

# 2019 Annual Report to The School Community



School Name: Exford Primary School (3423)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 25 April 2020 at 03:23 PM by Lisa Campo (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President and tabled at School Council on Wednesday 29 April 2020

## About Our School

### School context

#### School Vision from 2017-2020 School Strategic Plan:

At Exford PS, our focus is on supporting the complete development of our children: their academic success and the development of positive interpersonal and relationship skills, with a real emphasis on displaying manners and courtesies.

#### School Values:

At Exford PS, we are united in our expectations that we all display our school values - we have a saying, 'In everything we SAY and everything we DO, we need to show Kindness, Respect and to always do our Personal Best. A matrix of behaviours and school contexts has been developed and displayed around the school to inform and remind all community members of our expectations of each other.

#### School Context:

Exford PS was opened on July 1, 1902 under the name of Exford Estate School. Exford PS is quite isolated geographically: the two new housing estates nearby have impacted us, children from the Eynesbury estate make up 57% of our total enrolments, with the remaining 43 % from Weir Views and the local area. In May 2013, a strict facilities-based enrolment boundary was placed around our school, given that we are not connected to mains water nor mains sewerage and manage rural school facilities with a larger than anticipated population, and also given that we are the local neighbourhood school for this part of Melton.

Exford PS has grown almost five times over in a very short period of time: we have gone from having 97 students (Census 2008), to our current enrolment of 468 students (Census 2020). This student cohort increase has been supported by an equal growth in staff numbers and a spread of teacher employment across Principal and Leading Teacher class, Highly Accomplished, Proficient, and Graduate teacher classifications. We continue with the very important emphasis on inducting and welcoming our new students, families and staff into the Exford PS learning community.

Our growth also heralds the necessity to strategically plan for responsible growth in the context of locality and Melton Network educational needs, with our School Council continuing to work with DET / VSBA regarding our school upgrade (planning is underway, with commencement of Stage 1 of our Master Plan due in August 2020).

Our school is made up entirely of long-term relocatable Mod 5 buildings: since 2010 we have had a steady influx of buildings arrive, with our Facilities work being a dominating factor through October - January for each of the years.

We acknowledge our staff are a critical element of our student learning strategy and building teacher and leadership capacity for our middle leadership layer has been a very important part of our ongoing focus. Through 2019, we had some staffing changes, which meant our Leading Teacher needed to take a class from early in Term 2 until the end of Term 4. We faced other staffing requirements which meant our focus took in more support areas than anticipated.

However, our resilience and flexibility as a school community to remain focused on student learning in the face of such ongoing and challenging facilities, is to be commended and recognised.

## Framework for Improving Student Outcomes (FISO)

2019 is the final full year of our 2017-2020 Strategic School Plan - our focus continues to be on aligning our Framework for Improving Student Outcomes, our High Reliability Schools work and our focus on building teacher and middle level leader capacity.

This work is to be achieved over a number of years:

### Excellence in Teaching and Learning - Building Practice Excellence: Key Improvement Strategies

No 1: To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen its implementation in all our teaching and learning practices.

No 2: To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.

No 3: To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.

No 4: To continue to build leadership capacity within the school that drives maximum school improvement.

### Positive Climate for Learning - Empowering Students and Building School Pride: Key Improvement Strategies

No1: Build teacher capacity to empower students' in their own learning.

No 2: Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.

### Community Engagement in Learning - Building Communities: Key Improvement Strategies

No 1: Develop and strengthen the three-way educational partnership with parents and families.

No 2: Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.

## Achievement

Exford Primary School is achieving results in student learning that are mainly similar to other schools. Our 'Similar Schools' reference group are schools outside the Melton Network. We are increasingly being compared with schools with less disadvantage as our demographic becomes more affluent.

Our 2019 NAPLAN Data:

- Year 3 Reading result was below similar schools and the state, but above network schools in the 'top 2 bands' measurement.
- Year 3 Writing result was above network schools and below similar schools and the state in the 'top 2 bands' measurement.
- Year 3 Maths result was below similar schools and the state and equal to network schools in the 'top 2 bands' measurement.
- Year 5 Reading result was below similar schools and state and above network schools in the 'top 2 bands' measurement.
- Year 5 Writing result was below network, similar schools and state in the 'top 2 bands' measurement.
- Year 5 Numeracy result was below network, similar schools and state in the 'top 2 bands' measurement.
- Year 3-5 Reading - 'high' relative growth result was at state and above network and similar schools
- Year 3-5 Writing - 'high' relative growth result was below similar schools, network schools and the state.
- Year 3-5 Maths - 'high' relative growth result was above network, similar schools and state

We continued to focus on Writing as a priority area (state wide trend) and on supporting students to reach the top 2 NAPLAN bands and 'high' relative growth.

