

2016 Annual Report to the School Community

School Name: Puckapunyal Primary School

School Number: 1855



2016 School Captains,
Tristan Murphy and Jamie Clark

Name of School Principal:

Kevin Warne

Name of School Council President:

Anne Trevena

Date of Endorsement:

Tuesday 7th March, 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.



About Our School

School Context

Puckapunyal Primary School is a unique Australian school. The sons and daughters of Defence Force Personnel stationed within the Puckapunyal Military Area comprise 80-85% of its enrolment. The school atmosphere at Puckapunyal is supportive and friendly and a child's education is an enjoyable experience. The school believes that children learn most when they feel secure about their home and school environments, and at the same time are developing skills to face unfamiliar situations in the future. The school offers individual attention and special support to all children and provides a sound foundation for further education. The school commits all its physical and human resources to help achieve this aim. A flexible approach to teaching and learning ensures that learning experiences facilitate this achievement for all students. Community involvement in the school is strongly encouraged and is an important component of the school. Parents can be directly involved by working in the classrooms with the children and teachers or they can customise their involvement depending on their availability and desires. The school team is committed to continual improvement in all forms of communication among members of its community. It recognises its accountability to parents, particularly in the essential area of student progress. The reporting process takes into account both parents' and teachers' needs, and a mix of both parent/teacher interviews and written reports is used. At Census Day, there were 184 students enrolled and a full time teaching equivalent of 10.2 made up of 8 classroom teachers, 3 specialist teachers in the areas of Visual Arts, Library and Numeracy, 3 Education Support Officers, 1 Principal and 1 Assistant Principal.

Framework for Improving Student Outcomes (FISO)

Main Key Improvement Initiatives for 2016 were:

- To implement professional development for staff, with a priority in the area of Writing.
- To fully implement the VCOP/Big Write Writing Program in all classrooms.
- To investigate assessment tools in Reading and Writing that give both standards based and skills referenced data for teachers.
- To set high expectations for student

Achievement

There is an extensive range of programs and approaches in place at Puckapunyal Primary School that focus directly on student learning outcomes. It is through these programs and approaches that our students generally achieve at expected levels. Some of these approaches include: limited class sizes, individual intervention programs, speech pathology, tutoring programs, occupational therapy, literacy support programs, parent volunteers in classrooms and teachers sharing planning responsibilities to provide consistency across classrooms of the same year levels. Students are strongly encouraged to become responsible, organised and engaged learners. They are recognized for their efforts as well as results and are specifically taught content, skills, strategies and organization; using current teaching and learning strategies. There is a very strong focus on the core learning areas of Literacy and Numeracy which is highlighted in our current Strategic Plan. Students are supported in their learning and encouraged to develop independent learning skills and strategies as they move through the year levels. We will continue to improve literacy and numeracy outcomes for all students across the school through professional practice that incorporates precision through assessment, personalisation through use of data and professional learning through staff development.

Engagement

Student engagement when learning is a high priority at Puckapunyal Primary School. Student engagement in their learning is attended to through a wide range of academic and non-academic programs being offered, including a comprehensive physical education strand across all levels and an emphasis on student voice through the Student Representative Council (SRC) and other student groups. Through the use of IT, the school has aimed to improve student engagement in all year levels. In each classroom there are 5-6 PCs and an interactive whiteboard. Each classroom is timetabled for the use of a set of laptops and I pads. There is also a computer lab for each classroom to use twice per week. Each classroom has encouraged students to participate in the 'Bring Your Own Device' program where students use their own devices daily in all areas of the curriculum. Each day, we have students bringing I pads, tablets, mobile phones, laptops, etc. All classroom teachers are encouraged to plan the use of IT in their curriculum plans.

