2016 Annual Report to the School Community

School Name: Foster Primary School

School Number: 6221

Name of School Principal:	Lorraine Gurnett
Name of School Council President:	Matt Wallis
Date of Endorsement:	15th march 2017

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

At Foster Primary School, the first three weeks of each school year are dedicated to getting to know our students, establishing routines and laying the foundations for a great year of teaching and learning. Foster Primary School aims to develop students who are confident, capable and creative lifelong learners. Resilience, resourcefulness and reflectiveness are promoted. We build positive relationships and social responsibility in a safe and caring environment. Maintaining these relationships between students, staff, parents and the wider community is central to our goal of creating a learning environment which is caring, safe and inclusive.

We believe that everyone can learn to learn. We believe that we all have the right to be treated fairly and that being trustworthy and respectful is the responsibility of everyone. The school motto, "Our Best Always", reflects staff, student and community expectations.

Our Primary School is an important part of Foster. It is a member of community groups and a supporter of community events. We encourage our students to take on leadership roles and play an active role in their school and community. Foster Primary School values its strong links with School Council and the input of parents, carers, family and friends in the life of the school.

During 2016 our school reached a population of 216 students. Students come from a wide area with 9 buses servicing our school. Family occupation varies from Farming, Aged Care, Medical, Education through to tourism. We maintain composite classrooms throughout the school but also had a single Prep classroom due to the large number of prep students this year. Our Grade 3 NAPLAN data was disappointing and Numeracy will be the whole school focus for 2017 as a consequence. We were able to offer Specialist classes in PE, Music, Art and French across the whole school, with Grades 3-6 also participating in the Stephanie Alexander Kitchen Garden Program.

Our school has 11 equivalent full time staff, comprising the Principal and 9 teachers and a Business Manager. We have 9 part time staff, comprising three specialist teachers, one Welfare Officer, three Education Support staff and a Principal's assistant.

Framework for Improving Student Outcomes (FISO)

In 2016 the FISO focus was Excellence in Teaching and Learning, with a specific focus on Curriculum planning and assessment. In preparation for the new Victorian Curriculum, teams of teachers met and created a whole school documentation process. A Curriculum planning framework was put in place in readiness for more detailed planning in 2017. Marzano's High Reliability Schools framework was used to guide our work around strengthening our safe and orderly environment and initiating our work with the Guaranteed and Viable curriculum.

Foster Primary School has done much work around differentiation and the need to identify, support and develop students in the Early years at risk of not making one year's growth in Reading. Students were placed on intervention programs including Toe by Toe, Spelfabet and STA following initial screening. Teacher capacity was developed through Professional development of PLT's. Due to concerns re our Numeracy data, a Numeracy intervention program, Ten by Ten, was put into place, targeting P-2 students.

There was a real focus on strengthening Professional Learning Team Practice, particularly through the use of rubrics, specific learning tasks and common assessments.

Progress in all areas was very good, using the departments' self-assessment task.

Achievement

At Foster Primary School we believe that everyone can learn to learn, and use the framework developed by Guy Claxton to develop Learning Capabilities in our students. All staff receive regular professional reading about these capabilities and as to how best we can develop the Growth Mindset in children in order that they lead successful and positive lives in the future.

Foster Primary School teachers have been reporting to parents re their child's regularly using Compass. Our academic results are generally strong although the NAPLAN Year 3 data in 2016 was disappointing. A whole school focus on Numeracy is being implemented in 2017 as a consequence and planning and professional development in Numeracy will occur across the whole school in 2017.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework   ☒ AusVELS   ☐ Victorian Curriculum   ☐ A Combination of these

Engagement

Student leadership is actively encouraged and developed at Foster Primary School, with Environmental Reps and School Representative members in every classroom as well as the school leaders in Grade 6.

Foster Primary School took part in the Andrew Fuller Resilience Project, with students from Grades 4 to 6 participating and 'Making a Difference' to the lives of others. Students were highly engaged and keen to find ways to support others both from within and beyond our community.

Experimentation with rubrics allowed for greater differentiation, choice and greater ownership of student learning by students. Students were able to set personal goals and self-assess their progress. Student –Parent- Teacher interviews allowed students to explicitly show parents the goals they had set and the progress they had made towards achieving these goals. Student voice is actively sought in regards to learning and also greater decisions around the school. All students contributed to projects led by student leaders.

Absenteeism from school continues to be an issue, with many families taking holidays during school time as this is often the only time parents can get away from the farm or business. Sickness was also a key component of absenteeism during 2016. Chronic absenteeism is followed up by the school welfare officer/ principal as student attendance is tracked.

