

2015 Annual Report to the School Community

Ferny Creek Primary School

School Number: 3228



Name of School Principal: Matthew Coyle

Name of School Council President: Liam Smith

Date of Endorsement: 22/03/2016

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

Ferny Creek Primary School is a medium sized school in the Dandenong Ranges east of Melbourne. The school was established in 1895 and today continues to serve a residential community on Melbourne's outer-suburban fringe in the environmentally sensitive Dandenong Ranges. The school is the major focal point for our community, and welcomes parent involvement in classroom programs, school activities and out of school activities. With a current enrolment of 215 students, Ferny Creek Primary School has a highly regarded reputation as a high performing, community centred hills school. We are a school very aware of the need to nurture and develop our students over many areas and thus set high expectations. Ferny Creek Primary School caters comprehensively for individual student needs within a broad curriculum. Specialist programs are offered in Japanese, Physical Education, Performing Arts and Visual Arts, and a P-6 Integrated Curriculum that is implemented from a solid foundation underpinned by high level achievement in literacy and numeracy learning. The school operates 9 classes and caters for a number of students with disabilities. The school had 17.10 equivalent full time staff: 1 Principal Class, 11.51 teacher class and 4.59 Education Support staff. The school operated 9 classrooms and four specialist areas - Performing Arts, Creative Arts, Physical Education and Japanese. We also offer a Kitchen Garden Program and a Hilton Hen House Program, and 'EnviroKnights' parent led student group to develop sustainability concepts. The school is also the site for one of only two school Community Fire Refuges in the state. We foster close links with parents and the broader school community through our commitment to open and regular communications. We commit to the active sharing of our vision and goals to ensure school community engagement in the school's strategic plan. Ferny Creek Primary School guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. We provide a safe and stimulating learning environment to ensure all students can achieve their full potential. We ensure that all students receive instruction that is adapted to their individual needs. We promote a 'whole school' approach to teaching and learning with a strong emphasis on literacy and numeracy. An Instructional Model supports a strategic approach to teaching Numeracy and Literacy. We have a scope and sequence in both Literacy and Numeracy, which outlines the Reading, Writing, Spelling and Mathematics instruction and direction. All staff have a uniformed approach to their instruction for student learning where an agreed practice and common language has been implemented. We have high expectations for all students and promote independence, creativity and positive relationships. Students at all levels have access to high quality resources. Our eLearning has developed significantly over the last four years and we now run a BYOD iPad program in Years 5 and 6, iPads and notebooks in all classrooms and a number of Macs. We also utilise a new Wi-Fi Lab. All classrooms and the Visual and Creative Arts Centres have interactive whiteboards. Another outstanding area throughout the school is our Arts Program, which reflects community values and keen community interest. Teaching staff and local community expertise combine to make the school a "Centre for Arts Learning" by offering weekly art and music lessons, a school choir, a recorder group, a Senior School blues band, biennial musical productions involving every student in the school, soirees and concert performances. A large percentage of our students receive musical instrument lessons within the school day. Our mission is to provide the Ferny Creek Community with a comprehensive primary education for all students that will empower them, to reach their full academic, social and physical potential, thus providing them with the necessary skills for Life Long Learning and we are a school whose children, parents and teachers are treated with respect and dignity; a school where everyone is welcome and accepted as they are; a school where staff, parents and School Council are responsive to the needs of students; a school which reflects the character, nature and values of its community. The three areas we focus on are: Behavioural engagement - a student's participation in education, including academic, social and extracurricular activities of the school. Emotional engagement - a student's emotional reactions in the classroom and in the school, a sense of belonging and connectedness. Cognitive engagement - a student's investment in learning and their intrinsic motivation and self-regulation. An important aspect of our school is our 'A Valued Start' program. This unit is taken across the school in the first ten days of the school year and revised at the beginning of each term. It strongly emphasises our school's mantra 'Together We Make a Difference' and our new three school community values. These values are: Respect - having regard for self, others, property and our environment, Pride - recognising and celebrating achievement, Inclusiveness - treating each other fairly and equally without exception.

