

# 2016 Annual Report to the School Community



School Name: Ferntree Gully North Primary School

School Number: 4718

Name of School Principal:

Sue Dean

Name of School Council President:

Meagan Baker

Date of Endorsement:

15<sup>th</sup> March, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

In 2016, school enrolments continued to climb with confirmed numbers at census in February of 382. There continues to be demand for Foundation enrolments and we have smaller numbers exiting at Year 6. This pattern will continue for the next few years with continued total enrolment growth expected. Our state of the art facilities continue to provide an outstanding learning environment for our students, teachers and community. We offer a comprehensive education for our students including the specialist areas of visual arts, music, physical education and our language focus is Japanese in years Foundation to 4. In years 5 and 6 students select a language for our Language Options program. The language selected may be of interest to the student, or an area of focus for secondary school. Our Enviro Centre continues to thrive. We have also continued our Dance Academy and Autobahn programs.

### Framework for Improving Student Outcomes (FISO)

Our school wide approach focuses on the Education system wide targets 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, particularly in numeracy and literacy. 2016 saw the staff working on the introduction of the Victorian Curriculum before full implementation in 2017. Our 2016 Annual Implementation Plan focused on building practice excellence and curriculum planning and assessment. Our key improvement strategies included improving teaching and assessment practices through more effective monitoring and utilization of student learning data and reviewing planning, instruction and assessment in literacy and numeracy. In 2016 we became part of a FISO group working with four neighbouring schools building the capacity around data literacy.

### Achievement

The Achievement Performance Summary included in chart form on the following pages highlights a Similar School Comparison Performance Summary in all areas and with all measures. An area of focus in 2016 was working with staff to build understandings in the relative growth of Naplan. This has become a focus of development with all staff and resources have been put in place to enable an improvement in this measure.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### 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, across Foundation – Year 6 and in all specialist areas, values what students bring to school as much as what they leave with. The school promotes students building gradual responsibility for their learning. We foster academic, social and personal growth. Our wide ranging programs, including specialist areas, support development for all students. Our Environmental Education program allows identified students to develop leadership and academic skills through a context they show passion towards. We provide holistic learning spaces that connect the indoor and outdoor to promote engagement. In 2016 we expanded our transition program between levels to ensure students feel comfortable moving between levels and we promote whole school activities to connectedness to others.

### Wellbeing

Ferntree Gully North Primary School focuses on excellence, respect, resilience and integrity. We have a whole school social skills framework, **PLAY IS THE WAY®** enabling us to share consistent and meaningful development across the school. The program teaches social skills through games, which then carry through to the classroom everyday. At the centre of the program is the key understanding that *we treat others as you would like them to treat you*. The promotion of whole child development includes a restorative aspect to the program teaching 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 and the use of tiqbiz. Our students are supported through the Program for Students with Disabilities, DET psychologist and speech pathology services. We provide literacy intervention programs where needed across the school and some numeracy intervention in the senior school. The school absence data has been lower than the state average over the last four years. Our Student Attitudes to School Survey indicates outcomes similar to the state in the Connectedness to Peers and the School Connectedness Factors.

For more detailed information regarding our school please visit our website at [www.ferntree.vic.edu.au](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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

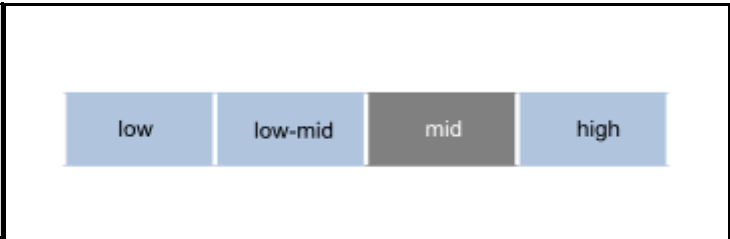
### School Profile

**Enrolment Profile**

A total of 382 students were enrolled at this school in 2016, 169 female and 213 male. There were 2% of EAL (English as an Additional Language) students and 2% 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**

