

# 2017 Annual Report to the School Community



School Name: Andersons Creek Primary School

School Number: 5104



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 2018 at 01:37 PM by Susan Dyos (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 Regulation 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 2017 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 26 April 2018 at 02:26 PM by James Harris (School Council President)



## About Our School

### School Context

Anderson's Creek aims to create a culture of high expectations for our 339 students in a safe and stimulating learning environment around our core values of Respect, Optimism, Responsibility and Honesty. We are committed to the highest possible standards of teaching and learning at every level and aim to develop the whole child. We have many whole school and community activities that are supported by our parents and the wider community. Our school motto is "Learning with the Community".

High academic achievement in Numeracy and Literacy is a key focus. We provide a broad range of learning opportunities for our students in other curriculum areas which include: Science, Information and Communication Technologies, Visual Arts, Health and Physical Education, L.O.T.E. (Italian), Music and Performing Arts. We also offer student leadership opportunities, Reading Recovery, Multi Lit Intervention and Kids Hope Mentors.

We focus on differentiating the curriculum for every child using relevant data and the Victorian Curriculum to drive the teaching and learning. Students develop personal learning goals in consultation with their teacher and plan for. These goals are worked on, reviewed and renewed once achieved. Student achievement is celebrated through mid-year 3 way parent, teacher and student interviews and evidenced in their Student Learning Diaries.

Anderson's Creek has a strong commitment to the development of a whole school approach to curriculum delivery and in particular, the use of Writer's Workshop as a teaching model and avenue for student engagement. We are committed to developing student wellbeing and building resilience. We continue to use a range of programs to support student wellbeing including Circle Time and Building a Better Schoolyard Programs. Through these and other programs, we are aiming to improve engagement and school connectedness and consequently minimise absences.

The school has 15 classrooms, 2 computer labs, multi-use Indoor Stadium, 440 seat Performing Arts theatre, synthetic oval and netball/basketball courts, Visual Arts room, Library Resource Centre, Outdoor learning area and canteen.

Our Out of School Hours Program operates 5 days a week before and after school. Our staffing profile consists of Principal 1.0, Assistant Principal 0.6, 15 full time classroom teachers, 4 part time specialist teachers, 1 part time Literacy Intervention teacher and 6 Education Support Staff comprising of 4 Integration Aides and 3 Administrative Staff.

In addition, a School Psychologist and Speech Therapist visit the school each fortnight to provide additional support for referred students.

### Framework for Improving Student Outcomes (FISO)

In 2017 Anderson's Creek Primary School focused on the improvement initiatives of *building practice excellence* and *setting expectations and promoting inclusion*.

Significant progress has been made towards achieving our initiatives including developing whole school processes to support the implementation of our key improvement strategies. A rigorous Performance and Development process for all staff continues. Staff have undertaken further professional development in Writer's Workshop and Restorative Practices. Peer observation, coaching and mentoring is embedded in our practice.

Our school is working hard to ensure there is consistency of practice and that data is being used to inform our teaching and learning. Our assessment schedule has been designed to assist in the collection and triangulation of data.

We put a strong emphasis on collecting, analysing and using data to inform teaching and learning and plan for differentiation.

The School Improvement Team (SIT) has focussed on data literacy and continuing school improvement. Data is at the core of whole school, level and individual planning.

Work undertaken through our 2017 AIP is in line with the FISO model and aims to further enhance and improve student achievement, engagement and wellbeing.

### Achievement

In 2017, Anderson's Creek Primary School's combined teacher judgement (Victorian Curriculum) scores and (NAPLAN) data show our students are performing at the expected range when compared to the median of all Victorian Government Primary year levels.

NAPLAN Reading and Numeracy outcomes at Year 3 and Year 5 were above the state median.

NAPLAN Learning Gain refers to student performance across the 6 domains of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation over the two year period from Year 3 to Year 5. In all domains, students achieved a combined medium to high growth of over 80%

In 2017 teachers continued to work collaboratively in teams to plan, deliver and assess curriculum. Through analysing data and planning for differentiation, teaching and learning was targeted to meet individual student needs. Using data, teachers created Individual Learning Plans to target the areas of need and/or made adjustments to the curriculum for students with learning difficulties or funded under the Program for Students with Disabilities. Professional development is a core component of weekly staff meetings. Our two priority areas were Writer's Workshop and Restorative Practices.

In 2017 a second class set of 30 iPads and 26 lap tops were purchased to support and enhance Literacy and Numeracy programs. Technology leaders were identified and have developed a 4 year ICT plan to ensure technology is current and readily accessible for student learning.



## Engagement

Our student attendance data compares favorably to similar schools over the previous 12 months.

The average attendance rate for 2017 and the 4 year average falls lower than the median for all Victorian Government Schools, with the main reason for absence being due to illness and extended family holidays.

The Student Engagement Policy is referred to with all staff specifically focusing on its implementation in the classroom.

Key aspects of this include;

- Clearly articulated learning intentions for each activity in the classroom. i.e. the learning intention is displayed and discussed by the teacher to clarify what is being taught and why. WALT/WILF
- Teachers and students continually setting their own SMART GOALS and reflect on their learning.
- Teachers plan in teams focusing on differentiated learning tasks and meeting the individual learning needs of their students.

