

# 2019 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](http://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 2019 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 16 March 2020 at 06:10 PM by Sandra Horwood (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 March 2020 at 03:13 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, Sports Clubs and Landcare. Our students have a love of their environment and enjoy the landscaped grounds and play areas we have to offer. 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 being Safe, Responsible, Respectful, Learners are embedded in the Positive School Wide Behaviour Strategy we apply at Flowerdale Primary. In 2019 we adopted the Respectful Relationships Program as part of our commitment to Social and Emotional Learning at our school.

The staff at Flowerdale is a mix of experienced class teachers, each bringing a unique dynamic to our small team. There is the equivalent of 4.9 full time staff, 1.0 principal class, 1.6 teachers, 2.3 education support staff to work with our Year F-2 and Year 3-6 classes. The PFA and School Council actively contribute to our school. We also have the services of a school psychologist, speech therapist and a school chaplain to ensure that the health and well-being of our students is paramount. The school accesses the MARC (Mobile Area Resource Centre) for library services and the MAAC service (Mobile Area Art Centre) for specialist Art classes. The school also has a comprehensive music/drama program and participates in the Sporting in Schools Program which provides specialist coaches and teachers in a range of sporting areas.

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. In 2019 we began the Little Parrots Bush Playgroup who utilise our grounds and buildings each Wednesday morning. 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)

In 2019 the continued emphasis on improving Writing through the use of the Six Traits of Writing, teaching explicit writing elements and using student data to provide ongoing feedback and goal setting produced improvements in Writing in the Years 3-6 class in particular. An emphasis on Phonemic awareness and Phonics in the junior classroom has helped to build student confidence in writing independently and has supported reading skills. The school has adopted a common framework for the teaching of reading including co-constructed learning intentions and success criteria, goal setting and reading conferences to acknowledge strengths and to promote skill development.

In 2019 we established a Primary Mathematics Leader at our school who attended high level training, over several extended sessions by acknowledged experts in the teaching of Mathematics. Our Mathematics leader has worked to improve teaching pedagogy, streamline common strategies across the school and model and coach staff in effective instruction. Our ongoing commitment to improvement in Mathematics continues into 2020 and beyond through peer coaching and feedback, professional development and Professional Learning Teams.

Improved attendance has led to greater engagement and improved connectedness to school for students at Flowerdale Primary in 2019. Students are encouraged through a range of positive rewards and awards as part of the School Wide Positive Behaviour Strategy to be safe, respectful, responsible learners. Opportunities for student voice and agency are provided through a range of leadership roles and through the student representative council. Participation in the Boite Choir, the school camping program, the Swimming Program, Sporting In Schools sports coaching, a range of excursions and incursions and the Bush Dance has provided a variety of learning experiences for our students. The results of student and parent questionnaires acknowledges a high level of satisfaction in teaching and learning and strong connections to the school.

### Achievement

In 2019 a strong emphasis on social and emotional learning has ensured a safe and nurturing environment for a group of students with a broad range of learning needs. Student achievements in Reading and Writing continue to show improvement and the area of Mathematics is our area of focus for 2020. Examining the NAPLAN results for a school of our size with so few Year 3 and no Year 5 students makes the data easily skewed by just one student and can not be used as a reliable source of comparison, hence the lack of performance data. In 2019 we were pleased to have many students in Year 3-6 achieve high growth in Literacy, both Reading and Writing as evidenced through standardised testing. The teacher judgements for the whole school overall for achievement in English and Mathematics fell below similar schools and the median for the state. Our student population of 19 students included 30% of students identified with a learning disability, this impacts on the schools overall achievement data. The emphasis in the past three AIP's has been to lift achievement in Writing and Reading and this has brought about improvement in these learning areas. An area of need has been recognised in Mathematics, as few students achieved above average results in the past year and some students are achieving below expected growth over a twelve month period. A comprehensive approach to improve Mathematics teaching and learning has begun through the inclusion of Mathematics leadership and staff training, coaching and modelling of teaching strategies, assessment and monitoring processes for teachers to work at the students point of need. In 2020 we will continue to focus on embedding these new practices to improve student engagement and learning in Mathematics. An emphasis on problem solving, mathematical reasoning and Real World problems, along side explicit teaching of Numeracy skills forms the basis for our teaching approach.

### **Engagement**

In 2019 we had 17 of our 19 student with high levels of attendance 90% and above. We achieved the target of less than 15 days average absences in 2019, which was better than the State mean and like schools. In 2020 we will continue to use the SWPBS to support the values of our school and to develop a scope and sequence document and targeted lessons in social and emotional learning. The S&E Learning program will incorporate Respectful Relationships and eSmart goals and activities. In 2020 we have an increased enrollment to 27 students, including 8 new Foundation students. We will continue to improve opportunities for student voice and action through providing choice in decision making around school grounds improvements and student activities and events such as Kids Teaching Kids. Students will be provided with opportunities to give feedback about teaching activities and practices and will help to guide future learning opportunities. Parent satisfaction is above the State mean and our staff survey in the area of School Climate is above the State and like schools. A strong connection between the Flowerdale Kindergarten and the Little Parrots Playgroup will continue to engage families and the broader community in events such as Carols Nights, shared incursions and concerts. Our small student numbers have meant we could not compare student survey data in 2019.

