

2018 Annual Report to The School Community



School Name: **Fyans Park Primary School (4919)**



- 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 2018 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 18 March 2019 at 03:57 PM by Peter Walsh
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 21 March 2019 at 10:40 AM by Timothy Postgate
(School Council President)

About Our School

School context

Fyans Park Primary School was established in 1965 overlooking the Barwon Valley in Newtown, Central Geelong. The school is set on a large, attractive site with established gardens and a range of areas for active and passive play. In 2018 the school completed a building program that has allowed for 4 flexible learning general purpose classrooms, a STEAM and Art learning space, staff planning space and a conference room as well as large deck spaces to accommodate outdoor learning options. The school was also successful in the Pick My Project grant applications and will begin 2 extensive building projects in 2019 with a sustainable vegetable garden and 100kw solar program. 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, staff and parents aim to do their best each and every day.

A culture of high expectations permeates the school and the leadership and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes and to ensuring that teaching reflects best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership, commitment and pride towards the goals and values of the school. The school is supported by an aspirational vision of building 'Inspired', 'Collaborative and 'Innovative' learners who all work towards providing 'a learning environment that inspires all students to be their best'. This is supported through the schools core values of - 'Respect', 'Resilience', 'Innovation' and 'Collaboration'.

The school offers a comprehensive curriculum in all Learning Areas and Capabilities with a high emphasis placed on developing student knowledge and skills in Literacy, Numeracy and Project Based Learning. We provide each individual optimum opportunities to be flexible, organised and to be confident in themselves as learners. This has been further enhanced through the 'Project Based Learning' program that has seen students actively involved in their local and regional community raising both their knowledge and appreciation of where they live. Through this we encourage students to take initiative and accept learning challenges in a flexible, stimulating and positive environment. Fyans Park has a dedicated focus on developing 21st Century learning skills through a curriculum that promotes co-operation, collaboration, problem-solving, innovation, flexibility and adaptability.

Staff participate in ongoing Professional Learning Communities to ensure maximum opportunities for all students to achieve their best. Fyans Park parents demonstrate initiative, strong direction and are active participants in their child'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 a high rate of parental assistance during teaching hours and for school based events which helps our staff deliver the curriculum that is required as well as support our community through locally raised funding opportunities.

The 2018 enrolment was 315 students with 19 teaching staff and 2 principal class members. Amongst the 19 teaching staff were 4 specialist teachers whose time fractions were 0.6(Music), 0.6(Visual Arts), 0.4 & 0.2(Health & Physical Education/Science). Our languages program is classed based and explores the introduction of Italian and Japanese. We have 5 education support staff members whose time fractions are 1.0(Business Manager), 1x0.31&1x0.45(Student Support) and 1x0.51 and 1x0.54(Administration Staff). The school employs a Chaplain 0.3(which has increased from 0.2). Instrumental music, drama and tennis coaching are outsourced as after school or extra-curricular activities.

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

Framework for Improving Student Outcomes (FISO)

Fyans Park PS listed the following initiatives within the Framework for Improving Student Outcomes (FISO):

*Excellence in Teaching & Learning - Curriculum Planning & Assessment & Building Practice Excellence

*Positive Climate for Learning – Empowering Students and Building School Pride

In 2018 with the support of the school review, strategic plan and annual implementation plan we made significant progress towards strengthening these initiatives.

Building Practice Excellence:

- Work collaboratively as Professional Learning Communities to embed a culture of collaboration and establish collaborative teams with necessary protocols
- Participate in Learning Walks as a teacher and an observer and use and provide feedback to improve teaching practice
- Work collaboratively to develop a consistent whole pedagogical approach through the implementation of an instructional framework
- Work collaboratively to develop and implement assessment and data analysis protocols to ensure the consistency in transition of students and maximise student growth academically, socially and emotionally
- Participation in developing individualised student learning goals through Individual Learning Improvement Plans

Positive Climate for Learning:

- Implementation of a STEAM based program for year levels 3-6
- 0.4 STEAM teacher to work in collaboration with teaching teams at different stages throughout the year to undertake professional learning and team teaching opportunities
- Develop a working party to develop a whole school program to support the wellbeing and engagement opportunities that support our school core values
- Use reflection and feedback as an important tool to promote student voice and agency
- Ensure the four core values underpin the school culture – Respect, Resilience, Innovation and Collaboration

These goals are implemented into staff Professional Development Plans to ensure that these are being addressed consistently across the school.

