

# 2016 Annual Report to the School Community

School Name: Fish Creek and District Primary School

School Number: 3028



Name of School Principal:	Dale Banks
Name of School Council President:	Brad Gale
Date of Endorsement:	9/5/2017

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.



## About Our School

### School Context

#### 2016 Annual Report Guidelines

Fish Creek and District Primary School is a rural school situated 160km South East of Melbourne and had an enrolment of 80 students in 2016.

It is a friendly place to learn, work and visit. With a tradition of high academic achievement, our school works to provide an exemplary literacy and numeracy program, encourages the development of social skills through a whole school approach to mindfulness, builds relationships and nurtures our students' artistic and sporting talents. Our local community is proud of our school where all children are known individually, our staff is progressive and forward-thinking and our students attain a high level of academic achievement. From concerts to art shows, our students have many opportunities to succeed in a variety of arenas. Our strong sporting achievements see many students attend regional and state level championships.

The school is part of the Corner Inlet Cluster of schools for sport and cultural activities. This has continued to include professional development for staff across the wider Corner Inlet Cluster or CILA (including Foster, Toora, Welshpool, Tarwin Valley and Tarwin Lower Primary Schools) in 2016. This was a successful initiative that engaged teachers in professional learning with their colleagues whilst establishing strong, supportive formal and informal networks. It also created leadership positions for staff in the areas of Maths, English and ICT. With the leadership changes within the school, the Cluster of Principals also provided a high level of support for both Acting Principals during this time. Fish Creek & District Primary School Council and staff continue to monitor and assess student learning through on-going professional learning; including the Professional Learning Team (PLT) model, developing formative assessment practices across the school and a school wide approach to spelling and word study.

Fish Creek and District Primary School continues to strive for 21<sup>st</sup> Century Learning within the classroom with all staff participating in an audit of our technology department. Our school became an eSmart school in 2016 and will continue to focus on the progressive but safe use of information technology in the classroom.

We have seen great steps forward in terms of staff, parent and student satisfaction data and have developed a team approach to decision making and process. The school is currently an extremely positive and vibrant place to learn and work.

### Framework for Improving Student Outcomes (FISO)

All parts of the FISO frameworks are being implemented at Fish Creek and District Primary School in 2016. However, a primary focus was placed towards Curriculum Planning and Assessment. This was especially valid as we entered into the new Victorian Curriculum. All staff worked together to produce a viable and working curriculum document which is unique to Fish Creek and District Primary School.

Our staff, in conjunction with the Corner Inlet Learning Alliance in 2016, build teacher capacity by working together as a cluster of 6 schools. This enabled all schools to implement a collaborative process to conduct professional development sessions. Working together helped build the expertise of staff and allowed individual teachers to evaluate the impact of their own teaching.

### Achievement

At Fish Creek and District Primary School, we are continually proud of the achievements that our students produce. Our Naplan results in both reading and maths in year 3 showed that we were well above state average in both domains and that we produced similar scores to schools with a comparable SFO. The 4 year trends reflect similar growth with our Numeracy and Reading well above the 75 percentile. In grade 5, our results have been pleasing but there has been a drop off particularly in reading, whilst we are still above state average in the 4 year trends.

We continue to monitor learning at an individual level and will continue to provide individual support to each and every student.

From a student perspective it was very encouraging to note that in the Attitude to School Summary, that students felt very comfortable and safe at the school. Student safety was measured in the 96.2 percentile which is well above state average and higher than like schools with a similar SFO. School connectedness reflected these positive results with students placing the school in the 91.6 percentile, once again well above state average.

In 2016 teachers prepared for the introduction of the Victorian Curriculum and developed a working viable document which was trialed towards the end of 2016 ready to be fully implemented the following year. Staff continued to commit to a whole school literacy and numeracy improvement program through their Professional Learning Teams work.

For a small school we have always punched well above our weight in sporting events, this continued this year with the Waratah cluster representing the school in competition in soccer, netball, cricket and in athletic events.

Students also proudly represented the school in Coastal Ambassadors, Lions Public Speaking Awards and in the Peace Poster Competitions.



## Engagement

At Fish Creek Primary School, it is important that our students intrinsically take ownership of their learning; the want to learn and push yourself is highly encouraged. In 2016, we continued to set goals in partnership with each individual student with an educational plan tailored to their specific needs. This is reflected in their attitude to school survey where student motivation in teaching and learning has gone up from 4.38 to 4.79 (measured out of 5) in two years.

Our “Switched On Kids And Classroom Teachers” program focused strongly on establishing clear expectations about respect and fairness and developing social skills. This continues to be implemented across the school with a particular emphasis in term one as teachers get to know their new class at the beginning of the year.

In 2016 there has been a strong focus on bringing the community back to Fish Creek Primary School through our community garden group, this area has become a hub of activity with students, teachers and parents working together to establish a working garden area. This culminated into a tree planting day where families could donate a tree to become part of our new orchard.

Our enthusiastic Junior School Council had become more formalized thus providing a more effective JSC, they run several lunchtime activities, and raised money for many worthy causes and worked together to raise money for the erection of a chook shed in our newly refurbished garden area. Our Coastal Ambassador team ran a very successful community initiative in ‘Boomerang Bags’ this project worked towards making Fish Creek plastic bag free.

