

# 2016 Annual Report to the School Community



School Name: Port Fairy Consolidated School

School Number: 6247



Name of School Principal:

Mark Chapman

Name of School Council President:

Brendan Condon

Date of Endorsement:

22.03.2017

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

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

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



Education and Training



## 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 30 percent traveling to school on school buses from outlying rural areas.

All teachers work collaboratively in learning community teams to develop, plan and implement a curriculum that inspires, challenges and engages all 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 increasing bank of school devices. The school also employs an additional technician to ensure our ICT program is fully functional and staff are well supported.

Port Fairy Consolidated School has a strong curriculum focus on Literacy and Numeracy enhanced by Inquiry Learning and comprehensive arts, science, sport and P.E. programs. The school offers a range of student leadership opportunities plus a variety of extra curricula programs (e.g. Instrumental Music).

The school prioritises a range of student wellbeing initiatives with 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.

### Framework for Improving Student Outcomes (FISO)

During 2016 the school focused on the following improvement initiatives, selected from the 'Framework for Improving Student Outcomes':

- Building Practice Excellence
- Building Leadership Teams
- Building Communities

Progress made towards achieving these initiatives has been steady with the Victorian Curriculum being rolled out and a revised assessment schedule now in place. A strong 'Professional Learning Team' model has been established with agreed non-negotiables and protocols. Collaborative and inclusive leadership processes have also been designed and implemented. During 2017 we will continue to build on these initiatives and strengthen our identified 'Key Improvement Strategies'

### Achievement

Port Fairy Consolidated School achieved a range of results with regard to student achievement over the course of 2016. Whilst consistently good data was achieved in terms of teacher assessment against the Victorian Essential Learning Standards our performance was slightly below that of schools with a similar school profile.

However, this was not reflected in our NAPLAN data for Years 3 and 5. Our performance in Years 3 and 5 across all tested areas was strong. Our Year 3 and Year 5 Numeracy results for 2016 were better than Similar Schools, Network Schools and the State. This result was the same for Year 3 and Year 5 Reading and Writing. With our relative growth from Year 3 to Year 5 we out performed Similar Schools, Network Schools and the State in Numeracy, Reading and Writing

At Port Fairy Consolidated School, we continue to build a range of strategies to improve our student outcomes. In term 4, 2016 we made an informed decision to implement a 'Direct Instruction' and 'Explicit Teaching' approach across the school. This focus is best seen in our new Literacy Program that is underpinned by a strong emphasis on 'Synthetic Phonics' taught through a 'Multi-Sensory' approach.

We continue to make a concerted effort to ensure both literacy and numeracy teaching and learning time is maximized. Additional teacher professional learning continues to occur in 2016.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

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



## Engagement

Port Fairy Consolidated School continues to give considerable importance to 'student engagement.' Our attendance data over the past 4 years places us in line with schools of similar profile. Our percentage of students with 20 or more absence days in 2016 was 21% with Similar Schools at 20%. A higher average rate of attendance continued with our Year 5 and Year 6 students as compared to our younger students. (Please note there were some coding errors in relation to our absence data that we were unable to rectify despite numerous efforts so our data was actually better than it appears).

In 2017 we will be maintaining our focus on maximizing student attendance with a particular focus on our early year's students.

The Student Attitudes to School Survey saw improvement maintained 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).

Port Fairy Consolidated School continues to offer a wide range of engagement options for our students. We always place the child at the center of all of our programs

Student Engagement will continue to be a core focus as the school moves forward in 2017.

## Wellbeing

Port Fairy Consolidated School continues to make student well-being a high priority. 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 and the local community to ensure the best outcomes for all students. We strongly promote and adopt an 'Open Door Policy'

In 2016 Port Fairy Consolidated School continued to employ a school welfare officer (2 days per week) to focus on the wellbeing of students at school and to offer extended family support and advice, where required.

Port Fairy Consolidated School was able to provide a range of wellbeing programs in 2016. With our focus on Restorative Practices continuing to strengthen. This approach links to our student management practices and the staff now have a deep knowledge and understanding of Restorative Practices and are confident in their employment of this technique.