Achievement

Fyans Park's positive and engaging learning environment focuses on improved student and teacher learning through setting high expectations for staff, students and school community. Staff have a strong commitment to their profession and to increase their capacity to provide high quality teaching to each student, every day.

In 2018, students, staff and families continue to be actively involved in their learning through 5 weekly progress reports, individual goal setting and developing strategies to articulate their learning needs. The teacher judgements for English and Mathematics show that 98-99% of our students are working at or above level and on the top end of all government schools and this is similar to like schools

In 2018, NAPLAN results for Years 3 and 5 were well above the state average across all areas of Reading and Numeracy. This was evident with the following % of students in the top 3 bands:

Year 3 - Reading - 88.2% Numeracy - 94.1%

Year 5 - Reading - 94.4% Numeracy - 88.9%

These results are above our 4 year average in all areas as well as an average of 25% above the state median. This is similar to like schools. Our focus has been on student growth and this was evident with 86.5% of our students achieving medium to high growth across all areas of Literacy and Numeracy.

Our School Review, Strategic Plan and Annual Implementation Plan has had a direct focus on student growth and this has been evident with the school achieving above average growth across all NAPLAN areas from years

3-5 in 2018:

Reading - 87.6% high or medium growth

Numeracy - 71.9% high or medium growth

Writing - 97.1% high or medium growth

Spelling - 85.7% high or medium growth

Grammar & Punctuation - 80% high or medium growth

In 2018 there was a continued focus on 21st Century Learning with the endorsement of a plan that promotes Co-Operation, Collaboration, Problem Solving, Innovation, Flexibility and Adaptability within our Teaching and Learning programs.

Engagement

In 2018 student absence data indicates that students and parents at Fyans Park Primary School value the importance of being at school to maximise their learning opportunities. The average amount of days absent for a Fyans Park student is well below the state average and similar to like schools. We continue to promote the importance of school attendance and is supported through our mission statement of providing a 'learning environment that inspires students to be their best each day.'

The school has continued to create a learning environment that is relevant, stimulating and safe where students are given many opportunities to experience success. Our students are supported with a range of programs and activities both in and out of the classroom to increase engagement levels. The continuing approach to 21st Century Learning, Project Based Learning and the 1:1 BYOD iPad program has allowed students to explore a range of learning tools to enhance their learning opportunities. Extra curricula activities that are supported by staff, students and the community include lunchtime activities, school choir, music performances, Fyans Park's Got Talent, life education van, cyber safety information sessions, a range of excursions and incursions, peer support leaders, house leaders, student representative council, student leadership, school sports, inter school sport, sustainability programs and camps(years 3-6 every 2nd year)

Student absence data is above the middle 60% of Victorian government primary schools. (Average attendance rate – 94.1%)

Wellbeing

In 2018 Attitudes to School survey data indicates that students at Fyans Park Primary School are actively engaged in their learning and have a strong sense of belonging and connectedness to the school. Students are confident learners and highly motivated to achieve their very best each and every day. Results in all areas continue to be at or above the state average. In 2018 a working party was developed to explore further opportunities to improve student voice and agency at all levels. This will be a priority focus going into 2019 to support student wellbeing across the school.

An extensive Foundation transition program included student visits to school, information evenings, family gatherings, ready and easy access to personnel and information and an enrolment pack which outlines school processes and programs. Formal feedback from new parents outlined that this was invaluable to easing the pressures of starting the school year for the first time.

Incoming students and families are provided with many opportunities to familiarise themselves with the school environment. Regular whole school and year level newsletters keep our parent community informed regarding school events, initiatives and direction.

Support from Student Support Services (SSS) continue to provide valued support for students with social and emotional needs. This also includes speech therapy, school nurse and referrals with psych and guidance

officers. A school chaplain is employed by the school and provides pastoral care and counselling for families that require guidance and support. A wellbeing team meet weekly to discuss options for students support (student learning, KOORIE and social and emotional) as well as provide pro-active strategies to increase student wellbeing.

