

2015 Annual Report to the School Community

Flowerdale Primary School

School Number: 3098



Name of School Principal: Christine Campbell

Name of School Council President: Ashley Cook

Date of Endorsement: 19th April 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

Flowerdale Primary School is a small, rural school situated 80 kilometres northeast of Melbourne. The school is an integral part of this community with strong liaisons with other local groups including the Community House, CFA, Men's Shed, Sports Club and Community Gardens. Our students have a love of their environment and can often be seen caring for their plants in our propagation unit or undertaking a variety of gardening and landscaping projects.

The teachers and support staff at this school are committed to providing a nurturing and caring environment; encouraging students to achieve academic excellence whilst caring for each other. Our school values of Compassion, Bouncing Back, Respect, Personal Best and Teamwork have been redesigned in 2016 by our student cohort. These are the values they deem necessary to be active learners and participants in our school and wider community.

The staff at Flowerdale is mix of experienced and graduate class teachers, each bringing a unique dynamic to our small team. There is the equivalent of 5.0 full time staff, 1.0 principal class, 2.0 teachers and 1.5 education support staff. We currently have an F-3 and a 4-6 classroom. The PFA and School Council actively contribute to our school. We also have the services of a social worker and school chaplain to ensure that the health and wellbeing of our students is paramount.

Flowerdale is unique in its design and it serves to ensure that the children of this community are well catered for and can access a quality educational program without having to leave their local area. The school is part of the Education Hub which also includes the local kindergarten and Maternal and Child Health Centre. Together, with our wider community connections we aim to develop connected, well-adjusted and considerate citizens of the future.

Strong family/school partnerships are paramount at this school. We encourage parent and community volunteers and the contributions they can provide to our students and programs.

Achievement

At Flowerdale Primary School, based on AusVELS teacher judgments our school is achieving at a similar level to schools across the state in English. In Numeracy our results indicate we are performing at a higher level.

In NAPLAN, our year 3 cohort has similar results in reading and numeracy to other schools, however the four year average in reading is lower. This is an area for future focus. In year 5 NAPLAN our reading results were higher than similar schools whilst numeracy results were similar. Four year averages were also similar. Relative growth scores for year 5 students demonstrate that in reading, spelling, grammar and punctuation all students show medium or high growth. In numeracy and writing respectively, 25% and 17% of students made low growth. Our aim is to ensure that all students develop capacity to achieve medium or high growth. In 2015 the school provided intervention programs in reading and numeracy for years F-4 selected students. This had a significant impact on the learning of these individual students, improving their confidence and engagement.

The Parent Satisfaction Survey demonstrates a high level of parent satisfaction, above similar schools. The School Staff Survey shows endorsement by staff of teaching and learning that is consistent with similar schools.

Teachers are active members of a Professional Learning Team at this school. This team continuously moderates and discusses student learning to assist with planning effective curriculum. The teachers willingly undertake Professional Development in order to improve their own capacity and pedagogy both in school and with collegiate schools. Current strategies for improvement include: consistency of curriculum delivery across the school, the use of Learning Intentions and Success Criteria in every classroom, teacher coaching and principal classroom visits.

We ensure that every student has an Individual Education Plan that caters for their specific needs and that they are provided with every opportunity to achieve their Personal Best both academically and socially.

Engagement

Considerable effort was placed on raising school attendance in 2015, utilising a range of strategies to ensure that students attended school every possible day. The average number of student absences was similar to other schools, which was better than the four year average. Absenteeism was continuously addressed by teachers and support staff with parent/school meetings, follow-up phone calls and regular reminders through our school newsletter on the importance of regular attendance. Individual and cohort awards are given to students who demonstrate good attendance.

Student engagement is a high priority at Flowerdale Primary School. Programs offered include Literacy and Numeracy, Physical and Health Education, The Arts, Indonesian, Library and environmental studies. We based our integrated lessons on the Inquiry learning model where student generated questions form the basis of inquiries.

