

2015 Annual Report to the School Community

Port Fairy Consolidated School

School Number: 6247



Name of School Principal

Mark Chapman

Name of Acting Principal:

Neil Sproal

Name of School Council President:

Brendan Condon

Date of Endorsement

27th April 2016

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. The majority of our students live in Port Fairy with around one third traveling to school on school buses from outlying rural areas.

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 strong 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 tablets. The school also employs an additional technician to ensure our ICT program is fully functional and staff is well supported when issues arise.

Port Fairy Consolidated places importance on a strong curriculum focus on Literacy and Numeracy 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.

The school prioritises a range of student wellbeing initiatives and is placing an emphasis on developing the school's approach to Restorative Practices.

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. Our school is highly regarded in the local community and has strong links to many local businesses and organisations.

Port Fairy Consolidated School undertook a School Peer Review in November 2015 and has subsequently developed a new Strategic Plan for the period 2016 to 2019.

Achievement

Port Fairy Consolidated School achieved a diversity of results in relation to student achievement over the course of 2015. Whilst generally good data was achieved in terms of the Victorian Essential Learning Standards our performance was below that of schools with a similar school profile.

This was also reflected in our Naplan data for Year 3. However, continuing the pattern of recent years, our performance in Year 5 Naplan data was strong. Our Reading outcomes for 2015 were aligned with similar schools. Our four year Reading data for Year 5 continues to be above that of similar schools. Our Numeracy in Year 5 is above similar schools both for 2015 data and our four year trend data.

Throughout the recent School Review process we have strongly reflected on our student achievement data and are building a range of strategies to improve our student outcomes particularly in relation to our early and middle years. For example, we are making a concerted effort to ensure both literacy and numeracy teaching and learning time is maximized. Additional teacher professional learning is occurring and in 2016 a new Levelled Literacy Intervention program commenced.

As Port Fairy Consolidated School embarks upon its new Strategic Plan, central to our goals and targets will be the learning outcomes of every student across the school. Our teachers will be aiming to implement those teaching and learning strategies recognised as being highly reliable in terms of student learning outcomes.

Engagement

Port Fairy Consolidated School continues to give considerable importance to 'student engagement.' Our attendance data over the past year places us in line with schools of similar profile. Our average attendance for all students over the course of the year was about 93%. A higher average rate of attendance occurred in the middle and senior years than the early years. This has given rise to continue our focus on maximizing student attendance with a particular focus for 2016 to improve our early years student attendance.

Student Attitudes to School Survey data saw a significant improvement in all areas of Student Relationships (Classroom behavior, Connectedness to Peers and Student Safety) and in all areas associated with Teaching and Learning (Learning Confidence, School Connectedness, Stimulating Learning, Teacher Effectiveness and Teacher Empathy). Credit to the staff for excellent work in gaining this strong improvement.

Port Fairy Consolidated School seeks to operate a wide range of engagement options for their students.

One of the programs which has very strong appeal is the kitchen/ garden program for Years four, five and six. A highlight of this program is the family dinner for each of the Year 5/6 classes which was conducted in term one. An extra curricula program which had very strong appeal in 2015 is the Instrumental Music program which catered for around one hundred students across the school. This equates to about 40% of the total school population.

Student Engagement will continue to be a core focus in the school's new Strategic Plan with emphasis on high quality teaching and learning across the school.

Wellbeing

Port Fairy Consolidated School is recognized for its attention to the wellbeing needs of all children. This is reflected in the wide range of support strategies and processes in place within the school. It is also linked to our commitment to build close partnerships with all families for the best outcomes for all students.

In 2015 PFCS employed both a school welfare officer and a student support officer to focus on the wellbeing of students at school and to offer extended family support, where needed.

Port Fairy Consolidated continued to offer a broad range of wellbeing programs in 2015. One program which is being progressively developed is the school's approach to Restorative Practices. This approach links to our student management practices and has seen the staff undertake regular professional learning to build their knowledge and understanding of Restorative Practices.

Other programs and initiatives to have occurred in 2015 included:

- Playground Mentoring and support.
- Kids Hope Mentoring Program.
- Transition Programs
- Community Service including Meals on Wheels and visits to Moyne Aged Care.
- Student Led Conferences
- Art Therapy
- Music Therapy

In terms of the 'Wellbeing' components of the Attitudes to School survey, just like the measured outlined above in the engagement section, the wellbeing components also made a significant improvement in comparison to the previous survey. This is an indicator of the success of the work of the teachers and the welfare team in 2015.

In 2016 the school will be extending its focus in this area by introducing a new survey type which will extend beyond the children in Year 5/6 and hopefully cover students at all levels of the school.