Financial performance and position

Student Resource Package increase due to introduction of Professional Practice Days
Books and Publications were lower due to changeover of library format. Extra monies to be expended in the 2019 year.
The decrease in Miscellaneous Expenses in 2018 due to the biennial camps taking place in 2017 and 2019.
Property and Equipment Services increased due to expenditure of Government Provided DET grant \$79,147 for furniture and fittings.
Successful fundraising in the form of bi-ennial Dinner Auction and annual Christmas Fair saw an increase in locally raised funds.
School Level Payroll increased due to Professional Practice Days held each term.
School Based Programs reduced due to less incursions being organised.
Increase in total financial commitments includes Building and Library Fund monies, possible SRP shortfall and 2017/2018 fundraising monies.




For more detailed information regarding our school please visit our website at
<http://fyansparkps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 315 students were enrolled at this school in 2018, 136 female and 179 male.

8 percent were EAL (English as an Additional Language) students and ND 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

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey


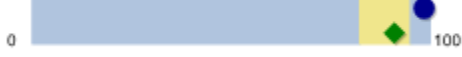


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




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> Similar</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>12%</td> <td>58%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>47%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>51%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>51%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	58%	30%	Numeracy	28%	47%	25%	Writing	3%	51%	46%	Spelling	14%	51%	34%	Grammar and Punctuation	20%	49%	31%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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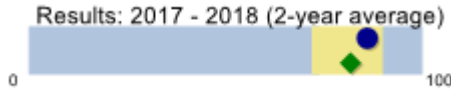


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	94 %	93 %	94 %	95 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	94 %	93 %	94 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,181,231	High Yield Investment Account	\$223,337
Government Provided DET Grants	\$354,664	Official Account	\$6,585
Government Grants Commonwealth	\$10,190	Other Accounts	\$36,746
Revenue Other	\$8,597	Total Funds Available	\$266,668
Locally Raised Funds	\$250,062		
Total Operating Revenue	\$2,804,744		
Equity¹			
Equity (Social Disadvantage)	\$5,782		
Equity Total	\$5,782		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,170,617	Operating Reserve	\$85,885
Books & Publications	\$493	Funds Received in Advance	\$57,503
Communication Costs	\$3,264	School Based Programs	\$24,333
Consumables	\$49,770	Funds for Committees/Shared Arrangements	\$17,166
Miscellaneous Expense ³	\$63,150	Repayable to the Department	\$35,000
Professional Development	\$6,778	Asset/Equipment Replacement < 12 months	\$15,000
Property and Equipment Services	\$225,021	Capital - Buildings/Grounds < 12 months	\$13,000
Salaries & Allowances ⁴	\$126,423	Maintenance - Buildings/Grounds < 12 months	\$19,058
Trading & Fundraising	\$41,084	Total Financial Commitments	\$266,945
Utilities	\$21,414		
Total Operating Expenditure	\$2,708,013		
Net Operating Surplus/-Deficit	\$96,730		
Asset Acquisitions	\$5,326		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 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)

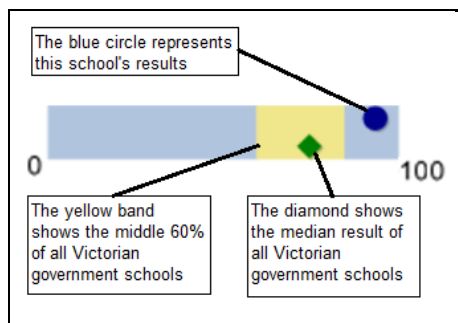
Engagement

- student attendance and engagement at school
- 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)
- 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).

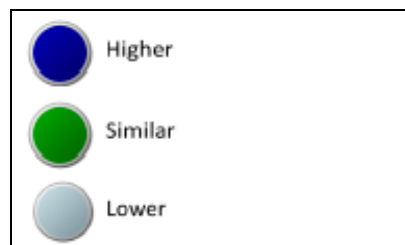


What does *School Comparison* refer to?

The 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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' 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 and Community Schools 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 their first 11 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').