

2014 Annual Report to the School Community

Crib Point Primary School

School Number: 3080



Crib Point Primary School

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Name of School Principal:

Lisa vandenbosch

Name of School Council President:

Rae McCracken

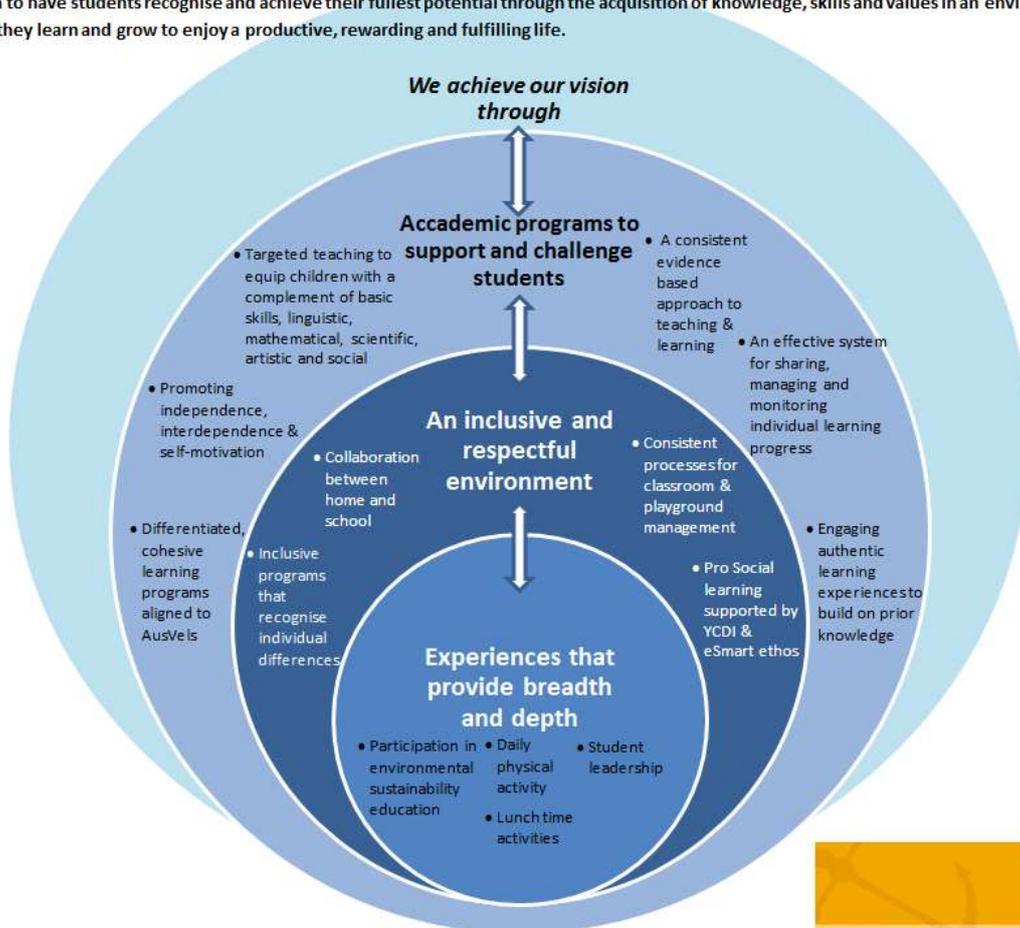
Date of Endorsement:

11th of March 2015

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 2014.

At Crib Point Primary School we are unwavering in our belief that with targeted teaching every child can experience positive educational growth. We aim to have students recognise and achieve their fullest potential through the acquisition of knowledge, skills and values in an environment where they learn and grow to enjoy a productive, rewarding and fulfilling life.



