# 2016 Annual Report to the School Community

**THE EDUCATION STATE**

School Name: Exford Primary School

School Number: 3423



| | |
|---|---|
| Name of School Principal: | Lisa Campo |
| Name of School Council President: | Katy Brennan |
| Date of Endorsement: | 15 March 2017 |

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

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

# About Our School

## School Context

Exford PS has continued to experience steady growth, student numbers rising from 399 in 2016 to 425 students by March 2017. Maintaining our sense of school community and keeping our attention on providing differentiated learning for each of our students continues to be our focus. The work of our Professional Learning Teams has been on providing classroom instruction where the needs of all students are identified and met.

Our school setting is very attractive, with our students and community sharing a commitment to caring for our school environment. Throughout 2016, we have been strongly affected by the lack of an oval playspace (OHS Audit Dec 2-16) and we have negotiated with DET to have a synthetic surface provided; we are still waiting for a commencement date for the oval works.

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 have the support of a monthly Community work crew who assist with our grounds and assist us maintain our school environment. 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, Eynesbury, Waterford and Strathtulloh areas.

Our staff consisted of a Principal, an Assistant Principal, a Leading Teacher, 17 classroom teachers and 2.8 EFT specialist teachers, 3 Education Support Admin staff, 1 ES Grounds person, 10 Education Support Integration Aide Staff and a Speech Pathologist (1 day per week).

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 aligned our FISO and our High Reliability Schools work to ensure clarity and congruence.

Our 2016 FISO priority initiatives were:

| Building Practice Excellence | • Ensure consistency of our EPS Instructional Model in every classroom.<br>• Build the capacity and content knowledge of all staff and build a culture of collaboration<br>• Develop scheduled opportunities for meaningful and direct feedback<br>• Targeted professional learning in the context of our 2 hours of PLT Meeting time per week and our additional 1 hour of PLC time –<br>    ○ DuFours – *'Learning By Doing'*<br>    ○ Marzano - *'High Reliability Schools'*<br>    ○ Hattie – *'Visible Learning'* - What is good teaching? – Every child, every lesson, every day – differentiating using evidence based, high impact teaching strategies |
|---|---|
| Strengthening the capacity of our PLT Leaders and Teams | • Strategic use of our Leading Teacher – Educational Leader and our PLT Leaders to drive our PLT work<br>• Continued focus on HRS research and professional readings<br>• 2016 – year of School Review – reflect on our growth in practices and future direction of our new School Strategic Plan. |

## Achievement

Exford Primary School is achieving results in student learning that are mainly similar to other schools. We are increasingly being compared with schools with less disadvantage as our demographic becomes more affluent

Our 2016 Year 3 NAPLAN Data was pleasing in that our school mean for Reading was above network, similar school and state means. Our school mean for Writing was above network schools, but below similar school and state means. Year 3 Numeracy results were above network schools, but below similar school and state means.

Our 2016 Year 5 NAPLAN data for Reading were above network schools, but below similar school and state means. Our 2016 Year 5 NAPLAN data for Writing but were below network schools, similar school and state means. Our 2016 Year 5 NAPLAN data for Numeracy was above network schools, but below similar school and state means.

We have 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 in the second half of the year.
Staff have become accustomed to using pre-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 has seen 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 has 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.

We continued our work on Essential Learnings and Proficiency Scales through our PLTs. This involved staff taking a close look at the Victorian Curriculum and by using a set of criteria analysing if the learning standards were essential, important or nice to know. This streamlining of our curriculum will ensure we are focussing our work on what matters most for our students

Our PLC focus was narrowed through our work on 'Leading Mathematics' through Bastow Institute and this work saw real increases in Numeracy, expecially with our growth data.
In Year 5 NAPLAN Numeracy relative growth (Year 3 to Year 5 – matched students) showed 35 % of students with high growth, 48 % with medium growth and 18 % low growth. This was a real improvement on the 2015 data - showed 7 % of students with high growth, 40 % with medium growth and 53 % low growth.

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

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

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

## Engagement

Exford PS continues to perform at a high level in the area of Student Engagement and Wellbeing.
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. One of the outstanding achievements was the development of a school wide behaviour matrix, aligned with our school values.

We 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 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.

We strive to create 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.

Attendance and punctuality to school remained an area of focus for us. Whilst our absence levels are marginally lower 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 also use our school app, 'TiqBiz' for families to communicate their students' absence information. 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.

As identified in our School Strategic Plan, supporting students throughout different points in their schooling is equally important.
Monitoring students' progress and catering for individual learning needs is an integral part of our school program.

We had 17 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.

Our Student Wellbeing and Inclusion Policy was reviewed and rewritten for 2015 and we look forward to revising our policy in 2017.

