

# 2016 Annual Report to the School Community



School Name: Jells Park Primary School

School Number: 5176



Name of School Principal:

Kevin Oakey

Name of School Council President:

Nathan Bower

Date of Endorsement:

22 March 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

Jells Park PS is situated in the south-eastern residential area of Wheelers Hill, within 5 min walking distance of the Jells Park Reserve. Jells Park PS has a population of 532 students. Jells Park's goal is to nurture and develop individuals to become adaptable in a changing environment and to acquire a lifelong love of learning and the skills and attitudes necessary to function successfully in a global society. Jells Park has 37.5 equivalent full time staff: 3 Principal Class, 31 Teachers, 2.5 part-time staff and 7 Education Support staff. Whilst we are very proud of our reputation for high academic achievement in English and Maths, our programs are designed to cater for the individual needs of a diverse range of students. We place a strong emphasis on the development of critical thinking skills which are embedded in all our curriculum areas. An emphasis is also placed on developing the whole child and many opportunities are available for all of our students to shine in a range of extra-curricular areas including the performing arts, sport, science and leadership. In recent years a large investment has been made in Information and Communication Technology equipment and all classes have eBoards, as well as access to a computer lab. This is the sixth year that our Grade 5 and 6 students have been using individual iPads in their daily routine. Students continue to be excited about this initiative which not only engages students but broadens their research ability, organisational skills and is a fantastic platform for their learning. All other grades have access to class sets of iPads.

Our refurbished open-plan Early Learning Centre (Foundation) and Grade 2 classrooms have been very successful and we will soon have refurbishment of the main administration block roof and the student toilets.

In 2017 we will continue to have a special focus on the concept of respect. Respect for peers, respect for self, property, the environment, community, family and teaching staff. We value and nurture a strong relationship between home and school and are most fortunate to enjoy high levels of parent participation. Our students are expanding their work to engage with the community and develop an understanding of 'giving' back to those that have supported us.

We have developed a number of key communication strategies to enhance our relationship with parents through a comprehensive Digital Communications strategy. Jells Park provides all its students with a safe, attractive, supportive and stimulating learning environment.

### Framework for Improving Student Outcomes (FISO)

Collaboration is a significant component of the state government's 'Education State' direction and within this, the 'Framework for Improving Student Outcomes'. Building communities of practice is a significant step in improving student outcomes across the state and Jells Park PS has collaborated with neighborhood schools on two FISO Groups, one with a focus on VCOP Writing and the other on Wellbeing.

The VCOP Writing group aims to improve the skills and knowledge of teachers so that they can implement the program accurately and consistently throughout the school, this being the final link in our whole school pedagogy towards Literacy. Through collaboration with other teachers they can gain greater understanding about using the program, engaging students and using effective assessment strategies. This collective effort will see our network of schools share resources, improve accountability practices, moderate across schools and develop greater consistency in our programs to ensure that every student's point of need is catered to. By working beyond our individual schools, exploring cutting edge research and embedding high quality teaching and learning, our FISO network will seek to improve our practice from "good to great".

The Wellbeing group is an excellent sounding board to bounce ideas, policies, programs and strategies to enhance student wellbeing. Foremost for Jells Park PS is to develop a School-wide Positive Behaviour platform for all staff and students. The four FISO group schools are able to compare and share ideas and responses to different programs and strategies and pool resources to engage Professional Learning opportunities for staff.

### Achievement

Our ability to maximise the achievement of high quality learning for all our students is evidenced by the high level of student outcomes in all areas, given our student cohort, as measured by the AusVELS. The 2016 data from the National Assessment Program in Numeracy and Literacy in both Years 3 and 5 indicate performance at a high level and strong growth from Year 3 to Year 5, particularly in Numeracy.

Our classroom programs reflect an understanding of how students learn and offer differentiated learning that caters for individual learning needs. A strong emphasis is placed on the importance of student engagement in the learning process. Support programs are also provided in Literacy and Numeracy.

We offer a strong program for students with additional needs, all our students achieving success against individual goals. Students that come with an EAL (English as an Additional Language) background are given additional support to develop their literacy skills.

A focus in 2016 was the further development of a consistent whole school approach to teaching and learning through the development of agreed pedagogy and building quality teacher practice through professional learning and teamwork. With full implementation of the CAFE model of reading, students are becoming more focused on the reading process and what is required to become a successful reader. In 2016 we will focused on embedding 'Words Their Way' as a whole school spelling strategy. In 2017 we will fully implement the VCOP Writing platform, giving us a consistent Literacy pedagogy across the whole school.

