

2018 Annual Report to The School Community



School Name: Foster Primary School (6221)



- 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 Regulation 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 08 March 2019 at 04:24 PM by Lorraine Gurnett
(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 Regulation 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 29 March 2019 at 03:19 PM by Matt Wallis (School
Council President)

About Our School

School context

At Foster Primary School we believe that 'Everyone Can Learn to Learn' and our values are explicit in that we encourage everyone to 'Be Respectful, Be Safe, be a Learner and Be Caring'. The school motto, "Our Best Always", reflects staff, student and community expectations.

Foster Primary School is situated in Foster, which is the gateway to Gippsland's spectacular natural attractions. The township is just 30 mins away from Wilson's Promontory National Park and a short drive from other popular destinations, including many beaches. Our school has beautiful surrounds and is situated within walking distance to the Prom Coast Centre for Children and Secondary College. We overlook the beautiful Foster Golf Course and the diverse habitat of Stockyard Creek runs to the rear.

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.

Foster Primary School has 11 equivalent full time staff, comprising the Principal and 9 teachers and a Business Manager. We have 10 part time staff, comprising three specialist teachers, one Welfare Officer, five Education Support staff and a Principal's assistant.

Our Primary School is an important part of Foster. Our school 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 2018 our school reached a population of 214 students. Students come from a wide area with 9 buses servicing our school. Family occupation varies from Farming, Aged Care, Medical, and Education through to Tourism. We generally maintain composite classrooms throughout the school. We were able to offer Specialist classes in PE, Music and French across the whole school, with Grades 3-6 also participating in the Stephanie Alexander Kitchen Garden Program.

Framework for Improving Student Outcomes (FISO)

Much effort has been put in by school staff on improving outcomes for our students. In 2018 we identified Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and building School Pride as FISO improvement initiatives.

We currently have several literacy intervention programs (STA (Speech Therapy Assistance Program), Spelfabet and Toe by Toe) and a Maths Intervention Program (Ten by Ten) all aimed at supporting students who are not making the expected gains. Staff are using the Professional Learning Communities approach, collaborating, moderating and tracking student learning growth data. We have also introduced the School Wide Positive Behaviours Program into our school to consolidate the work undertaken through Kidsmatter and Resilience, Rights and Respectful Relationships. Numeracy has been a strong growth area for our students following staff professional development in using the Professional Learning Communities approach. NAPLAN data and Student Attitudes to School Survey data was used to measure progress towards our goals.

Evidence of student growth was collected using a data wall and SPA (online student result tracking system) and appropriate targeted teaching interventions put in place. Moderation of curriculum, assessment tasks and test results and use of rubrics to scaffold the children's learning through the PLC work continued, in order to develop greater consistency of teaching and learning across the school.

Achievement

Using Teacher Judgements, at least 85% of students made at least one year's growth in the 2018 academic year in reading, writing and Numeracy.

Please note when viewing our NAPLAN results that we were one of the few schools that used NAPLAN online for the first time in all areas, except Grade 3 writing. It is difficult to directly compare our results with those administered by the traditional method in other schools.

Using NAPLAN growth data, in Grades 5-7, a particular highlight was the Numeracy growth measure with 36.67% of students making high growth and only 16.67% making low growth. Again Numeracy and Reading had the highest proportion of students in Grade 3 in the top bands and the highest proportion of Grade 5 students in the top bands was in Reading. Once again the growth that the students made from Grade 3 to 5 was commendable, particularly again, in Numeracy, reflecting the efforts put in by staff to improve in this area. 33.33% of Grade 5 students made high growth with only 21% making low growth. The results in Numeracy growth were a highlight given the work that has been put in to developing a professional learning community around Numeracy.

Into the future we are aiming to embed the PLC process throughout the whole school, using the same process in Writing, Numeracy and Social Emotional Learning to effectively use data to identify where students are at, target teach and then reflect on how we could further improve on our teaching to continue to improve outcomes for our students.

Engagement

Attitudes to School Survey measures students' perceptions of school and includes students from Grades 4, 5 and 6. This year we were thrilled with the results in Student Learning Confidence which moved from 48.8% to 83% and Stimulating Learning which moved from 23.5% to 80%. Most strikingly Student Motivation moved from 10.8% to 84%. We were pleased with these results having spent time engaging students with the data, seeking their input previously. This data also reflects the hard work by staff in implementing the Kidsmatter framework, School Wide Positive Behaviour and Resilience, Rights and Respectful Relationships program. Our school was one of 43 in the State to achieve Kidsmatter accreditation this year. We aim to continue to embed these programs within our curriculum framework into the future and monitor the student surveys to make sure that we are continually impacting positively on students.