Achievement

Teacher assessments from AusVELS show positive trends in some aspects of student learning. Student mean scores for P-6 increased in both areas of Reading and Writing and in Mathematics. Teacher assessments show that approximately 4.8% of students are working 6 months or more below in Reading, 3.4% in Writing, and 2.9% in all areas of Mathematics. Teacher assessments also show that 47.1% of students are working at 6 months or more ahead of expected levels in Reading, 32.3% in Writing and 25.1% in Mathematics. NAPLAN median scores for Year 3 showed strong improvement in all the tested areas of Mathematics, Spelling, Grammar and Punctuation, Writing and Reading. All areas were above state means. When measured against comparison schools Ferny Creek' Year 3's achieved higher in all areas. Year 5 were above State means in Reading and similar to State means in Writing, Spelling, Grammar and Punctuation and Mathematics. Year 5 were similar to comparison schools in Reading and below in Mathematics. The Year 3 (2013) Year 5 (2015) cohort showed a disappointing level of improvement, especially in Mathematics. Staff addressed this at the end of 2015 and early 2016 and expect much

better data in 2016. Significant planning and resources continue to be directed towards building teacher capacity to improve student learning outcomes. The school's strategies of a set instructional model for English and Numeracy lessons and our new scope and sequences for English and Mathematics have been beneficial. The school has also introduced a successful focused Teacher Peer Observation Program. Our focus in 2015 was on Strategic teaching and questioning techniques. In 2015 we released a staff member one and a half days a week to manage student learning and our new Peer Observation Program. Our focus in 2016 will continue to strengthen our use of assessment and continue to develop our differentiated teaching skills in presenting individualised curriculum programs at a high level. All 'Programs for Students with a Disability' at Ferny Creek showed progress at satisfactory or above in achieving their individual goals.

Engagement

Student engagement remains a priority at Ferny Creek. Our Student Attitude to School Survey data places the school at a level well above both State Means and Comparison Schools. Data shows that, in 2015, the student engagement markers of Classroom Behaviour, Student Safety, Student Morale, Teacher Empathy, Student Motivation, Learning Confidence and Connectedness to Peers were all above State means. The key measures of Student Perceptions of Safety and Connectedness to School were higher than Comparison Schools. We have continued to develop our own Student Perceptions Survey for all students P-6 and complete this in both March and November each year. Data is fed back to teachers showing success areas and any challenges that we may need to address. Overwhelmingly the November surveys show a close connectedness between peers and between students and teachers. Further strategies to ensure ongoing success and motivation in a secure and engaging environment include a rich range of activities such as Band, Choir, Interschool Sport, Veggie Garden, Henhouse, Musical Productions, a growing and successful student leadership program, access to a range of extension opportunities for high performing students and regular celebrations of success. These activities compliment our rigorous Literacy and Numeracy Programs. There is a constant focus on our older students leading by example and modeling appropriate behaviour to the rest of the school. Student Attendance at Ferny Creek Primary School was lower than expected in 2015 and will need to be an area of improvement in 2016, with our whole school average student year absences rising from 10.95 in 2014 to 14.29 in 2015. This was our highest absence rate in 5 years.

Wellbeing

Ferny Creek Primary School provides a range of programs to support students in the area of well-being. Our start of the year 'A Valued Start' program continues to ensure consistent values based behaviours and understandings are evident across all areas of the school. The school's mantra, 'Together We Make a Difference,' and our values of Respect, Inclusion and Pride permeate all areas of the school. We revisit this program's main foci at the start of each term. A very successful addition to our school 'culture' is our whole school picnic at the conclusion of our Valued Start Program. In 2015, following our school review our values program will focus on Respect, Inclusion and Pride. The school remained wholly committed to our non-negotiable strategies that focus on the development of student school well-being and student connectedness. To ensure this continues we have continued our focus on our Student Engagement and Well-being Pyramid that clearly outlines where our mantra, values and programs fit within our school day and year. We will also continue to develop our Student Engagement and Well-being statement. Our 'Restorative Practices' program is the core component of our school Engagement Guidelines, with staff ensuring a consistent approach in enhancing students' social, emotional and behavioural development. Our Student Attitude to School Survey data in the areas of well-being place Ferny Creek above Comparison Schools. Student Distress, Student Morale, Student Safety all are well above the means of both State and Regional schools.

Productivity

The BER has continued to provide an excellent Foundation to year 2 Learning Centre, which also serves as a Community Fire Refuge. Further, our BER building remains as a Community Fire Refuge and, although a valuable asset in our community, has restricted a large part of our grounds and building development around this building. Ensuring appropriate/skilled staffing has been a priority. Professional Learning has supported building teacher capacity and our Leading Teacher was released from class one and a half days per week to support Literacy and teacher development throughout the school. The school has used the Dandenong Ranges Network professional learning program for the majority of our external professional learning. Staff expertise has also been utilised for local Professional Learning activities. Our eLearning team is made up of teachers and parents who are directly involved in ICT in private industry. Digital capacity is being addressed, as are infrastructure flaws that have caused frustration for staff in previous years. The school overcame many, if not all of our issues and we also introduced a new Wi-Fi Lab and over 60 iPads for Foundation to Year 4. Our BYOD iPad Program in Years 5 and 6

has continued to develop, with all students participating for the first time. The school has well managed budgeting protocols and a very effective Finance Committee and supportive School Council. Our fundraising group, made up of parents and teachers, has met its fundraising targets over the past two years. The School Community is becoming very focused on the lack of wet day outdoor play areas for the students. We hope to actively pursue our options in 2016. We actively utilised community expertise and valued partnerships we have developed to enhance and support student learning at Ferny Creek Primary School.

