

**2015 Annual Report to
the School Community**

Arnolds Creek Primary School

School Number: 5557



Name of School Principal: Frank Pawlowicz

Name of School Council President: Jayson Ryder

Date of Endorsement: 22nd March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Arnolds Creek Primary School emphasises a strong partnership between school and its community. Together we move forward giving each and every student the opportunity to realise their full potential. We are committed to continuous improvement and achieving excellence in teaching and learning. We aim to provide an engaging environment where students gain knowledge, values and skills necessary to become independent, resilient and reflective learners.

Our Literacy and Numeracy education delivers a quality guaranteed viable curriculum that focuses on the needs of individual learners, catering for the diverse range of students. This guaranteed viable curriculum will also enhance literacy and numeracy whilst motivating students and encouraging students' self esteem. We provide quality learning programs designed to cater for the diverse range of students. This was our first year in existence and we recognise that we have a lot of work to do in all areas and we are strategically using our resources to maximise student learning and engagement.

2015 saw us start the year with 123 students which increased to 150 students by census and by the end of the year we had 185 students attend the school. Our staffing profile consisted of 13.8 equivalent full-time staff (Teaching & ES)

Achievement

The teachers at Arnolds Creek Primary School strive to strengthen their teaching practice to ensure increased student motivation and achievement. Our overall student performance is higher than the state median based on a range of assessments and similar to schools using the schools' comparison measure.

Our Prep to 6 (teacher judgement data) with a grade of 'C' or above is similar to other similar schools and close to the state median in English and Mathematics in 2015. We perform at a similar level with schools using the schools comparison measure in all other subject areas.

Our Naplan data results in reading and numeracy are quite low and we have recognised that these again will be targeted areas.

Staff will be encouraged to use a variety of assessment tasks to plan their teaching and monitor continued growth in literacy & numeracy. We have appointed a literacy consultant who is working on developing the capacity of staff and students.

Engagement

Our overall student attendance data is similar to the state median and similar to the other schools on the school comparison measure. Absences percentage is higher than what I would like but family holidays effect our absence data.

Overall the results of our Grade 5 and 6 Students' Attitudes to School Survey were fantastic and this shows that the children have settled well into their brand new environment.

Wellbeing

We are striving to embed our School Values throughout our learning communities and this can be seen by the data showing us in the top 20% in the state. We encourage positive behaviour and acknowledge students for the effort they put into their learning. Our students believe that we have a safe and caring environment.

Productivity

Being our first year our resources focused on getting the school up and running. The expenditure on reading books, Mathematics equipment, Art resources and PE equipment as well as furniture consumed most of our resourcing budget. We also worked on becoming a HRS school and we used some of our resources for Professional Development to drive our curriculum.

For more detailed information regarding our school please visit our website at
<http://www.arnoldscreekps.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 150 students were enrolled at this school in 2015, 83 female and 67 male. There were 17% of EAL (English as an Additional Language) students and < 10% 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.



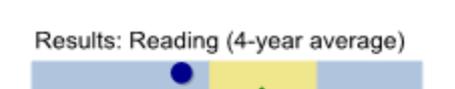
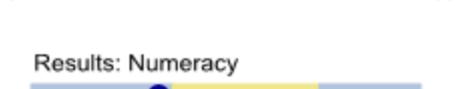
Performance Summary

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> Similar</p> <p> Similar</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>No Data Available</p> <p> Lower</p> <p>No Data Available</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p>No Data Available</p> <p> Similar</p> <p>No Data Available</p>

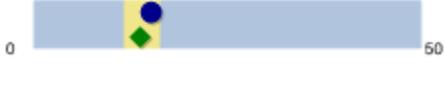
Performance Summary

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 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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>38%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>69%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>36%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>50%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	57%	29%	Numeracy	38%	38%	23%	Writing	23%	69%	8%	Spelling	36%	36%	29%	Grammar and Punctuation	29%	50%	21%	<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>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="560 824 1034 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>92 %</td> <td>90 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	94 %	92 %	94 %	91 %	92 %	<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										
92 %	90 %	94 %	92 %	94 %	91 %	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>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>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p>

How to read the Performance Summary

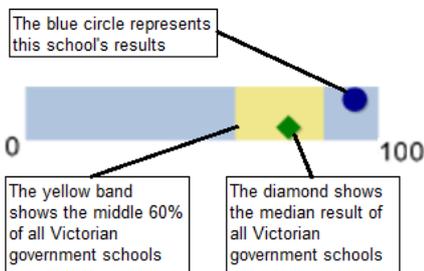
What are student outcomes?

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.

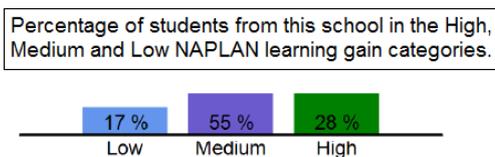
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

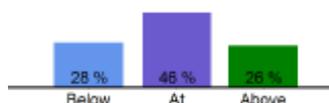


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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
Student Resource Package	\$1,113,136
Government Provided DE&T Grants	\$135,364
Government Grants Commonwealth	\$8,224
Revenue Other	\$363,145
Locally Raised Funds	\$100,398
Total Operating Revenue	\$1,720,266

Funds Available	Actual
High Yield Investment Account	\$97,989
Official Account	(\$3,255)
Total Funds Available	\$94,734

Expenditure	
Student Resource Package	\$1,107,625
Books & Publications	\$4,545
Communication Costs	\$15,222
Consumables	\$44,803
Miscellaneous Expense	\$61,431
Professional Development	\$9,958
Property and Equipment Services	\$257,747
Salaries & Allowances	\$35,430
Trading & Fundraising	\$11,084
Utilities	\$35,397
Total Operating Expenditure	\$1,583,244

Financial Commitments	
Operating Reserve	\$78,143
Asset/Equipment Replacement < 12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,591
Total Financial Commitments	\$94,734

Net Operating Surplus/-Deficit **\$137,021**

Asset Acquisitions **\$34,709**

Student Resource Package Expenditure figures are as of 04 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

At the end of 2015 year the school is a healthy financial position. With the amount of growth that will happen in the next 12 months the school is in a viable position.