Arthurs Creek Primary
1666

2008 Annual Report to the School Community

"Learning for Life"

State Government Victoria
Department of Education and Early Childhood Development
School Overview

Arthurs Creek Primary is a small school on the boundary of the Melbourne metropolitan area. Its School Family Occupation density in 2008 was .275. Three full time teachers, including the principal, operated three composite classes: Prep/1, Year 2/3 and Years 4/5/6. Three part-time staff provided programs in additional assistance, art, LOTE (Italian) and Health and Physical Education and a specialist music teacher delivered a quality music program to all classes. Individual tuition was also available in keyboard, piano and guitar.

A visiting MARC van teacher provided a weekly library lesson and resources for students and staff. The school’s dedicated staff members demonstrate a high commitment to professional development. In the past two years graduate teachers have been appointed, adding youth to our experienced profile.

There is no incidence of LBOTE (Language background Other than English) in the school and the majority of children come from a traditional family background.

Parents are represented in a number of occupations including education, health care, the army, business and trades and self employment. A number of parents also dedicate their time to study or home duties. The SFO index for ACPS in 2008 is .2979. Strong community involvement is a feature of the school in the classrooms, at social activities, in the membership of committees, in facilities and fundraising activities.

The purpose of ACPS is to provide a quality education that engages, challenges, motivates and inspires students to pursue lifelong learning, and empowers them to become valued members of society.

The following values were seen as fundamental to our school and all members of our school community:
- Respect for each other and for our environment
- Integrity in what we do
- Responsibility for ourselves and all of our actions
- Life Long Learning - to continue to develop our awareness, our knowledge, our attitudes and our values.

We believe that these values support our school vision:
“The pursuit of excellence, life long learning and a sense of self worth enabling responsible citizenship in society.”

During 2008 the school conducted a successful Negotiated Review. During this process the review panel identified improved literacy and numeracy through enhanced use of ICT as its student learning goal. Improved student attendance and transition opportunities were also identified as areas of development.

Student enrolments –

Student enrolments continued to grow in 2008 and indications are that this will continue with a predicted enrolment of 77 in 2011. Many younger siblings will join older brothers and sisters in the next few years ensuring that the upward trend of enrolments continues.
Parent Satisfaction –
Parent satisfaction with the school was extremely high maintaining the standards of previous years.

Commonwealth Requirements

- **Teacher Satisfaction** - The average score for teacher satisfaction (morale) at this school was 94 on a scale from 0 to 100 where 100 is the best possible score.

- **Teacher Absence** - Please note that data related to Teacher Absence has not yet been forwarded to schools but will be added to this report online. It is expected to be available prior to the end of June.

- **Teacher Retention** - Of the 6 teaching staff at Arthurs Creek Primary School at June 2007 5 or 84% were still at the school at June 2008. This figure across all Government schools was 87%.

- **Teacher participation in professional learning** –

Once again staff participation in professional development was excellent, with an average in excess of 80 hours pa being undertaken. Programs undertaken included: Five day OHS Training, Undertaking School Review, Professional Learning for Literacy Leaders, Foundation Literacy Learning for Graduate teachers, Maths workshops with Rob Vingoerhoets and Michael Ymer, Restorative Justice, Assessment and reporting, Moderation, CPR, VIT graduate programs and participation at Nillumbik Numeracy Network and North East Small School Teachers network.
Teacher Qualifications – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal’s Report

The year 2008 was one of great significance for Arthurs Creek Primary School. The school undertook its Negotiated Review during the second semester. The Negotiated Review panel acknowledged the strong level of achievement at ACPS and recognized the importance of high expectations supported by teachers, parents and students. It reiterated the need for the school to continue its best practice whilst at the same time expanding its use of ICT across the school to continue improvement in all three areas: student learning, student wellbeing and student pathways and transition. The panel highlighted the need for development in this area to be planned, continuous, achievable and school wide. A steady, well organised approach was seen as the optimum process for the school.