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

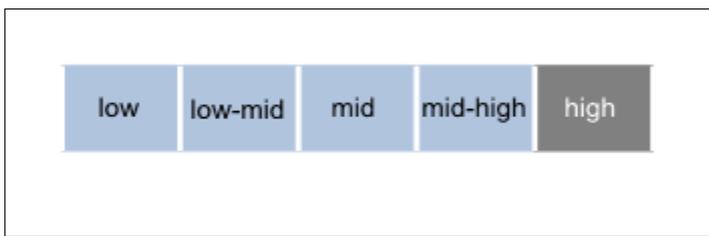
School Profile

Enrolment Profile

A total of 223 students were enrolled at this school in 2015, 108 female and 115 male. There were 1% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

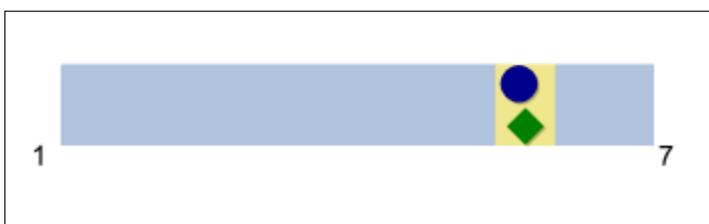
Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

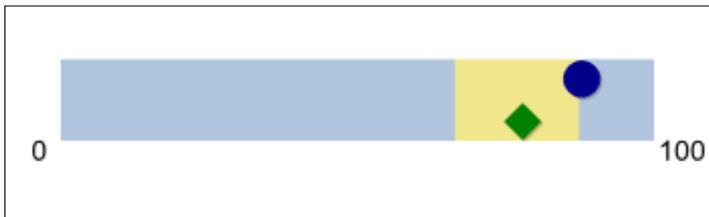
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

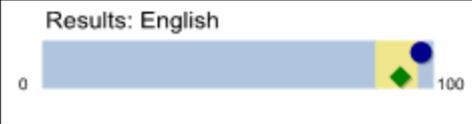
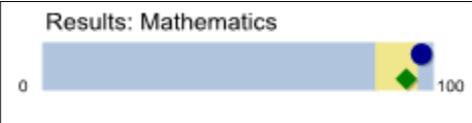
Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



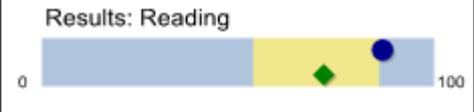
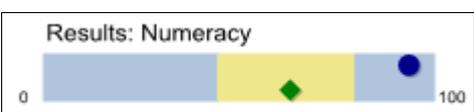
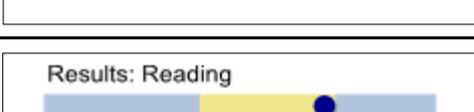
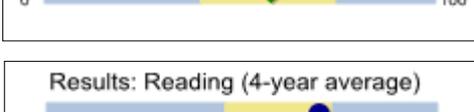
Performance Summary

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> Similar</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</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

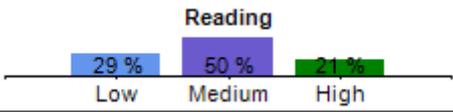
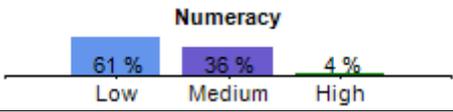
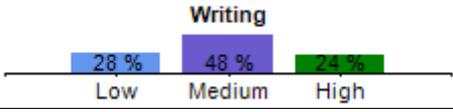
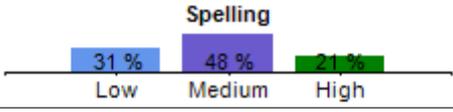
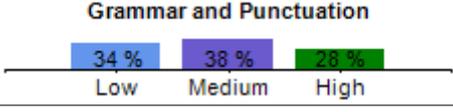
Performance Summary

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> 	 Higher
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Higher
	<p>Results: Numeracy (4-year average)</p> 	 Higher
<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> 	 Similar
	<p>Results: Reading (4-year average)</p> 	 Similar
	<p>Results: Numeracy</p> 	 Lower
	<p>Results: Numeracy (4-year average)</p> 	 Lower

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>	<div style="text-align: center;"> <p>Reading</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Numeracy</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Writing</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Spelling</p>  <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</p>  <p>Low Medium High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

Performance Summary

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

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)