Joyful
Respectful
Articulate
Passionate
Curious
Nurture
Literate

About Our School

School Context

Respect, Confidence, Doing my best, Responsibility and Honesty:

Crib Point Primary provides an anchor for the future with a focus on developing the individual in an environment of achievement by empowering and encouraging students to be cooperative, independent learners. In order to achieve this the school provides the following conditions, a setting where students are taught to take responsibility for their own learning and show initiative. The respect of an inquiring mind and the celebration of success. The delivery of a challenging and comprehensive curriculum built around a solid literacy - numeracy focus to stimulate students to do their best. The valuing of effort and endeavour and the pursuit of excellence. The curriculum is supported by highly skilled staff including a school chaplain and Defence force aide. In our commitment to and use of, Learning Technologies, we ensure the latest computer hardware is available. This includes desktop computers, netbooks, Interactive whiteboards and ipads. All children have access to these tools and are supported through curriculum programs designed within the eSmart cybersafety framework.

The school is located in a small town in a semi-rural area close to the shores of Western Port. Architectural designed buildings include classrooms equipped with up to date technology, a gymnasium, music, arts/technology area and a library. In 2014 we provided a drama, PE, LOTE Indonesian and art program along with a successful Outside School Hours Care program. The school is situated in a large natural bush setting of 4.5 hectares, which includes two large asphalt areas, two playgrounds, a courtyard, fitness track and sustainability focused outdoor learning area. HMAS Cerberus is located within the Crib Point environs and has close links with the school. In 2014 the school had 8.6 equivalent full time teaching staff which covered three specialist areas and seven classrooms. We had one Principal, four classroom support staff and three administrative staff.

Transience continues to influence student achievement data as 20% of the school population changed during the 2014 school year, not including Prep entry or the Year 6 exit.

Achievement

In 2014 we continued with our strong focus on improving Literacy instruction across the school. The teachers continued to improve the efficiency of their professional learning teams with a focus on analysing student data to target learning needs and personalise learning. Many classrooms introduced readers and writers notebooks as a result of attending Professional learning sessions at the Bastow Institute. The introduction of these tools enhanced the students' abilities to think more deeply about their reading and writing. We continued to refine the Big Write process coupled with VCOP across all year levels. The 6 + 1 writing traits were explored in detail by staff during in school professional learning, which resulted in greater expertise in the delivery of writing instruction. The combination of these programs has resulted in improved writing skills across the school. We have increased the number of students performing above expected level in writing to 21.8% and decreased the number of children performing below expected levels to 20% (Based on AusVELS Teacher judgment data). In 2014 we also increased the number of children performing above expected levels in reading to 37% and reduced the number performing below to 15%. (Based on AusVELS teacher judgment data).

NAPLAN Yr 3 - 18 students participated in Year 3 NAPLAN in May of 2014. We were tracking below the state average in G&P, Reading, Spelling and Numeracy but had successfully decreased the number of students underperforming in all of these areas in 2014. The largest variance between the school and state mean was in the area of writing hence the intense focus this took on in 2014. Numeracy was the second largest variance and is being addressed in 2015.

Yr 3 Naplan	% At or Above National Min Standard	Y3 NAPLAN State Mean (Average)	Yr 3 NAPLAN School Mean (Average)
Grammar & Punctuation	100%	433.6	410.9
Reading	100%	430.2	411.5
Spelling	100%	416.8	383.6
Writing	89%	414.6	361.7
Numeracy	100%	414.4	369.5

NAPLAN Yr5 - 12 students participated in Yr 5 NAPLAN in May of 2014. We were above the state average in G&P, Spelling & Writing in 2014 and just below in Reading. Numeracy showed the greatest discrepancy between the school and state results and will become a focus in 2015.

Yr 5 Naplan	% At or Above National Min Standard	Y5 NAPLAN State Mean (Average)	Yr5 NAPLAN School Mean (Average)
Grammar & Punctuation	100%	504.5	506.1 <input checked="" type="checkbox"/>
Reading	100%	507.3	497.7
Spelling	100%	497.6	510.5 <input checked="" type="checkbox"/>
Writing	100%	477.5	479.6 <input checked="" type="checkbox"/>
Numeracy	100%	495.3	476.9

The percentage of children experiencing high relative growth from Yr3 to Yr 5 in 2014 has increased in G&P, Reading and Writing. We have also decreased the percentage of children with low relative growth in Numeracy, Writing, Spelling and Reading. Personalised learning continues to be a focus through supporting student goal setting, developing student reflective learning journals and encouraging student voice and choice.