For more detailed information regarding our school please visit our website at
[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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key:   Range of results for the middle 60 % of Victorian government primary year levels: 
       Result for this school: ● Median of all Victorian government primary year levels: ◆

## School Profile

### Enrolment Profile

A total of 399 students were enrolled at this school in 2016, 190 female and 209 male.
There were 6% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.

| low | low-mid | mid | high |
|-----|---------|-----|------|

### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▨
Result for this school: ⬤  Median of all Victorian government primary year levels: ◆

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

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵 Median of all Victorian government primary year levels: 🔶

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Year 3**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.<br><br>Year 3 assessments are reported on a scale from Bands 1 - 6. | Results: Reading<br>Results: Reading (4-year average)<br>Results: Numeracy<br>Results: Numeracy (4-year average) | 🟢 Similar<br>🟢 Similar<br>🟢 Similar<br>🟢 Similar |
| **NAPLAN Year 5**<br><br>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.<br><br>Year 5 assessments are reported on a scale from Bands 3 - 8. | Results: Reading<br>Results: Reading (4-year average)<br>Results: Numeracy<br>Results: Numeracy (4-year average) | 🟢 Similar<br>🟢 Similar<br>🟢 Similar<br>⚪ Lower |

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| **NAPLAN Learning Gain**<br>**Year 3 - Year 5**<br><br>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.<br><br>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'. | **Reading**<br>28 % / 54 % / 18 %<br>Low / Medium / High<br><br>**Numeracy**<br>18 % / 48 % / 35 %<br>Low / Medium / High<br><br>**Writing**<br>39 % / 53 % / 8 %<br>Low / Medium / High<br><br>**Spelling**<br>15 % / 64 % / 21 %<br>Low / Medium / High<br><br>**Grammar and Punctuation**<br>26 % / 51 % / 23 %<br>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**<br><br>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.<br><br>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.<br><br>Average 2016 attendance rate by year level: | Results: 2016<br><br>Low absences <------> high absences<br><br>Results: 2013 - 2016 (4-year average)<br><br>Low absences <------> high absences | ● Similar<br><br>● Similar |

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

# Performance Summary

Key:    Range of results for the middle 60 % of Victorian government primary year levels: 
        Result for this school: ● Median of all Victorian government primary year levels: ◆

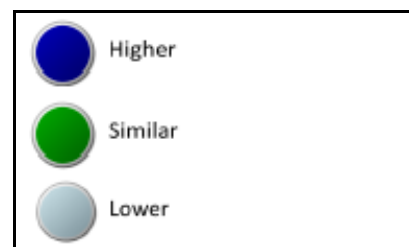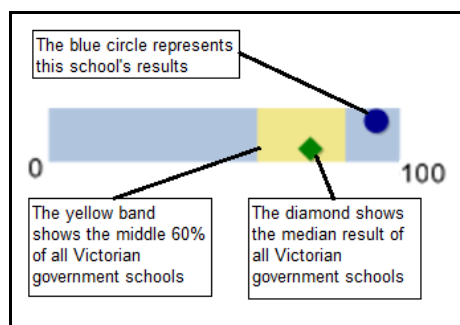| Wellbeing | Student Outcomes | School Comparison |
|---|---|---|
| **Students Attitudes to School - Connectedness to School**<br><br>Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12.  The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2016<br><br>Results: 2013 - 2016 (4-year average) | Similar<br><br>Similar |
| **Students Attitudes to School - Student Perceptions of Safety**<br><br>Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12.  The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score. | Results: 2016<br><br>Results: 2013 - 2016 (4-year average) | Similar<br><br>Similar |

# How to read the Performance Summary

**What are student outcomes?**

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.
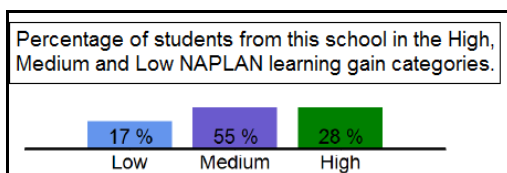
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.

17 %   55 %   28 %
Low    Medium  High

**What are the changes in student achievement?**

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

**What is a *School Comparison*?**

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Higher

Similar

Lower

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

**What is the meaning of '*Data not available*'?**

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

**What is this school doing to improve?**

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

# Financial Performance and Position

**Financial performance and position commentary**

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 2016, we received Equity funding for the first time, ($28,966) 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 some $22,000 raised to support our ICT spending within the school – namely the leases for our iPads and contribution to our major ICT work in our Gallery.

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

| Revenue | Actual |
|---|---|
| Student Resource Package | $2,936,710 |
| Government Provided DET Grants | $342,293 |
| Government Grants Commonwealth | $14,374 |
| Government Grants State | $8,160 |
| Revenue Other | $54,164 |
| Locally Raised Funds | $237,635 |
| **Total Operating Revenue** | **$3,593,337** |

| Expenditure | |
|---|---|
| Student Resource Package | $2,800,910 |
| Books & Publications | $1,748 |
| Communication Costs | $5,889 |
| Consumables | $57,236 |
| Miscellaneous Expense | $221,133 |
| Professional Development | $22,377 |
| Property and Equipment Services | $224,097 |
| Salaries & Allowances | $48,086 |
| Trading & Fundraising | $103,999 |
| Utilities | $18,551 |
| **Total Operating Expenditure** | **$3,504,025** |
| **Net Operating Surplus/-Deficit** | **$89,312** |
| **Asset Acquisitions** | **$0** |

## Financial Position as at 31 December, 2016

| Funds Available | Actual |
|---|---|
| High Yield Investment Account | $38,227 |
| Official Account | $30,446 |
| Other Accounts | $49,339 |
| **Total Funds Available** | **$118,012** |

| Financial Commitments | |
|---|---|
| Operating Reserve | $105,999 |
| Maintenance - Buildings/Grounds incl SMS<12 months | $2,345 |
| Revenue Receipted in Advance | $1,580 |
| School/Network/Cluster Coordination | $8,087 |
| **Total Financial Commitments** | **$118,012** |

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*