

2018 Annual Report to The School Community



School Name: Port Fairy Consolidated School (6247)



- 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 26 April 2019 at 10:19 AM by Kathryn Tanner
(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 02:09 PM by Ebony Perrin (School
Council President)

About Our School

School context

Port Fairy Consolidated School was established in 1874 and is situated in a small coastal community in South West Victoria. The school facilities are a mix of original bluestone buildings along with a collection of modern teaching and learning spaces. There is also a dedicated art studio, spacious STEM building, a fully equipped kitchen which students use and a café/kitchen area. In addition, the school boasts a hall that is used for PE in the winter, general assemblies, special events and Before and After School Care. Surrounding the buildings is generous grounds and exciting play equipment including 2 large sporting ovals, 2 basketball courts, 2 spiral towers and a giant pirate ship. The majority of our students live in Port Fairy with around one third traveling to school on school buses from outlying rural areas.

The school employs the equivalent of 12 FTE teaching staff as well as an Education Support Staff member for 10 hours a week to work with a small number of students with special needs. In the administration faculty there is a Business Manager and a fulltime trainee.

All teachers work collaboratively in teaching teams to develop, plan and implement a curriculum that inspires, challenges and engages students. Port Fairy Consolidated School has a commitment to Information and Communications Technology (ICT) with students in years 4 to 6 having the option to 'Bring Your Own Device (BYOD) or use the ever increasing bank of school netbooks and tablets. The school also employs an additional technician to ensure our ICT program is fully functional and staff are well supported when issues arise.

Port Fairy Consolidated places importance on a strong curriculum focus on Literacy and Numeracy. In the teaching of Reading students are taught using an explicit and direct instruction approach including a comprehensive Phonics and Phonemic awareness component. In Writing, staff are adopting the Big Write approach to enhance their writing program for students in years 3-6. Samples of writing are moderated across the school to ensure consistency. A constructivist approach guides the delivery of Numeracy throughout the school. Student learning is enhanced by Inquiry Learning and a comprehensive arts, science, sport and P.E. program. The school offers a range of student leadership opportunities plus a range of extra curricula programs such as instrumental music and a school choir. In addition, students from Years 3-6 participate in the Stephanie Alexander Kitchen Garden program, with students alternating between cooking and gardening each week. The school has had a 5 star sustainability rating for the previous 5 years and is committed to ensuring this continues into the future.

The school prioritises a range of student wellbeing initiatives and is implementing Positive Education from Foundation to Year 6. A well-being staff member is employed part time to work within the school community. The school encourages students to resolve conflict with staff guidance using the Restorative Practices approach.

Port Fairy Consolidated School has strong parent and community engagement which is enhanced by parent and volunteer participation in classrooms and school wide programs such as the Kitchen/ Garden Program. In 2018 a Parent Association was reformed and is consistently attracting 30 plus members to this group. Parent positions on the school council are highly sought after with the 2018 election receiving 8 nominations for 4 positions. Our school is highly regarded in the local community and has strong links to many local businesses and organisations.

Framework for Improving Student Outcomes (FISO)

In 2018, Building Practice Excellence and Setting Expectations and Promoting Inclusions were the focus FISO areas set by the Annual Implementation Plan (AIP). During the year, the consolidation of the systematic teaching of phonics and phonemic awareness saw an increase in NAPLAN results in Year 3 in Reading and Spelling. We had 7 staff members complete the Sounds Write training including the intervention teacher. An Intervention teacher was resourced 0.5EFT to provide small group intensive sessions to help those struggling to read. Teachers in Years 3-6 also adopted the Explicit instruction model to teach spelling and reading

comprehension. Staff continue to work collaboratively in teams to plan, assess and analyse the data to deliver a highly effective curriculum. The team of specialist teachers provide an engaging and rich curriculum in Art, Science, PE, Cooking and Gardening. In 2018 we implemented Positive Education to teach students skills and strategies to improve their social and emotional well-being. Students were given explicit lessons exploring a number of the character strengths. Additionally the classroom awards were aligned to the strengths. We created a whole school lighthouse that was a visual representation of the students' strengths. To launch Positive Education we held a very successful breakfast and invited the local and school community to attend. After hearing from the student leaders, guests were invited to see a variety of character strength lessons in action. The language is consistent across classrooms and is used during class time, in the yard and with the well-being staff.