The school underwent a successful Peer Review process during 2014 administered by Cambridge Education's reviewer Noelle Burdekin. She stated in her report that "the panel acknowledged the effective practices and processes at the school in terms of strong leadership and professional collaboration", she also stated that "significant work has been led by the Principal in building staff capacity in Literacy using professional learning from the Bastow Literacy Leaders program.

Engagement

Crib Point Primary acknowledges that student engagement is a key aspect in enhancing student learning and we continue to ensure that it is a whole school priority. A positive school culture based around connecting and engaging students continues to be achieved through creating quality relationships between students, staff and parents. Catering for a range of learning styles was enhanced by the purchase of ipads and the leasing of laptops which supported anywhere anytime learning with ICT. The continuation of specialist programs further supported student engagement by providing depth and breadth to the school curriculum.

Average attendance rate for 2014 by year level.

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	91 %	93 %	90 %	90 %	93 %	91 %

Positive attendance rates reflect the student's connectedness to the school and its curriculum, as an example morning fitness continues to be an excellent way of getting students to school on time and ready for learning.

The 2014 Attitudes to school survey results indicate that our Year 5 & 6 students are more positive compared to the State in the areas of Stimulating learning, Student motivation, Teacher effectiveness and Teacher empathy.

The 2014 Parent opinion survey results reveal that in the area of Student Engagement ; Connectedness to peers, Student motivation and Social skills we were in the highest quartile (75% - 100%) with School connectedness in the third quartile (50% - 75%).

Stimulating learning, Behaviour management and Learning focus were also all positively situated in the third quartile.

Student led interviews, personal learning journals continued to strengthen school – family partnerships as did the Big Talk component of the Big Write.

The 2014 School Peer review highlighted the need for further work in the area of Student motivation but congratulated the school on its provision of safe, stimulating and inviting learning spaces. 2015 will see a focus on developing strategies that build student accountability, through personal goal setting, clearly stated lesson purpose and expectations and timely, explicit feedback.

Wellbeing

Our school values of Respect, Confidence, Doing my best, Responsibility and Honesty are the basis for our 5c rules of communication, co-operation, care, common sense and consideration. Together they underpin our school philosophy of having students recognise and achieve their fullest potential through the acquisition of knowledge, skills and values in an environment where they learn and grow to enjoy a productive, rewarding and fulfilling life. We have a clearly outlined code of conduct and whole school behaviour management strategies. Each student is aware that bullying and intolerant behaviours are not accepted at this school. Fortnightly student wellbeing meetings ensure information provided by the teachers, Chaplain, Defence Force Aide and key staff are investigated and acted upon. Strategic programs support wellbeing including You can Do It, daily morning fitness, circle time - restorative practices, peer mediation, Better buddies, Shared Responsibility approach to bullying, eSmart cyber safety and It's Not ok to be away – attendance strategies.

Relationships are reinforced through extra curricula opportunities like gardening club, Active after school sports, Athletics, Spelladrome, Skoodle, camps, incursions and excursions. We are building a culture of ambition and achievement through recognising, rewarding and communicating the successes of all students.

The 2014 Attitudes to School survey results showed positive feelings for our Year 5 & 6 students in the area of wellbeing. We were on a par with the state results for student morale and not feeling distressed at school.

The 2014 Parent opinion survey showed a decline in how positive parents were about student safety and classroom behaviour. This has continued to be addressed through social skills programs, employment of student support staff and teacher professional development. The retirement of our Chaplain Gary Lewis at the end of 2014 is a great loss to the school community after 11 years of dedicated service to CPPS. We have been successful in obtaining another grant for a Chaplain in 2015 and look forward to building a new relationship.

Productivity

The school has continued to maximize the use of its resources across all areas. An additional teaching member was employed in 2014 to teach LOTE Indonesian one day a week and additional Education Support staff were employed to provide classroom support for students needing additional assistance. Two experience teachers provided small group support across the school in literacy and numeracy

The school continues to fund its core specialist areas of Art, Music and Physical Education.

