

2018 Annual Report to The School Community



School Name: **Arthurs Creek Primary School (1666)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 24 March 2019 at 02:47 PM by Lisa Duffy
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 09:37 PM by Rebecca Apted
(School Council President)

About Our School

School context

Arthurs Creek Primary School's vision encompasses a commitment to achieving excellence in education for all students. The school strives to achieve this via the creation and delivery of a broad curriculum, based upon the Victorian Curriculum and implementing best practice in teaching and learning. The school has four values; RESPECT, INTEGRITY, RESPONSIBILITY and LIFE-LONG LEARNING. A strong commitment to enhancing the educational, social and emotional opportunities of all students is shared by Staff, Families and the wider school community. The school places a strong emphasis on community and recognises the important link between home and school. Parent involvement to support and enhance the school programs was utilised in 2018 with parents assisting in the classrooms, on camps and excursions, attending special events and the termly Cook Offs.

Arthurs Creek Primary School is a small semi-rural school in the Nillumbik Shire. The school has students who reside within the Arthurs Creek township area and also has families who live outside this area and have chosen to send their children to this school over other schools that may be closer to their homes. In 2018, our school completed the year with a student enrolment of 69 students who were grouped into three classrooms (F-2, 3/4 and 5/6). In 2018, the school had a Principal, three full time classroom teachers, a part-time intervention teacher as well as staff to take German and Music classes. A Mobile Area Resource Teacher was (and continues to be) shared across six small schools, with Arthurs Creek Primary School accessing this service one part-day per week in 2018. Private music tuition was available. The school was able to access the Yarra Valley Library Van on a weekly basis.

The school's rural feel and grounds lends itself to students being able to engage with the environment and make use of the natural surrounds both as part of the curriculum and during break times. Students are able to 'work' in the school vegetable patch and tend to the chickens. The school had student led committees comprising of a Chicken Committee, a Junior School Council and a Sustainability Committee.

The school is part of a North East Small Schools Team (NESST) and is able to access professional learning, student leadership opportunities and sporting events through this group of schools.

Framework for Improving Student Outcomes (FISO)

In 2018 the FISO Improvement Initiatives were Excellence In Teaching and Learning- Building Practice Excellence and Building Communities.

Throughout 2018, staff attended weekly staff meetings where professional learning in the areas of understanding FISO, using the High Impact Teaching Strategies (HITS), Reading and Assessment were the focus. Staff were supported to further develop their curriculum knowledge and pedagogy as well as begin the process of devising curriculum plans for Reading, Writing and Mathematics. Participation in the NESST cluster Professional Learning Curriculum Day and in teams (once per term) allowed teaching staff the opportunity to engage and work collaboratively with staff from other schools.

The school brought in new initiatives to build collaborative partnerships and effective communication with parents. The use of UeducateUs as a platform for student attendance, notifications and permission slips saw a much more streamlined approach to the administrative processes. The introduction of iNewsletter, saw the newsletter being published online on a fortnightly basis and allowed for live links and additional information to be included more than was possible with the printed version of the newsletter.

Achievement

Arthurs Creek Primary School is a small school and at times due to low student numbers, cohort data is volatile or not available.

The 2018, Teacher Judgements for students in Levels Foundation to Six show that for English and Mathematics the percentage of students working at or above the expected level was lower than the state median (by just under 5%). This puts the school in the 'lower' category for School Comparison (where the school is expected to be according to cohort and school factors). In Reading and Viewing the school had 88% of students working at or

above the expected level (3% below the state level). An analysis of the comparison data across the previous four years shows an increase of students working at expected levels, with a slight reduction in those working below or above the level expected. Similarly, the teacher judgements for Speaking and Listening and Writing show a steady increase of those working at the expected level over the past four years; with the Speaking and Listening data showing a score of 93% of students at or above standard (1% below the state average). In Writing, 75% of students were deemed to be achieving results at or above the state average. Mathematics results show 85% of students in 2018 were working at or above the expected level - with similar schools achieving results above 80% as well.

The 2018 NAPLAN data indicates that the students in Year 5 were regarded as achieving similar results to those expected by School Comparison in Reading and Numeracy. The Year 3 cohort achieved a status of 'similar' in the area of Reading and 'lower' in Numeracy. Further analysis of the results indicates that in the Reading domain, 60% of students were in the top two bands- well above the state average of 40%. In Year 5 Writing the students once again outperformed the state average with the school having 20% of students in the top two bands and 75% at standard. Year 5 Numeracy results for students in the top two bands was at 25%. The Year 3 NAPLAN Results show 90% of students at achieving results in the middle two bands in Writing with 10% in the top two bands. Reading results for Year Three showed that the school had 20% of students in the top two bands and 60% in the middle two bands. In Numeracy, the Year Three students achieving results in the top two bands was at 30%; however, with 50% of students in the bottom two bands the school needs to ensure these students are tracked and provided additional support.

The percentage of students who made medium or high growth in learning gain between Years 3 and 5 in NAPLAN Reading, Writing and Numeracy is pleasing (90% and above of all students assessed).

Future strategies for the Staff at ACPS are to 'deep dive' into the data to track individual students and ensure that the curriculum content, classroom programs and individual student learning goals are set to maximise student learning gain and overall achievement. Understanding and closing the gap between teacher judgements and NAPLAN results will also be an area of focus.

Engagement

The attendance rate for students across all year levels in 2018 was above 85%; with many year levels achieving at or above 90%. The average number of days absent from school was categorised 'lower' than the School Comparison level. Throughout 2019, the school will continue to track and monitor student attendance via the UeducateUs platform.

