

2014 Annual Report to the School Community

Perseverance Primary School

School Number: 3261



Name of School Principal:

Lisa Vandenbosch

Name of School Council President:

Naomi Hatton

Date of Endorsement:

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.

About Our School

School Context

In 2014 Perseverance Primary School maintained two teachers at the school who ran a junior P – 3 and a senior 4 -6 multi-aged classroom to cater for 15 students on French Island in Western Port. The junior teacher position saw a new appointment in 2014. As a graduate, the teacher brought with them a fresh set of ideas and approaches. The senior teacher undertook an extended Leadership professional development program. The school has two portable classrooms, a small art room, covered playground, large cubby, chicken coop, vegetable garden and large grassed play area. French Island has a permanent population of approximately 60 residents, 72% of the island, 11,100ha is National Park. The school was established over 100 years ago in 1896. The school is reliant on solar and diesel generated power, rainwater and a septic system in keeping with the other dwellings on the island. Perseverance Primary School operates in a hub annex arrangement with Crib Point Primary School where the Principal oversees both schools. There was a continued focus on children achieving their personal best in all areas of the curriculum. In 2014 Perseverance PS maintained its ties with the hub school Crib Point PS during Friday visits where the students integrated into the classrooms and the teachers assisted with intervention programs.

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 planning with a focus on analysing student data to target learning needs and personalise learning. Teachers 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 daily 5 CAFÉ method was also trialed in the school.

All data must be viewed with through the lens of a very small cohort of children, 15 attended the school in total with only 5 students in Year 5 and 3 students in Year 3. Such small numbers create a high potential for data shift. 'School Comparison' data is not available for all areas of NAPLAN as it has the potential to identify individual students due to the small number of pupils attending the school. During 2014 the school maintained a high number of students performing above expected level in Reading & Viewing, 40%. The number of children performing above expected level in Writing decreased slightly to 20% (Based on AusVELS Teacher judgment data)

NAPLAN Yr 3 - 5 students participated in Year 3 NAPLAN in May of 2014. We were tracking below the state average in G&P and Writing. The largest variance between the school and state mean was in the area of Writing hence the intense focus this took on in 2014.

Yr 3 Naplan 5 children participated	% At National Min Standard	% Above National Min Standard	Yr 3 NAPLAN State Mean (Average)	Yr 3 NAPLAN School Mean (Average)
Grammar & Punctuation	0%	100%	433.6	425.9
Reading	20%	80%	430.2	445.5 <input checked="" type="checkbox"/>
Spelling	20%	80%	416.8	459.2 <input checked="" type="checkbox"/>
Writing	Below NMS 11.1% At NMS 11.1%	77.80%	414.6	361.7
Numeracy	0%	100%	414.4	415.3 <input checked="" type="checkbox"/>

NAPLAN Yr5 - 3 students participated in Yr 5 NAPLAN in May of 2014. We were above the state average in all areas in 2014.

Yr 5 Naplan	% At National Min Standard	% Above National Minimum Standard	Yr5 NAPLAN State Mean (Average)	Yr 5 NAPLAN School Mean (Average)
Grammar & Punctuation	0%	100%	504.5	518.1 <input checked="" type="checkbox"/>
Reading	0%	100%	477.5	504.2 <input checked="" type="checkbox"/>
Spelling	0%	100%	507.3	576.9 <input checked="" type="checkbox"/>
Writing	0%	100%	497.6	563.3 <input checked="" type="checkbox"/>
Numeracy	0%	100%	495.3	551.1 <input checked="" type="checkbox"/>

The percentage of children experiencing high relative growth from Yr3 to Yr 5 in 2014 in G & P dropped in 2014, remained the same for Reading & Writing, became more spread for Spelling and increased for Numeracy.

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.

The maintenance of two teachers in 2014 continued to enable greater variation to the curriculum through the maintenance of a junior and senior classroom. Individual learning plans based on timely assessment and a differentiated syllabus were developed by the teachers to cater for children at their point of need within the multi-aged classrooms. Extra small class sizes supported the diversity of learning styles amongst the students resulting in excellent opportunities for explicit teaching. The Arts continued to be highly valued by the staff and school community. The passion and talents of the staff and students culminated in a whole school musical “A Letter to Felix” which received an wonderful response.

The children attended Crib Point Primary School once a week to access a more extensive range of resources and increase their educational experiences through mixing with a larger and more diverse range of students.

Engagement

Perseverance Primary is a small community focused school, it is strongly supported by the French Island residents. The social dynamic in the school continues to adjust as families join and leave the school. We acknowledge 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 continued to be a focus in 2014, particularly building quality relationships between students, staff and parents. Catering for a range of learning styles was further enhanced by the purchase of ipads which supported anywhere anytime learning with ICT.

Average attendance rate for 2014 by year level.

P	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
16.49	17.8	14.75	20.53	19.36	12.86	18.70

Attendance rates were affected by family holidays, extended illness and travelling to Crib Point PS on Fridays.

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 Learning confidence, Teacher effectiveness and Teacher empathy.

The 2014 Parent opinion survey results were in stark contrast to previous years, they revealed a significant drop back to the first quartile in all areas except student behaviour and student engagement which were in the 4th quartile. The principal and the senior teacher addressed the perceived issues with open and honest dialogue in order to move the school forward through the re-establishment of agreed rights, responsibilities and expectations for all members of the school community.

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.

Student engagement is affected by relationships with their peers and the teachers at Perseverance Primary School and Crib Point Primary School; consequently importance is placed on ensuring the children have the opportunity to participate in special events and extra curricula activities hosted at both schools. In 2014 a range of extra curricula activities were offered including sporting events, camp, and excursions. Consistent communication between both schools is a critical component in making sure the children are connected to their education. Access to the interactive whiteboards, ipads, computers, internet and audio visual equipment further engage the students. The childrens social and emotional wellbeing was further enhanced through specific learning opportunities offered by both schools.

