

# 2017 Annual Report to the School Community



School Name: Foster Primary School

School Number: 6221

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

Foster Primary School believes 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.

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 2017 our school reached a population of 221 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, Art 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)

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.

Much effort has been put in by school staff on improving outcomes for our students. We currently have several literacy intervention programs, a Maths Intervention Program and 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.

Reading has been a strong growth area for our students following staff professional development. Numeracy continues to be a focus area for our school as we wish to see greater improvements in student learning growth. In 2017 we identified Building Practice Excellence and Curriculum Planning and Assessment as FISO improvement initiatives. All curriculum is now documented and converted to ‘I can’ statements that allow easy transfer into planning documents and student rubrics.

In order to address attendance issues, all absences were followed up with a letter or phone call to enable correct Cases 21 entry in order to better understand our attendance data.

NAPLAN data and Student Attitudes to School Survey data was used to measure progress towards our goals.

### Achievement



Students made strong growth in reading, with 81% of students making required growth over the two year period (Grade 3-Grade 5 NAPLAN). 28% of our students also made High Growth in Reading.

36% of our Grade 3 students were in the Top Band for Writing and 20% of our Grade 3's were in the Top Band for Numeracy.

100% of our students were at or above the National Benchmark in Reading, Writing and Numeracy in Grade 3.

Our Grade 5 results were disappointing, reaffirming our need to focus on Numeracy into the future and a more evidence based collaborative learning approach by teachers. 91% of our Grade 5 students were at or above the National Benchmark in Numeracy and 96% of our students at or Above in Reading and Writing.

Using the Student Attitudes to School data, in 2016 (Grades 5/6 ) Student Learning confidence was at 33.8 and in 2017 (Grades 4/5/6) this was 48.8

## Engagement

Using the Student Attitudes to School Survey data Student stimulating learning was at 60.4 in 2016 (Grades 5/6 ) and 23.5 for Grades 4/5/6 in 2017. Student Motivation was (Grades 5/6) 34 in 2016 and 10.8 (Grades 4/5/6) in 2017 which was perplexing for staff (and students) when discussing with them after they were released. More investigation is to be done in this area with staff and students in 2018.

## Wellbeing

Our school employs a student Welfare Officer to assist with student wellbeing and helps families and children connect with appropriate services. We use the Kidsmatter surveys regularly with students, staff and parents in order to monitor the health and wellbeing of our students. We regularly survey all children from Grades 3-6 with a student Safety Survey in Terms 1 and 3, allowing us to track and deal with any students who are struggling with friendships/ behavioural issues. We also collect data daily on the interactions between children at recess and lunch to monitor any behavioural issues that may be happening and ensure swift action.

For more detailed information regarding our school please visit our website at [www.fosterps.vic.edu.au](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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 211 students were enrolled at this school in 2017, 102 female and 109 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>52%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>64%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>50%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	52%	29%	Numeracy	50%	40%	10%	Writing	29%	52%	19%	Spelling	27%	64%	9%	Grammar and Punctuation	45%	50%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	93 %	92 %	93 %	91 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	93 %	92 %	93 %	91 %	92 %										





## Performance Summary

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

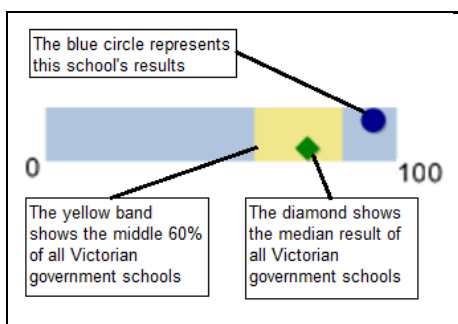
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

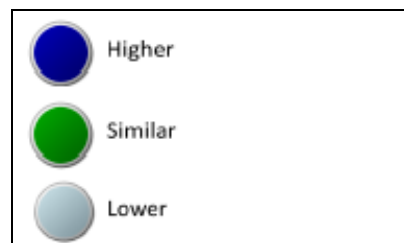


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



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

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

### Financial performance and position commentary

The school ended the year in a surplus position. Money has been saved for much needed building repairs and upgrades and also for the expected deficit situation (due to high staff salaries) in 2018/2019. Equity funding was received and spent on Education Support Staff who supported teachers in implementing the Numeracy Intervention Program across the whole school. Early results from this intervention program are promising showing large learning gains in those students that participated. We also received funds from the sale of the pine trees from the school's jointly owned (with Foster Secondary College) endowment Pine Plantation. Monies from this were used to purchase new classroom equipment/ furniture and refurbish outdated classrooms and buildings in need of repair. Foster Primary School also received funding to support the training of school leaders in the implementation of the Professional Learning Communities inquiry model. All staff are now working collaboratively using student data to target teach and monitor the impact of teaching practice on learning growth.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,464,066	High Yield Investment Account	\$201,084
Government Provided DET Grants	\$298,056	Official Account	(\$255)
Revenue Other	\$17,688	Other Accounts	\$54,502
Locally Raised Funds	\$203,512	<b>Total Funds Available</b>	<b>\$255,330</b>
<b>Total Operating Revenue</b>	<b>\$1,983,323</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$25,714		
<b>Equity Total</b>	<b>\$25,714</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,459,667	Operating Reserve	\$72,038
Books & Publications	\$6,927	Capital - Buildings/Grounds incl SMS<12 months	\$30,000
Communication Costs	\$6,229	Maintenance - Buildings/Grounds incl SMS<12 months	\$44,955
Consumables	\$41,161	Beneficiary/Memorial Accounts	\$3,912
Miscellaneous Expense <sup>3</sup>	\$81,248	School Based Programs	\$89,986
Professional Development	\$4,410	Asset/Equipment Replacement > 12 months	\$2,458
Property and Equipment Services	\$170,276	Maintenance -Buildings/Grounds incl SMS>12 months	\$11,982
Salaries & Allowances <sup>4</sup>	\$121,426	<b>Total Financial Commitments</b>	<b>\$255,330</b>
Trading & Fundraising	\$49,821		
Utilities	\$16,454		
<b>Total Operating Expenditure</b>	<b>\$1,957,618</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$25,704</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.*