We had clear practices to identify students who require additional assistance and provide this for children in a targeted way, particularly in Literacy, with Intervention programs operating throughout the year.

Staff used pre-and post- tests in all learning areas to ensure their teaching is meeting the identified needs for every child, with students able to identify their learning goals and discuss their progress.

A school wide focus on the writing process saw increased levels of student interest and improvement in the structure and vocabulary development, as demonstrated in their writing.

Our teachers' work in our Professional Learning Teams focused on the coaching done with our Leading Teachers. Our Professional Learning Team Leaders continued to build their leadership capacity, working in partnership with our Leading Teacher. The work of our PLTs has become a critical element of our work in improving student learning outcomes.

All Programs for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Our use of Seesaw, our digital learning portfolio app for parents, allows real-time communication of student achievement, learning goals and areas for focus with the families of our students and supports families to be more engaged with the children's learning. It is a real success with 99.9 % take-up by our families.

## Engagement

Exford PS continued to perform at a high level in the area of Student Engagement and Wellbeing, with student, parent and staff opinion survey data correlating to our consistent daily observations.

We have very calm and settled classrooms with high expectations of ourselves and the way we relate to each other. As a consequence, our classroom environments support students to be actively involved in engaging and motivating learning programs. In 2016, we joined the regional focus on implementing School Wide Positive Behaviour Program in our school and we continued this work in 2019.

We continue to focus on supporting students to develop friendship skills, courtesy and resiliency as critical elements in the way they relate to each other. Striving to be great Exford citizens is important at our school and to our families. Our student leaders, School and Vice School Captains and Student Leaders, take their responsibilities very seriously, as do the staff and our parent community.

One of our challenges as we grow is how we continue to connect our students to each other. We have two Assemblies each week, with student performances and student awards. We have a Buddy program amongst our classes and teachers. This forms part of our deliberate strategy to build connectedness across our school. Creating a strong feeling of community within the school and a climate where students and their families, both existing and new, feel strongly connected to and proud of their school remained an important focus for us, especially in light of our continued growth.

Attendance and punctuality to school remained an area of focus for us. In 2019 our absence levels were marginally above than similar schools, we continue to have attendance as a focus. We continue to have a significant number of students who are absent due to extended family holidays; these students are provided with an Absence Individual Learning Plan prior to their absence.

## Wellbeing

At Exford PS, every member of staff shares in the responsibility for the wellbeing of each child. We provide a very calm learning environment and a whole-school pastoral care approach. Consequently, students feel very positive about school, teachers, school-mates and their class-mates and have a great sense of belonging to and ownership of their school. Each teacher is responsible for all the wellbeing needs of their class, from the children's academic and personal development to monitoring attendance.

At Exford PS, we provide a very supportive transition program for Prep students and other new students entering at other year levels. Mobility is an increasing factor for us, with many new students beginning at Exford during their schooling. Supporting new students to build friendships and connections to the school is an important focus at Exford

PS. Monitoring students' progress and catering for individual learning needs is an integral part of our school program.

We had an extensive range of activities for our students to do at lunch times - this is particularly supportive for our students with sensory needs. Our staff are creative in the range of additional curriculum activities offered to our students at lunch times - Knitting Club, Lego Club, Mindfulness Club, Arts Club and Games Club. 'Gotchas' are the currency of our SWPB incentive program for the students, with all prizes earned promoting a sense of community and connectedness.

We had many students with learning disabilities, some are funded under the Program for Students with Disabilities. PSD students are supported in the classroom with Education Support staff. All students with a diagnosed disability or learning need are supported through Student Support Group meetings which are held each term to discuss and reflect on progress of the Individual Learning Plans.

