

2020 Annual Report to The School Community



School Name: Ferntree Gully North Primary School (4718)



- 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 2020 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 19 March 2021 at 01:59 PM by Susan Dean (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 April 2021 at 03:17 PM by Gareth Whitten (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Ferntree Gully North Primary School situated at the base of the Dandenong Ranges, has an enrolment of 396 in 2020, 187 female, 209 male, 2 percent of students had English as a additional language and 1 percent of students were Aboriginal or Torres Strait Islander. Our overall socio-economic profile based on the school’s Student Family Occupation and Education index is in the low-medium range. Our state of the art facilities, continue, to provide an outstanding learning environment for our students, teachers and the community. Our values are excellence, respect, resilience and integrity. The community prides itself on our beautiful environment and our vision is to provide a holistic approach to educating students encompassing academic, social and emotional growth. Our learning community is, founded on an educational philosophy centred on the whole child and grounded in the belief that all students can learn and all students have the right to be challenged to fulfil their potential as life-long learners. Our staff profile includes two Principal class, 26 teaching staff and 9 Education Support Staff. We offer a comprehensive education for our students including the specialist areas of visual arts, music and physical education. Our language focus for years Foundation-6 is Japanese including a cultural program. In year 5 and 6 students also have a specialised STEM program (Science, Technology, Engineering, Mathematics) in addition to their classroom program for part of each year. Ferntree gully North doesn't not, currently, have overseas students enrolled. The school has an Enviro Centre with a focus on chickens, guinea pigs and some food production. During 2020 programs such as instrumental music and Dance Academy were unable to run due to the COVID19 restrictions.

Framework for Improving Student Outcomes (FISO)

Our school wide approach focuses on the Education State Initiatives of learning for life, happy, healthy and resilient kids, breaking the link between disadvantage and outcomes, and building pride and confidence in our schools. We have a strong commitment to improving student outcomes, with a focus on literacy and numeracy. Our 2020 goals included improving student achievement in literacy and numeracy through improved teaching and assessment practices and to support student engagement, motivation, learning confidence and connectedness. Our key improvement strategies included the embedding of our instructional model for literacy and developing our numeracy instructional model whilst embedding High Impact Teaching Strategies (HITS). The gradual release of responsibility model continues to be a key area of improvement that enhances both learning and student voice. We continue to focus on building teacher capacity in the area of data literacy to identify teaching points for each student to facilitate more effective planning, teaching and learning. During 2020 there were limitations to the work completed with our whole staff. The staff are to be congratulated on their ongoing commitment to continuing our FISO work during remote learning and the high quality provision of remote learning opportunities for all our students.

Achievement

Ferntree Gully North is very proud of its positive learning environment. Our dedicated and talented staff inspire our students to achieve the highest possible academic standards while focusing on the needs of the individual. In 2020 our English results for years P-6 were slightly below both similar schools and the state average based on teacher judgements. Our 2020 maths results were also slightly below both similar schools and the state average however NAPLAN was not conducted during 2020. Triangulated assessments to confirm teacher judgements were completed towards the end of the year. The school focused on reading as we returned to school to ascertain the supports students would need on return. Anecdotally we found the during remote learning students maintained and built their maths skills and knowledge due to parents finding that area of the curriculum was one that could be developed more readily at home. Reading also demonstrated growth to class teachers on our return. Anecdotally we found that writing was an area that families found more difficult to focus on during remote learning. On our return to school the areas of numeracy and literacy were our key areas of focus. Class teachers worked on creating individual education plans for students that would be supported by these going into 2021. Families were contacted by teachers to communicate these needs and the preparation done to approach the new year. This work also provided us with preparation opportunities for the Tutor Learning Initiative of 2021 that we aimed to start on resumption of the school year. We have a program for Students with Disabilities that catered for 9 students in 2020 who were working to their capacity. these

students had programs tailored for their needs during remote learning including additional support time from teachers and education support staff. Our professional learning teams in English, mathematics and wellbeing continued to focus on improving student outcomes. Work included the consolidation of our reading program, continuing work on spelling through the development of our Scope and Sequence documentation program, further consolidation of maths programs and high levels of connectedness to school, building learning confidence.