Achievement

According to NAPLAN results 61% of Year 3 students were in the top 2 bands in Numeracy. In Reading 71% of Year 3 students were in the top 2 bands. The only area where we have a result below that of similar schools is in Year 5 writing. The percentage of students with high relative gain in Reading is substantially higher than that of similar schools, 54% in comparison to 26%. In Writing 27% of students have high relative gain, in comparison to 22% of students in similar schools. In Numeracy 33% of our students have high relative gain in comparison to 20% of students in similar schools. We have been recognised by Brauer College with the recipient of their top academic award in the past 3 years coming from our school.

We have continued our Literacy Intervention with a deliberate focus on closing the gap for students from F-2 in Reading and this has been supported in a small part by our Parents and Friends committee.

In 2018 we became part of the South West Reading project and our Literacy Leader was asked to be a cluster lead. We had 7 staff complete the 4 day training so they could embed the Sounds Write methodology into their teaching practice. One of the experts in this field came to school to offer feedback and mentoring to keep improving our practice. In addition our middle level leaders were involved in the School Improvement Partnership initiative. This had a focus on the teaching of reading and our leaders had the opportunity to work collaboratively to explore a problem of practice. They participated in many instructional walks and facilitated a Professional Development Day for all 6 schools involved focusing on the 6 elements of Reading.

Engagement

The number of students with high absenteeism has declined slightly from 27 - 22% of students with 20 or more absence days. In 2018 we resourced a Wellbeing staff member to work 10 hours over 2 days. Over the year we had many changes in staff and this significantly altered the impact of the program. This aside, a strong connection was made with staff and students with each Wellbeing staff member. We created a referral process which helped to build some protocols around students coming in and out of class. The Well-being room was given a clean up and lunch time sessions were offered twice a week for students needing some structured play and mindfulness time.

The Specialist subjects offer engaging weekly lessons along with extra-curricular activities such as; folkie program, 'Secret garden project', STEM girls' workshops, a huge range of school sporting events. Some students also have the opportunity to do beach monitoring.

A Junior School Council (JSC) was established and they met to discuss projects that they wanted to work on to raise money for school items and for charity. Student leadership was demonstrated during the House days which were planned and organised by the JSC. Our leaders are participated in the Student Leaders Congress. For this, they created a connection with Moyneyana House and spent time talking to the residents. The Buddy program continues to build engagement and connections between the Year 6 and the foundation students. In addition the Year 6 graduation program continues to build engagement for those students. Students look forward to, and embrace the traditions that this program brings.

Performing Arts continues to enhance our curriculum with a major focus in Term 3 being our Concert. This was a student led initiative, they created the theme, wrote the script, made the props and costumes, choreographed the acts and performed on the night. The Choir continues to have a large number of students involved, they perform in many of the local festivals and competed at the Eisteddfod in Warrnambool. A number of students also participated in the Public Speaking section of the Eisteddfod and were very successful with one of our students winning their section. Students in Year F-2 participated in regular music sessions every Tuesday

afternoon and many students participate in the Instrumental music program. Additionally in 2018, an option of learning French privately was offered at school and about 10 students are learning this language. A robotics class was offered to students after school and at lunch time as an additional activity.

Wellbeing

The launch of Positive Education has been embraced by the school community. Students are using the language of the character strengths to help them think about their actions and feelings. A Positive Education team was formed and they met to create the launch, plan the delivery of the lessons and build the amount of resources for staff to use. A google drive was established to share the resources. Towards the end of the year I met with the student leaders and the majority of them spoke about how this framework was making a difference in the school. Staff were given some professional development during meeting time. A plan for 2019 was developed.

As mentioned above, the school continued to resource a well-being staff member although this was difficult due to unforeseen circumstances. This aside, the well-being staff members were able to see students for individual counselling as well as group activities. The Port Fairy Community Health Service continue to support the well-being of our students by resourcing an experienced staff member to run 'Peaceful Kids'/mindfulness exercises with our students as well as other initiatives.