Valuable excursions were undertaken to Donneybrook Cheese Factory, the National Gallery of Victoria, CERES, Meet the Author Day, the Belmore Special School and the Araluen concert. The camp to Paynesville was a highlight as was the junior school sleepover.

We had a visiting workshop from Chinese artist Wu Guo Wei and Anna Glynn and a magnificent presentation from Mt Everest conqueror and ex student Mark Squirrel. Other events of note were the Indian Day, Premier’s Reading Challenge, rugby and football clinics, basketball and soccer lightning premierships, our presentation of Happy Feet, our mid year concert and of course Autism Day.

The installation of interactive whiteboards in three classrooms was welcomed with enthusiasm by the whole community. They were seen as an authentic tool to further develop student engagement and learning outcomes.

Obvious physical changes were evident around the school. The gardens were enhanced by the provision of a fairy garden, outdoor learning area, a reconciliation garden and an outdoor brainasium, the project of the school student’s leadership group. Upgrades to both of our larger portables occurred and thanks to the efforts of staff and students, the interruption to class time was kept to a minimum. An electrical upgrade was also undertaken. This was desperately needed as the school regularly lost power, impacting on the delivery of programs. However, our patience was tried at times. Undoubtedly the most popular addition to the school was the new playground equipment. Even after the initial excitement interest has not waned and the equipment is in constant use.

The new playground was made possible using funds from our successful wine and cheese nights organised by our dedicated parent group. The rubber soft fall and interactive whiteboards were a result of a successful submission to the Investing in Schools program (Federal Government).

Student health was another area of focus during the year. The school was successful in gaining a $6,000 Go For Your Life grant from the state government. This grant was used to purchase reversible netball and basketball posts, football and basketball tops and a range of physical education equipment. Our focus on healthy eating saw us continue our partnership with the Kids and Fruit program and enter into a new partnership for our healthy lunch order process.

Our commitment to the environment continued led by the push for the school to become carbon neutral. School wide reading and viewing programs were undertaken to help inform the community of the need for urgent action for our environment. The committee met on occasion and a number of school based activities were undertaken by students to assist the committee in its cause. This journey has just begun and will continue in 2009.

Our little apple orchard was planted and our vegetables continued to flourish until the end of the year. The school joined the SWEP(School Water Efficiency) program thus reducing its flow of water through the taps. Thanks to the community Water program a water tank was installed to supply water to the toilets. The weekly ‘Rubbish Free Lunch Day’ has borne fruit and many children present to school with rubbish free lunches on a daily basis. It is wonderful to see this habit develop.
Student Leadership was once again a highlight. The quality of work undertaken by the students in this area was outstanding and once again our leaders have set a high benchmark for those following. ACPS will continue to flourish as long as students continue to live the values of the school with passion and dedication.

**Student Progress & Achievements**

**Student Learning**

*The recommended word length for this section is approximately 400 words.*

Once again a strong level of achievement was evident across the school in the area of student learning. A combination of a culture of high expectation, teacher efficacy and dedication, and student motivation and responsibility for learning has helped to achieve this result. Teaching staff continued to use multiple sources of feedback to inform their teaching and to establish the areas of focus in curriculum delivery.

A rigorous, whole school assessment program helped teachers to direct their programs to address the individual needs of students, accelerating some whilst providing additional assistance for others. As a result an increase of students achieving above the C level was noted.

**Percentage of students achieving at or above the National Minimum Standards**

One hundred per cent of students achieved at or above the National Minimum standard in the Years 3 and 5 NAPLAN tests as is evident from the graph below. The school mean was above the state in all areas with strongest results being noted in Year 3 and 5 Reading and Numeracy. The school mean as a percentile against the School Family Occupation percentile range recorded from the 90th to 100 percentile in Years 3 and 5 Reading and Numeracy and year 5 Writing. It recorded at the 85th percentile for Year 3 Writing.

