

# 2017 Annual Report to the School Community



School Name: Arthurs Creek Primary School

School Number: 1666

*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

Arthurs Creek Primary School (ACPS) is a small semi-rural school with a current enrolment of 69 students. ACPS plays a prominent role of inclusiveness in this small semi-rural community. The school is the "hub" of Arthurs Creek and is the main gathering point for families on a daily basis. The school has a Principal, three full time class teachers and one-part time teacher to offer intervention and extension programs, as well as a number of part time teachers employed for German and Music tuition and two educational support staff. Private tuition is available in keyboard and guitar. The shared small school MARC Van, is staffed by a specialist teacher who provides engaging weekly lessons in Science, Technology, Engineering and Maths (STEM) for all grades. Additionally we are grateful to be supported by the public Yarra Valley Library Van which provides weekly borrowing by parking alongside our school boundary.

A culture of High Expectations and a strong Student Voice are core to the philosophy and culture of the school. Parents value education and have high aspirations for their children's learning. Student achievement outcomes are central to all decision making processes. Students have opportunities to be actively involved in committees which take on genuine projects that contribute to the running and enhancement of the school and its surrounds. A strong emphasis on school values is fundamental to our daily operation. ie. Respect, Responsibility, Integrity and Life-long Learning. The staff demonstrate an outstanding commitment to teaching and learning with thorough planning and the delivery of high quality differentiated curriculum programs based on the Victorian Curriculum. Resources are aligned to maximise the provision of best teaching and learning throughout the school. In order to enhance educational outcomes for our students the school has a high level of commitment to a curriculum which integrates learning technologies with best practice in teaching and learning. We are most fortunate to offer a Multi-Purpose Room and attractive Under Cover Learning area to engage students in their individualised learning journey.

In 2017 ACPS undertook a priority review to support staff and the community to improve student outcomes in achievement, engagement and voice and improve communication across the school. We endeavor to use the framework for improving student outcomes to support growth as we embark upon a new journey in 2018 and beyond with a strategic plan that has aspirational goals around achievement.

ACPS is proud to offer a safe, harmonious learning environment in peaceful surrounds. It offers a "family" atmosphere with a strong sense of belonging for all who join us. We celebrate cubby house building and the learning from including chickens at school. We sustain a vibrant vegetable garden program, in which parent helper's work alongside students to support our garden to plate Cook Offs at the end of each term. ACPS demonstrates a commitment to inclusiveness and the achievement of consistent high academic results. Students are encouraged to demonstrate a strong sense of belonging with responsibility for their own learning and that of the whole school community. Our school actively encourages daily attendance by all students by building and maintaining supportive relationships with families.

### Framework for Improving Student Outcomes (FISO)

2017 brought multiple changes for ACPS with the introduction of the FISO model with a focus on Excellence in Teaching and Learning. (Building practice excellence) The shared staff professional learning centred on the introduction and embedding of the Victorian Curriculum in all class areas including STEM, German, Art, Music and PE. Staff were supported with relevant professional learning based on the planning, implementation and assessment of the Victorian Curriculum, both within and outside of the school context. Professional learning opportunities included shared NESST Curriculum Days (North East Small Schools Team), shared "Smorgasbord" after school activities, classroom teacher release once per term to attend NESST level meetings as well as peer observations at schools which implemented the Write to Read Literacy Program. All staff were provided with professional learning based on the Victorian Curriculum and Write to Read Literacy Program for whole consistency. In 2018 the planning continues to focus on Building Practice with a major focus on building literacy practices using FISO, the HITS and PLC intervention based differentiated curriculum.

### Achievement

As a small school with typical cohorts of under 10 students, we recognise the impact on whole school and cohort data results.

The 2017 NAPLAN results indicated that student performances varied significantly depending on content and year level. Thirty percent of our Year 5 students achieved in the top two bands of Numeracy. This was fairly consistent with similar schools, the network and State wide results. Whereas twenty-five percent of our Year 3 students achieved scores in the top two bands. This result was slightly below the achievement level of similar schools, the network and the state. Reading results mirrored our Numeracy results with above average numbers of Year 5 students in the top two bands and slightly below average numbers of Year 3 students in the top two bands. Writing results were more pleasing with comparable results to similar schools at both Year 3 and Year 5.



The relative growth results in students from Year 3-5 in Numeracy were very disappointing with the percentage of students to achieve high growth registering at 0%. This was 25% below that of similar schools. English results were extremely good with. The relative growth in Reading was 25%, 2% greater than similar schools and in Writing the relative growth was 25% which was 10% greater than similar schools.

Teacher judgement results from Foundation to Year 3 demonstrated averages below State and Region means whereas Year 4-6 were comparable or above. In English results from Foundation to Year 2 were also below State and Region means whereas results for the Year 3-6 students indicated above or similar results. Unfortunately no results in Science were recorded in 2017.

The Write to read program continued to drive literacy pedagogy in 2017. 2017 also saw the school utilise the Victorian Curriculum exclusively for the first time. In 2018 we plan to improve outcomes by implementing a whole school lesson model which will reduce the variation between classroom content and ensure a differentiated approach. Specialised support and extension groups aim to supplement core curriculum to support greater growth in Literacy and Numeracy. Individual learning plans will also be implemented for students performing well below or well above expected levels.