Engagement

Ferntree Gully North PS has a long history of engaging students in school through connecting strongly to the lives of our students and their interests. The consistent school philosophies, foundation to year 6 and in all specialist areas, values what students bring to school. We promote students building gradual responsibility for their learning. We foster academic, social and personal growth. Our wide, ranging programs support development for all students. We provide holistic learning spaces that connect the indoor and outdoor to promote engagement. During 2020 we maintained a focus on engagement during remote learning with the use of Microsoft Teams including group contacts, individual contacts and the use of phone calls to families and individual students as required. Continual monitoring of students enabled the teachers to support students and their families in a range of appropriate ways. This was challenging for the school due to not all families having a device per child in the home. Whilst we distributed approximately 50 devices to families, in households where there was 1 device, a complex system of contact had to be created across the week. Teaching and education support staff spent many hours supporting students. Our Compass use enabled families to receive their learning packs on line each Thursday during lockdown and paper packs were available each Friday for the following week of learning. Office staff managed this process during lockdown and also contributed to family, student, parent engagement through the support they offered parents. In 2020, we continued to build our transition programs between levels to ensure students feel comfortable moving between levels and promote connectedness to others through a range of activities. In 2020 staff engaged in the Respectful Relationships professional learning both when on site and during remote learning. We found that this work supports our focus on our values and the work to engage students in the school. We have also focused on closer examination of our student voice. This is not a program delivered once a week but a way of being and operating with our students demonstrating respect. We aim for further explore this in the coming years. Our absence data has continued to be strong in 2020 below similar schools and the state average. Our average was 8.6 days and the state average was 13.8 days. We actively work with parents to monitor and support student attendance.

Wellbeing

Ferntree Gully North’s strong focus on pro-social programs continues to build resilience, confidence and skills for life. Our values include focusing on excellence, respect, resilience and integrity. We have a whole school socials skills framework, PLAY IS THE WAY, enabling us to share consistent and meaningful development across the school. At the centre of the program is the key understanding that we treat others the way that we would like them to treat us. The promotion of whole child development, including a restorative aspect to the program thus giving students skills for life. We support student wellbeing through leadership programs, buddy programs, behaviour educators, junior school council, house system and community events. Our work during 2020 was tailored to allow what was possible during the restrictions and lock down. Teachers continued to focus on wellbeing more at their grade level during lock down and then as we returned the shared responsibility for teams was essential. Our sense of connectedness in years 4-6 was above the similar schools average and close to the state average. Due to lower participation rates and differences in collection methodology in 2020, data is not comparable to other years. In 2020 our students did not complete the Attitudes to School Survey due to COVID19. During 2020 our use of Compass became vital to ensure parents were well informed of developments during the year. whilst this is difficult to measure numerically, anecdotally we had very positive, ongoing feedback of the advice and communication given. We have found that this work will enable us to work effectively in the future. Our communications with parents are clear through our School Council, newsletter, school Facebook page and the use of ‘Compass’.

Financial performance and position

- (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 26 February 2021 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.

For more detailed information regarding our school please visit our website at
www.ferntree.vic.edu.au

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 396 students were enrolled at this school in 2020, 187 female and 209 male.

2 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

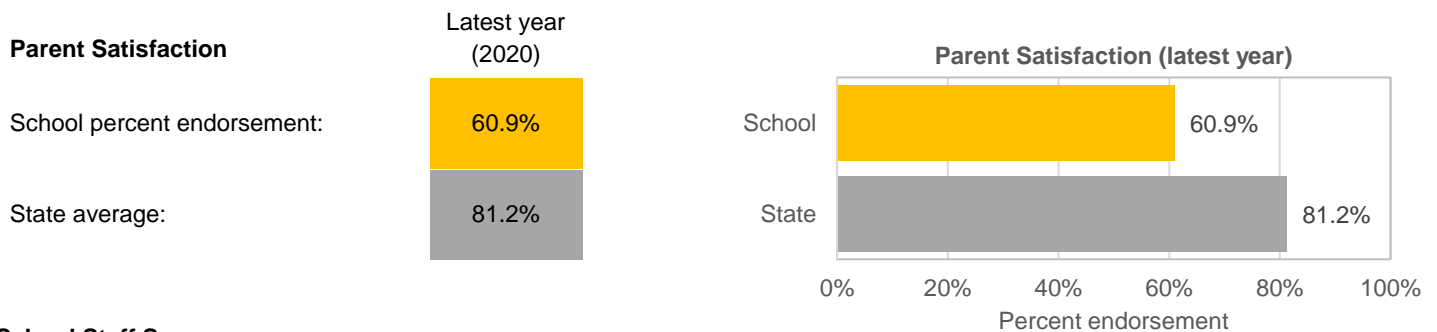
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

