



Department of Education and  
Early Childhood Development

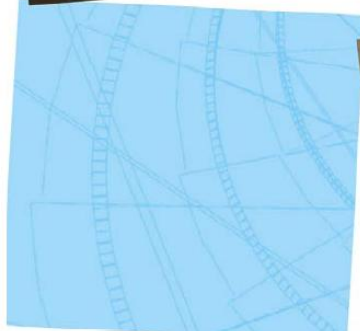
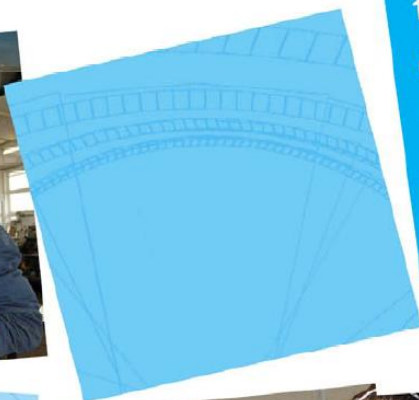
# 2009 Annual Report to the School Community

Crib Point Primary School

School Number: 3080

Perseverance Primary School

School Number 3261



## Crib Point Primary School

Respect, Honesty, Responsibility, Confidence, Doing our Best:

Crib Point Primary provides an anchor for the future while developing the individual in an environment that focuses on achievement by empowering and encouraging students to be cooperative, independent lifelong learners. The school provides an environment where students take responsibility for their own learning, show initiative, value an inquiring mind and celebrate success. A challenging and comprehensive curriculum built around a solid literacy - numeracy focus is offered that stimulates students to do their best. We value effort, endeavour and we pursue excellence. The curriculum is supported by highly skilled staff including a chaplain and Defence force aide. The School is located in a small town in a semi-rural area close to the shores of Western Port. Architectural designed buildings include classrooms equipped with up to date technology, a gymnasium, music, arts/technology area and a library which support a music, PE and art program. The school is situated in a large natural bush setting of 4.5 hectares, which includes two large asphalt areas, two playgrounds, a courtyard, fitness track and sustainability focused outdoor learning area. HMAS Cerberus is located within the Crib Point environs and has close links with the school.

In 2009 the school had 10.4 equivalent full time teaching staff which covered three specialist areas and nine classrooms. We had one Principal, three classroom support staff and two administrative staff.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Crib Point Primary School in 2008 was performing lower than predicted given the student cohort in VELS teacher judgements in Literacy and Numeracy. 2009 has seen a continued gradual rise in student performance in reading and writing P-6 and numeracy 4-6.</p> <p>Year 3 students NAPLAN results indicate Crib Point students performed similar to other students based on intake adjusted characteristics in both Literacy and Numeracy. Year 5 NAPLAN results in Literacy are lower, however pleasingly the Numeracy results are similar to students in other schools after accounting for background characteristics known to make a difference to students' results. The school will maintain support to student learning through small class sizes, individual learning plans and a differentiated curriculum developed to cater for children at their point of need. Early identification and intervention for students considered at risk will continue to result in participation in programs which target children's strengths and areas of need including Smartwords© spelling through the explicit teaching of phonics, dedicated daily reading, writing and numeracy sessions, PMP, music, physical education, art and ICT.</p>	<p>Student wellbeing and engagement are a whole school priority which is reflected in high levels of attendance and positive results in the Student Attitudes to School Survey. Policy and practice are informed by the collection and analysis of data, weekly wellbeing committee meetings and input from the Chaplain, Defence Force Aide and other key staff.</p> <p>Embedded within the school culture is the "You Can Do It Program" which complements the school values - (Respect, Honesty, Responsibility, Confidence, Doing Your Best), Circle Time and classroom conferences utilising Restorative Practices, It's Not OK to Be Away – attendance strategies and a Shared Responsibility© approach to bullying. Student engagement is influenced by the relationships formed with their peers and teachers. These relationships are strengthened through participation in extra curricula activities supplied by the school such as Active After School Programs, Athletics, Super Clubs plus, camps and excursions. Class access to Interactive Whiteboards, computers, audio visual equipment and Sustainability education via the construction of an outdoor covered learning area further enhance student engagement.</p>	<p>Transition at Crib Point Primary focuses on generating positive links with our feeder Pre Schools, local navy base and district secondary schools. It also acknowledges the transitions that take place when children move through year levels. The Prep Transition Program offers frequent opportunities 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, specialist subjects and school routine. The Prep orientation night for parents is another essential component as it allows the school to outline expectations and the parents' time to ask questions. 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 a crucial element in ensuring smooth transition. We take great care in ensuring this is built into our transition process.</p>

For more detailed information regarding our school please visit our website at  
[www.cpps.vic.edu.au](http://www.cpps.vic.edu.au)  
 or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

# Government School Performance Summary 2009



## Crib Point Primary School

### How this school compares to all Victorian government schools

#### Key:

Range of results for the middle 60% of Victorian government schools:

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

Results achieved by students at this school compared to students at other Victorian government schools.