Wellbeing

Foster Primary School is a Kidsmatter school, currently working on Component 3 – Engaging families and the wider community and constantly sought to develop stronger community links during 2016. Staff were trained in the Safe Minds PD aimed at strengthening a teacher's ability to notice behaviours that might be indicators of future mental health problems in our youngsters. All staff participated in Calmer Classrooms PD aimed at supporting students who have experienced trauma and our school worked closely with Scott Dunbabbin to begin work on a School Wide Positive Behaviours Program.

Foster Primary School was able to offer the services of a child psychologist through the ATAPPS program and worked closely with the Student Support Services and School Welfare officer.

Foster Primary School also worked hard to implement the Child Safe Standards across the whole school, in order to be fully compliant by the end of 2016.

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

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: ◆

School Profile

Enrolment Profile

A total of 210 students were enrolled at this school in 2016, 111 female and 99 male.
There were 3% of EAL (English as an Additional Language) students and 3% 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.

low	low-mid	mid	high

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

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary*.	Results: English 0 � ⬤◆ 100 Results: Mathematics 0 � ⬤◆ 100	🟢 Similar 🟢 Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Similar Lower Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 28 % Low — 52 % Medium — 21 % High **Numeracy** 40 % Low — 50 % Medium — 10 % High **Writing** 37 % Low — 43 % Medium — 20 % High **Spelling** 7 % Low — 76 % Medium — 17 % High **Grammar and Punctuation** 24 % Low — 48 % Medium — 28 % High	NAPLAN Learning Gain does not require a 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: 🔷

Engagement	Student Outcomes	School Comparison
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 2016 attendance rate by year level:	Results: 2016 0 ⟶ 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ⟶ 50 Low absences <------> high absences	Lower Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	90 %	90 %	91 %	91 %	92 %	93 %

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	🟢 Similar 🟢 Similar

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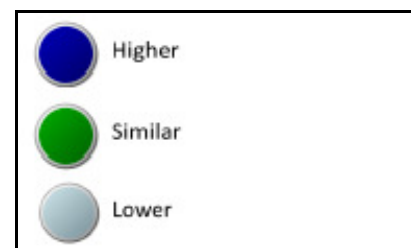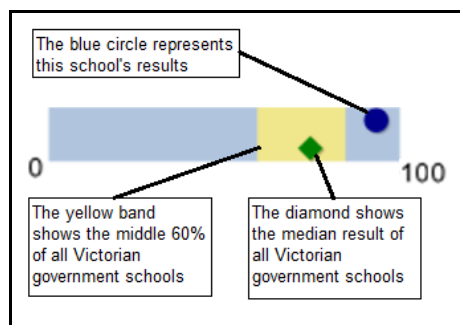
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
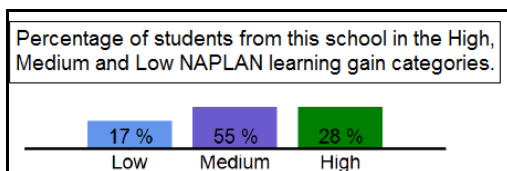
What are the changes in student achievement?

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

The Annual Result for Foster Primary School was a surplus position. Parents and Friends were an active fund raising body with a school fete, regular kitchen garden stall and fund raising events throughout the year.

Buildings and grounds continued to be a source of expenditure as the old facilities are kept in a safe and presentable manner. Foster Primary School was successful in receiving funding for Sporting Schools, Building resilience in Communities and ESSO – Science Technology, Engineering and Maths (STEM) funding to purchase relevant items all of which lead to improved learning outcomes for our students in Health and Physical education, Engagement and Wellbeing and STEM. All funds have been expended to support the achievement of educational outcomes.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$1,437,214
Government Provided DET Grants	$259,206
Revenue Other	$19,711
Locally Raised Funds	$194,297
Total Operating Revenue	**$1,910,428**

Expenditure	
Student Resource Package	$1,416,331
Books & Publications	$7,707
Communication Costs	$3,736
Consumables	$37,786
Miscellaneous Expense	$70,502
Professional Development	$11,644
Property and Equipment Services	$150,450
Salaries & Allowances	$89,440
Trading & Fundraising	$72,914
Utilities	$15,341

Total Operating Expenditure	**$1,875,851**

Net Operating Surplus/-Deficit	**$34,578**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$182,490
Official Account	$5,919
Other Accounts	$53,203
Total Funds Available	**$241,612**

Financial Commitments	
Operating Reserve	$67,315
Asset/Equipment Replacement < 12 months	$1,421
Maintenance - Buildings/Grounds incl SMS<12 months	$12,413
Beneficiary/Memorial Accounts	$4,012
School Based Programs	$88,821
School/Network/Cluster Coordination	$3,213
Other recurrent expenditure	$4,191
Capital - Buildings/Grounds incl SMS>12 months	$20,116
Maintenance -Buildings/Grounds incl SMS>12 months	$35,500
Total Financial Commitments	**$237,002**

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.

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.