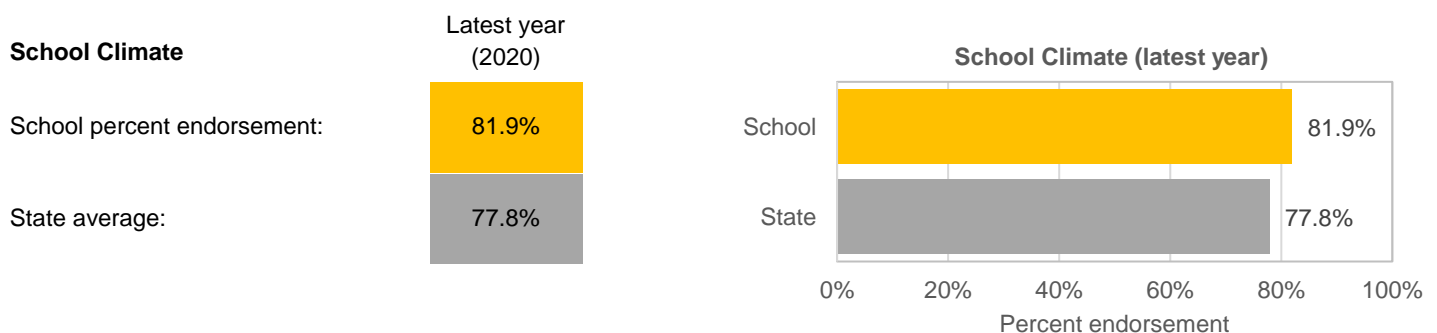


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

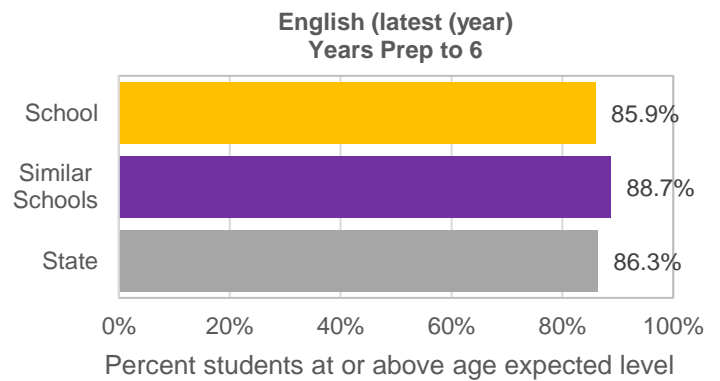
85.9%

Similar Schools average:

88.7%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

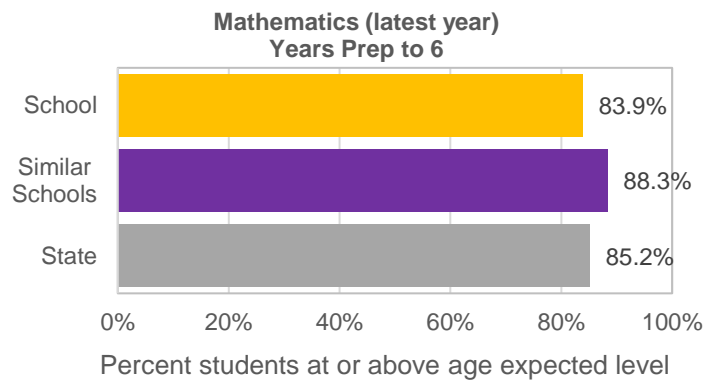
83.9%

Similar Schools average:

