2017 Annual Report to the School Community

School Name: Exford Primary School

School Number: 3423

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

Exford PS has continued to experience steady growth, student numbers rising from 425 in 2017 to 448 students by the end of February 2018. We continue to hold at the forefront of our practice maintaining our sense of school community and keeping our attention on providing differentiated learning for each of our students as we grow even larger as a school. The work of our Professional Learning Teams has been on providing classroom instruction where the needs of all students are identified and met and we planned to replicate the work of the Leading Teacher-Educational Leader with a second LT-EL for 2018. The role of the LT-EL is 100 % focussed on the work of the PLTs and in providing coaching for our teachers.

Our school setting is very attractive, with our students and community sharing a commitment to caring for our school environment. In August of 2017, we were thrilled to celebrate the opening of our new oval playspace and our students, staff and families delighting in using it on a daily basis, for our Walkathon and for our end of year Christmas Concert.

Despite being 100 % dependent on rain-water tanks, we are very 'green' with much of our garden being irrigated by our on-site Treatment Plants and the students managing run-off water from drink taps. We increased the support of the Community work crew: they assisted with our grounds and the maintainance of our school environment on a fortnightly basis. During 2013, an enrolment boundary was placed around us, due to the small size of our school property and our rural facilities. Some of our students travel from all over Melton Shire (pre-boundary enrolments), with the majority of our families now coming from the local Exford area and the Eynesbury, Exford Weirs (previously Waterford) and Strathtulloh estates.

Our staff consisted of a Principal, an Assistant Principal, a Leading Teacher, 18 classroom teachers and 2.8 EFT specialist teachers, 3 Education Support Admin staff, 1 ES Grounds person, 11 Education Support Integration Aide Staff and a Speech Pathologist (1 day per week). We had some changes in staff through 2017, with our Assistant Principal being selected to another school and a new Assistant Principal appointed in 2017.

Our school purpose is for our staff, students and community to work together in a close and united way to support our students to grow and develop as they best can, academically and personally. Our parent community identifies the strong emphasis on not only academic achievement, but also on the courtesy, values, student resilience and personal / interpersonal learning fostered by our programs as being the reason they select Exford PS.

Framework for Improving Student Outcomes (FISO)

We went through our School Self Evaluation in 2016, with the School Review being completed in February and March 2017. Our new vision statement:

'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.'

We continued to align our Framework for Improving Student Outcomes and our High Reliability Schools work, ensuring clarity and congruence.

Our 2017-2020 FISO priority initiatives were:

FISO priorities	FISO dimensions	Key Improvement Strategies
Excellence in Teaching and Learning	Building Practice Excellence	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	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	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 2017 Year 3 NAPLAN Data was mainly pleasing:

- Year 3 Reading result was above network and below similar school and state in the 'top 2 bands' measurement.
- Year 3 Writing result was above network and below similar schools and state in the 'top 2 bands' measurement.
- Year 3 Maths result was above network, similar schools and state in the 'top 2 bands' measurement.

- Year 5 Reading result was above network and below similar schools and state 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 above network, similar schools and state in the 'top 2 bands' measurement.

- Year 3-5 Reading - 'high' relative growth result was above network, similar schools and state (maintained over the past three years).
- Year 3-5 Writing - 'high' relative growth result was below network and below similar school and state.
- Year 3-5 Maths - 'high' relative growth result was above network, similar schools and state (maintained over the past three years).

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 Zone of Proximal Development for every child.

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 Teacher. 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.

We introduced the use of Seesaw, a digital learning portfolio for all students in 2017 after its trial in two classrooms in 2016. It 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 2017. In 2018, we decided to redo the year 2 work of SWPB, due to our interrupted year in this work.

We focused 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 Junior School Councillors, 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 2 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 contined growth.

Attendance and punctuality to school remained an area of focus for us. In 2017 our absence levels were marginally above than similar schools, we continue to have attendance as a focus. Our school strategy of having children enter the classroom at 8:50 am continues to see an improvement in morning punctuality, however there remains a core group of students who are late on a frequent basis due to family reasons. Our teachers ring the families of absent students at the second day of absence if contact from the family has not been received. 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 – particularly with the oval being out of action for 6 school terms. Our staff were amazing in the lengths they went to in order to provide the students with additional lunch time clubs in their own time, in additional to normal Yard Duty allocations. The staff are to be commended on their commitment to supporting the students to be happy, occupied and engaged through this trying period for us.

We had many students funded under the Program for Students with Disabilities and they were supported in the classroom with Education Support staff; with a Student Support Group meeting held each term to discuss and reflect on progress of the Individual Learning Plans.