Students have been involved in 3-way interviews where they share successes with their parents and teacher and plan for future areas for improvement in their learning. Student Learning Diaries include reflection as a common theme across the school and across curriculum areas.

We have extended lunchtime activities to include Library Lunch Time, Lego Club, Choir and Dance Club. We provide a range of extra curricula activities including sports clinics and music lessons.

## Wellbeing

Students Attitudes to School data refers to the two following areas: 1. Sense of Connectedness and 2. Management of Bullying. Our 2017 results in both areas was similar to like schools and the state median.

We continue to work on improving student connectedness to school and their learning through Restorative practices, Circle Time activities, providing opportunities for Student Voice and Inquiry Learning.

There is a structured transition process across the school with all students meeting in their new year levels for four sessions and meeting their class teacher in the final session.

At the start of the year all classes participated in the ACPS Start Up Program. Class norms and routines were established. School values are reinforced and promoted.

CARE groups, established in 2017 consist of small groups of students from Prep to grade 6. These groups met twice a term and worked on collaborative tasks to build inclusion.

Buddy programs continued to operate in the school in 2017 - Prep and Grade 6 and Grade 1 and Grade 5. These programs successfully connect younger students with older students in the school. It provides support for our youngest students and leadership opportunities for the older students.

Additional support through the form of Kids Hope, PSG/SSG meetings, Literacy Intervention and SSS services support students with additional needs.

For more detailed information regarding our school please visit our website at  
<http://www.andersonscreekps.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	
<p><b>Enrolment Profile</b></p> <p>A total of 339 students were enrolled at this school in 2017, 178 female and 161 male.</p> <p>1 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>		<p> Similar</p> <p> Lower</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> 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><b>NAPLAN Learning Gain</b> 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>70%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>55%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	65%	18%	Numeracy	10%	50%	40%	Writing	10%	70%	20%	Spelling	20%	38%	43%	Grammar and Punctuation	15%	55%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	10%	70%	20%																							
Spelling	20%	38%	43%																							
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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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	94 %	96 %	94 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	94 %	96 %	94 %										





## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

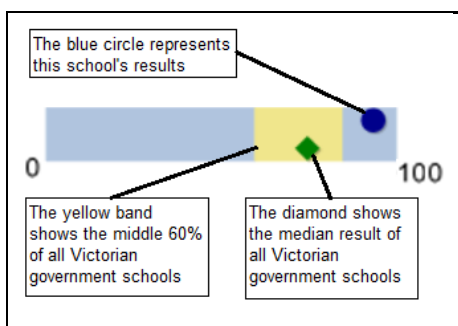
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

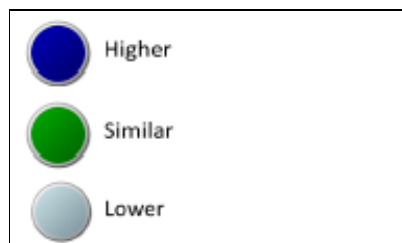


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



## Financial Performance and Position

### Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,334,952	High Yield Investment Account	\$203,243
Government Provided DET Grants	\$284,510	Official Account	\$62,717
Government Grants Commonwealth	\$38,274	Other Accounts	\$26,677
Revenue Other	\$7,333	<b>Total Funds Available</b>	<b>\$292,638</b>
Locally Raised Funds	\$410,784		
<b>Total Operating Revenue</b>	<b>\$3,075,852</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$8,372		
<b>Equity Total</b>	<b>\$8,372</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,307,168	Operating Reserve	\$89,530
Books & Publications	\$5,074	Asset/Equipment Replacement < 12 months	\$50,000
Communication Costs	\$4,714	Capital - Buildings/Grounds incl SMS<12 months	\$35,000
Consumables	\$72,087	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,733
Miscellaneous Expense <sup>3</sup>	\$140,268	Other recurrent expenditure	\$27,697
Professional Development	\$8,784	Capital - Buildings/Grounds incl SMS>12 months	\$76,677
Property and Equipment Services	\$136,157	<b>Total Financial Commitments</b>	<b>\$292,638</b>
Salaries & Allowances <sup>4</sup>	\$140,691		
Trading & Fundraising	\$34,853		
Utilities	\$32,139		
<b>Total Operating Expenditure</b>	<b>\$2,881,934</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$193,918</b>		
<b>Asset Acquisitions</b>	<b>\$88,982</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

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



Anderson's Creek Primary School, through careful strategic planning, has maintained its sound financial position, recording a net operating surplus. This was achieved by an SRP surplus and strong locally raised funds, whilst still making significant investments in both school facilities and programs aimed at enhancing student outcomes.

Learning programs were improved with the purchase of 30 ipads and 26 netbooks. A significant investment was once again put into Professional Development and Student Welfare. Equity funding was used to subsidise the Literacy Intervention Program.

During 2017, an Outdoor Living & Learning Environment was established. The outdoor classroom and landscaped area has enhanced student learning and supported the welfare of students in break times. The project was supported by funds from the Warrandyte Community Bank, Warrandyte Lions, and Warrandyte Riverside Market. The ACPS parent community provided excellent support with Building Fund donations and substantial fundraising.

The continued support from families and the community allows the school to provide the best possible programs and facilities to our students. Surpluses carried forward include funds set aside for the replacement of the school's artificial turf oval.