

2019 Annual Report to The School Community



School Name: Fish Creek and District Primary School (3028)



- 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 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 28 April 2020 at 08:54 AM by Dale Banks (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 28 April 2020 at 06:09 PM by Fleur Stefani (School Council President)

About Our School

School context

Fish Creek and District Primary School is a rural school situated 160km South East of Melbourne and had an enrollment of 110 students at census in 2019. This is an increase from 105 the previous year

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 Learning Alliance (CILA) of schools for sport and cultural activities. The CILA network incorporates Foster, Toora, Tarwin Lower, Tarwin Valley, Welshpool and Fish Creek Primary Schools. This also includes professional development for staff between the cluster with Fish Creek, Welshpool, Tarwin Lower and Toora completing cluster PLC training together in 2019, the schools will work together to improve teaching and learning practices across the region. This successful initiative 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 instructional leaders and data literacy. Our school staff continued to monitor and assess student learning through on-going professional learning; this will be further enhanced by our PLC work continuing on into the future. 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 for all students, staff and families.

Our school prides itself on being family friendly and we get enormous support from our parent volunteer base especially through our Parents and Friends and School Council.

Framework for Improving Student Outcomes (FISO)

All parts of the FISO frameworks are being implemented at Fish Creek and District Primary School in 2019 however, a primary focus was placed towards Curriculum Planning and Assessment. This was especially valid as we completed our Numeracy Curriculum document. All staff worked together to produce a viable and working curriculum document which is unique to Fish Creek Primary School. To assist with our Numeracy Curriculum document we worked with Peter Sullivan and Martin Holt from the Maths Association of Victoria and additionally ran a maths Professional Development day for the Gippsland schools which was extremely well attended. Our staff worked on building a consistent assessment schedule to better understand student learning and challenge our students thinking.

In 2019 we worked on our consistency of teaching across all classrooms, as a staff we worked on an instructional model of teaching ensuring that it was consistent, supported by explicit teaching and that it utilised Learning Intentions and Success Criteria linked to the Curriculum.

Leaders at the school embarked on our Professional Learning Community training this was a great initiative for the school which looked at how we can develop a data focused approach to our teaching and learning.

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 were outstanding, we were above state average for students in the top 2 bands in reading and numeracy in year 3 and year 5. In reading we particularly excelled with 63% of year 3 students and an amazing 71% of year 5 students in the top 2 bands. At our school 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 that they were being pushed academically in our school. In effective teaching practices through the four factors of differentiated learning challenge, Effective classroom behavior, stimulating learning and effective teaching time

students gave a 89% or high positive endorsement for all of these factors. The students also felt a belonging to the school with 89% of students providing positive results for School connectedness and a 99% of students felt a sense of inclusion at the school.

In 2019 staff worked off the Victorian Curriculum and developed a working viable numeracy document that catered for the schools and individual student's needs. Staff continued to commit to a whole school literacy and numeracy improvement program through their Professional Learning Team and their team teaching structure.

In 2019 we were ecstatic and proud of our students achievement. For a smaller school we have always punched well above our weight in sporting and Art events, this continued this year with the Waratah cluster representing the school in competition in soccer, netball, cricket, swimming and in athletic events. Highlights for 2019 included winning the Gippsland Primary School surf competition, having a student come second in the state spelling championships and 2 representatives from our school winning the South Gippsland public speaking competition.

Engagement

At Fish Creek Primary School, we pride ourselves on how our students engage with the community and how they know their place in a global society. We held our third NAIDOC day celebration, on this day many elders and special people from the Gippsland community and students from schools in the surrounding area came into our school to teach our students about Aboriginal customs and their proud history.

We continued as a partner school for Respectful Relationships program, at our school we strongly support gender equality, it was wonderful to see one our students artwork displayed in the local art gallery as part of the 16 days of activism against gender based violence.

In 2019 there has been a strong focus on bringing the community back to Fish Creek Primary School through our community garden group, this has been greatly assisted by the development of our new student kitchen. This area has become a hub of activity with students, teachers and parents working together to create a great community kitchen for the whole school to utilise. The year ended with a community garden day at Buckley park where the students planted trees for future generations to enjoy.

