

# 2016 Annual Report to the School Community



School Name: Ferny Creek Primary School

School Number: 3228







## 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 2016 enrolment of 210 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 an '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 strives to ensure all students have access to a broad, balanced and flexible curriculum including skills for learning and life and a safe and stimulating learning environment to ensure all students can achieve their full potential. 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 Mathematics, 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 five years and we run a BYOD iPad program in Years 5 and 6, and iPads and notebooks in all classrooms. We also utilise a fully Wi-Fi Lab of 30 notebooks. All classrooms and the Visual and Creative Arts Centres have interactive whiteboards.

We also offered 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.

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, Responsibility and Resilience.

### Framework for Improving Student Outcomes (FISO)

The school's improvement initiatives for focus in 2016 came from the four Year Strategic Plan. This was the second year of the Plan. The key initiatives were to

- a) Enhance the school's capacity for distributed instructional leadership that ensures a consistent whole school approach to teaching and learning. A focus for 2016 will be developing clear leadership roles for all staff that relate to their area of teaching and their particular expertise and interests.
- b) Build teacher capacity to improve student learning through embedded professional learning with a focus on shared learning, mentoring, coaching, peer observation and feedback.

Strategies to develop us in this area were:

- To develop Professional Learning Plans for all teachers that demonstrated SMART goal setting directly related to the Goals in the school's Annual Implementation Plan.
- To review and improve Peer Observation and Feedback program that provided for genuine giving and receiving of feedback.

The school received \$5,000 in equity funding and this was directed towards our Reading Improvement Program in Years 1 and 2



and our Quicksmart Maths Program in Years 4 to 6.

Late 2016 schools nominated a particular area for the 'Framework for Improving Student Outcomes' (FISO). After assessing our data the school has opted for Mathematics to be the key area of focus. This will involve developing further our differentiated teaching strategies and all classes using our new Instructional Model. In 2017 the school also intends to develop its data literacy as a major focus.

**Achievement**

Teacher judgments show positive trends in student learning. Student mean scores for P-6 increased in both areas of English and Mathematics. Teacher assessments show that 97.4% of students are achieving at above expected standards (State 91.5%) in English and 97.0% for Mathematics (State 93.0%). Teacher assessments also show that 44.8% of students are working at 6 months or more ahead of expected levels in Reading, 30.0% in Writing (includes writing, spelling and punctuation and grammar) and 32.5% in Mathematics.

NAPLAN median scores for Year 3 showed that in Reading 84.8% (State 71.4%) of students were rated in the top 3 bands (6 Band total) and 87.9% (State 63.3%). When measured against comparison schools Ferny Creek's Year 3's achieved higher in Numeracy and Similar in Reading.

NAPLAN median scores for Year 5 showed that in Reading 59.4% (State 62.2 %) of students were rated in the top 3 bands and 53.3% (55.6%). When measured against comparison schools were lower in Reading and similar in Mathematics.

When looking at learning gain between Year 3 and 5 in NAPLAN we see that in Reading there were 64.3% of students achieved medium or high growth, in Numeracy it was 83.9%, in Writing it was 64.3%, in Spelling it was 82.2% and in Grammar and Punctuation it was 64.3%.

Significant planning and resources will be directed towards building teacher capacity to improve student-learning outcomes. The school's 2017 strategies of focusing on data to differentiate our teaching and learning programs, a set instructional model for English and Mathematics lessons and a focus on our scope and sequences for English and Mathematics will be beneficial. The school, in 2016, introduced a successful focused Teacher Peer Observation Program. Following an evaluation of the 2016 program this will be expanded for 2017. In 2016 we also released a staff member one and a half days a week to manage student learning and our new Peer Observation Program. Our focus in 2017 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.