![Graph of Percentage of students achieving at or above the National Minimum Standard](image)

**Assessment of Reading – Prep – Year 2.**

Prep – 2 Benchmarks: One hundred per cent achievement was recorded in all areas except Prep Levels 1 and 5 and Year 1, Level 15, where nevertheless, a result above 90% was noted. State means were exceeded in all but Prep Level 1.

**Teacher assessment against VELS.**

When considering the combined result from Year Prep to 6 the school was able to maintain its strong results. However, there was a very minor downturn in Numeracy.

In Reading the trend in students achieving above the expected level remained constant from the previous year level in all years except Year 2 and 4. In Writing all students were recorded as achieving at or above the expected level. An increase was noted in the number of students achieving beyond a C in Years 2 and 6.
Improved results were evident in Speaking and Listening and this could be a result of more rigorous moderation across the school in this area. A significant difference was noted in students being awarded Bs.

In Numeracy a small percentage of students were judged to be achieving below the expected level in Years 1 and 4. However, some improvement was noted in the Year 4 trend line with a stronger result being noted in students achieving above the expected level.

Continued additional assistance will be offered to students encountering difficulty in an attempt to reduce the gap between themselves and their classmates. Individual learning plans will continue to be prepared to cater for the needs of these students. Additional assistance is also offered in the areas of reading and spelling. An effective school/home partnership is developed through the discussion of individual learning plans which maximises the benefits of the program.
Student Engagement and Wellbeing

Average number of absent days per student –
A pleasing trend has been established in average days absent. Since 2006 the downward trend has been evident with a fall from 14.4 days per student falling to 10.9 days per student by 2008.

A steady campaign was run by the school during the term of the past strategic plan to reduce absenteeism at the school. Number of days absent have been posted on student reports, articles in the newsletter have explained the impact of absenteeism on student outcomes and personal approaches have been made to families whose children record a high level of absence. However, there is still room for improvement with prolonged family holidays continuing to impact on attendance.

![Average number of absent days per student](image)

Students' school connectedness

Students’ school connectedness is an obvious strength at Arthurs Creek Primary school. Pleasingly, the school was able to maintain the strong response recorded in 2007 and improve slightly from 2006. The response is indicative of a high level of student satisfaction with the school and we believe reflects the strong sense of student ownership that has been developed during past years.

The male response was slightly higher than that of the females, whilst the Year 5 response was just in excess of that of Year 6 students.

Students at ACPS are included in decision making. They are involved in areas of classroom planning and are given responsibility in many areas of school organisation. They are trained in these processes from an early age and aspire to participate in an authentic manner.

Student-led committees ensure that opportunities can be extended to students that allow them to grow, and develop ideas that they believe are relevant to their school. They develop a strong sense of ownership and pride and this culture is readily passed from the older to the younger students.

The opportunities provided cater for divergent interests and see students leading in areas of safety, animal and garden management. An annual school leadership project was established once again in 2008. An outdoor ‘Brainasium’ was mooted, then erected to cater for students who like to exercise their brains as well as their bodies. This project saw the students planning, funding and building outdoor chess, snakes and ladders and checkers board games that are accessible to all children. Accountability measures were built into this project including budgeting, reporting, promoting, planning and designing.
Student confidence in learning also recorded a strong response as did connectedness to peers.

Pleasingly there was also a most positive response to student well being and safety which was common to both genders and year levels.

An area of improvement however, is student motivation. Whilst a strong response was recorded by Year 5 students those in Year 6 responded in a less enthusiastic manner. There was a distinct difference between males and females with the male response being the lower of the two. It will be important to discuss the reasons behind this response and to address the concerns raised by students. However, it needs to be noted that the small number of students taking the survey significantly skews percentile data and reduces its significance.
Student Pathways and Transitions

The recommended word length for this section is approximately 400 words.

Students exiting from year 6 in 2008 went to a variety of state and private schools. Three students moved on to Diamond Valley College, one to Montmorency and another to Wallan Secondary. Concorde was the chosen placement for a student who attended ACPS under the Disability and Impairment program, whilst two students went to Loyola College and Eltham College.