Wellbeing

The 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.

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.

Transition focuses on generating positive links with our feeder Pre Schools and district secondary schools. It also acknowledges the transitions that take place when children move through year levels. Due to the small size of the school and the community emphasis, children living on the island are very familiar with the school before they officially attend. The Prep transition program offers the opportunity for the new students to become familiar with the school through activity sessions carefully designed to stimulate the child's interest within a secure and enjoyable environment. The children are familiarised with the facilities and the school routine. Year Six children are involved in visits to local Secondary Colleges where they have an opportunity to meet and participate in a range of activities designed to familiarise them with the school and staff. Information sharing is crucial element in ensuring smooth transition; we take great care in ensuring this is built into our transition process.

The 2014 Attitudes to School survey results showed positive feelings for our Year 5 & 6 students in the area of wellbeing and student relationships. The 2014 Parent opinion survey showed a small decline in how positive parents were about student safety and classroom behaviour. This has continued to be addressed through social skills programs. 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. 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. Highly successful fundraising led by the senior teacher provided the funds necessary to purchase a quality portable sound system and accessories for the school. The continuation of two teachers at Perseverance was supported by a special grant from the Department of Education and Training, which allowed for greater flexibility and collegiate support. The parents supported the school in various ways including classroom support and ongoing maintenance tasks.

For more detailed information regarding our school please visit our website at
<http://www.perseveranceps.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 16 students were enrolled at this school in 2014, 11 female and 5 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.

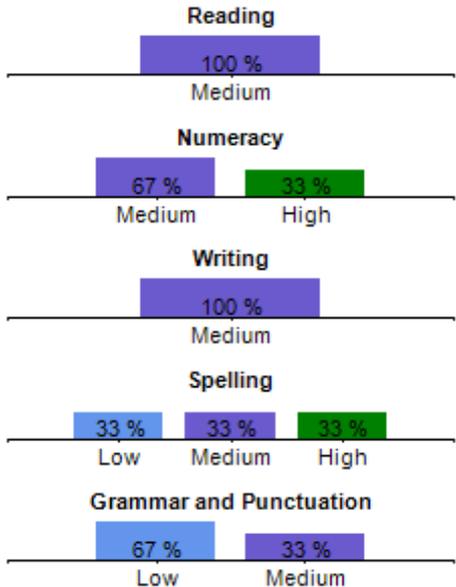


Performance Summary

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> Higher</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> Similar</p> <p> Lower</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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>	 <p>Reading 100 % Medium</p> <p>Numeracy 67 % 33 % Medium High</p> <p>Writing 100 % Medium</p> <p>Spelling 33 % 33 % 33 % Low Medium High</p> <p>Grammar and Punctuation 67 % 33 % Low Medium</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

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>74 %</td> <td>95 %</td> <td>89 %</td> <td>93 %</td> <td>85 %</td> <td>85 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	74 %	95 %	89 %	93 %	85 %	85 %	85 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
74 %	95 %	89 %	93 %	85 %	85 %	85 %										

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

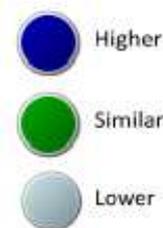
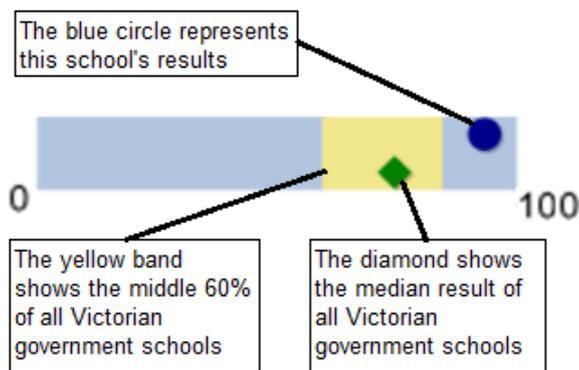
What are student outcomes?

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.



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.

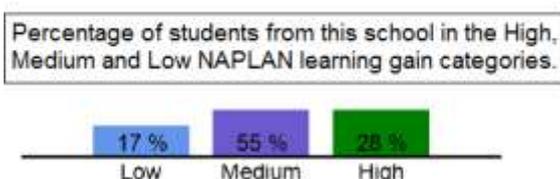
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

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'.



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	\$226,405
Government Provided DE&T Grants	\$39,026
Revenue Other	\$352
Locally Raised Funds	\$8,255
Total Operating Revenue	\$274,038

Funds Available	Actual
High Yield Investment Account	\$10,905
Official Account	\$213
Total Funds Available	\$11,118

Expenditure	
Student Resource Package	
Books & Publications	\$1,170
Communication Costs	\$866
Consumables	\$2,508
Miscellaneous Expense	\$1,880
Professional Development	\$550
Property and Equipment Services	\$12,664
Salaries & Allowances	\$11,335
Trading & Fundraising	\$455
Travel & Subsistence	\$11,171
Utilities	\$3,124
Total Operating Expenditure	\$45,722

Financial Commitments	
Operating Reserve	\$10,000
Revenue Received in Advance	\$1,118
Total Financial Commitments	\$11,118

Net Operating Surplus/-Deficit	\$228,316
Asset Acquisitions	\$0

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.

Financial performance and position commentary

The school continues to maintain good financial health due to rigorous management. The extra support from the Department of Education has enabled the school to retain two teachers. Money will need to be targeted in 2015 – 2016 toward the purchase of a new generator and repairs to the degeneration of the timber in the main building.