**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

- |   |                                  |  |   |
|---|----------------------------------|--|---|
| <input type="checkbox"/> Victorian Early Years Learning and Development Framework | <input type="checkbox"/> AusVELS | <input checked="" type="checkbox"/> Victorian Curriculum | <input type="checkbox"/> A Combination of these |
|---|----------------------------------|--|---|

**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 2016, 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 and Comparison School 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 for 2017 will include a rich range of activities such as Band, Choir, Interschool Sport, Veggie Garden, Henhouse, Musical Production, 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 low when compared to similar schools and will need to be an area of improvement in 2017, with our whole school average student absences at 16.6 days per student (State 15.0). As this equates to over three full weeks of school missed on average we will need to increase our focus in this area. (Data does include family holidays and long term absences due to serious illness)

## 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. Following a full review of our Values Program these will change in 2017 to Respect, Responsibility and Resilience. We revisit this program's main chosen focus 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.

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. These are the crucial areas of Connectedness to School (4.69 compared to State 4.39 and comparison Schools 4.61) and Student Perception of Safety (4.72 compared to State 4.39 and Comparison Schools 4.64).

For more detailed information regarding our school please visit our website at [www.fernycreekps.edu.au](http://www.fernycreekps.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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 213 students were enrolled at this school in 2016, 108 female and 105 male. There were 2% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>43%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>65%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>46%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>68%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>46%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	43%	21%	Numeracy	16%	65%	19%	Writing	36%	46%	18%	Spelling	18%	68%	14%	Grammar and Punctuation	36%	46%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	36%	43%	21%																							
Numeracy	16%	65%	19%																							
Writing	36%	46%	18%																							
Spelling	18%	68%	14%																							
Grammar and Punctuation	36%	46%	18%																							



## 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><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>89 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	93 %	92 %	93 %	91 %	92 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	93 %	92 %	93 %	91 %	92 %	91 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

# How to read the Performance Summary

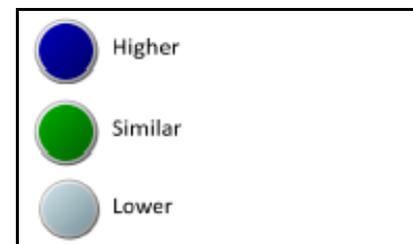
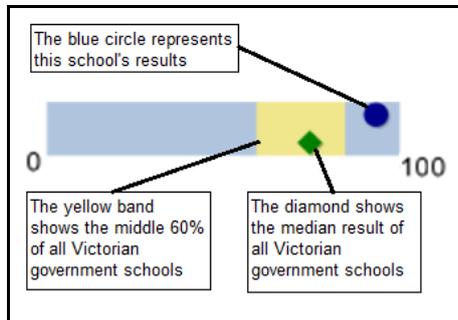
## What are student outcomes?

*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, P-12 and specialist schools, 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.

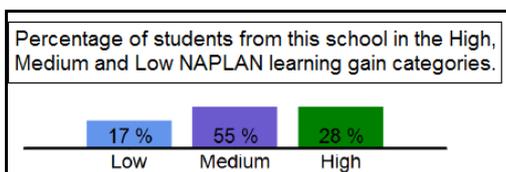
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,509,542	High Yield Investment Account	\$92,809
Government Provided DET Grants	\$143,463	Official Account	\$19,032
Government Grants State	\$22,250	Other Accounts	\$56,718
Revenue Other	\$6,610	<b>Total Funds Available</b>	<b>\$168,559</b>
Locally Raised Funds	\$303,572		
<b>Total Operating Revenue</b>	<b>\$1,985,437</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package	\$1,525,193	Operating Reserve	\$63,681
Books & Publications	\$98	Capital - Buildings/Grounds incl SMS<12 months	\$17,000
Communication Costs	\$4,481	Maintenance - Buildings/Grounds incl SMS<12 months	\$53,043
Consumables	\$37,176	Revenue Received in Advance	\$27,435
Miscellaneous Expense	\$96,040	School Based Programs	\$7,400
Professional Development	\$3,241	<b>Total Financial Commitments</b>	<b>\$168,559</b>
Property and Equipment Services	\$77,098		
Salaries & Allowances	\$51,672		
Trading & Fundraising	\$102,318		
Utilities	\$24,791		
<b>Total Operating Expenditure</b>	<b>\$1,922,108</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$63,329</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 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.

The net operating Surplus is due to the holding over of funds for targeted spending in early 2017, e.g. asphaltting, refurbishing of Multi Purpose Room.

The figures also include an amount of \$17,000 received as a grant from the DET for a covered way between the Junior School and the Main building.

*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.*