Our links to the kindergarten have been further strengthened through our ‘first foot forward’ transition program. This program enabled kindergarten students 6 sessions at the school where they could become familiar with the school environment before their transition the following year.

Attendance is and will remain an area of focus at Fish Creek with non-attendance and unexplained absences above the state average. Our attendance data reveals that several family holidays taken outside the school holiday period has led to this higher than average number.

## Wellbeing

Student health and well-being will always be a high priority at Fish Creek Primary School. As part of Ministerial order 870 we became a Child Safe School. As part of this, we made a commitment to the safety and well-being of all young children. We are committed to providing a child safe environment where children and young people are safe and feel safe; and their voices are heard about decisions that affect their lives.

2016 saw the implementation of the Peaceful Kids program. 3 teaching staff members have been trained in this program and 25 students completed the course in 2016. This entailed students learning different coping mechanisms to deal with anxiety and to look at ways to relax the body and mind. It is hoped that all students will get the opportunity to partake in this program in the future.

In 2016 a strong focus was put towards making sure that everyone is enjoying their schooling experience and their connectedness to school was high. Lunchtime activities were introduced everyday in the school year, which enabled students with positive activities to participate in at lunchtime. Activities that were introduced in 2016 included chess club, choir, recorder lessons and board games to name a few.

A buddy bench was installed at the end of 2016 in order to instill social confidence in the students. There are times when all students are looking for a friend to play with, educating students around the use of a buddy bench has helped give all the students an opportunity to play with other friends but more importantly created a greater sense of school community. Empowerment days were run for students at the school, with trained staff providing students with strategies on building up resilience and self-esteem.

For more detailed information regarding our school please visit our website at  
[enter web address here]

### 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



## 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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 80 students were enrolled at this school in 2016, 38 female and 42 male. There were 0% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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>Results: English</p> <p>Results: Mathematics</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Similar</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 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>	<p><b>Reading</b></p> <p>Low High</p> <p><b>Numeracy</b></p> <p>Medium</p> <p><b>Writing</b></p> <p>Medium</p> <p><b>Spelling</b></p> <p>Medium</p> <p><b>Grammar and Punctuation</b></p> <p>Medium</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: ◆

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>89 %</td> <td>93 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	93 %	90 %	94 %	92 %	95 %	95 %	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	93 %	90 %	94 %	92 %	95 %	95 %										



## 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> Higher</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> Higher</p> <p> Similar</p>

# How to read the Performance Summary

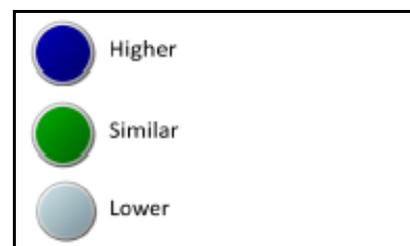
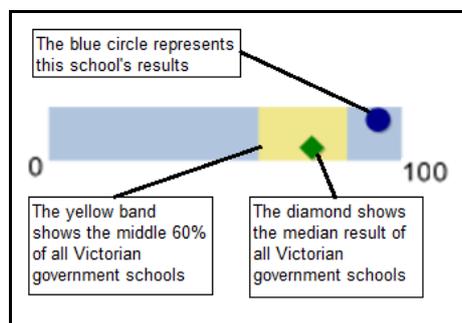
## What are student outcomes?

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.

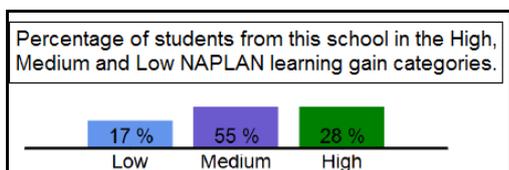
You can see these results for the latest year, as well as the average of the last four years (where available).

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

*Fish Creek and District Primary school is in a sound financial position, with many school based programs planned for 2017.*

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

Revenue	Actual
Student Resource Package	\$679,142
Government Provided DET Grants	\$102,736
Government Grants Commonwealth	\$5,198
Revenue Other	\$2,843
Locally Raised Funds	\$49,667
<b>Total Operating Revenue</b>	<b>\$839,586</b>

Expenditure	
Student Resource Package	\$544,450
Communication Costs	\$1,609
Consumables	\$15,713
Miscellaneous Expense	\$29,737
Professional Development	\$5,971
Property and Equipment Services	\$32,365
Salaries & Allowances	\$69,213
Trading & Fundraising	\$10,097
Utilities	\$7,867
<b>Total Operating Expenditure</b>	<b>\$717,022</b>

**Net Operating Surplus/-Deficit** **\$122,564**

**Asset Acquisitions** **\$0**

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

Funds Available	Actual
High Yield Investment Account	\$29,126
Official Account	\$6,039
Other Accounts	\$39,235
<b>Total Funds Available</b>	<b>\$74,400</b>

Financial Commitments	
Operating Reserve	\$26,014
Asset/Equipment Replacement < 12 months	\$4,131
Revenue Received in Advance	\$4,285
School Based Programs	\$39,970
<b>Total Financial Commitments</b>	<b>\$74,400</b>

Student Resource Package Expenditure figures are as of 06 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.*