All past students have been in contact with ACPS and have expressed satisfaction with their secondary placements. They have attended school camps and settled into their new life with confidence. The only negative comments received were related to the lack of physical activity during lunch breaks at secondary college. The frustration with this state of affairs is evident. The students report reduced levels of fitness and boredom as unwelcome side effects. These issues will be raised with our secondary colleagues when the opportunity arises.

Each year the school holds a Family Night early in term 1. This is seen as an ideal way to welcome new families and to connect with our exited families from the previous year. It is a valuable tool for gauging the level of satisfaction with secondary transition.

In November and December 2008 a rigorous transition program was run for students commencing Prep in 2009. Parents indicated that the program addressed both the needs of their children and also their own. For the first time, a system of ‘parent buddies’ was introduced in 2008 and this was seen as a most positive inclusion to our induction program. New parents have assimilated readily into the community and there were no evident problems with the induction of the new students.

As usual the student ‘buddy’ system was implemented to address the needs of the new Prep students.

Parent response to transition recorded high satisfaction with the processes implemented. The response in 2008 did however, drop slightly from the previous year, but was above that of 2006.

Transition processes from class to class were undertaken in November and December. Students were placed in their classes for the next year and undertook a series of activities aimed at reducing their stress levels. In most cases students are eager and ready to take the next step in their education. A high level of stress was reported amongst the Year 3 students of 2008 who expressed some fear of moving into the ‘big room’. However, their fears were misplaced and all left the room at the end of their first day in a happy state of mind. This high level of trepidation has not been evident in previous years. The issue will be discussed with the Year 4 students to identify a cause and to hopefully eradicate it in the future.
Future Directions

In 2009 Arthurs Creek Primary School will embark on its new school Strategic Plan which aims to achieve continuous student improvement in an embedded culture of high achievement, through increased use of ICT.

In the area of student wellbeing it aims to develop resilient, engaged students capable of making informed, productive decisions in a rapidly changing world.

The school also aims to maximize transition opportunities through quality transition programs and through the use of ICT resources.

Among the targets for 2009 will be:

- A 5% increase in student achievement above the expected level recorded in NAP tests.
- 2% increase in student performance above the expected level against teacher judgement in literacy and numeracy.
- 8% increase in the ‘strong’ category of teacher effectiveness in the use of ICT reflected in the ePotential survey.
- 80% of students identified ‘at risk’ to achieve at least twelve months progress per year against teacher assessment.
- Maintenance of improved student attendance.
- Student engagement in the Parent Opinion survey to record near the 90th percentile.
- Parent response to transition to be at the 95th percentile during the period of the plan.

The implementation of E5 will be an important focus for teaching staff and will be used to assist in the achievement of student learning targets listed above.

Teacher efficacy in the use of ICT to further develop student outcomes in numeracy and literacy will be achieved through the attendance at quality professional development and through ongoing partnership with the Ultranet coach. Teachers will use the school eLearning Plan for 2009 to drive their development and will measure their achievement through further implementation of the eLearning survey.

Whole school adoption of the Restorative Justice Program will be fundamental to student wellbeing and issues related to Cyber safety will also be given priority. Students and parents will be introduced to the Super Clubs and this will be used as a forum to instruct students in the safe and respectful use of social networking and technology.

A Smart School Attendance program will be used to help parents understand the importance of regular school attendance and hopefully go a long way in encouraging them to plan extended holidays during the vacation period.

At the end of 2008 Arthurs Creek Primary School was invited to submit a proposal to Building Futures, Phase 3.

The opportunities offered by the prospect of new school buildings are enormous and the school community has galvanised behind the project. The school is also hopeful of being able to access Building the Education revolution funding to further enhance the school’s learning environment.
Financial Performance and Position

During 2008 the finances at Arthurs Creek Primary school were managed effectively. Funds raised were adequate to cater for all planned programs.

Due to the strong response to the voluntary contribution, School Council decided not to increase the voluntary contribution. Funds raised in this manner were used to provide essential supplies, sporting affiliations, classroom materials, subsidies for camps and excursions, student insurance, grounds projects and to support the school’s music program.

