

2013 Annual Report to the School Community

Fyans Park Primary School

School Number: 4919



Name of School Principal: PETER CROSSETT

Name of School Council President: JAMES CAMPBELL

Date of Endorsement: _____

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Fyans Park Primary School was established in 1965 overlooking the Barwon Valley in Newtown in central Geelong. The school is set on a large, attractive site with established gardens and a range of areas for active and passive play. The school community shares a strong vision and commitment to providing the best opportunities for students in a vibrant and purposeful atmosphere. Students are nurtured, supported and encouraged to appreciate and value their role, and the role of others, within the extended community.

Fyans Park Primary School has high expectations of all students and aims to provide each individual optimum opportunities to become literate and numerate, to be flexible, organised and to be confident in themselves as learners. We encourage students to take initiative and accept learning challenges in a flexible, stimulating and positive environment. Fyans Park's next four year focus will be on the development of 21st Century skills through a curriculum that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptability.

Staff participate in ongoing Professional Development focusing on 'best practice' to ensure maximum opportunities for all students to achieve their best. Fyans Park parents demonstrate initiative and strong direction and are active participants in their children's learning. The school operates through teamwork, collaboration and consultation. Mutual trust and respect between staff, students and parents forms a positive learning environment. The relationship between school and home is highly valued and encouraged.

The 2013 enrolment is 278 students with 16.2 full time teachers. (2 Principal Class, 14.2 classroom teachers and 1.63 Educational Support Staff) A successful Out of School Hours program is in operation coordinated by Camp Australia.

Achievement	Engagement	Wellbeing
<p>Fyans Park's positive learning environment focuses on developing the capacity of our staff and the engagement and capabilities of our students to improve outcomes. High expectations of our students remains a priority. Staff has a strong commitment to their profession and to increase their capacity to provide high quality teaching to each student.</p> <p>In 2013, students continued to be involved in their learning through individual goal setting and being given the strategies to articulate their learning needs.</p> <p>Our AusVELS results for Reading and Numeracy are on the top end of the middle 60% band of Victorian Government primary schools.</p> <p>In 2013, NAPLAN results for Year 3 in Reading and Numeracy were higher than for similar schools, while Year 5 results are comparable to similar schools. Year 3 & Year 5 results are above the middle 60% of Victorian Government schools.</p> <p>In 2014 we will continue our strong focus on 21st Century Learning through a curriculum that promotes cooperation, collaboration, problem solving, innovation, flexibility and adaptability.</p>	<p>Fyans Park students strive to do their best in a strong school community where education is highly valued, students have a sense of belonging and a high level of engagement.</p> <p>In 2013, Fyans Park continued to actively promote and explore options that build student engagement and wellbeing. Our students are supported with a range of programs and activities both inside and outside the classroom to optimise engagement. The implementation of a 1:1 Ipad program in Gr 3/4 is planned for early 2014 after parent consultation.</p> <p>Extra curricula activities include lunchtime games and library access, school choir, music performances, a School Concert, Battle of the Bands, You Can Do It, Life Education Van, Peer Leaders, House Leaders & the House Program, student leadership, Student Representative Council, school sports, camps, excursions, and outsourced tennis, drama and instrumental music.</p> <p>A strong emphasis on student engagement using technology continues as a significant school focus with the use of networked PC's, netbooks and iPads.</p>	<p>In 2013 a range of transition initiatives were implemented across the school to further increase each student's preparation for the next stage in their learning. These included peer and cross-age activities that strengthened student relationships across the school. Activities across Gr 2-3 and gr 4-5 helped prepare students for these transitions.</p> <p>An extensive Prep Transition program included student visits to school, information evenings, family BBQ's, ready and easy access to personnel and information and an enrolment pack which outlines school processes and programs.</p> <p>Incoming students and parents are provided with many opportunities to familiarise themselves with the school environment.</p> <p>Anecdotal evidence from secondary schools indicates that our senior students are well prepared for secondary school, confident and possess positive leadership qualities.</p> <p>Parent helpers are encouraged in classrooms and provide opportunities to strengthen home/school partnerships.</p> <p>Support from Bellarine District staff continue to provide excellent and valued support for students with</p>

	<p>Innovative use of Information & Communication Technology resources, and continuing to increase staff skills remain an ongoing focus.</p> <p>Our School Chaplaincy is highly valued and an asset to our school community.</p> <p>Student attendance is high, ranging from 91% to 95% at all levels and is at the high end of all Victorian Government Schools.</p>	<p>social/emotional needs. This also includes speech therapy, school nurse and referral work with psych & guidance officers.</p> <p>Student attitude to school ratings are equal to similar schools.</p>
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For more detailed information regarding our school please visit our website at www.fyansparkps.vic.edu.au
or view our 2013 Annual Report online at <http://www.vrqa.vic.gov.au/SReg>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 schools: ■
Result for this school: ● Median of all Victorian government schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>52%</td> <td>45%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>62%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>55%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	50%	32%	Numeracy	33%	56%	11%	Writing	3%	52%	45%	Spelling	10%	62%	28%	Grammar and Punctuation	31%	55%	14%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="558 795 1045 896"> <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>91 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	94 %	94 %	95 %	94 %	92 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	94 %	94 %	95 %	94 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. 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: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

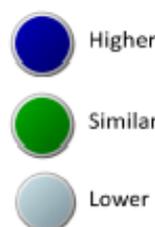
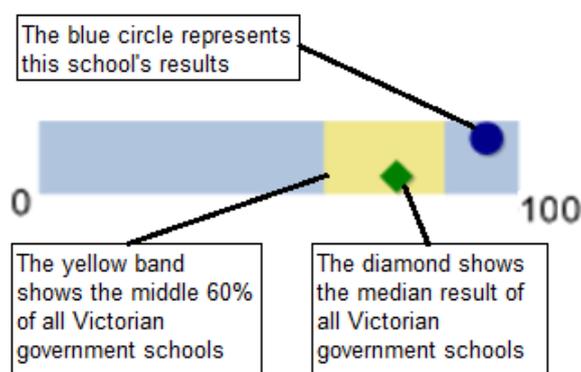
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

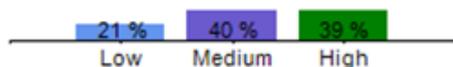
The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$231,311	High Yield Investment Account	\$74,746
Government Grants Commonwealth	\$7,113	Official Account	\$5,417
Government Grants State	\$23,120	Other Accounts	\$19,310
Revenue Other	\$14,189	Total Funds Available	\$99,473
Locally Raised Funds	\$175,247		
Total Operating Revenue	\$450,980		

Expenditure		Financial Commitments	
Books & Publications	\$1,908	Operating Reserve	\$71,241
Communication Costs	\$3,359	Maintenance - Buildings/Grounds incl SMS<12 months	\$28,232
Consumables	\$35,586	Total Financial Commitments	\$99,473
Miscellaneous Expense	\$61,475		
Professional Development	\$18,510		
Property Maintenance	\$149,041		
Salaries & Allowances	\$129,246		
Trading & Fundraising	\$33,026		
Utilities	\$26,529		
Total Operating Expenditure	\$458,680		

Net Operating Surplus/-Deficit (\$7,701)

Asset Acquisitions \$0

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Fyans Park was once again the banker school for the Geelong District Principals Association, Geelong West Sports Association and Bellarine Network 0-8 Network which adds to our expenditure figures for professional development/hospitality/entertainment. Camps and excursions increased due to the camping program for Grades 3-6. Our maintenance financial commitment increased due to the school inclusion in the Condition Assessment Project of the Administration building