Our whole school review in 2014 resulted in a 4 year plan for continued growth and development of the school. A number of key strategies have already been implemented. With a 'team' approach among our teachers we have plans for a number more programs and goals to be achieved in 2017. Our next school review will be in 2018.



### 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

Our student attendance is at a good level and is closely monitored. It fluctuates primarily due to extended family holidays. We continue to focus on promoting the importance of regular school attendance to ensure all students have maximised learning opportunities. Students with high absence rates are monitored and parents are contacted. Further assistance is available for students with ongoing issues.

Student safety and wellbeing continues to be a priority for our community and we have embedded a whole school engagement and wellbeing plan that includes proactive strategies that focus on the promotion of positive behaviours and relationships, student resilience, individual wellbeing and engagement in learning. The Attitudes to School Survey showed a strong sense of safety, motivation and connectedness in the senior students.

The focus for 2017 will continue to ensure that all our students find their learning stimulating and engaging through effective assessment practices and effective, evidenced based teaching that is explicit for each child.

The extracurricular activities that are a feature of the school will continue to offer exciting opportunities in a range of areas, with additional focus on providing opportunities for the Middle Years students.

With the continued development of the Student Leadership program there is the opportunity for greater student voice in the school and student driven programs and activities that will further drive student engagement.

#### Wellbeing

Jells Park has a very strong commitment to student well-being. Our welfare policies reflect our ongoing support of the whole child as well as of our valued staff. 2016 saw a review of the school against the Child Safe Standards, resulting in the adoption of a number of new policies and a commitment to the standards by all staff.

Staff have undertaken a review of our Wellbeing platform and have implemented the KidsMatter strategies. This has been supported by the introduction of a number of wellbeing programs to respond to student needs, such as KidsHope mentors and the D-Paws pets program.

We have ongoing training for staff in first aid, anaphylaxis, diabetes and asthma.

We have employed a part-time Nurse/First Aid Officer who has been able to support students with different and varying issues, as well as attending to students at recess and lunchtimes.

We have also utilized the assistance of our Student Support Services team, including psychologists, speech therapists, social workers and others as required.

We have established processes in place to assist student transition between classes as well as entry in to the school.

Our very successful Prep transition program will continue.

During Year 6 we have a strong focus on the development of organisational skills, public speaking, leadership and personal development to prepare our students for the very important transition into Year 7.

For more detailed information regarding our school please visit our website at [www.jppts.vic.edu.au](http://www.jppts.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:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 533 students were enrolled at this school in 2016, 252 female and 281 male. There were 17% of EAL (English as an Additional Language) students and 1% 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>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</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 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> Lower</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> Similar</p> <p> Higher</p> <p> Similar</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>56%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>46%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>51%</td> <td>35%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>59%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	56%	21%	Numeracy	15%	46%	39%	Writing	31%	45%	24%	Spelling	51%	35%	14%	Grammar and Punctuation	20%	59%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

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

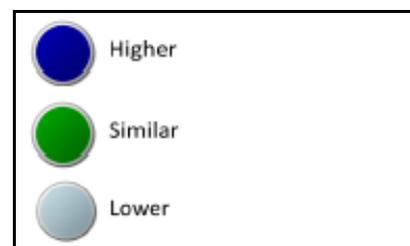
## What are student outcomes?

*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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$3,677,281
Government Provided DET Grants	\$521,040
Government Grants Commonwealth	\$1,700
Government Grants State	\$235,200
Revenue Other	\$21,783
Locally Raised Funds	\$516,951
<b>Total Operating Revenue</b>	<b>\$4,973,955</b>

Expenditure	
Student Resource Package	\$3,623,299
Books & Publications	\$4,766
Communication Costs	\$8,155
Consumables	\$130,382
Miscellaneous Expense	\$289,606
Professional Development	\$11,038
Property and Equipment Services	\$252,620
Salaries & Allowances	\$97,963
Trading & Fundraising	\$23,097
Travel & Subsistence	\$382
Utilities	\$27,047

**Total Operating Expenditure** **\$4,468,356**

**Net Operating Surplus/-Deficit** **\$505,599**

**Asset Acquisitions** **\$430,640**

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

Funds Available	Actual
High Yield Investment Account	\$650,948
Official Account	\$37,473
Other Accounts	\$20,491
<b>Total Funds Available</b>	<b>\$708,912</b>

Financial Commitments	
Operating Reserve	\$124,270
Capital - Buildings/Grounds incl SMS<12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$60,000
Beneficiary/Memorial Accounts	\$5,000
Revenue Received in Advance	\$192,328
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds incl SMS>12 months	\$200,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$62,313
<b>Total Financial Commitments</b>	<b>\$708,912</b>

Student Resource Package Expenditure figures are as of 03 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.