### School Comparison

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



### School Profile

- 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.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

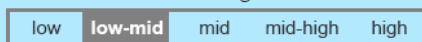


- Overall socio-economic profile



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

- Proportion of students with English as a second language



- 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)).

- 197 students (97 female, 100 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)

## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



### Student Learning

#### 3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

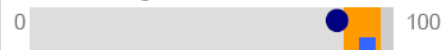
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

#### Results: English and Mathematics 2008



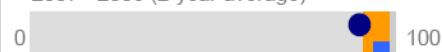
#### Results: English and Mathematics 2007 - 2008 (2-year average)



#### Results: All other subjects 2008



#### Results: All other subjects 2007 - 2008 (2-year average)



### School Comparison



#### 4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

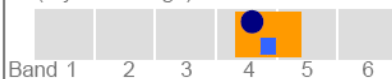
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading 2009



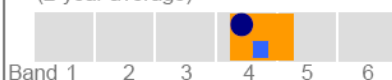
#### Results: Reading 2008 - 2009 (2-year average)



#### Results: Numeracy 2009



#### Results: Numeracy 2008-2009 (2-year average)



#### 5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

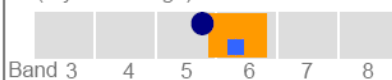
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading 2009



#### Results: Reading 2008 - 2009 (2-year average)



#### Results: Numeracy 2009



#### Results: Numeracy 2008-2009 (2-year average)





## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



### Student Engagement and Wellbeing

#### 6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

### Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	93%	94%	96%	93%	94%	95%

### School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

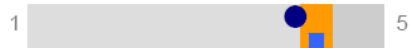
#### 7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

# Financial Performance and Position

Crib Point Primary School

School Number: 3080

## Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$136,201
Commonwealth Government Grants	\$130,920
State Government Grants	\$750
Other	\$37,345
Locally Raised Funds	\$85,368
<b>Total Operating Revenue</b>	<b>\$390,584</b>

### Expenditure

Salaries and Allowances	\$36,777
Bank Charges	\$511
Consumables	\$22,292
Books and Publications	\$2,995
Communication Costs	\$5,216
Furniture and Equipment	\$34,398
Utilities	\$13,186
Property Services	\$77,284
Travel and Subsistence	\$
Motor Vehicle Expenses	\$
Administration	\$7,003
Health and Personal Development	\$97
Professional Development	\$5,723
Trading and Fundraising	\$22,338
Support/Service	\$71,132
Miscellaneous	\$41,561
<b>Total Operating Expenditure</b>	<b>\$340,513</b>

**Net Operating Surplus/-Deficit** **\$50,071**

**Capital Expenditure** **\$78,567**

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, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$8,608
Official Account	-\$184
Other Bank Accounts( listed individually)	
Co Operative Account	\$452
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
<b>Total Funds Available</b>	<b>\$8,876</b>

## Financial Commitments

	2009 Actual
School Operating Reserve	\$1,950
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$
School based programs	\$6,926
Region/Network/Cluster Funds	\$
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
<b>Total Financial Commitments</b>	<b>\$8,876</b>

## Financial performance and position commentary

\$10,000 transferred from Student Resource Package in April 2009 not included in Departmental Grants line. School Based Programs - swimming program 2009.

## Perseverance Primary School

Perseverance Primary is a single rural multi-aged class on French Island, in Western Port. The school has one classroom, a new art room, a covered playground, chicken coop, vegetable garden and a hot house. 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 generated power and rainwater in keeping with the rest of the dwellings on the island. In 2010 the school anticipates replacing diesel power with solar. This project dovetails beautifully with the schools commitment to promote sustainable pro green habits and practices in the children which are reflected in their homes. These virtues are further supported under the guidance of the teacher with the children involved in looking after the chickens, helping to maintain the garden and learning about local producers such as a visit to the bee keeper or eco-farm. Perseverance Primary School and Crib Point Primary School operate in a hub/annexe arrangement which is overseen by the Principal of Crib Point PS. The children currently attend Crib Point PS on a Friday to access a wider range of resources whilst socialising with a larger group of children.