88.3%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

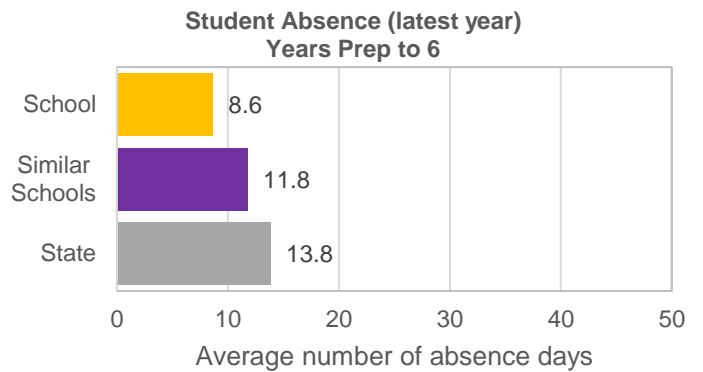
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	8.6	12.7
Similar Schools average:	11.8	14.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	96%	95%	96%	96%	96%	95%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

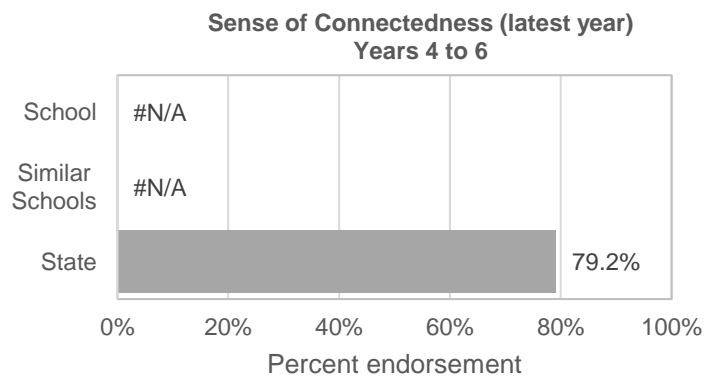
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	80.3%
Similar Schools average:	NDP	80.2%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

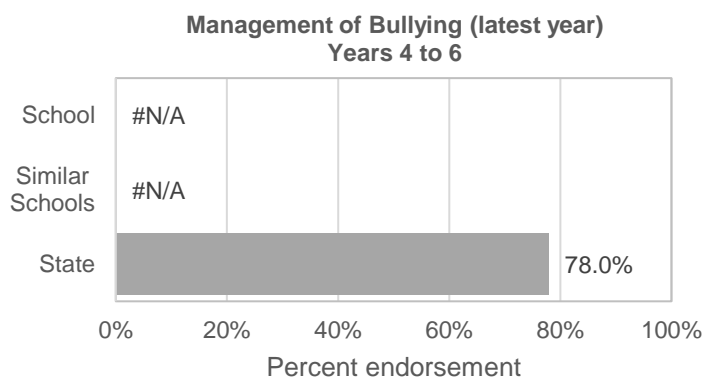
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	NDA	83.7%
Similar Schools average:	NDP	81.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,401,995
Government Provided DET Grants	\$345,037
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$14,675
Locally Raised Funds	\$132,428
Capital Grants	NDA
Total Operating Revenue	\$3,894,136

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,621
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$28,621

Expenditure	Actual
Student Resource Package ²	\$3,025,786
Adjustments	NDA
Books & Publications	\$1,863
Camps/Excursions/Activities	\$9,790
Communication Costs	\$5,297
Consumables	\$55,866
Miscellaneous Expense ³	\$9,839
Professional Development	\$1,922
Equipment/Maintenance/Hire	\$38,610
Property Services	\$86,977
Salaries & Allowances ⁴	\$51,717
Support Services	\$70,784
Trading & Fundraising	\$10,111
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,056
Total Operating Expenditure	\$3,394,616
Net Operating Surplus/-Deficit	\$499,519
Asset Acquisitions	\$38,772

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$365,388
Official Account	\$33,660
Other Accounts	\$1,571
Total Funds Available	\$400,619

Financial Commitments	Actual
Operating Reserve	\$49,420
Other Recurrent Expenditure	\$11,167
Provision Accounts	NDA
Funds Received in Advance	\$71,997
School Based Programs	\$161,200
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$393,784

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.