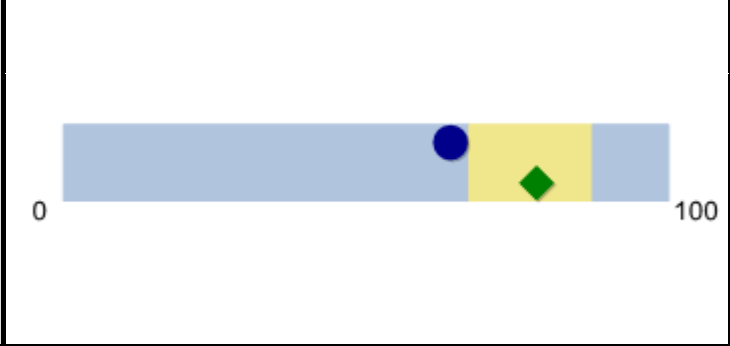
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



**School Staff Survey**

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>55%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>47%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>42%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>39%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	55%	29%	Numeracy	32%	47%	21%	Writing	17%	51%	31%	Spelling	22%	42%	36%	Grammar and Punctuation	31%	39%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p><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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	94 %	94 %	94 %	93 %	93 %	<p><span style="color: blue; font-weight: bold;">●</span> Higher</p> <p><span style="color: blue; font-weight: bold;">●</span> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	94 %	94 %	94 %	93 %	93 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

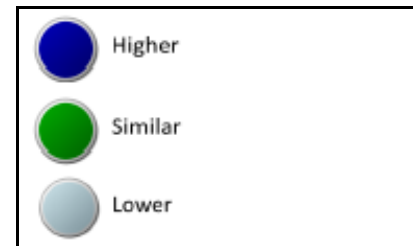
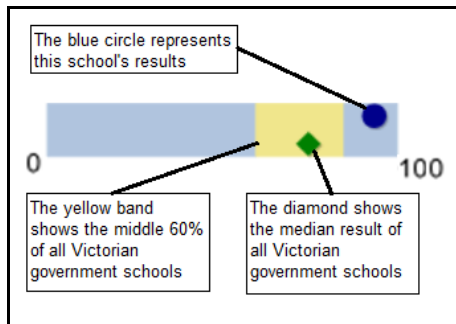
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

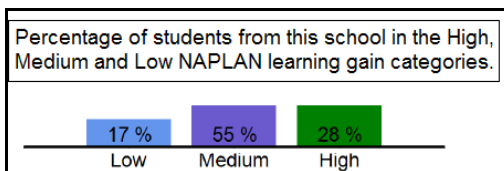
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

The financial position of the school reflects the allocation of funds to improve student outcomes as well as maintenance of an outstanding learning environment and community resources. Funds from previous years were utilized to finish off tasks related to the major building program undertaken at Ferntree Gully North PS. The school had senior staff seconded during the 2016 school year and there were occasions when the staff dropped back into the SRP for short periods of time. The listed Commonwealth Grant was the result of a successful Volunteers Grant application. The school was able to support the implementation of small classes in 2016 in an effort to meet the needs of our students.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,974,849
Government Provided DET Grants	\$384,900
Government Grants Commonwealth	\$2,347
Government Grants State	\$4,900
Revenue Other	\$14,246
Locally Raised Funds	\$275,947
<b>Total Operating Revenue</b>	<b>\$3,657,189</b>

Expenditure	
Student Resource Package	\$2,970,442
Books & Publications	\$2,845
Communication Costs	\$7,893
Consumables	\$52,588
Miscellaneous Expense	\$260,866
Professional Development	\$17,142
Property and Equipment Services	\$233,569
Salaries & Allowances	\$127,676
Trading & Fundraising	\$60,486
Utilities	\$25,730
<b>Total Operating Expenditure</b>	<b>\$3,759,238</b>

**Net Operating Surplus/-Deficit** (\$102,049)

**Asset Acquisitions** \$0

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$40,068
Official Account	\$15,638
Other Accounts	\$1
<b>Total Funds Available</b>	<b>\$55,707</b>

Financial Commitments	
Operating Reserve	\$55,707
<b>Total Financial Commitments</b>	<b>\$55,707</b>

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*