

# 2016 Annual Report to the School Community

School Name: Eagle Point Primary School

School Number: 3215



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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.



## About Our School

### School Context

Eagle Point is a rural school situated in a picturesque setting overlooking Lake King. The current enrolments is 137 children and each year we continue to grow. In 2017 there will be seven classrooms, 2 grades of P/1, 3 grades of 2/3/4 and 2 grades of 5/6. Our specialists cover the areas of Science, Art and Social Skills. We also have support programs such as Oral Language Program, Special Friends Program, Buddies, Play-Group. A School Chaplain and the Sporting Schools Program.

The central focus of our school is to provide students with sound and challenging experiences in a secure and supportive environment. The School promotes the principles of equity and ensures that all children are able to access all aspects of the curriculum. Students enrolling at Eagle Point Primary School come from a broad area encompassing Eagle Point, Paynesville, Newlands Arm, Forge Creek and Bairnsdale. Eagle Point is a caring school community.

The school is proud of its parental support and community involvement, with active participation in all aspects of the school's functions including School Council, Parent and Friends Association, fundraising, ground maintenance, school camps, excursions and classroom assistance.

In 2016 the school saw the planning of our school expansion site application and as well as beginning to source disability access to meet the needs of our children within our school and also for future students. Both of these projects will continue into 2017 and beyond.

Due to our increasing numbers, there was a need to reorganise our classrooms to meet the needs of our students more efficiently. The library has moved upstairs so that the bottom building can house the 3 grades of middle school. The art room wall and sliding door were built before the 2017 school year began so that the bottom learning area became another classroom. We continue to have an Art/Science room downstairs.

The school places the students at the centre of all their decision making in relation to providing their educational, social and emotional needs. Our school continues to be committed to developing the capacity of teachers to support them in this role by providing professional development and coaching sessions.

In 2016 there was a strong focus on developing and consolidating teacher capacity in the area of teaching literacy and the skills required for children to learn. Teachers and students further consolidated their learning of the High Reliability Teaching Procedures as this is evidenced in student behaviours.

A Literacy Plan was devised reflecting the Annual Implementation Plan as well as the School's Strategic Plan. The Literacy Plan also reflected the East Gippsland's Network Strategic Plan.

### Framework for Improving Student Outcomes (FISO)

2016 has built us to selecting the FISO area of Excellence on Teaching and Learning and Positive Climate for Learning. Both of these were selected to build on the work we have done in previous years.

Building practice excellence will focus on our teaching staff continuing to see themselves as learners and continue to build their skills in teaching all subject area with a specific focus on Numeracy and Reading. Team teaching strategies will continue to develop and responsibility for goal setting begin to be taken by each student, starting with our seniors. Staff will build on the philosophy of Choice Theory and begin to use the language of Growth Mindsets after professional development in this area.

Staff will endeavor to build a culture of student empowerment and aim to build school pride when they plan for specific teaching goals identified in conjunction with the students. The focus for each lesson will be clearly communicated and assessment processes and expectations will be negotiated and students informed of success criteria. With student goals set each 5 weeks, staff will continue to report to student progress achieved in the 5 week blocks and provide this feedback to students and parents on a more regular basis. Senior students will begin to self-evaluate their learning using I can statements and begin to build digital portfolios.

### Achievement

In our latest NAPLAN data, the value adding over the two-year period showed there was high to medium growth for 87% of our Grade 5 students in reading. Our writing and spelling results also showed similar improvement. These results are extremely encouraging for not only our students learning but for the teaching of literacy at Eagle Point Primary School. Our focus looking forward is to continue value adding at least 2 years growth between Grade 3 and 5 and looking to increase the number of students increasing into the top 25% of learning gain statewide.