In order to address attendance issues, all absences were followed up with a letter or phone call by admin staff to enable correct Cases 21 entry in order to better understand our attendance data. Our attendance data shows that in 2018 there were 3,439.5 days of absence, with family holidays accounting for 1,313.5 days, illness accounting for 947.5 days, unauthorised parent choice accounting for 511.5 days and parent choice, school approved accounting for 288.5 days.

Wellbeing

Using the Parent Opinion Survey we can see that parents felt that the 'School has a consistent approach to promoting positive student behaviour' and this value increased to 76%. This reflects the work that has been done implementing School Wide Positive Behaviours. We will need to continue to communicate about the progress we are making with School Wide Positive Behaviours as we move forward on this journey.

Using the Staff Opinion Survey, we were able to see a marked increase in 'School supports the psychological safety of staff members' from 59.4% to 72.28%, which positively reflects the work that has gone on re student and staff wellbeing throughout 2018.

Using the Kidsmatter surveys: Staff survey reports 'Our school makes a real difference towards improving students' mental health and wellbeing results moved from 50% to 65%, Student survey 'I feel safe at this school' increases from 2.65 (out of 3) to 2.70 for Yrs 4-6 and from 2.24 to 2.40 for Yrs P-2. These results are all reflective of the work done using the Resilience, Rights and Respectful Relationships material, the implementation of School Wide Positive Behaviours and 'Safe Minds' training done by staff.

Financial performance and position

The school's annual result was a small deficit because an ES staff member's contract was renewed Mid December. We had the necessary funds to cover this amount but weren't aware of this deficit until Jan 2019 as the SRP for 2018 did not show it.

Extraordinary expenditure items for 2018 include the playground equipment for the senior playground, large

covered shade area for the senior students, rebuild of the Junior School Cubby House and the ongoing buildings and grounds repair and maintenance works.

Additional funding was raised by our active Parents and Friends through the biannual Fete which was a great success. The school also received grant funding for Sexuality and Health education and Resilience, Rights and Respectful Relationships as the Lead school. We also received a grant from ESSO for Maths equipment and the FRRR Gardiner grant towards the covered area.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 209 students were enrolled at this school in 2018, 100 female and 109 male.

3 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	75.3	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.7	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.7	90.1	82.6	95.3	Similar
Mathematics	92.9	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	64.3	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	71.4	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	47.2	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	41.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	63.1	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	51.0	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	60.2	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	44.8	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	27.3	54.5	18.2
Numeracy	21.2	45.5	33.3
Writing	33.3	44.4	22.2
Spelling	25.7	60.0	14.3
Grammar and Punctuation	25.7	62.9	11.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.7	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	90	92	91	93	90	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	76.3	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	86.9	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	79.7	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,530,431
Government Provided DET Grants	\$241,515
Government Grants Commonwealth	\$9,900
Government Grants State	\$0
Revenue Other	\$11,933
Locally Raised Funds	\$208,385
Total Operating Revenue	\$2,002,163

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,911
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,911

Expenditure	Actual
Student Resource Package ²	\$1,532,315
Adjustments	\$0
Books & Publications	\$3,846
Communication Costs	\$2,536
Consumables	\$36,387
Miscellaneous Expense ³	\$79,093
Professional Development	\$10,757
Property and Equipment Services	\$204,870
Salaries & Allowances ⁴	\$112,493
Trading & Fundraising	\$67,183
Travel & Subsistence	\$0
Utilities	\$13,398
Total Operating Expenditure	\$2,062,879
Net Operating Surplus/-Deficit	(\$60,716)
Asset Acquisitions	\$16,110

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$103,825
Official Account	\$6,194
Other Accounts	\$55,733
Total Funds Available	\$165,752

Financial Commitments	Actual
Operating Reserve	\$73,666
Other Recurrent Expenditure	\$0
Provision Accounts	\$203
Funds Received in Advance	\$0
School Based Programs	\$49,398
Beneficiary/Memorial Accounts	\$1,260
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,225
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$165,752

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').