The wellbeing of our students is always a priority and the school continues to fund a Chaplain to implement pastoral care programs and lunchtime activities that focus on developing pro social attributes through games. A successful Commonwealth Government grant resulted in the continued employment of an Australian Defence Force Aide. The school also subsidises a number of incursions/excursions to enable access for all of our students.

Our Professional Learning Program for the staff has had a major focus on Literacy in 2014. The Principal attended an extensive program titled "Literacy leaders" at the Bastow Institute which provided the impetus of new directions in Literacy teaching across the school.

Money was invested in Compactus units to enable the centralization of school reading material; new books were purchased to update the student reading materials. We also undertook a new four year ICT lease which enabled the purchase of 56 laptop computers and the infrastructure to run them. This coupled with the purchase of 28 ipads for classroom use has enabled every class to have one device between every two children. Careful timetabling of devices between classes enables a one to one child device ratio when required.

For more detailed information regarding our school please visit our website at
<http://www.cpps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 143 students were enrolled at this school in 2014, 69 female and 74 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

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> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>67%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>64%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>83%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	55%	27%	Numeracy	25%	67%	8%	Writing	9%	64%	27%	Spelling	8%	83%	8%	Grammar and Punctuation	25%	50%	25%	<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 schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="558 824 1045 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>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	93 %	90 %	90 %	93 %	91 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	93 %	90 %	90 %	93 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes 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: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

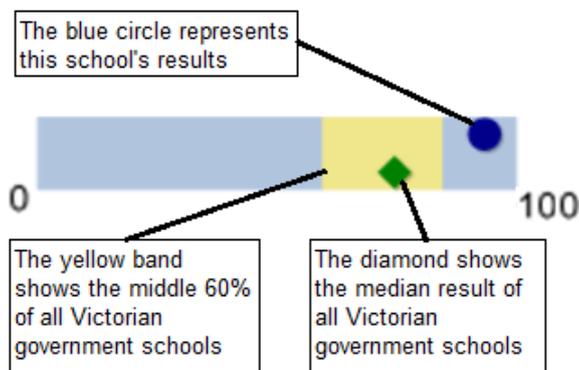
What are student outcomes?

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 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.

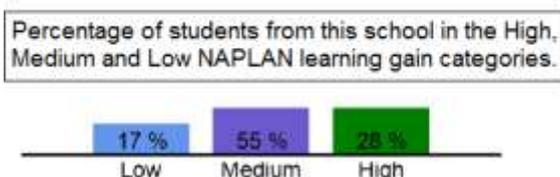
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

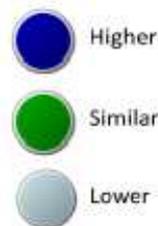


What is a School Comparison?

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 Indigenous 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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,151,474
Government Provided DE&T Grants	\$137,044
Government Grants Commonwealth	\$36,107
Government Grants State	\$750
Revenue Other	\$22,848
Locally Raised Funds	\$113,825
Total Operating Revenue	\$1,462,049

Funds Available	Actual
High Yield Investment Account	\$9,753
Official Account	\$14,111
Other Accounts	\$5,059
Total Funds Available	\$28,924

Expenditure	
Student Resource Package	\$1,348,297
Books & Publications	\$7,096
Communication Costs	\$4,112
Consumables	\$25,886
Miscellaneous Expense	\$102,358
Professional Development	\$5,116
Property and Equipment Services	\$114,352
Salaries & Allowances	\$25,658
Trading & Fundraising	\$29,129
Travel & Subsistence	\$960
Utilities	\$12,712
Total Operating Expenditure	\$1,675,676

Financial Commitments	
Operating Reserve	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$3,034
Revenue Received in Advance	\$3,548
Provision Accounts	\$12,342
Total Financial Commitments	\$28,924

Net Operating Surplus/-Deficit (\$213,627)

Asset Acquisitions \$0

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refer to school-level payroll.

Financial performance and position commentary

The financial health of the school was good as we began a new four year lease of ICT equipment during 2014 and invested money in maximizing the use of space within the school. Expected lower student numbers in 2015 will cause some financial strain on the school but a predicted \$40,000 staffing surplus and the \$28,900 cash carry over should create somewhat of a buffer.