3 Bands

#### NAPLAN Top 3 bands (4 year average)

Yr3 Reading Findon 70.2% State 71.4% (Similar)

Yr3 Reading Findon 71.5% State 71.3% (Higher)

Yr3 Numeracy Findon 62.1% State 63.3% (Similar)

Yr3 Numeracy Findon 62.2% State 65.0%

Yr5 Reading Findon 42.5% State 62.2% (Lower)

Yr5 Reading Findon 59.1% State 60.7%

Yr5 Numeracy Findon 35.9% State 55.6% (Lower)

Yr5 Numeracy Findon 52.7% state 53.9%

Over the course of the review period, and new Strategic Plan 2017-2020 Findon Primary School aims to improve the number of students achieving A and B in literacy and numeracy. Utilising a rigorous cycle of assessment, will ensure all students are accurately evaluated throughout the year enabling each student to be taught at their point of need. In literacy, there will be a school wide focus on developing and improving the skills of spelling, reading comprehension and writing involving extensive professional development of all staff throughout the year.



## Engagement

The 2016 during our review process our Attitudes to School data for years 5 and 6 revealed a need to explore why student learning confidence and motivation were low and what programs and strategies could be introduced to change this? Locally developed surveys were administered to Foundation to year six students to determine the level of student engagement within the school. Provision of student voice and authentic leadership opportunities were offered through the Junior School Council to support recommendations for school improvements. Student voice opportunities expanded to include, class leaders as well as School, House, Environmental leaders and JSC. To support student engagement, extra-curricular activities such as drawing clubs, lunchtime soccer and team sports successfully relieved pressure in the playground at lunchtime. An emphasis on personal and communal responsibilities and 'positive learning environments' was developed where classroom expectations were displayed in each classroom for both teachers and students and an agreed set of non-negotiable displays supported a consistent approach to classroom practice.

Average number of absence days 2016 Findon 17.0 State 15.0

Average number of absence days (4 year average) Findon 15.5 State 14.6.

Attendance data (average days absent per student F-6) met, however it continues to cause concern as the number of student absences increase in most classes. Strategies put in place to improve attendance across the school include:

- . Direct call to parent when student is absent and reasons
- . Families being encouraged to take holidays during school holidays rather than during the school term
- . Absences recorded on student semester reports
- . Parents collecting a late pass before proceeding to class for all students who arrive after 9.00am

Future directions include: continuing to offer a range of extra-curricular activities such as choir, homework club and sporting activities. Student voice opportunities will expand to include Robo-club, civics and citizenship prospects and a core student leadership group established to facilitate communication with the wider community during assemblies, on school tours, on kinder visits.

## Wellbeing

Data from the Student Attitudes to School Survey shows that students in years 5 and 6 are connected to school and feel safe in school. Reinforcing Findon's values of Doing your Best, Respect, Care & Compassion, Honesty and Responsibility have been embedded into classroom practice as well as included in student of the week awards to build a common language and positive relationships. We promote and develop independence, inter-dependence, connectedness and teach resilience to students throughout all year levels. In line with our Kids Matter framework, Restorative Practices, PATHS and Better Buddies programs, we focus on enhancing the citizenship and personal learning of our students and reward and recognition programs such as 'student of the week' and principal awards. We continue to promote student attendance using 'Every Day Counts' strategies, via assembly, our school newsletter and website. Students and classes who demonstrated a high attendance rate are acknowledged at our school assemblies and our weekly newsletters with a certificate 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 Rights and Responsibilities to ensure high expectations of our students' behaviours and ensure the safety of all. In 2016 we implemented a Restorative Practices approach across the whole school. We 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. We implement 'Bully Stoppers' and actively participate in the online student modules for the Year 4-6 students. In order to successfully transition from Kindergarten to school, 10 Beginning Schools Program transition sessions were conducted. A whole school internal transition morning "Meet the teacher" was also held in December to ensure students transitioning to new classes, do so with minimum distress. In order to improve student engagement, inquiry units integrating student interests have proven successful in engaging students in their learning. The Leadership and sustainability programs have also proven beneficial as a conduit for student voice opportunities. Future directions will include the provision of opportunities for students to participate in programs that develop self-direction, independence and further improve social skills so that they develop increased resilience. These include:

- . Life Education Van provision for the whole school in order to educate students in personal safety, cyber safety and nutrition.
- . Developing the mantra of what it means to be a Findon Primary School citizen with personal and communal responsibilities
- . Explicit teaching of social and emotional skills through PATHS Program
- . Forging greater cultural awareness within the school community

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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.




Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.





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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 393 students were enrolled at this school in 2016, 167 female and 226 male. There were 23% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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 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 judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>69%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>52%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>53%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	69%	14%	Numeracy	34%	52%	14%	Writing	50%	40%	10%	Spelling	30%	40%	30%	Grammar and Punctuation	30%	53%	17%	<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><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="560 824 1043 913"> <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>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	91 %	92 %	92 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	91 %	92 %	92 %	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><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

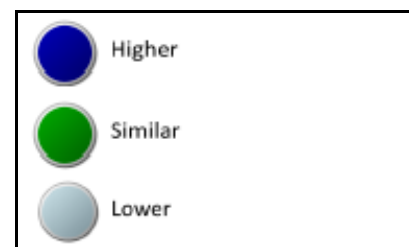
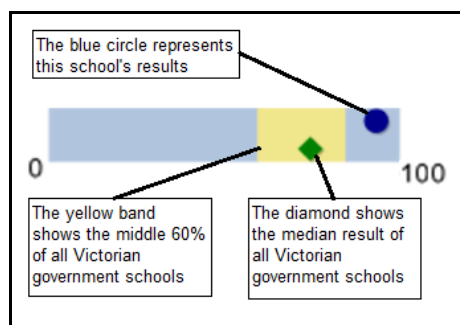
## What are student outcomes?

*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, P-12 and specialist schools, 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.

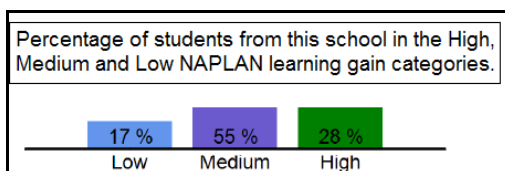
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

In 2016 the school managed its finance in line with DE&T processes and guidelines. There was a clear segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The school council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Principal and Business Manager to provide financial leadership. We have maintained DE&T recommendation to have an operating cash reserve. During 2016 funds were expended in accordance with the budget approved by School Council. Staff development continues to be supported in the firm belief that improved teaching will directly lead to improved student achievement.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,822,537
Government Provided DET Grants	\$731,742
Revenue Other	\$43,210
Locally Raised Funds	\$295,928
<b>Total Operating Revenue</b>	<b>\$3,893,417</b>

Expenditure	
Student Resource Package	\$2,718,491
Books & Publications	\$472
Communication Costs	\$5,954
Consumables	\$48,057
Miscellaneous Expense	\$96,798
Professional Development	\$9,933
Property and Equipment Services	\$229,156
Salaries & Allowances	\$124,050
Trading & Fundraising	\$32,803
Utilities	\$44,959

**Total Operating Expenditure**      **\$3,310,672**

**Net Operating Surplus/-Deficit**      **\$582,744**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$515,329
Official Account	\$516
Other Accounts	\$782,187
<b>Total Funds Available</b>	<b>\$1,298,032</b>

Financial Commitments	
Operating Reserve	\$91,621
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,000
School Based Programs	\$20,000
Asset/Equipment Replacement > 12 months	\$85,000
Capital - Buildings/Grounds incl SMS>12 months	\$786,411
Maintenance -Buildings/Grounds incl SMS>12 months	\$265,000
<b>Total Financial Commitments</b>	<b>\$1,298,032</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Miscellaneous 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.*