Our school continues to place the students at the centre of all decision making in relation to providing for the student's educational, social and emotional needs. The teachers plan their curriculum from AUSVELS and assess against the standards. In 2017, staff will begin to use the Vic Curriculum as their curriculum and begin to assess against these standards. To further compliment this, the teachers plan for students using weekly, termly and yearly plans. Teachers plan five week blocks in the areas of Mathematics, Reading, Writing and Oral Language with students assessed before the unit begins, goals set for individual children and curriculum adapted to meet specific needs of students, ending with assessment at the end of the unit. Professional development aligns with supporting teachers in developing further understandings in areas of need.

Our NAPLAN data has shown that although in both Grade 3 and 5 numeracy we are similar to like schools, in students at or below the expected standard, our students are not featuring in the top 2 bands, to demonstrate they are well above the expected standard. This pattern changes for our year 3 readers where 63% of our students are achieving well above

their expected level. This drops to 25% in Grade 5, which is comparable to our Network Schools 26%. In writing both our Grade 3 and 5 students have shown similar results to both like and network schools with 53% and 10% respectively achieving these higher levels. Our focus in 2017 will be to increase the number of children that are achieving at these top 2 bands.

There continues to be a need in building teacher capacity in the area of teacher judgements against AUSVELS (Vic Curriculum) as they have not always been consistent with NAPLAN judgements, if the NAPLAN results Eagle Point Primary School are an accurate record of our students learning. There is still a need to ensure that our children are well prepared for NAPLAN and have confidence in the layout and questions that students are exposed to. Having expectations that are more rigorous from teachers and students is extremely important and the focus on quality work and learning will continue to be expected from all school community members.

### 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

Eagle Point Primary School has always maintained a high expectation of attendance. In 2016 all grade levels showed an attendance level above 90% and although similar to like schools, this is an area we continue to strive for improvement. Many of our students have opportunities to be part of leadership roles within our school. We have School Captains, House and Vice Captains, Junior School Representatives and Buddies. Each term the school runs a Clubs Program, which involves all of the students and provides opportunities for students to engage in interest based activities. Students are offered the chance to participate in extra curricula activities such Tournament of Minds, Boite Choir and Eagle Point Has Got Talent. Our students in our middle and senior school all have the opportunity to participate in camps and once again, all students who were able attended. Our Grade 2 students participate in an overnight camp at school with the Junior School having a major excursion in Term 4.

Our school continues to value the link to Indigenous Peoples by holding a Reconciliation Ceremony assembly and invited community members to attend. We are conscious to build understanding of culture by sourcing artists and knowledgeable members such as Nexus Arts and participating in an Indigenous Fishing day. Staff and students were encouraged to participate in NAIDOC celebrations and despite the wet and cold weather, 2 staff members marched and a number of families enjoyed the Family Fun Day in Bairnsdale. We began the year with the support of a KESO but this could not continue due to ill health. We will continue to invite KESO support to visit and engage with all of our students. The Student Opinion Survey was one form of monitoring student engagement within our school. This survey showed that our students reported our teacher empathy and effectiveness similar to State average and higher than our Region. This is positive news considering the time invested by staff in building authentic relationships with each student, getting to know them, setting individual and challenging learning goals and planning tasks to build their skills. It was somewhat disappointing to see our results in most other areas slip a little from the 2015 highs. Staff are aware of this and will continue to focus on stimulating student learning through specific feedback and empowering students to select realistic learning goals and report on how they are being achieved.

The focus has shifted from Quality Work this year to Quality Learning and in 2017 our senior students will begin to track their own Quality Learning and success using digital portfolios and self-reflections of success.

## Wellbeing

This year we have continued to invest in professional development for staff and parents in Choice Theory. The number of parents who take up the opportunity to learn more about how they can use the principles of Choice Theory continues to rise and the school values their commitment. This is building a shared understanding of the overarching ideas and language of Choice Theory and how it is contributing to our students owning and being responsible for the decisions they make.

Staff are continuing to track attendance and behaviours using Compass. In 2017, the program will be opened to parents to log in for routine tasks such as reporting student absences and permissions for excursions. An opportunity to book time slots to meet with teachers for 3 way meetings will also be introduced.

