

2018 Annual Report to The School Community



School Name: **Ferntree Gully North Primary School (4718)**

Ferntree Gully North Primary School



- 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 12 March 2019 at 10:17 AM by Susan Dean
(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 23 April 2019 at 02:53 PM by Gareth Whitten
(School Council President)

About Our School

School context

Ferntree Gully North Primary School situated at the base of the Dandenong Ranges has an enrolment of 404 in 2018, 186 female, 218 male, 2 percent of students had English as a second language and 1 percent were Aboriginal or Torres Strait Islander. Our overall socio-economic profile based on the school's Student Family Occupation and Education index is in the medium range. Our state of the art facilities, continue, to provide an outstanding learning environment for our students, teachers and the community. Our values are excellence, respect, resilience and integrity. The community prides itself on our beautiful environment and our vision is to provide a holistic approach to educating students encompassing academic, social and emotional growth. Our learning community is, founded on an educational philosophy centred on the whole child and ground in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as life-long learners. Our staff profiles includes two Principal class, 25 teaching staff and 13 Education Support Staff. We offer a comprehensive education for our students including the specialist areas of visual arts, music and physical education. Our language focus for years Foundation-4 is Japanese including a cultural program and in year 5 and 6 students have a specialised STEM program (Science, Technology, Engineering, Mathematics). The school has an Enviro Centre with a focus on chickens, guinea pigs and some food production. We continued our Dance Academy and Autobahn programs.

Framework for Improving Student Outcomes (FISO)

Our school wide approach focuses on the Education State Initiatives of learning for life, happy, healthy and resilient kids, breaking the link between disadvantage and outcomes, and building pride and confidence in our schools. We have a strong commitment to improving student outcomes, with a focus on literacy and numeracy. Our 2018 goals included improving student achievement in literacy and numeracy through improved teaching and assessment practices and to support student engagement, motivation, learning confidence and connectedness. Our key improvement strategies included the completion of a sustainable curriculum plan utilising the Victorian Curriculum, the development of consistent units across foundation to year 6 and the implementation of effective data collection to enhance our planning and teaching cycle.

Achievement

Ferntree Gully North is very proud of its positive learning environment. Our dedicated and talented staff inspire our students to achieve the highest possible academic standards while focusing on the needs of the individual. In 2018, teacher judgements against the Victorian Curriculum show our Foundation-6 students are performing at a similar level when compared to other Victorian government schools with similar background characteristics. Our 2018 Year 3 results in the National Assessment Program (NAPLAN) demonstrated growth in reading and numeracy. Our year 5 results demonstrated a slight decrease in reading and growth in numeracy. On the whole our results continued to remain in the similar group to other schools. We have a program for Students with Disabilities that catered for 10 students in 2018 who were working to their capacity. As we move into 2019 our school will take part in the 'Teaching Partnerships' program focussing on reading through the use of the Reader's Workshop model across the school. Our professional learning teams in English, mathematics and wellbeing continued to focus on improving student outcomes. Work included the consolidation of our writing program, continuing work on the Words their Way Spelling program, further consolidation of maths programs and high levels of connectedness to school building learning confidence. We have a program for Students with Disabilities that catered for 10 students in 2018 who were working to their capacity.

Engagement

Ferntree Gully North PS has a long history of engaging students in school through connecting strongly to the lives of our students and their interests. The consistent school philosophies, foundation to year 6 and in all specialist areas, values what students bring to school. We promote students building gradual responsibility for

their learning. We foster academic, social and personal growth. Our wide, ranging programs support development for all students. We provide holistic learning spaces that connect the indoor and outdoor to promote engagement. In 2018, we continued to build our transition programs between levels to ensure students feel comfortable moving between levels and promote connectedness to others through a range of activities. Our absence data has shown improvement in 2018 and is similar to other schools. We actively work with parents as appropriate to support student attendance.

Wellbeing

Ferntree Gully North's strong focus on pro-social programs continues to build resilience, confidence and skills for life. Our values include focussing on excellence, respect, resilience and integrity. We have a whole school socials skills framework, PLAY IS THE WAY, enabling us to share consistent and meaningful development across the school. At the centre of the program is the key understanding that we treat others the way that we would like them to treat us. The promotion of whole child development, including a restorative aspect to the program thus giving students skills for life. We support student wellbeing through leadership programs, buddy programs, behaviour educators, junior school council, house system and community events. Our communications with parents are clear through our School Council, newsletter, school Facebook page and the introduction of 'Compass' in June 2018. Our Student Attitudes to School Survey indicates that our sense of connectedness to peers is similar to like schools. Our Management of bullying data demonstrated improvement in 2018 and is similar to other schools.

Financial performance and position

- (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. In 2018 finances were allocated to a major project to reinvigorate a major re-developing a major playground area of the school.

The total funds available at the end of the year were in line with expectations of the 2018 final budget. Financial commitments for the following year account for the surplus. Expenditure for 2019 includes a range of projects including a number of grounds maintenance programs. The Operating Reserve, set by the system, allows a buffer for cash flow and combined with the school based programs account for uncommitted funds.

For more detailed information regarding our school please visit our website at
<http://www.ferntree.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 404 students were enrolled at this school in 2018, 186 female and 218 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.0	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.4	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.5	90.1	82.6	95.3	Similar
Mathematics	89.1	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	91.1	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	81.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	60.0	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	68.2	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	70.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	60.0	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	47.6	38.1	14.3
Numeracy	29.3	48.8	22.0
Writing	16.7	54.8	28.6
Spelling	41.5	41.5	17.1
Grammar and Punctuation	29.3	48.8	22.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.9	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.0	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	93	92	94	94	93	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	81.7	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	82.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,135,894
Government Provided DET Grants	\$500,441
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$19,136
Locally Raised Funds	\$308,548
Total Operating Revenue	\$3,964,018

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,994
Equity (Catch Up)	\$0
Transition Funding	\$6,711
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,705

Expenditure	Actual
Student Resource Package ²	\$2,936,596
Adjustments	\$0
Books & Publications	\$256
Communication Costs	\$5,124
Consumables	\$65,446
Miscellaneous Expense ³	\$274,828
Professional Development	\$11,754
Property and Equipment Services	\$179,194
Salaries & Allowances ⁴	\$84,697
Trading & Fundraising	\$47,478
Travel & Subsistence	\$10
Utilities	\$28,539
Total Operating Expenditure	\$3,633,921
Net Operating Surplus/-Deficit	\$330,097
Asset Acquisitions	\$52,294

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$130,914
Official Account	\$38,447
Other Accounts	\$6,721
Total Funds Available	\$176,082

Financial Commitments	Actual
Operating Reserve	\$60,972
Other Recurrent Expenditure	\$3,111
Provision Accounts	\$0
Funds Received in Advance	\$59,852
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,148
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$176,082

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').