Our end of year school concert "Pirates of the Curry Bean" was a tremendous success and once again showcased how incredible talented our students are. The show was wonderful and the students should all be very proud of their performances.

Our enthusiastic Junior School Council had become more formalized, providing a more effective JSC, they run several lunchtime activities and raised money for many worthy causes including Jump rope for heart and the RSPCA. Our students have led the way with sustainable practices across our school, our environmental leaders have conducted rubbish audits and now we have an extremely viable recycling program, which helps reduce rubbish falling into land fill. Our links to the kindergarten have continued to be strengthened as they become part of our school in term 4 as their building was getting redeveloped. It was wonderful to have the kinder on site as it enabled them to become familiar with the school environment and made for a seamless transition to school for 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, while this has improved from previous years it is still a focus to get better. 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 are 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.

2019 saw the continued implementation of the peaceful kids program. 3 teaching staff members have been trained in this program and 38 students completed the course in 2019. This entailed students learning different coping mechanisms to deal with anxiety and to look at ways to relax the body and mind. The aim is that all students will get the opportunity to partake in this program in the future.

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 continued everyday in the school year, which enabled

students with positive activities to participate in at lunchtime. Activities that were introduced in 2019 included chess club, yoga, choir, recorder lessons and board games to name a few.

In 2019 we created a cyber safety team led by students which involved practicing cyber safe techniques when working online and providing educational training to our students about internet safety

Through our Achievement Program we were able to reach 2 more benchmarks in 2019 completing our sexual Health and Well being and our Safe Environment domains of the program. In 2020 we hope to be able to complete the physical activity benchmark. In conjunction with the achievement Program we additionally received a grant to for the education of age appropriate sexual health lessons to occur in our school.

Financial performance and position

Fish Creek and District Primary school is in a sound financial position, with an operating surplus. This is due to planned expenditure on the redevelopment of old play ground areas at the school, including additional line painting and marking of new sports areas. Our equity money of \$6996.00 went towards extra educational support in the classroom, with an Education Support employee paid for an additional day a week. In 2019 the school completed its junior learning area rebuild. The School received \$758,000 for the rebuild was completed by the end of term 2. We also received \$2200 from sporting schools, which contributed, to our swimming program. At Fish Creek Primary School, we are extremely fortunate to receive extra support from the parent community with our Parents and Friends committee raising much needed funds for additional resources and classroom furniture at the school.

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 110 students were enrolled at this school in 2019, 57 female and 53 male.

0 percent of students had English as an additional language and 5 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)	88.2	85.8	79.2	92.0

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)	85.9	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.7	89.7	81.7	95.0	Above
Mathematics	95.1	90.3	81.8	95.8	Above

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	87.5	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	81.3	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	85.7	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	78.6	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	89.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	80.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	85.1	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	83.0	56.3	40.7	71.7	-

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.

Fish Creek and District Primary School

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'.

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.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	14.3	50.0	35.7
Numeracy	42.9	35.7	21.4
Writing	21.4	35.7	42.9
Spelling	14.3	57.1	28.6
Grammar and Punctuation	7.1	64.3	28.6

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.1	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	16.7	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	89	92	92	92	92	90	93

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.8	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	88.7	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	96.7	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	96.7	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,050,905
Government Provided DET Grants	\$188,905
Government Grants Commonwealth	\$5,960
Government Grants State	\$0
Revenue Other	\$9,582
Locally Raised Funds	\$72,161
Capital Grants	\$0
Total Operating Revenue	\$1,327,512

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,529
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,529

Expenditure	Actual
Student Resource Package ²	\$978,901
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$1,693
Consumables	\$34,325
Miscellaneous Expense ³	\$32,653
Professional Development	\$17,256
Property and Equipment Services	\$71,111
Salaries & Allowances ⁴	\$87,121
Trading & Fundraising	\$14,735
Travel & Subsistence	\$0
Utilities	\$11,471
Total Operating Expenditure	\$1,249,267
Net Operating Surplus/-Deficit	\$78,246
Asset Acquisitions	\$26,250

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$256,995
Official Account	\$2,247
Other Accounts	\$0
Total Funds Available	\$259,242

Financial Commitments	Actual
Operating Reserve	\$38,006
Other Recurrent Expenditure	(\$34)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$20,456
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$51,134
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$109,562

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').