### **Financial performance and position**

Our school continues to be financially prudent in its annual budgeting process and then in monitoring revenue and expenditure. We ended the year in surplus, being mindful to ensure our 2020 financial priorities and resources were affordable.

Our Fundraising revenue continues to be used in subsidising the cost of iPad leases for our classrooms.

Our 2019 SRP funds were used to provide the best use of our financial and human resources, as described in our School Strategic Plan and our Annual Implementation Plan.

Our School Council Finance Committee meets each month to examine and supervise the financial accounting of the school, in accordance with DET guidelines.




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

### School Profile

#### Enrolment Profile

A total of 463 students were enrolled at this school in 2019, 242 female and 221 male.

8 percent were EAL (English as an Additional Language) students and 1 percent 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.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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













#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).


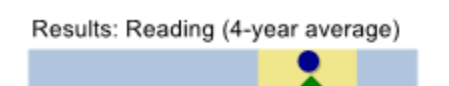

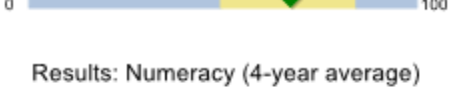



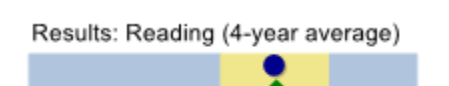




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## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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><input type="checkbox"/> English</li> <li><input type="checkbox"/> Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Similar </p> <p>Similar </p>

## Performance Summary

Achievement	Student Outcomes	Similar 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><b>Below</b> </p> <p><b>Below</b> </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><b>Below</b> </p> <p><b>Similar</b> </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>37%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>33%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>62%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>56%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>42%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	37%	25%	Numeracy	35%	33%	31%	Writing	30%	62%	8%	Spelling	30%	56%	14%	Grammar and Punctuation	40%	42%	18%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	90 %	90 %	92 %	91 %	90 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	90 %	90 %	92 %	91 %	90 %	90 %										

## Performance Summary

Wellbeing	Student Outcomes	Similar 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>Above </p>
<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>Above </p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,620,823	High Yield Investment Account	\$409,042
Government Provided DET Grants	\$780,460	Official Account	\$63,500
Government Grants Commonwealth	\$5,096	Other Accounts	\$0
Revenue Other	\$61,395	<b>Total Funds Available</b>	<b>\$472,542</b>
Locally Raised Funds	\$271,225		
<b>Total Operating Revenue</b>	<b>\$4,739,000</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$40,435		
<b>Equity Total</b>	<b>\$40,435</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,567,780	Operating Reserve	\$138,955
Books & Publications	\$2,833	Other Recurrent Expenditure	\$19,582
Communication Costs	\$8,210	Funds Received in Advance	\$30,490
Consumables	\$135,594	Asset/Equipment Replacement < 12 months	\$61,000
Miscellaneous Expense <sup>3</sup>	\$335,948	Maintenance - Buildings/Grounds < 12 months	\$85,000
Professional Development	\$13,773	<b>Total Financial Commitments</b>	<b>\$335,028</b>
Property and Equipment Services	\$154,258		
Salaries & Allowances <sup>4</sup>	\$129,226		
Trading & Fundraising	\$78,335		
Travel & Subsistence	\$8		
Utilities	\$26,816		
<b>Total Operating Expenditure</b>	<b>\$4,452,781</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$286,220</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 26 February 2020 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)

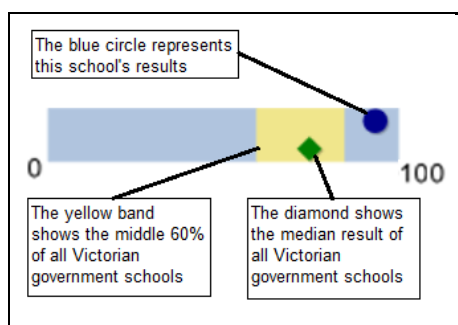
### Engagement

- student attendance and engagement at school
- 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).

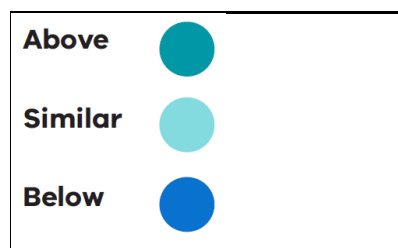


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' 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').