2017 Annual Report to the School Community

THE **EDUCATION STATE**

School Name: Flowerdale Primary School

School Number: 3098

Please note: Completed reports are to be uploaded to the Strategic Planning Online Tool (SPOT) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.

SPREAD YOUR WINGS

Flowerdale
Primary School

About Our School

School Context

Flowerdale Primary School is a small, rural school situated 80 kms, N.E.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.

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 are embedded in the Positive School Wide Behaviour Strategy we apply at Flowerdale.

The staff at Flowerdale is a mix of experienced and graduate class teachers, each bringing a unique dynamic to our small team. There is the equivalent of 5.4 full time staff, 1.0 principal class, 1.8 teachers and 2.6 education support staff. We currently have an F-2 and a 3-6 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. We encourage parent and community volunteers and the contributions they can provide to our students and programs.

Framework for Improving Student Outcomes (FISO)

During 2016/17 the FISO for Flowerdale Primary Schools focused on Building Practice Excellence specifically relating to student writing. We arranged reciprocal classroom visits to a number of schools, in addition to individual in-school professional development sessions and peer observations. Teachers attended Professional Development sessions focusing on writing strategies and the use of the Writer's notebook. In 2017 the work of the previous year was consolidated into teacher practice to improve student-learning outcomes in writing.

Achievement

At Flowerdale Primary School, there were only two year 3 students and seven Year 5 students who participated in NAPLAN. In year 5 NAPLAN, our **reading** results were **above** like schools, whilst **numeracy** results were **similar**. Four-year averages were **higher** than like schools in both **reading** and **number** which should be celebrated. Relative growth scores for year 5 students (which records the growth from Year 3 to Year 5) demonstrate that in reading, spelling, grammar and punctuation all students show medium or high growth. In writing 50% showed low growth and in Number 14% showed low growth, this however was an improvement of 17% difference in writing from 2016. Our aim is to ensure that all students develop capacity to achieve medium or high growth. In 2017, the school continued to provide intervention programs in reading, writing and numeracy for 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, consistent with 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 mentoring, regular monitoring of student data, establishing discrete learning goals and regular feedback for students.

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

School attendance in 2017 continued to be a major focus whereby, a range of strategies to ensure that students attended school every possible day, were put into place. The average number of student absences was similar to other schools, which was better than the four year average. Teachers and support staff continuously addressed absenteeism. Arranged parent/school meetings, follow-up phone calls and regular reminders through our school newsletter, reinforced the importance of regular attendance. Individual and cohort awards were given to students who demonstrated 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, environmental studies and student leadership. We based our integrated lessons on the Inquiry Learning model, where student generated questions, which 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 camps and sports. Our students regularly participate in community events such as Anzac Day and Remembrance Day.

In classrooms, each child has access to computer technology. Technology features in all curriculum areas incorporating programs such as Mathletics, Kidz Blog, video making, cartoon making and Studyladder. A further addition to our technology program was the acquisition of STEM products to introduce coding and robotics to our students. I Pads were purchased and apps are used to support literacy and numeracy programs. I pads and a new video camera were used in the film making electives held during multi-age groups.

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. Weekly sessions on Social and Emotional learning are conducted using the "Bounce Back" program. Students contribute to the Positive School Wide Behaviour Matrix and regular modelling of these positive behaviours form part of our teaching practice.

The school is committed to a strong relationship with the on-site kindergarten and on-going reciprocal visits take place across the year. There is particular focus on a transition program for the kinder students throughout the year, with the aim to thoroughly prepare them for Foundation in the following year. Programs such as a four week Music and Art session are conducted to encourage the four year old kinder group to participate in activities they might do in their Foundation year.