Perseverance Primary school has one full time teacher, the Principal oversees Perseverance Primary School as a hub annex of Crib Point Primary school.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
Perseverance Primary School is performing at a similar level in the area of Student Learning. Due to the small number of pupils attending the school, 'School Comparison' data is not available as it has the potential to identify individual students. Individual learning plans and a differentiated curriculum are developed by the teacher to cater for children at their point of need within this multi-aged classroom. Environmental sustainability education is a focus underpinned by a strong emphasis on literacy and numeracy. The Arts are highly valued and supported through the recent acquisition of a new classroom which is used for art and is also available as a community meeting space. The children currently attend Crib Point Primary School once a week to access a broader range of resources and enhance their educational experiences through mixing with a larger and more diverse range of students.	Perseverance Primary is a small school that that has a family feel, it is strongly supported by the French Island community and this is reflected in positive outcomes in the Student engagement and wellbeing survey and the parent opinion survey. Student engagement is influenced by the relationships formed with their peers and the teachers both at Perseverance Primary School and at Crib Point Primary School; therefore emphasis is placed on ensuring the children have the opportunity to participate in special events and extra curricula activities hosted at both campuses. Regular communication between both schools is an essential component in ensuring the children are connected to their education. Access to computers, the internet and audio visual equipment further engage the students.	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.

For more detailed information regarding our school please visit our website at  
<http://www.perseveranceps.vic.edu.au/>  
 or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

# Government School Performance Summary 2009



## Perseverance Primary School

### How this school compares to all Victorian government schools

#### Key:

Range of results for the middle 60% of Victorian government schools:

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

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

### Student Outcomes

Results achieved by students at this school compared to students at other Victorian government schools.

### School Comparison

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

#### 1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



#### 2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



### School Profile

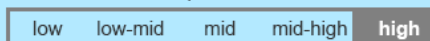
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

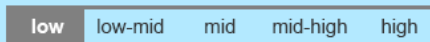


- Overall socio-economic profile



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

- Proportion of students with English as a second language



- 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)).


- 5 students (5 female, 0 male) were enrolled at this school in 2009.

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)



## How this school compares to all Victorian government schools

### Key:

Range of results for the middle 60% of Victorian government schools: 

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

### Student Learning

#### 3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

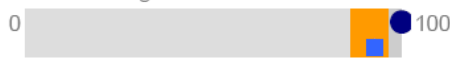
- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

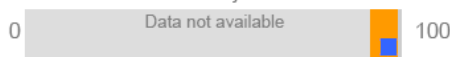
#### Results: English and Mathematics 2008



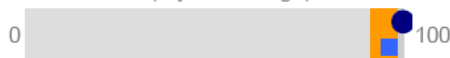
#### Results: English and Mathematics 2007 - 2008 (2-year average)



#### Results: All other subjects 2008



#### Results: All other subjects 2007 - 2008 (2-year average)



### School Comparison



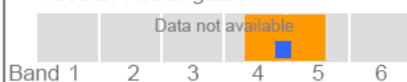
#### 4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

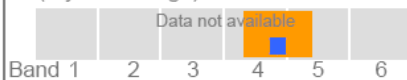
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

#### Results: Reading 2009



#### Results: Reading 2008 - 2009 (2-year average)



#### Results: Numeracy 2009



#### Results: Numeracy 2008-2009 (2-year average)



#### 5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

#### Results: Reading 2009



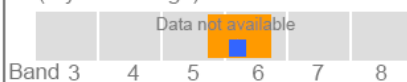
#### Results: Reading 2008 - 2009 (2-year average)



#### Results: Numeracy 2009



#### Results: Numeracy 2008-2009 (2-year average)



## Perseverance Primary School

### How this school compares to all Victorian government schools

#### Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school:

Median of all Victorian government schools:

### Student Engagement and Wellbeing

#### 6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

#### Results: 2008



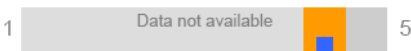
#### Results: 2005 - 2008 (4-year average)



Average 2008 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	0%	100%	0%	90%	99%	99%

