2018 Annual Report to The School Community

School Name: Flowerdale Primary School (3098)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 March 2019 at 01:40 PM by Sandra Horwood (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 26 April 2019 at 05:17 PM by Rebecca Lund (School Council President)

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, and Sports Clubs. 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 are 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, 1.6 teachers and 2.2 education support staff. We currently have an F-2 and a 3-6 classroom. The PFG 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. A Bush Playgroup has been established and uses our grounds and facilities on a weekly basis. 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 2018, the FISO for Flowerdale Primary Schools focused on Building Practice Excellence specifically relating to student reading and continued to embed writing practices. Teachers attended Professional Development sessions focusing on reading strategies in the first semester. The Principal completed the Literacy Leadership program through Bastow and worked with teachers to develop and implement a shared reading lesson model. The teachers participated in Peer Observations and Feedback sessions to acknowledge and reflect on teaching practices in reading sessions. In the second semester, we worked in a Professional Learning Team with Buxton Primary School to implement elements of the Six Traits of Writing, focusing on word choice and ideas. Shared professional development over skype, peer observations and feedback occurred across the two schools. Improvement in the quality of writing structure and the use of extended vocabulary resulted from this focus. The focus on writing and reading over the past few years has made a significant improvement in student outcomes in Literacy. In 2018, we chose elements of the Practice Pedagogies and High Impact Teaching Strategies to focus on as a school. High Expectations, Feedback and Goal setting were key foci and formed part of staff meeting discussions and were included in all Professional learning Team meetings. A greater use of data to inform teaching practice has enabled us to adapt teaching to meet student needs.

Achievement

At Flowerdale Primary School, only five Year 3 students and no Year 5 students participated in NAPLAN. In Year 3 NAPLAN, all areas of English were above like school groups with 80% of students in the top two bands for Reading, 60% in the top two bands for Grammar and Punctuation, 60% in the top two bands for Writing and 40% in the top two bands for spelling. Numeracy results were slightly lower than like schools with no students in the top band. Four-year averages were higher than like schools in all areas of English and above State in most areas and should be celebrated. Relative growth scores for year 5 students (which records the growth from Year 3 to Year 5) could not be demonstrated, as there were no Year 5 students in 2018. Our aim is to ensure that all students develop capacity to achieve medium or high growth. In 2018, the school continued to provide intervention programs in reading, writing and numeracy for selected students. Year 6 students participated in the

Maths Olympiad for the first time and gained improved skills in problem solving and greater engagement in Mathematics with one student achieving in the top 25% of participants Australia wide. Targeted teaching programs such as Levelled Literacy Intervention had a significant impact on the learning of individual students, improving their confidence and engagement.

There is a need to continue the upward growth in Literacy and an added emphasis on improving numeracy outcomes in 2019. Numeracy results have shown a slight downward trend over the past four years. We were successfully in our application and were chosen to participate in the PMMS (Primary Mathematics and Science Strategy) in 2019/20. Our senior class teacher will participate in two years of significant training in Mathematics and her knowledge shared through modelling and coaching other teachers over the next two years. This commitment involves the whole school and significant time and money has been allocated by DET and supported by school leadership and budget allocations.

The Parent Satisfaction Survey demonstrates a high level of parent satisfaction with a 20% increase from 2017 and improvement of 10% in school connectedness and management of student behaviour. 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. In 2018, our focus was on engaging the students to have high expectations and to continue to use self, peer and teacher feedback to identify areas for improvement and to take on individual goals and responsibility in their learning.

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 2018 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. The attendance rates in the Senior class showed significant improvement over the 2017 school year.

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 encourage student voice in our learning programs and teachers seek feedback about their teaching and how it impacts their students.
We pride ourselves on our community interactions with a wide range of organisations, which include, Kids Teaching Kids, CFA, 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, Remembrance Day, The Bluegrass Music Festival, Australia Day activities and Community Christmas Carols Night.

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. Staff training in the use of STEM products was increased in 2018 and the students understanding of products such as Makey Makey, coding using Scratch, Sphero Balls and Co spaces has enhanced the students coding abilities. In 2019 we will extend this learning through the purchase of products suited to the Junior School students.

Our school chaplain is instrumental in supporting students as leader of the SRC which 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. Student leaders participated in a series of Leadership sessions conducted by SSSO staff in conjunction with neighbouring schools.
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. Music and Art sessions were conducted for five weeks in term 3 and were so successful we continued to run the program for a further four weeks in Term 4. These sessions encourage the four year old kinder group to participate in activities they might do in their Foundation year and build familiarity with the Principal and music Teacher who conduct the program.

Students were invited to attend a number of Sporting activities and events with other schools from the Yarra Ranges region. Events such as the small schools Swimming Carnival, kayaking, Aussie sports and orienteering provide ways for our students to engage with other schools and to participate in sport and fitness events where they gain much enjoyment. Summer and Winter sports are held with Yea Primary School and we participate in community events such as ELF Day.