We pride ourselves on our community interactions with a wide range of organisations which include, Kids Teaching Kids, The Connected Garden, the Men's Shed (Kidz Shed) as well as our relationships with cluster schools for camping and sports. You will often find our students participating in community events such as Anzac Day.

In classrooms, each child has access to 1:1 computer technology. Technology features in all curriculum areas incorporating programs such as Mathletics, Kidz Blog, video making, cartoon making and Studyladder.

Our school chaplain is instrumental in supporting students using the Better Buddies model and the SRC ensures that 'student voice' is heard across the school.

The school is committed to a strong relationship with the on-site kindergarten and regular reciprocal visits take place across the year. There is particular focus on a transition program in terms 3 and 4 with the aim to thoroughly prepare kinder students for Foundation. Flowerdale uses a student-centered interview/reflection process, where students celebrate their learning achievements with their

families through a three-way conference. The students in the upper class share their learning through an online blog. This ensures that they have the capacity to establish, work on and reflect on their own learning goals. Families at Flowerdale are regular participants in whole school activities which include family/community activities throughout the year. These include Numeracy and Science nights and a School Concert in term 4: In 2015 Christmas Around the World provided a wonderful end to the school year.

Wellbeing

The data from 2015 indicates that students at Flowerdale Primary School are demonstrating similar results in terms of wellbeing to other schools as measured by the student Attitudes to School Survey. The data from the 4 year period from 2012-2015 indicates high levels of wellbeing. Continued focus on student wellbeing will continue to be a high priority now and into the future. We use a range of strategies to both monitor and respond to student wellbeing. They include: Individual, small group and whole class teaching and learning provided by the principal, classroom teachers and welfare worker. Students develop 'Student Voice' through the Student Representative Council and demonstrate ownership of the school by taking on responsibilities such as gardening and propagating. Circle Time and Restorative Practices are used for problem solving and to enable discussion. Multi-age groups (Buddies) support cooperation and teamwork as well as the value of caring for one another. 'Students of the Week', Values Awards, Attendance Awards and regular publication of student achievements through the newsletter are other means of supporting our students positively. Each school year begins with our Start-off program which ensures that students are equipped with the skills to be 'ready to learn'. Aspects of this program include a focus on school values, individual and class expectations, cooperative learning environments and the use of thinking tools. This positive start to the school year is further enriched through a health and fitness program, including swimming and Sporting Schools, student led inquiries, environmental studies dance and music throughout the year. We monitor student wellbeing through a range of in school and department surveys. We are privileged to be participants in a local government intervention program called the Resilience Project over a three year period, to monitor the health and wellbeing of our student cohort, in collaboration with other schools and agencies.

Productivity

Productivity relates to the resourcing of the school to ensure we provide our community and students with an array of learning opportunities that are equivalent or better than those that are found in similar schools. We want our students to be equipped to be active learners and contributors to our society. In 2015 the school continued to ensure a high rate of productivity and increased awareness of budgetary and management processes. School resources were well maintained and resources used effectively. Administrative processes continue to be streamlined and high accountability measures put in place. These improvements were effectively communicated to staff and families through documented processes and protocols. 2015 saw the development of communication tools such as our school website and a new-look school newsletter, designed to communicate more efficiently with parents. In 2015 teaching staff participated in Professional Learning Teams within the school to improve their own knowledge and pedagogy. Timetables for professional learning were developed as well as opportunity for mentoring and supporting each other. Teachers developed comprehensive planning documents for all curriculum areas and shared knowledge and moderated when assessing student learning. Through the School Staff Survey they identified three specific areas for improvement. One of these areas was the need for shared collegiate learning with other schools. In 2016 Flowerdale teachers will participate in Numeracy, Literacy and Physical Education learning with the three Kinglake schools. 2015 saw each student in years 3-6 provided with an individual laptop computer. A teacher at the school provided leadership to students and teachers in the use of ICT, providing daily opportunity for students to build their skills and facilitating Polycom technology use in the delivery of language lessons and Inquiry learning units. This is a sound use of physical and financial resources whilst at the same time, allowing students to access a new curriculum area. School site resources were utilised to provide a space for our Before and After School Care program. In 2016 this space will facilitate a withdrawal room and a Breakfast Club.