The 2018 Attitudes To School Survey shows that 74% of students surveyed returned a positive result for Stimulated Learning - a marked increase from 2017. Student Sense of Inclusion showed an 81% positive response rate. Student Voice and Agency indicated a positive response rate of 59% and this result has provided the school staff with a Student Voice and Agency Goal for the 2019 Annual Improvement Plan and a commitment to implement further targeted strategies and take actions to improve this result.

The Parent Opinion Survey results in the area of Parent and Community Engagement were very high and well above the state average in the areas of Parent Participation and Involvement and Teacher Communication. The 2018 overall results for Parent and Community Engagement show an increase in positive results of 37% and a reduction in non-positive results of 25%.

Wellbeing

The 2018 Student Attitudes to School Survey found that 81% of students felt connected to school- an increase of 10% from the previous year. The School Safety components of Advocate At School, Managing Bullying and Respect For Diversity showed similar response rate percentages, with all indicating over 75% positive response rates. This survey was taken at a time in the year prior to events which saw some students with behavioural issues enroll- so whilst the survey results were very pleasing, the school needs to be mindful that they may not necessarily indicate the current level of student attitudes towards some of these areas.

A review of the Student Engagement, Wellbeing and Inclusion Policy has been the focus for the beginning of 2019- with strategies and procedures being established around expected levels of student behaviour as well as defining minor, moderate and major behavioural standards. Staff are currently working at defining a consistent approach to student discipline and using a staged approach that involves pre-determined consequences and

actions. The use of School Wide Positive Behaviour strategies and processes will be implemented to further enhance student and school community understanding of the school values and expected behaviours.

Financial performance and position

Arthurs Creek Primary School continues to be in a stable financial position with a Net Operating Surplus of \$26,726 for the year ended December 31st 2018. The staffing excess issue of 2017 was resolved during 2018. The major school fundraising event (Wine and Cheese Night) continued to significantly boost the Locally Raised Funds as part of school revenue. Funds were used last year to resurface the basketball court, replace a retaining wall and boost literacy and ICT resources. Equity funding was used to purchase equipment to assist with student wellbeing. In 2019, a further boost of ICT equipment is required in order to prepare for the 2020 NAPLAN online program and to ensure that the school is equipping the students with the necessary ICT knowledge and skills for their future learning. Funds in the Building and Grounds sub- program will need to be directed (in part) to the treating of the identified termite problem and associated repairs. The phone system is also in dire need of an investigation and possible over hall, therefore funds from the Property and Equipment Services and Asset/Equipment Replacement will need to be accessed.

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: 

School Profile

Enrolment Profile

A total of 68 students were enrolled at this school in 2018, 38 female and 30 male.

ND were EAL (English as an Additional Language) students and ND 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).

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
<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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</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>NAPLAN Year 3</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> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> 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>NAPLAN Learning Gain Year 3 - Year 5</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>75%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>5%</td> <td>58%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	60%	30%	Numeracy	10%	75%	15%	Writing	5%	58%	37%	Spelling	21%	53%	26%	Grammar and Punctuation	37%	42%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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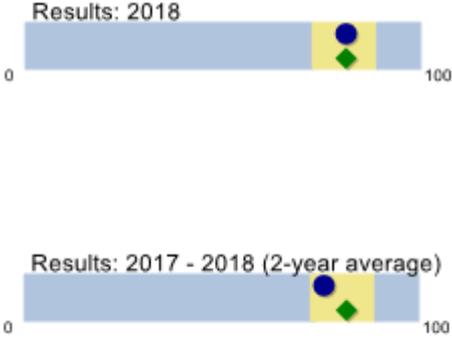
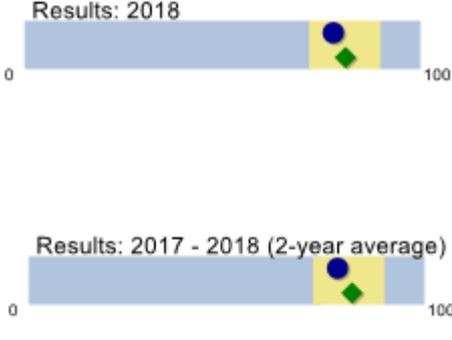
Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>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.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>○ Lower</p> <p>● Similar</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>92 %</td> <td>86 %</td> <td>92 %</td> <td>92 %</td> <td>86 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	86 %	92 %	92 %	86 %	89 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	86 %	92 %	92 %	86 %	89 %										

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>Students Attitudes to School - Sense of Connectedness</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> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$567,594	High Yield Investment Account	\$249,710
Government Provided DET Grants	\$125,706	Official Account	\$8,227
Government Grants Commonwealth	\$1,700	Total Funds Available	\$257,937
Revenue Other	\$4,856		
Locally Raised Funds	\$70,473		
Total Operating Revenue	\$770,330		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$529,123	Operating Reserve	\$26,142
Books & Publications	\$866	School Based Programs	\$25,000
Communication Costs	\$2,331	Repayable to the Department	\$15,000
Consumables	\$21,701	Asset/Equipment Replacement < 12 months	\$45,000
Miscellaneous Expense ³	\$45,664	Capital - Buildings/Grounds < 12 months	\$40,000
Professional Development	\$382	Maintenance - Buildings/Grounds < 12 months	\$30,000
Property and Equipment Services	\$84,003	Asset/Equipment Replacement > 12 months	\$40,000
Salaries & Allowances ⁴	\$50,097	Maintenance - Buildings/Grounds > 12 months	\$36,794
Trading & Fundraising	\$5,733	Total Financial Commitments	\$257,937
Utilities	\$3,703		
Total Operating Expenditure	\$743,603		
Net Operating Surplus/-Deficit	\$26,726		
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 15 March 2019 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 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' 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').