#### Results: 2009



#### Results: 2006 - 2009 (4-year average)



### School Comparison



#### 7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



# Financial Performance and Position

Perseverance Primary School

School Number: 3261

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009		Financial Position as at 31st December, 2009	
Revenue	2009 Actual	Funds Available	2009 Actual
Departmental Grants	\$27,401	High Yield Investment Account	\$12,405
Commonwealth Government Grants	\$45,000	Official Account	\$64
State Government Grants	\$3,273	Other Bank Accounts( listed individually)	
Other	\$964	Co Operative Account	
Locally Raised Funds	\$2,554	(insert)	
<b>Total Operating Revenue</b>	<b>\$79,192</b>	(insert)	
		(insert)	
		(insert)	
		(insert)	
		(insert)	
		<b>Total Funds Available</b>	<b>\$12,469</b>
<b>Expenditure</b>		<b>Financial Commitments</b>	<b>2009 Actual</b>
Salaries and Allowances	\$2,150	School Operating Reserve	\$10,000
Bank Charges	\$140	Assets or Equipment Replacement <12 months	\$
Consumables	\$2,074	Capital – Building/Grounds including SMS < 12 months	\$2,469
Books and Publications			\$
Communication Costs	\$1,304	Maintenance – Building/Grounds including SMS < 12 months	\$
Furniture and Equipment	\$2,825		\$
Utilities	\$186	Beneficiary/Memorial Accounts	\$
Property Services	\$61,142	Co-operative Bank Account	\$
Travel and Subsistence	\$4,673	Revenue Receipted in Advance	\$
Motor Vehicle Expenses	\$1,697	School based programs	\$
Administration	\$665	Region/Network/Cluster Funds	\$
Health and Personal Development		Provision Accounts	\$
Professional Development	\$940	Repayable to DEECD	\$
Trading and Fundraising	\$196	Other Recurrent Expenditure (Accounts Payable)	\$
Support/Service		Assets or Equipment Replacement > 12 months	\$
Miscellaneous	\$6,211	Capital – Building/Grounds including SMS > 12 months	\$
<b>Total Operating Expenditure</b>	<b>\$84,203</b>	Maintenance - Building/Grounds including SMS > 12 months	\$
		<b>Total Financial Commitments</b>	<b>\$12,469</b>
<b>Net Operating Surplus/-Deficit</b>	<b>-\$5,011</b>		
<b>Capital Expenditure</b>	<b>\$</b>		

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

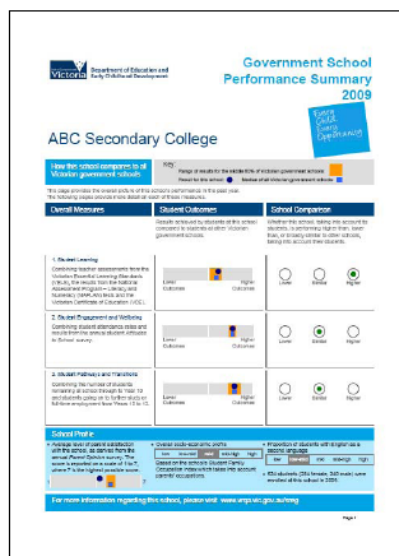
## Financial performance and position commentary

# How to read the Government School Performance Summary 2009

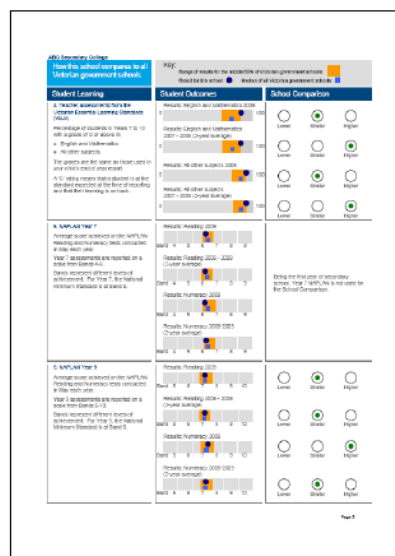
The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

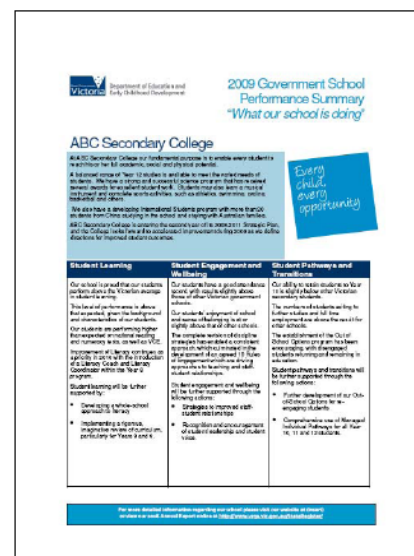
By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.



The **front page** summarises your school's performance



The **second** and **third pages** provide a detailed breakdown of each of the result areas.



The **fourth page** outlines what your school is doing to improve its results.

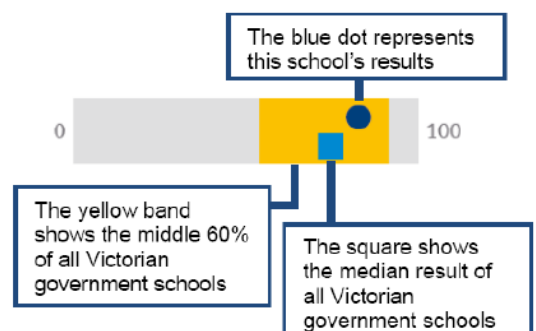
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 Government School 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 Government School 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 new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

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

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

More information on school comparison performance measures can be found at:

[www.education.vic.gov.au/aboutschool/](http://www.education.vic.gov.au/aboutschool/)

## School Comparison



Lower



Similar



Higher

## 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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