Wellbeing

The student opinion survey in 2018 indicated improvement in all areas with a significant increase in Effective Teaching and Stimulating Learning. The school wide emphasis on High Expectations has had a strong impact on student expectations and improved student teacher relations. School connectedness was 43% in 2017 and has improved significantly to 91% in 2018. The School Wide Positive Behaviours Strategy (instigated in 2017) promotes the behaviours we wish to see in line with our school values of, Personal Best, Respect, Compassion, Team Work and Bouncing Back. Regular referral to class and school Matrices about expected behaviours has embedded our school values, has strengthened school connectedness and improved behaviour. 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. In 2019 we will participate in a further training course for our school to become an accredited Positive School wide Behaviour School.

Financial performance and position

Flowerdale Primary School employed a Literacy Intervention teacher 0.2 and a P.E / Indonesian teacher 0.2 in 2018 this increased the expenditure for staffing in 2018. At the end of the year there was $106,744 in surplus in the school SRP. Large expenditure items were purchased and major maintenance completed in the 2017 year, hence less money was expended in these areas in 2018. The school has very few families to contribute to fund raising activities and our major fund raising revenue was received from providing dinners for Yea Rotary and the election day stall. Other events such book club and raffles provide only small amounts of revenue. In 2018 we received an $8000 dollar grant for Bushfire readiness which will be spent on tree removal, mowing, slashing and grounds clearance. The government provided one off funds of $8400 for Equity Equipment and Improvement Initiatives. We also received a Smarty Grant of $5000 to assist with the Music program, which will go towards

Music teacher wages in 2019. A new compulsory system of attendance requires us to inquire about any unreported absences daily, to assist us with this task we received $3400 of Small Schools Funding to provide hours for the attendance officer, annual subscription to Flexi Buzz etc. The school is currently in a stable financial position and provides a rich and engaging curriculum that supports the needs of all students. With decreased number in 2019 we were forced to cut back on staffing and hence will no longer employ a Literacy Intervention teacher or PE/Indonesian teacher in 2019.

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 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 26 students were enrolled at this school in 2018, 12 female and 14 male.

0 percent were EAL (English as an Additional Language) students and ND 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
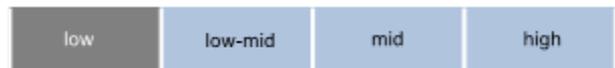
Parent Satisfaction Summary

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).

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

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.

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 Results: Mathematics	⬤ Similar ⬤ Higher

Performance Summary

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)	● Similar ● Similar ● Similar ○ Lower
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)	No Data Available ● Higher No Data Available ● 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** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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

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 2018 attendance rate by year level:	Results: 2018 0 — 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 — 50 Few absences <------> Many absences	Similar (green) Similar (green)

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	83 %	90 %	90 %	97 %	NA	98 %

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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Similar ○ 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: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Higher ○ Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$585,175
Government Provided DET Grants	$112,249
Government Grants Commonwealth	$11,000
Revenue Other	$12,232
Locally Raised Funds	$15,967
Total Operating Revenue	**$736,623**

Equity[1]	
Equity (Social Disadvantage)	$63,312
Transition Funding	$4,858
Equity Total	**$68,170**

Expenditure	
Student Resource Package[2]	$478,431
Books & Publications	$5,676
Communication Costs	$4,945
Consumables	$8,195
Miscellaneous Expense[3]	$52,139
Professional Development	$5,713
Property and Equipment Services	$82,482
Salaries & Allowances[4]	$15,172
Trading & Fundraising	$4,139
Utilities	$8,826
Total Operating Expenditure	**$665,718**
Net Operating Surplus/-Deficit	**$70,904**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$33,684
Official Account	$6,071
Total Funds Available	**$39,755**

Financial Commitments	
Operating Reserve	$22,879
Other Recurrent Expenditure	$470
Total Financial Commitments	**$23,349**

(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 15 March 2019 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.

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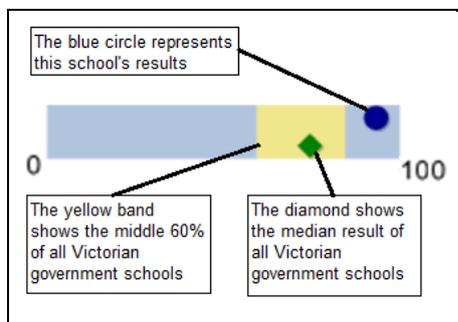
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.
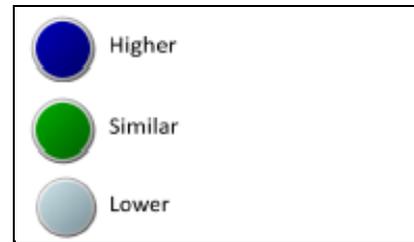
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* 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').