### **Wellbeing**

Student health and well being is considered in all aspects of our school curriculum and activities. In 2019 staff were trained in the School Wide Positive Behaviour Strategy and worked collaboratively with students to create our behaviour matrices, which are located around the school. They also created our rewards and consequences charts to make expectations clear to all. This is the second year using the SWPBS and it is now becoming more ingrained into all that we do in our school creating a positive and safe learning environment for our students. Our students have a strong connection to their school and are developing positive behaviours through weekly lessons and daily feedback and discussions. The introduction of the whole school Sleep Over in term 1 as well as the Year 3-6 City Camp in term 3, provide opportunities for social and emotional learning beyond the classroom and were a highlight for many students. Specialist training in Emotional Regulation and the use of strategies and prompts has supported students who have difficulty regulating their emotions. We will continue to reinforce these skills for our students in 2020. Some other highlights to support student and community well being have been the Mothers' Day Pamper nights and Grill and Chill for Fathers Day; Christmas crafts after school; Fire awareness and safety sessions provided by the CFA. The PFG have provided breakfasts and lunches; stalls for mothers Day, Fathers Day and Christmas and assisted with Rotary Dinners and other community events. Our school SRC have run a number of snack shops and special events to provide funds for community groups in need.

### **Financial performance and position**

In 2019 the school had a Net Operating Surplus of \$73,748. The school has been able to use funds set aside in previous years to continue to provide the staffing numbers and programs for our school, without these funds we would have had a deficit in 2019 due to the small student numbers and ongoing staff commitments. Equity funding has been used to support staff training in SWPBS and Emotional Regulation; provide extra hours for Educational Support Staff; provide resources such as 3 new iPads and specialist applications to support students with individual needs, STEM equipment such as Beebots, Makey Makey, Sphero Balls and Robotics. In 2019 we received a \$2000 grant from the CFA to begin our Fire Reduction Garden at the rear of our site, we also received \$14,000 for fire Preparedness which was spent on our annual branch and tree trim and clear; gutter clearing and maintenance of grounds and the remainder used to create the stone and succulent garden area behind the Year F-2 classroom. We applied for and were successful in receiving funds for equipment for students with special needs. The \$2779:00 has been used to purchase specialist apps and software to support students in reading and writing; reader pens to assist with research; active stools for students with difficulty focusing when seated and another iPad to support the new applications.




**For more detailed information regarding our school please visit our website at  
[www.flowerdaleps.vic.edu.au](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 19 students were enrolled at this school in 2019, 7 female and 12 male.

0 percent were EAL (English as an Additional Language) students and 0 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.



#### 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

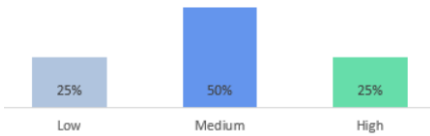
Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </p>

## 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: Similar School Comparison: Above Similar Below

Achievement	Student Outcomes	Similar 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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>

## Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p>  <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									



## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="margin: auto;"> <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>94 %</td> <td>94 %</td> <td>89 %</td> <td>90 %</td> <td>95 %</td> <td>97 %</td> <td>NA</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	89 %	90 %	95 %	97 %	NA	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		No Data Available
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		No Data Available

## 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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$502,294	High Yield Investment Account	\$44,534
Government Provided DET Grants	\$134,661	Official Account	\$8,404
Government Grants Commonwealth	\$3,000	<b>Total Funds Available</b>	<b>\$52,938</b>
Revenue Other	\$8,005		
Locally Raised Funds	\$14,105		
<b>Total Operating Revenue</b>	<b>\$662,065</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$55,098		
<b>Equity Total</b>	<b>\$55,098</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$438,447	Operating Reserve	\$22,051
Books & Publications	\$345	Other Recurrent Expenditure	\$2,225
Communication Costs	\$3,196	Maintenance - Buildings/Grounds < 12 months	\$24,327
Consumables	\$9,643	<b>Total Financial Commitments</b>	<b>\$48,603</b>
Miscellaneous Expense <sup>3</sup>	\$45,032		
Professional Development	\$2,288		
Property and Equipment Services	\$48,495		
Salaries & Allowances <sup>4</sup>	\$28,298		
Trading & Fundraising	\$3,446		
Utilities	\$9,883		
Adjustments	(\$756)		
<b>Total Operating Expenditure</b>	<b>\$588,317</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$73,748</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 26 February 2020 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)

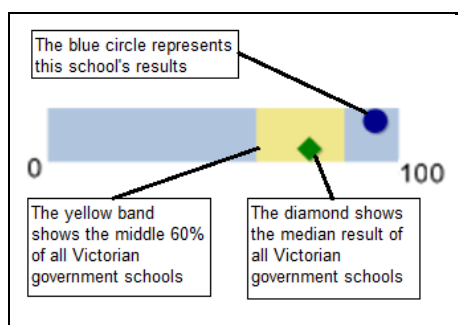
### Engagement

- 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).



## 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').