In 2008 the school introduced payment via internet and this form of payment is gradually being accepted by the community. Term invoices were also introduced to reduce the workload of office staff and teachers and this has facilitated the collection and payment of funds.

Once again the school was in receipt of a series of commonwealth and state grants. The school’s electrical upgrade, installation of water tanks and refurbishment to portable classrooms was completed without additional cost to the school. Interactive whiteboards and rubber softfall were installed as part of the Investing in Schools Program. An indigenous garden was also planted thanks to funds supplied by Nillumbik Shire.

New playground equipment was installed thanks to funds raised at the annual Wine and Cheese Night in 2007. Funds raised in 2008 (more than $15,000) were ear marked for refurbishment to the school oval. However, due to the impending drought and water restrictions the project was put on hold until conditions improve. The money raised has been invested for the future.

During the school’s Negotiated review in August plans were made to replace the school’s bank of computers within the next two years. However, it was recommended that newer technology be looked at rather than investing in desktop computers. School Council will consider this in its planning in 2009.

Unspent funds from the electrical upgrade were transferred to the school. However, once ACPS was invited to apply for Phase 3, Building Futures, school council was advised to use funds for emergencies only rather than to move forward on its PRMS priorities.
## Financial Performance – Operating Statement Summary for the year ending 31st December, 2008

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2008 Actual</th>
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</thead>
<tbody>
<tr>
<td>DE&amp;T Grants</td>
<td>$130,321</td>
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<td>Commonwealth Government Grants</td>
<td>$ 26,171</td>
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<td>State Government Grants</td>
<td>$  7,700</td>
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<td>Other</td>
<td>$ 11,146</td>
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<tr>
<td>Locally Raised Funds</td>
<td>$ 49,552</td>
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<td><strong>Total Operating Revenue</strong></td>
<td><strong>$224,890</strong></td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>$ 32,879</td>
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<tr>
<td>Bank Charges</td>
<td>$  670</td>
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<td>Consumables</td>
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<td>Books and Publications</td>
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<td>Communication Costs</td>
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<td>Furniture and Equipment</td>
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<td>Utilities</td>
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<td>Property Services</td>
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<td>Administration</td>
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<td>Health and Personal Development</td>
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<td>Professional Development</td>
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<td>Trading and Fundraising</td>
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<td>Support/Service</td>
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<td>Miscellaneous</td>
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<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$200,423</strong></td>
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**Net Operating Surplus/-Deficit** $ 24,466

**Capital Expenditure** $ 49,840

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.
## Financial Position as at 31st December, 2008

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2008 Actual</th>
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<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$ 77,111</td>
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<td>Official Account</td>
<td>$ 10</td>
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<td><strong>Total Funds Available</strong></td>
<td><strong>$ 77,121</strong></td>
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<table>
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<tr>
<th>Financial Commitments</th>
<th>2008 Actual</th>
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<tbody>
<tr>
<td>School Operating Reserve</td>
<td>$ 31,386</td>
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<tr>
<td>Assets or Equipment Replacement &lt; 12 months</td>
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<td>Revenue Receipted in Advance</td>
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<td>Building/Grounds including SMS &lt; 12 months</td>
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<td>Region /Clusters Funds/School Based Programs &lt; 12 months</td>
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<td>Building/Grounds including SMS &gt; 12 months</td>
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<td><strong>Total Financial Commitments</strong></td>
<td><strong>$ 77,121</strong></td>
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School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>900 Arthurs Creek Rd, Arthurs Creek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Carol Cardile</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Peter Apterd</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9714 8204</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:arthurs.creek.ps@edumail.vic.gov.au">arthurs.creek.ps@edumail.vic.gov.au</a></td>
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<tr>
<td>Web site:</td>
<td><a href="http://www.acps.vic.edu.au">www.acps.vic.edu.au</a></td>
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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Principal Carol Cardile.

The Annual report was endorsed by School Council as minuted at its meeting on Monday 30th March 2009.