Student opinions on schooling and relationships with staff and peers have been conducted with Attitudes to School Survey, PoLT survey and Learning Confidence Surveys all being conducted in 2016. This data has been analysed and graphed in such a way that comparisons can be made from cohort to cohort and from teacher to teacher. The data from these surveys is conflicting this year with students reporting a drop from 2015 results in most areas of the Attitudes to School survey but a steady increase in personal confidence from the other surveys. In 2017 this data will be shared with students and suggestions for improvement sought.

Our students know they can have an opinion and be honest in providing feedback to their teachers and the school in general. Our Junior School Council is a forum where students are able to voice ideas and provide feedback to our school's leadership team. Student voice has increased with all classrooms participating in class meetings where issues are discussed and celebrations shared. Junior School Council positions are keenly sought by many students and

representatives from all classrooms meet fortnightly to discuss ideas and make decisions that affect them and contribute to the running of the school. Common beliefs and values have continually been discussed establishing a supportive culture for all students building positive relationships. Inclusiveness was added to our school values this year and at the beginning of each year the values are discussed and a class code of conduct is devised based on a common understanding of what each value entails. The Staff Opinion survey continues to show that our staff are extremely happy with the school and the results are still well above the state average. Our staff is very supportive of the school community encompassing students, staff and families alike.

The Parent Opinion Survey indicates a very high level of satisfaction from our parent community, in fact 92% of parents reported being satisfied with the performance of the school. The 2016 results are again well above the state average and this is something all people in our community can be proud of. Parents are able to access all staff if they have a concern and do so on a regular basis.

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

#### Enrolment Profile

A total of 127 students were enrolled at this school in 2016, 57 female and 70 male.  
 There were 0% of EAL (English as an Additional Language) students and 7% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

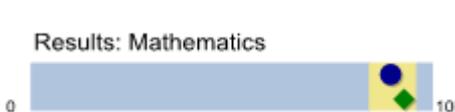
Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.



Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

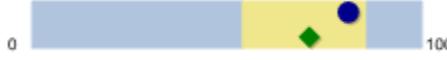
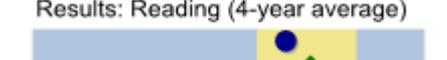
# Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher 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> Higher</p> <p> Similar</p> <p> Lower</p> <p> Lower</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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>61%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>65%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>63%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	61%	17%	Numeracy	18%	65%	18%	Writing	21%	58%	21%	Spelling	16%	58%	26%	Grammar and Punctuation	26%	63%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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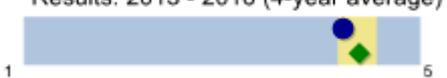
# Performance Summary

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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="560 824 1043 913"> <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>90 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	90 %	91 %	93 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	90 %	91 %	93 %	91 %										

# 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> Lower</p> <p> Lower</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> Lower</p> <p> Similar</p>

# How to read the Performance Summary

## Financial Performance and Position

### Financial performance and position commentary

*In 2016 our school managed its funds well. We completed the year with \$42,209 in our accounts. Of this money \$19882 was Parents and Friends, \$7145 Junior School Council. \$4200 Koorie Grant from Communities and SFYS balance of \$8708.*

*Major expenses and improvements included commencing the setting up of seventh classroom, removal of an internal wall and installation of a sliding door between the senior classrooms, professional development of staff and employing an extra aide to assist the Junior Team. The remaining money will be used to continue to set up of the new classroom space and as a buffer for further improvement in 2017.*

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

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

Revenue	Actual
Student Resource Package	\$1,116,206

<b>Total Operating Revenue</b>	<b>\$1,508,162</b>
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Expenditure	
Student Resource Package	\$1,077,320

<b>Total Operating Expenditure</b>	<b>\$1,466,106</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$42,056</b>
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<b>\$0</b>
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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.*