

2016 Annual Report to the School Community



School Name: Pembroke Primary School

School Number: 4937



Name of School Principal:

Rick Scott

Name of School Council President:

Katrin Howes

Date of Endorsement:

22/03/2017

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

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

Pembroke Primary School opened on 1st November 1965. It is located in the township of Mooroolbark, on a 2.6 hectare treed site. The school has a strong commitment towards the community – we see ourselves as a country school within the city and value our small size and the opportunities this creates. We keep low to ensure maximum teaching and learning opportunities. Pembroke is a strong multicultural community, winning the 2015 Victorian Multicultural Excellence award in the Education category. In 2016, Pembroke’s workforce consists of 1 Principal class, 7.8 EFT teachers and 3.36 ES staff members. Our school works on the premise that relationships combined with open and honest communication are fundamental to building a strong and healthy learning environment. We strive to create a safe, supportive space where all members of our community can feel that they belong. We cater for the ‘whole child’; not just their educational needs. We strive to build a space where excellence is promoted and celebrated. Currently, Specialist programs operate in the areas of Science, Auslan and Physical Education. Children also actively participate in a weekly sport program. An Out of School Hours Care Program operates in the morning and afternoons.

Framework for Improving Student Outcomes (FISO)

The school’s FISO focus for 2016 was “Building Practice Excellence”. Ensuring consistency of practice across the school through the development of a school-wide instructional model was central to this element. Use of the resulting “Pembroke Lesson” is an expectation of all staff, in all classes. This model follows a Whole-Part-Whole gradual release of responsibility format, and has been successfully introduced to all classrooms. Peer observation of classroom practice was also introduced to increase teacher reflection on their own practice and to assist colleagues to effectively do the same. Teachers were provided with time specifically to discuss and analyse data about student performance in order to more accurately plan for individual students’ learning. The Sentral student management system was introduced to assist teachers in this goal. Vic Zbar’s characteristics of a high performing school were introduced to staff as a means to ensuring an orderly environment where students can be fully engaged in their learning in a high expectation environment. These were developed into a list of non-negotiables for behaviour and effort in class. Other supporting measures for students introduced during the year are: an extension Maths program for students who are achieving above expected levels, and literacy assistance in classrooms for students who are performing at just below expected levels. Financial resources were set aside to enable the peer observation program and the provision of staff to support the literacy assistance and Maths extension programs.

Achievement

Strong teacher judgments results have been achieved through the clear focus upon individual student needs, a strong emphasis on Literacy and Numeracy and the overall aim of students making one year’s progress in 12 months. The EAL continuum is used for many of our students and reported against for Literacy. The school’s reading data is reflective of this group of children, many of whom have come from the nearby Language School. Numeracy data continues to be strong, illustrating the school’s focus on real life application of mathematical concepts. In 2016, the school continued to focus on the elements of high performing schools, creating clear structures and processes to enable consistency of practice within a ‘high expectation’ environment. 1:1 literacy support has assisted children to work on the development of understandings and processes. This has resulted in many children improving significantly. In 2016, the school continued to implement a four year old Literacy program to develop key language skills providing children with a solid foundation on which to begin school.

Curriculum Framework implemented in 2016

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

Engagement

High attendance data and a strongly articulated message that attendance is invaluable to learning has led to high student engagement levels. Staff monitor absences closely and work with families to provide absence plans for extended periods of absence. We also recognise strong attendance at end of term assemblies. In 2016, the school performed well on the ‘Attitudes to School’ and Parent ‘Opinion’ surveys. Whole school participation in a range of curricula and extra-curricula activities including community based events help foster ‘pride, passion and purpose’, which are the cornerstones of Pembroke. Activities such as Year 2-6 Camps, Choir, Interschool sport, vegetable garden, annual whole school Production, Celebrate Mooroolbark, Art play and local Anzac Day services all promote learning outside of the classroom space and encourage children to be active citizens in the wider community.

Wellbeing



In 2016, Personnel such as the School Chaplain, Kids Hope mentors, School Psychologist and Speech Therapist provided a structure for referrals and additional assistance. The school also continues to connect strongly with external agencies such as Foundation House, Migrant Information Centre, the local Council and local Church service providers to access a range of programs and assistance for families and students in need. All staff are Level 2 trained in First Aide and have attended Asthma and Anaphylaxis training. The use of a MEA (Multicultural Aide) also provides opportunities to ensure that the wellbeing of those with limited English is still addressed.

For more detailed information regarding our school please visit our website at
<http://www.pemprim.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>Enrolment Profile</p> <p>A total of 116 students were enrolled at this school in 2016, 45 female and 71 male. There were 50% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</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> Similar</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>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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>38%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>38%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>54%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>15%</td> <td>62%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>62%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	38%	23%	Numeracy	23%	38%	38%	Writing	15%	54%	31%	Spelling	23%	15%	62%	Grammar and Punctuation	-	62%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	38%	38%	23%																							
Numeracy	23%	38%	38%																							
Writing	15%	54%	31%																							
Spelling	23%	15%	62%																							
Grammar and Punctuation	-	62%	38%																							



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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p>● Higher</p> <p>● Higher</p>														
	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>97 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	95 %	95 %	95 %	97 %	90 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	95 %	95 %	95 %	97 %	90 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

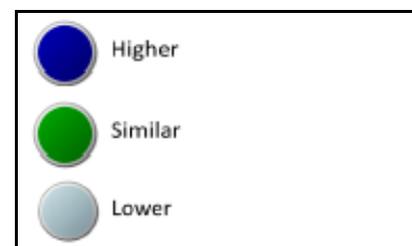
What are student outcomes?

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		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,236,673	High Yield Investment Account	\$118,253
Government Provided DET Grants	\$220,806	Official Account	\$4,408
Government Grants Commonwealth	\$8,500	Other Accounts	\$1,229
Government Grants State	\$45,000	Total Funds Available	\$123,891
Revenue Other	\$71,321		
Locally Raised Funds	\$63,674		
Total Operating Revenue	\$1,645,975		
Expenditure		Financial Commitments	
Student Resource Package	\$1,011,982	Operating Reserve	\$16,594
Books & Publications	\$11,183	Asset/Equipment Replacement < 12 months	\$485
Communication Costs	\$4,893	Capital - Buildings/Grounds incl SMS<12 months	\$5,000
Consumables	\$38,341	Revenue Received in Advance	\$18,420
Miscellaneous Expense	\$69,692	School Based Programs	\$16,953
Professional Development	\$21,440	School/Network/Cluster Coordination	\$19,439
Property and Equipment Services	\$135,303	Provision Accounts	\$7,000
Salaries & Allowances	\$52,787	Other recurrent expenditure	\$1,500
Trading & Fundraising	\$39,940	Asset/Equipment Replacement > 12 months	\$10,000
Utilities	\$17,943	Capital - Buildings/Grounds incl SMS>12 months	\$28,500
Total Operating Expenditure	\$1,403,504	Total Financial Commitments	\$123,891
Net Operating Surplus/-Deficit	\$242,472		
Asset Acquisitions	\$0		

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

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

Salaries and Allowances refers to school-level payroll.

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

Commentary

The school has continued to expend funds on SSP/AIP priorities related to student outcome improvements. Considerable amounts were directed towards providing assistance in Literacy and Numeracy and support for EAL students. The current school building program has obviated the need for other capital improvement expenditure.