During 2018 our Parents and Friends committee was officially relaunched and over 30 parents, both mothers and fathers joined as committee members. The group was capably led and achieved a lot during the year. They raised nearly \$35,000 and spent approximately \$40000 on educational items such as netbooks, apple TVs, resourcing more intervention, library renovations and phonic controlled books. Additionally, they worked together with other members of our school community to undertake a large-scale working bee which was hugely successful.

A goal was to develop a whole school behaviour monitoring system and this was created late in the year, with a flow chart of Level 1, 2 & 3 behaviours and a tiered response to these behaviours. During the year we did trial a monitoring system which involved teachers documenting behaviours on a white slip both in the classroom and in the yard. This enabled the staff to track student behaviour and determine any patterns of behaviour.

Financial performance and position

The school finished the year with a surplus of \$4647 after beginning the year with a projected deficit. Due to staffing changes; two experienced staff members retiring and another taking Leave Without Pay we were left with a small surplus. In addition, we significantly cut a number of budgets to reduce our exposure to a deficit.

The Parents and Friends Association spent approximately \$40,000 on educational items for the school as well as raising an additional \$35,000. Another group of parents organised and held a fundraising dinner to support the facilitation of the Stephanie Alexander Kitchen Garden program and this event raised \$14,000.

Our school participated in the School Improvement Partnership which contributed over \$30,000 towards the purchasing of reading material and CRT costs to cover staff attending the required days for this initiative. The focus was to improve the teaching of reading as well as develop leadership skills in the participating schools' leaders.

Our equity money was put towards intervention and reading material. Towards the end of 2018 we received the 'inclusion boost' funding which we spent on hiring an Educational support staff member to work with disengaged students, some well-being resources and books.

For more detailed information regarding our school please visit our website at
<https://www.pfc.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

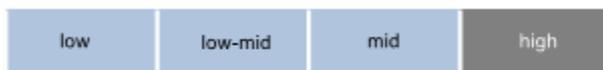
Enrolment Profile

A total of 215 students were enrolled at this school in 2018, 107 female and 108 male.

0 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.



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:  ◆ 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> Similar</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> Higher</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>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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>31%</td> <td>54%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>58%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>58%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	31%	54%	Numeracy	19%	48%	33%	Writing	23%	50%	27%	Spelling	12%	58%	31%	Grammar and Punctuation	15%	58%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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 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> <table border="1" data-bbox="528 907 1015 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>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	93 %	93 %	93 %	92 %	93 %	<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> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	93 %	93 %	93 %	92 %	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>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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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	\$1,520,271	High Yield Investment Account	\$219,526
Government Provided DET Grants	\$278,493	Official Account	\$16,460
Government Grants Commonwealth	\$38,300	Other Accounts	\$10,542
Government Grants State	\$18,230	Total Funds Available	\$246,528
Revenue Other	\$17,830		
Locally Raised Funds	\$257,847		
Total Operating Revenue	\$2,130,971		
Equity¹			
Equity (Social Disadvantage)	\$23,128		
Equity Total	\$23,128		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,520,473	Operating Reserve	\$88,620
Books & Publications	\$3,191	Other Recurrent Expenditure	\$3,496
Communication Costs	\$2,581	School Based Programs	\$139,907
Consumables	\$50,687	Beneficiary/Memorial Accounts	\$41,811
Miscellaneous Expense ³	\$90,329	Maintenance - Buildings/Grounds < 12 months	\$12,056
Professional Development	\$24,553	Total Financial Commitments	\$285,891
Property and Equipment Services	\$88,288		
Salaries & Allowances ⁴	\$201,445		
Trading & Fundraising	\$50,873		
Utilities	\$26,532		
Total Operating Expenditure	\$2,058,953		
Net Operating Surplus/-Deficit	\$72,017		
Asset Acquisitions	\$23,250		

(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).

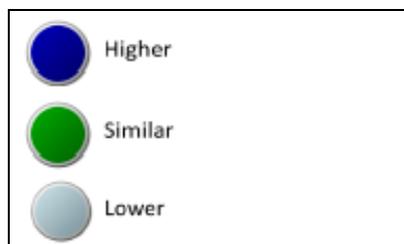


What does *School Comparison* refer to?

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').