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For more detailed information regarding our school please visit our website at
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 421 students were enrolled at this school in 2017, 211 female and 210 male.

7 percent were EAL (English as an Additional Language) students and 2 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.

low	low-mid	mid	high

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).

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).

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

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
Teacher Judgement 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 Annual Report.*	**Results: English** 0 ▢ 100 **Results: Mathematics** 0 ▢ 100	🟢 Similar 🟢 Similar

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
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)	Similar Similar Similar Similar
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 Schools: ▢
         Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 22 % / 46 % / 33 % Low / Medium / High **Numeracy** 28 % / 39 % / 33 % Low / Medium / High **Writing** 31 % / 58 % / 11 % Low / Medium / High **Spelling** 22 % / 48 % / 30 % Low / Medium / High **Grammar and Punctuation** 35 % / 52 % / 13 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

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

School Comparison
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.

Average 2017 attendance rate by year level:

Results: 2017

0 ──────────── 50

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

0 ──────────── 50

Few absences <------> Many absences

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

Similar

Similar

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: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2017 0 — 100	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).
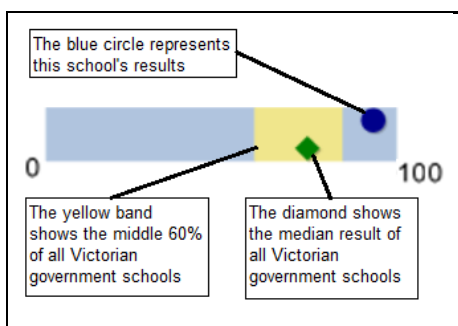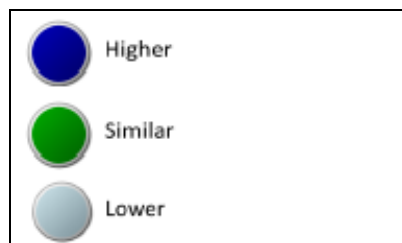

What does *School Comparison* refer to?

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

Exford PS prides itself on its careful and prudential financial management. We operate in surplus and reserve a teacher's salary each year as a financial buffer. Whilst we are not the small school of only 100 students any more, with its correspondingly small financial resources, we continue to operate in a fiscally careful manner. Our School Council Finance Committee is to be acknowledged for its ongoing planning for and management of our finances.

In Term 4, we begin developing our workforce planning and our sub-program budgets for the following year, taking into account the goals established in our School Strategic Plan and the Annual Implementation Plan and the FISO priorities and improvement strategies identified within the AIP.

In 2017, we continued to receive Equity funding ($34,684) and whilst it was significantly less than the Equity funds received by most Melton schools due to our different demographics, we used it to subsidise the work of our Leading Teacher- Educational Leader and his work was 100 % focused on the work of our Professional Learning Teams and the coaching of all teachers; thus having an impact on improved student learning outcomes for all students.

Our community Fundraising efforts are to be recognised, with $20,261 raised to support our ICT spending within the school – namely the leases for our iPads (total cost $36,000 over the leases).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017	
Revenue	**Actual**
Student Resource Package	$3,066,975
Government Provided DET Grants	$530,171
Government Grants Commonwealth	$21,029
Revenue Other	$48,265
Locally Raised Funds	$245,657
Total Operating Revenue	**$3,912,098**

Equity[1]	
Equity (Social Disadvantage)	$34,684
Equity Total	**$34,684**

Expenditure	
Student Resource Package[2]	$2,940,254
Books & Publications	$64
Communication Costs	$13,411
Consumables	$47,341
Miscellaneous Expense[3]	$242,383
Professional Development	$18,855
Property and Equipment Services	$192,316
Salaries & Allowances[4]	$58,902
Trading & Fundraising	$94,079
Utilities	$22,206

Total Operating Expenditure	**$3,629,811**

Net Operating Surplus/-Deficit	**$282,286**

Financial Position as at 31 December, 2017	
Funds Available	**Actual**
High Yield Investment Account	$172,485
Official Account	$43,216
Other Accounts	$50,534
Total Funds Available	**$266,235**

Financial Commitments	
Operating Reserve	$105,527
Asset/Equipment Replacement < 12 months	$9,965
Maintenance - Buildings/Grounds incl SMS<12 months	$25,000
Revenue Receipted in Advance	$23,801
School Based Programs	$2,250
School/Network/Cluster Coordination	$6,142
Asset/Equipment Replacement > 12 months	$10,000
Capital - Buildings/Grounds incl SMS>12 months	$10,000
Maintenance -Buildings/Grounds incl SMS>12 months	$10,000
Total Financial Commitments	**$202,685**

Asset Acquisitions	$0

(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.