Wellbeing

Student well-being is also a high priority at Puckapunyal Primary School. There are a range of programs in place to support student's wellbeing, including a focus on both academic and non-academic achievement, access to Student Support Service workers and attention to the social and emotional wellbeing of students. We have a full-time Defence School Transition Aide whose focus is the well-being of all students. She conducts many programs for individual, small group and whole school participation. We aim to increase student wellbeing by continuing to provide and promote a caring, safe and secure learning environment for all students. We achieve this through the implementation of a range of programs including: providing a range of leadership opportunities for our senior students, positive behaviours program, incorporating extra curricula activities to support classroom centred learning and further developing the roles and responsibilities of SRC. At Puckapunyal Primary School there is a strong focus on students taking responsibility and ownership for their actions and the concepts of all actions having consequences whether they are negative or positive. This is supported at the weekly assembly where one of the school values is highlighted and students are reminded of school rules. Our School Connectedness Survey Results indicate that our students like being at school. Student attendance is referred to in school newsletters, at assemblies, on our school website, facebook pages and at forums throughout the community.

For more detailed information regarding our school please visit our website at
[\[www.puckapunyalps.vic.edu.au\]](http://www.puckapunyalps.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 180 students were enrolled at this school in 2016, 89 female and 91 male. There were < 10% of EAL (English as an Additional Language) students and 2% 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> Similar</p> |



Performance Summary

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

| Achievement | Student Outcomes | School Comparison |
|--|---|--|
| <p>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> Higher</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> Higher</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 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 Low: 10% Medium: 40% High: 50%</p> <p>Numeracy Low: 20% Medium: 60% High: 20%</p> <p>Writing Low: 30% Medium: 60% High: 10%</p> <p>Spelling Medium: 60% High: 40%</p> <p>Grammar and Punctuation Low: 20% Medium: 30% High: 50%</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 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> <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>93 %</td> <td>95 %</td> <td>96 %</td> <td>95 %</td> <td>93 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 93 % | 95 % | 96 % | 95 % | 93 % | 96 % | 94 % | <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> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 93 % | 95 % | 96 % | 95 % | 93 % | 96 % | 94 % | | | | | | | | | | |



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> Similar</p> <p> Similar</p> |

How to read the Performance Summary

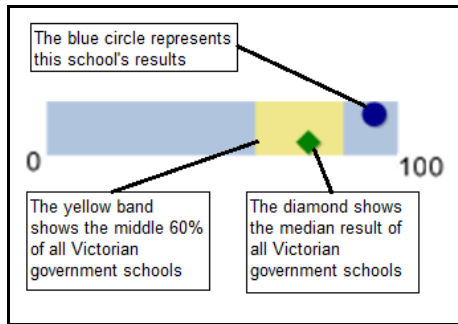
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

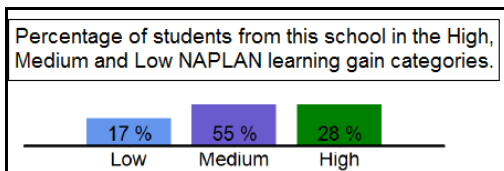
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

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

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2016 | | Financial Position as at 31 December, 2016 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$1,280,343 | High Yield Investment Account | \$1,951 |
| Government Provided DET Grants | \$163,584 | Official Account | \$4,456 |
| Government Grants Commonwealth | \$4,400 | Other Accounts | \$51,872 |
| Revenue Other | \$78,518 | Total Funds Available | \$58,278 |
| Locally Raised Funds | \$116,987 | | |
| Total Operating Revenue | \$1,643,833 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package | \$1,344,821 | Operating Reserve | \$58,278 |
| Books & Publications | \$1,698 | Asset/Equipment Replacement < 12 months | \$6,000 |
| Communication Costs | \$3,551 | Maintenance - Buildings/Grounds incl SMS<12 months | \$15,000 |
| Consumables | \$29,179 | Revenue Received in Advance | \$1,329 |
| Miscellaneous Expense | \$49,747 | School/Network/Cluster Coordination | \$14,481 |
| Professional Development | \$18,530 | Maintenance -Buildings/Grounds incl SMS>12 months | \$6,468 |
| Property and Equipment Services | \$85,624 | Total Financial Commitments | \$101,556 |
| Salaries & Allowances | \$177,969 | | |
| Trading & Fundraising | \$34,782 | | |
| Utilities | \$17,607 | | |
| Total Operating Expenditure | \$1,763,507 | | |
| Net Operating Surplus/-Deficit | (\$119,674) | | |
| Asset Acquisitions | \$0 | | |

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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