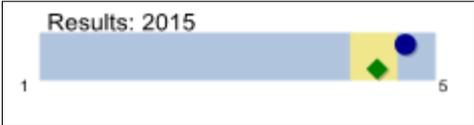
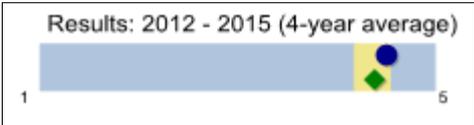
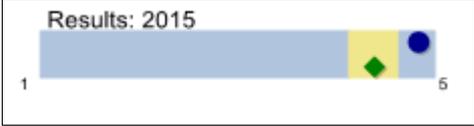
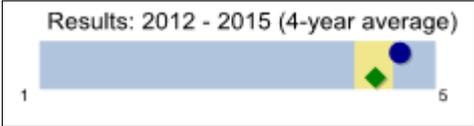
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	91 %	94 %	93 %	93 %	92 %

School Comparison



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> Higher</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> Higher</p> <p> Higher</p>

How to read the Performance Summary

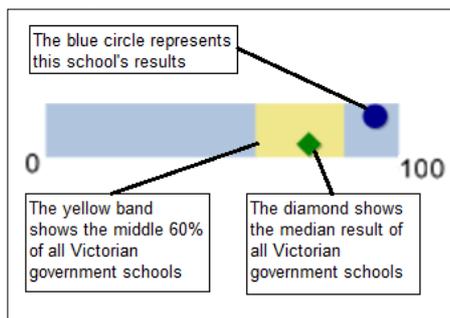
What are student outcomes?

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.

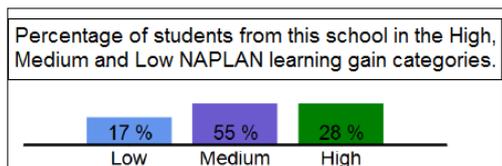
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



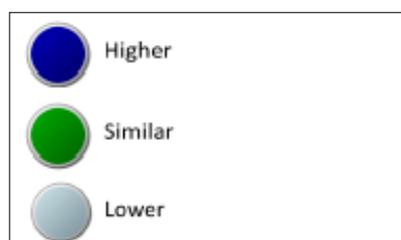
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

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:

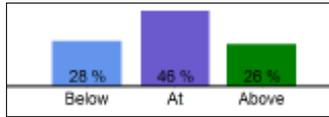
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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	Funds Available	Actual
Student Resource Package	\$1,564,520	High Yield Investment Account	\$11,627
Government Provided DET Grants	\$172,877	Official Account	\$21,348
Government Grants State	\$4,750	Other Accounts	\$50,642
Revenue Other	\$8,643	Total Funds Available	\$83,617
Locally Raised Funds	\$236,318		
Total Operating Revenue	\$1,987,107		
Expenditure		Financial Commitments	
Student Resource Package	\$1,556,586	Operating Reserve	\$62,518
Books & Publications	\$164	Revenue Received in Advance	\$21,099
Communication Costs	\$7,316	Total Financial Commitments	\$83,617
Consumables	\$51,193		
Miscellaneous Expense	\$93,070		
Professional Development	\$2,542		
Property and Equipment Services	\$112,093		
Salaries & Allowances	\$49,641		
Trading & Fundraising	\$60,504		
Utilities	\$21,148		
Total Operating Expenditure	\$1,954,257		
Net Operating Surplus/-Deficit	\$32,851		
Asset Acquisitions	\$5,676		

Student Resource Package Expenditure figures are as of 21 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

The school is dedicated to the provision of an outstanding learning environment, academically, socially and physically. The Official and High Yield accounts are used throughout the school year to maintain and enhance the conditions of learning for the current student population.

The school is committed to differentiated student learning and high performance. This has involved the implementation of a school based reporting, attendance and student well-being system (Sentral), which enables teachers to track the learning of children over time. Building the capacities of teachers is essential, and in this pursuit has employed the services of highly specialised curriculum consultants in the areas of English, Mathematics and Leadership Development.

The other accounts, namely the Library Fund (tax deductible) and the Bendigo Bank Investment Account are used for priority projects,

fundraising requests/needs and small projects that may arise through the year.

An iPad rollout in 2013 and 2014, resulting in sets of 30 iPads for each of the Junior and Middle Schools, plus funding of our specialist areas of Visual Arts, Creative Arts, Physical Education and Japanese have been very well utilised. In 2015 the school purchased 30 notebooks to develop a Wi-Fi lab. This has been very successful and has minimised greatly the amount of funds needed to keep a wired network operating. Interactive whiteboards in all classrooms and specialist areas, and PCs in all teaching areas ensure that all children have access to high quality technology.