

2015 Annual Report to the School Community

Fyans Park Primary School

School Number: 4919



*Celebrating 50 years
1965 - 2015*

Name of School Principal:

Peter Crossett

Name of School Council President:

Ashley Ryan

Date of Endorsement:

21/03/2016

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 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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

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. It is expected that all students try their best each and every day.

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 hangs its hat on our 21st Century skills through a curriculum that promotes co-operation, 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. We have an extremely high rate of parental help during teaching hours which helps our teachers deliver the curriculum they need to.

The 2015 enrolment is 304 students with 17 teaching staff members with 2 Principal Class members. Amongst the 17 teaching staff were four Specialist teachers whose time fractions were 0.2(LOTE), 0.6(Art), 0.6(Music), 0.4(PE). We have five ES staff members whose time fractions are 1.0 (Bus. Manager), 2 X 0.31 (Integ Aides), 1 X 0.51 and 1 X 0.61 (front desk).

A successful Out of School Hours program is in operation coordinated by Camp Australia. This program runs before and after school hours.

Achievement

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 and families remains a priority. Staff have a strong commitment to their profession and to increase their capacity to provide high quality teaching to each student, every day.

In 2015, students continued to be involved in their learning through individual goal setting and being given the strategies to articulate their learning needs. Our AusVELS results for Reading and Numeracy (Prep – Yr. 6) are on the top end of the middle 60% band of Victorian Government primary schools.

In 2015, NAPLAN results for Year 3 in Reading and Numeracy were higher than for similar schools, while Year 5 results were also higher to similar schools. Year 3 and Year 5 results are above the middle 60% of Victorian Government schools. In 2015 we will continue our strong focus on 21st Century Learning through a curriculum that promotes co-operation, collaboration, problem solving, innovation, flexibility and adaptability.

Engagement

In 2015, 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 increase the level of effective engagement. The continuing implementation of a 1:1 Ipad program in Years 3/4 has continued to be a huge success, as has the newly formed 1:1 Ipad program in the Years 5/6 classrooms. Extra curricula activities included 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 and the House Program, student leadership, Student Representative Council, school sports, camps, excursions, and outsourced tennis, drama and instrumental music.

A strong emphasis on student engagement using technology continues as a significant school focus with the use of networked PC's, netbooks and iPads. Innovative use of Information & Communication Technology resources, and continuing to increase staff skills remain an ongoing focus.

Our School Chaplaincy is highly valued and an asset to our school community. Student attendance is high, ranging from 92% - 96% at all levels and is similar to all Victorian Government Schools school attendance days.

Wellbeing

In 2015 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 all year levels, including Kindergarten, helped prepare students for these transitions.

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.

Incoming students and parents are provided with many opportunities to familiarise themselves with the school environment. Anecdotal evidence from secondary schools indicates that our senior students are well prepared for secondary school, confident and possess positive leadership qualities. Parent helpers are encouraged in classrooms and provide opportunities to strengthen home/school partnerships.

Support from Bellarine District staff (student support services) continue to provide excellent and valued support for students with social / emotional needs. This also includes speech therapy, school nurse and referrals with psych & guidance officers. Student attitude to school ratings are equal to similar schools.

Productivity

Fyans Park Primary School utilises their facilities and resources to their advantage. Class structures include Prep X 2, Year 1 X 2, Year 2 X 2 with multi aged 3/4 X 4 and 5/6 X 4.. The 2015 timetable includes 4 Specialist teachers, Visual Arts, LOTE, Music and Health and Physical Education. We have a library technician where all classes have the capability of spending 1 hour per week in the library with their teacher. Timetabled also is teaching time spent in the Computer Lab. This existing structure, with our current student numbers allows us best to cater for all student needs.

Our community is extremely supportive of our school and it's programs. We have a Parent Association which raises funds that go back into the school programs and priorities. Parents have a huge impact into how successful our fundraising events are. In 2015, and in conjunction with staff, our annual Christmas Fair was a huge success raising over \$32,000.

Fyans Park Primary School has continued with it's 5 weekly student progress reporting program, including assessment pieces for Literacy and Numeracy. Every 5 weeks, every student in the school receives a progress report that details a significant part of the curriculum with detailed information for parents, all relating to AusVELS outcomes. Parents have interviews with class teachers in February and July. The July interview includes the student to set goals and target priorities.

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

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.

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 305 students were enrolled at this school in 2015, 139 female and 166 male. There were 4% 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 index which takes into account parents' occupations.



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.



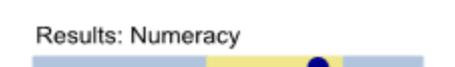
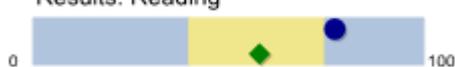
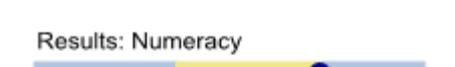
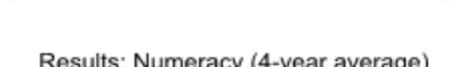
Performance Summary

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 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> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English No Data Available</p> <p>Mathematics No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the 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: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>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> Higher</p>
<p>NAPLAN Year 5</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>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 primary year levels:
 Result for this school: Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>52%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>55%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>40%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>50%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	54%	21%	Numeracy	37%	52%	11%	Writing	14%	55%	31%	Spelling	17%	40%	43%	Grammar and Punctuation	27%	50%	23%	<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>Average Number of Student Absence Days</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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>95 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	92 %	94 %	93 %	95 %	96 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	92 %	94 %	93 %	95 %	96 %										

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>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (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 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.

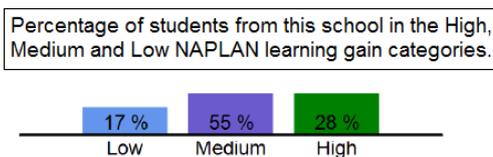
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

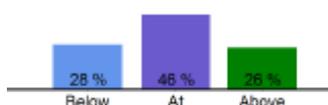


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$1,998,093
Government Provided DE&T Grants	\$311,591
Government Grants Commonwealth	\$9,780
Revenue Other	\$21,897
Locally Raised Funds	\$227,073
Total Operating Revenue	\$2,568,434

Funds Available	Actual
High Yield Investment Account	\$98,347
Official Account	\$6,227
Other Accounts	\$34,864
Total Funds Available	\$139,438

Expenditure	
Student Resource Package	\$1,913,350
Books & Publications	\$1,936
Communication Costs	\$3,390
Consumables	\$39,053
Miscellaneous Expense	\$71,698
Professional Development	\$24,001
Property and Equipment Services	\$245,885
Salaries & Allowances	\$93,023
Trading & Fundraising	\$42,196
Travel & Subsistence	\$96
Utilities	\$20,800
Total Operating Expenditure	\$2,455,429

Financial Commitments	
Operating Reserve	\$69,570
Maintenance - Buildings/Grounds incl SMS<12 months	\$21,675
Revenue Received in Advance	\$28,506
School Based Programs	\$5,819
Repayable to DEECD	\$10,869
Other recurrent expenditure	\$3,000
Total Financial Commitments	\$139,438

Net Operating Surplus/-Deficit **\$111,269**

Asset Acquisitions **\$11,954**

Student Resource Package Expenditure figures are as of 01 March 2016 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.

Financial performance and position commentary

[Insert financial commentary here]