For more detailed information regarding our school please visit our website at
<http://www.flowerdaleps.vic.edu.au>

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 38 students were enrolled at this school in 2015, 19 female and 19 male. There were 0% of EAL (English as an Additional Language) students and 9% 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.














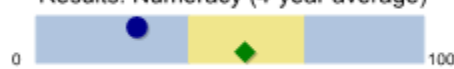




Performance Summary

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> Higher</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> Lower</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> Higher</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"> <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>0%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Spelling</td> <td>0%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>0%</td> <td>83%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	0%	50%	50%	Numeracy	25%	50%	25%	Writing	17%	67%	17%	Spelling	0%	67%	33%	Grammar and Punctuation	0%	83%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Writing	17%	67%	17%																							
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Grammar and Punctuation	0%	83%	17%																							









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 1042 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>90 %</td> <td>88 %</td> <td>91 %</td> <td>95 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	88 %	91 %	95 %	93 %	89 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	88 %	91 %	95 %	93 %	89 %										

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> Higher</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> Higher</p>

How to read the Performance Summary

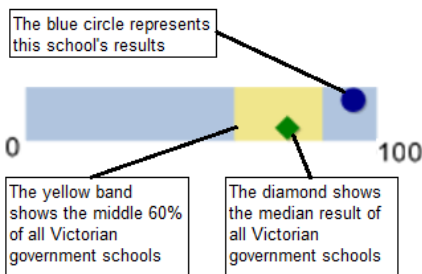
What are student outcomes?

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.

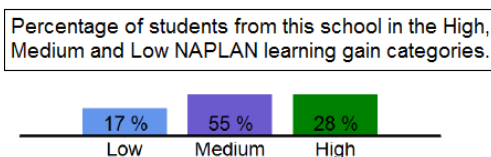
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

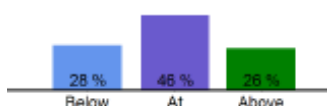


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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
Student Resource Package	\$448,134
Government Provided DE&T Grants	\$140,600
Government Grants Commonwealth	\$6,723
Government Grants State	\$990
Revenue Other	\$14,492
Locally Raised Funds	\$22,368
Total Operating Revenue	\$633,308

Funds Available	Actual
High Yield Investment Account	\$40,740
Official Account	\$8,410
Total Funds Available	\$49,150

Expenditure	
Student Resource Package	\$355,867
Books & Publications	\$507
Communication Costs	\$2,759
Consumables	\$7,667
Miscellaneous Expense	\$17,998
Professional Development	\$2,093
Property and Equipment Services	\$34,166
Salaries & Allowances	\$69,175
Trading & Fundraising	\$4,129
Travel & Subsistence	\$790
Utilities	\$12,778

Financial Commitments	
Operating Reserve	\$23,490
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Revenue Received in Advance	\$3,340
School Based Programs	\$10,570
Asset/Equipment Replacement > 12 months	\$1,740
Maintenance -Buildings/Grounds incl SMS>12 months	\$3,500
Total Financial Commitments	\$62,640

Total Operating Expenditure **\$507,928**

Net Operating Surplus/-Deficit **\$125,380**

Asset Acquisitions **\$0**

Student Resource Package Expenditure figures are as of 04 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

2015 was a time of consolidation for Flowerdale Primary School with only minor changes in staffing. Financially, the school is in a good position with sound management strategies used to track and monitor finances. Regular maintenance of assets ensured that there were no major problems.

The School Council and Parents and Friends made a significant contribution to the school and community through the support of the curriculum program, additional fundraisers and by contributing to a safe and enjoyable environment. The school is currently in a stable financial position and provides a rich and engaging curriculum for its students.



Education
and Training

Flowerdale Primary School