Other programs and initiatives to have occurred in 2016 included:

- Kids Hope Mentoring Program.
- Transition Programs (both from Pre-School & to Secondary School)
- Community Service including Meals on Wheels and visits to Moyne Health Aged Care.
- Student Led Conferences
- Art Therapy
- Music Therapy
- Cross Age Mentoring

In terms of the 'Wellbeing' components of the Attitudes to School survey, Student Morale dipped slightly but Student Distress was significantly more positive.

In 2017 the school hopes to extend its focus in this area by introducing the 'KidsMatter Framework'.

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.

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

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 226 students were enrolled at this school in 2016, 116 female and 110 male. There were 0% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p style="text-align: center;">● Lower</p> <p style="text-align: center;">● Lower</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><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></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 year levels: ■  
Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, 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>12%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>61%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>40%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>56%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	50%	38%	Numeracy	9%	61%	30%	Writing	32%	40%	28%	Spelling	24%	44%	32%	Grammar and Punctuation	28%	56%	16%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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><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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>89 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>88 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	92 %	93 %	88 %	92 %	92 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	92 %	93 %	88 %	92 %	92 %										





## 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><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

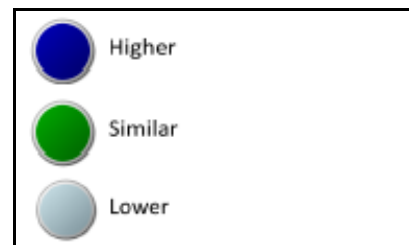
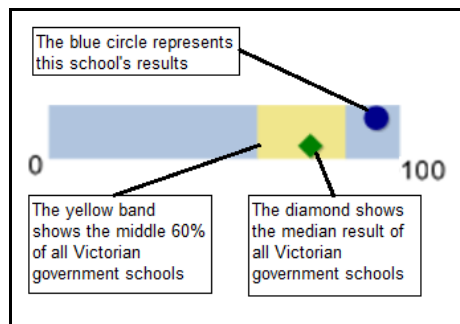
## What are student outcomes?

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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

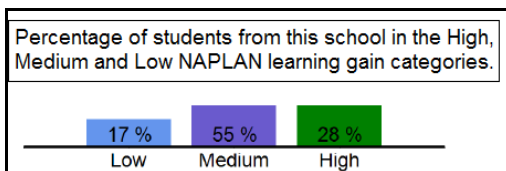
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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'.



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial performance and position commentary

Port Fairy Consolidated School had a very modest operating profit in 2016. The school continues to have a strong program budget process across all parts of the school. Port Fairy Consolidated School once again acknowledges the hard work and generosity of its school and local community to raise funds to supplement government funding.

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

Revenue	Actual
Student Resource Package	\$1,503,678
Government Provided DET Grants	\$239,500
Government Grants Commonwealth	\$9,810
Government Grants State	\$1,344
Revenue Other	\$55,608
Locally Raised Funds	\$253,252
<b>Total Operating Revenue</b>	<b>\$2,063,193</b>

Expenditure	
Student Resource Package	\$1,484,157
Books & Publications	\$8,902
Communication Costs	\$3,693
Consumables	\$60,746
Miscellaneous Expense	\$94,665
Professional Development	\$29,426
Property and Equipment Services	\$128,059
Salaries & Allowances	\$202,233
Trading & Fundraising	\$61,596
Travel & Subsistence	\$2,000
Utilities	\$25,249
<b>Total Operating Expenditure</b>	<b>\$2,100,725</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$37,532)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$223,566
Official Account	\$11,239
Other Accounts	\$10,000
<b>Total Funds Available</b>	<b>\$244,806</b>

Financial Commitments	
Operating Reserve	\$95,219
Beneficiary/Memorial Accounts	\$10,000
Revenue Received in Advance	\$913
School Based Programs	\$138,330
Other recurrent expenditure	\$344
<b>Total Financial Commitments</b>	<b>\$244,806</b>

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

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

Salaries and Allowances refers to school-level payroll.

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