Productivity

2015 was the final year for the school's current Strategic Plan. In Term 4 the school compiled a 'Self Evaluation' which examined our performance and achievement of the period 2012 to 2015. The school then underwent an Education Department 'Peer Review' in November which was conducted by Mr Howard Looney, assisted by two principals from the Warrnambool Schools Network. The Review document was completed in December.

The Executive Summary of the Port Fairy Consolidated School Review is on the school's website. A new Strategic Plan for the period 2016-2019 was prepared by the school in Term 1, 2016.

Port Fairy Consolidated School has a highly active and engaged School Council which provides excellent support to the leaders and staff of the school. Throughout 2015 the teachers at Port Fairy maintained a strong professional learning focus within the framework of a Professional Learning Community. There was a particular focus on building their knowledge and skills related to Numeracy, guided by Michael Ymer. Michael conducted a Numeracy Curriculum Day Program for all staff in Term 4.

The School Council endorsed Program Budget for 2015 assisted the school in resourcing its school priorities and programs. The school community gave wonderful support to the school via its fundraising events and its community activities. Without the wholehearted support of the community the school would not be able to engage in these activities and events to the great degree which currently occurs.

The school is most grateful to Glaxo Smith Kline for their generous donation of \$50,000 upon the transfer of ownership of their factory to Sun Pharma in August 2015.

For more detailed information regarding our school please visit our website at
<http://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 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.

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 229 students were enrolled at this school in 2015, 113 female and 116 male. There were 0% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.



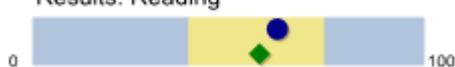
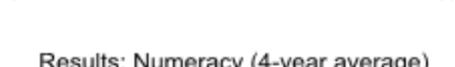
Performance Summary

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
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

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
<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> Lower</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> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels:

Result for this school: ● Median of all Victorian government primary year levels: ●

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>32%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>39%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>53%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>56%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	32%	41%	Numeracy	18%	39%	42%	Writing	15%	53%	32%	Spelling	24%	53%	24%	Grammar and Punctuation	9%	56%	35%	<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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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. 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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>91 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	93 %	92 %	95 %	94 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	93 %	92 %	95 %	94 %	94 %										

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
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

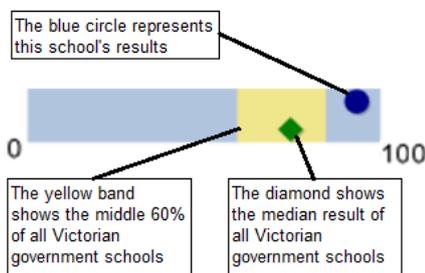
What are student outcomes?

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 colleges, 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.

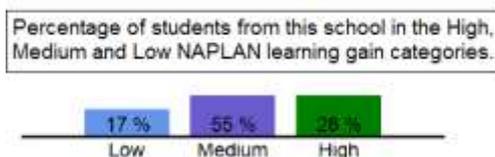
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

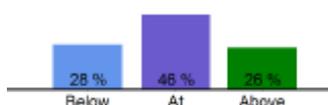


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

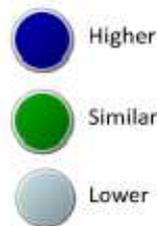


What is a School Comparison?

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.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,454,299	High Yield Investment Account	\$221,904
Government Provided DET Grants	\$266,946	Official Account	\$66,502
Government Grants Commonwealth	\$21,748	Other Accounts	\$10,000
Revenue Other	\$14,282	Total Funds Available	\$298,406
Locally Raised Funds	\$304,598		
Total Operating Revenue	\$2,061,873		
Expenditure		Financial Commitments	
Student Resource Package	\$1,434,042	Operating Reserve	\$84,628
Books & Publications	\$8,970	Asset/Equipment Replacement < 12 months	\$2,000
Communication Costs	\$3,998	Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$54,016	Beneficiary/Memorial Accounts	\$10,000
Miscellaneous Expense	\$72,424	Revenue Received in Advance	\$5,784
Professional Development	\$18,695	School Based Programs	\$158,487
Property and Equipment Services	\$171,636	Maintenance -Buildings/Grounds incl SMS>12 months	\$32,508
Salaries & Allowances	\$201,538	Total Financial Commitments	\$298,406
Trading & Fundraising	\$38,651		
Travel & Subsistence	\$2,169		
Utilities	\$24,450		
Total Operating Expenditure	\$2,030,589		
Net Operating Surplus/-Deficit	\$31,284		
Asset Acquisitions	\$5,535		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

Port Fairy Consolidated School had a modest operating profit in 2015 of about \$31,000. It should be recognized that this surplus was inclusive of the donation by Glaxo Smith Kline. The school has a strong program budget process across all parts of the school. It relies very heavily on the hard work and generosity of its community to raise funds to supplement government funding.