Wellbeing

The student opinion survey in 2017 indicated a low sense of school connectedness and a low response to the management of bullying within the school. In response to these results, the teachers participated in Professional Development about the implementation of the Positive School Wide Behaviour Strategy. A behaviour matrix clearly outlining expected behaviours in line with the school values was established. Posters outlining expected positive behaviours in the classroom, in the playground, at assembly and before and after school are evident in both classrooms and communal spaces. Daily reinforcement of positive behaviours take place through teacher and student modelling and regular references to the school matrices. Positive behaviours are acknowledge through the use of Buddy Bucks and Points cards. The points are collected and student choice rewards are allocated. This is an area to continue to consolidate and improve upon in the future.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
       Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 31 students were enrolled at this school in 2017, 12 female and 19 male.

0 percent were EAL (English as an Additional Language) students and 12 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Flowerdale Primary School

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ——————— 100 Results: Mathematics 0 ——————— 100	🟢 Similar 🟢 Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▨
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available ● Similar No Data Available ● Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	● Higher ● Higher ● Similar ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 67 % 33 % Medium High **Numeracy** 14 % 71 % 14 % Low Medium High **Writing** 50 % 17 % 33 % Low Medium High **Spelling** 67 % 33 % Medium High **Grammar and Punctuation** 100 % Medium	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2017 attendance rate by year level:	Results: 2017 0 ▮▮▮◆●▮▮▮▮▮▮ 50 Few absences <------> Many absences Results: 2014 - 2017 (4-year average) 0 ▮▮▮◆▮●▮▮▮▮ 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
83 %	89 %	85 %	92 %	NA	93 %	89 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 100	Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 100	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
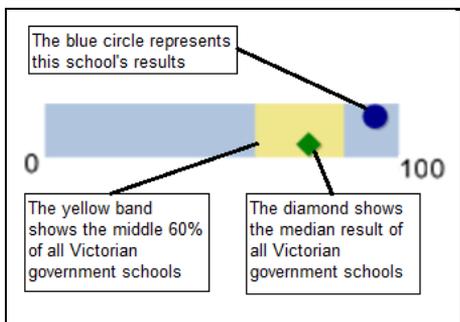
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
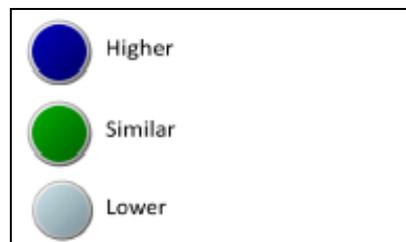
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

Flowerdale Primary School had only minor changes in staffing in 2017. Financially the school used built up funds from previous years to resource new technology equipment. This included the purchase of 20 new laptop computers, 3 new ipads, 2 new screens for use in the classrooms and a range of STEM products. Long- standing maintenance projects such as building a retaining wall for the basketball court were a significant expense. During the year essential repairs such as re-wiring, plumbing and roofing to maintain the buildings to a safe standard were carried out. The school received additional funding from the School Council, and Parents and Friends Association from fundraising which contributed to learning programs and the creation of a safe and enjoyable learning environment. The school is currently in a stable financial position and provides a rich and engaging curriculum that supports the needs of all students.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$550,401
Government Provided DET Grants	$109,098
Government Grants Commonwealth	$4,900
Revenue Other	$12,655
Locally Raised Funds	$19,988
Total Operating Revenue	**$697,041**

Equity[1]	
Equity (Social Disadvantage)	$60,034
Transition Funding	$9,430
Equity Total	**$69,464**

Expenditure	
Student Resource Package[2]	$416,994
Books & Publications	$776
Communication Costs	$3,673
Consumables	$13,101
Miscellaneous Expense[3]	$64,679
Professional Development	$6,913
Property and Equipment Services	$71,727
Salaries & Allowances[4]	$30,594
Trading & Fundraising	$8,089
Travel & Subsistence	$187
Utilities	$9,000
Total Operating Expenditure	**$625,733**
Net Operating Surplus/-Deficit	**$71,308**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$67,695
Official Account	$12,416
Total Funds Available	**$80,111**

Financial Commitments	
Operating Reserve	$29,390
Asset/Equipment Replacement < 12 months	$20,000
Beneficiary/Memorial Accounts	$1,620
School Based Programs	$25,327
Other recurrent expenditure	$3,774
Total Financial Commitments	**$80,111**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.