### Engagement

The school community continue to have high expectations, including valuing daily student attendance and acknowledgment of the teaching and learning programs on offer.

The Student Attitudes to School Survey indicated that 71% of students felt connected to school, 54% of students agreed that the school provided a stimulating learning environment, 60% of students had learning confidence and 78% felt safe at school. These results were disappointing as they were below State averages and demonstrated a decrease in results from previous years.

Similarly, the parent opinion survey results indicated general satisfaction levels below State wide averages. The Staff Opinion Survey however provided more pleasing results with staff indicating above average levels of satisfaction.

Student voice was promoted through regular Student Representative Council (SRC) meetings. The SRC discussed a number of school wide matters and worked to increase the sustainable practices of the school. In 2018 we aim to increase student voice through the SRC and other committees within the school. This coupled with a more settled staffing profile and more individualised program should support students to feel safe and have greater learning confidence.

### Wellbeing

Transitions from Kindergarten to school were a focus for our new Preps with a comprehensive orientation program giving all students an opportunity to familiarise themselves with the routines, expectations and friendships of school life. We continue to build links between feeder Kindergartens to help increase student numbers.

Student attendance figures were not as high as we had hoped but we are working to educate the community about the value of every day at school and we are driving improvement through a holistic approach to this including the Principal, teacher, parents and child in discussions to support students to reengage with the educational programs.

Marrung is a strategy to ensure that all Koorie Victorians achieve their learning aspirations and realise the full benefits of the Education State. In 2018 we are working with departmental bodies to increase the cultural understandings of staff and develop further strategies to support the wellbeing of our Indigenous student population.

Finally we aim to implement some form of School Wide Positive Behaviour Support within the school in 2018 to give our students consistent and positive approaches to emotional challenges.

For more detailed information regarding our school please visit our website at <http://acps.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 58 students were enrolled at this school in 2017, 30 female and 28 male.</p> <p>0 percent were EAL (English as an Additional Language) students and &lt; 10 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> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Similar</p> <p> Higher</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>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>63%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>38%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	38%	63%	-	Writing	13%	63%	25%	Spelling	13%	63%	25%	Grammar and Punctuation	25%	38%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	50%	25%																							
Numeracy	38%	63%	-																							
Writing	13%	63%	25%																							
Spelling	13%	63%	25%																							
Grammar and Punctuation	25%	38%	38%																							



## 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:

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>91 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	93 %	91 %	91 %	91 %	93 %	<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										
91 %	90 %	93 %	91 %	91 %	91 %	93 %										





## 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
<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>	Lower
<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)

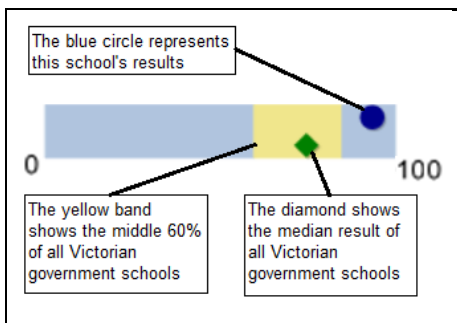
### Engagement

- 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).

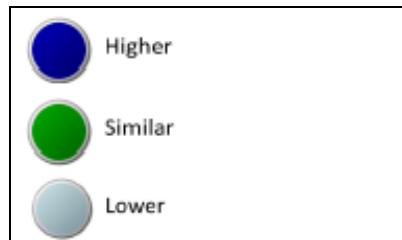


## What does *School Comparison* refer to?

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

Arthurs Creek Primary School remains in a stable financial position as evidenced by the net operating profit of \$52,482 for the year ended 31 December, 2017. As a small school with fluctuating enrolment figures staff have been in excess over the past 12 month period however we are hoping to resolve staffing issues in 2018. The annual fundraising event netted \$14,586.67 in 2017. We will be looking to invest funds raised by the community in improvements to the grounds in 2018. Funds allocated to the school for building condition improvements were utilised to repair the student bathrooms. These will also be allocated to further grounds improvements in 2018. Investment into teaching and learning will be a priority in 2018 also.

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	\$470,665	High Yield Investment Account	\$260,055
Government Provided DET Grants	\$125,254	Official Account	\$12,156
Government Grants Commonwealth	\$4,000	<b>Total Funds Available</b>	<b>\$272,210</b>
Revenue Other	\$4,230		
Locally Raised Funds	\$65,905		
<b>Total Operating Revenue</b>	<b>\$670,054</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$472,372	Operating Reserve	\$22,565
Communication Costs	\$3,426	Asset/Equipment Replacement < 12 months	\$25,000
Consumables	\$18,826	Capital - Buildings/Grounds incl SMS<12 months	\$48,000
Miscellaneous Expense <sup>3</sup>	\$46,723	Maintenance - Buildings/Grounds incl SMS<12 months	\$77,395
Professional Development	\$2,300	Revenue Received in Advance	\$1,250
Property and Equipment Services	\$42,418	School Based Programs	\$48,000
Salaries & Allowances <sup>4</sup>	\$21,373	Repayable to DET	\$50,000
Trading & Fundraising	\$6,464	<b>Total Financial Commitments</b>	<b>\$272,210</b>
Utilities	\$3,671		
<b>Total Operating Expenditure</b>	<b>\$617,572</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$52,482</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.*

