School Overview

Purpose
To provide programs, plans and policies that lead to our students becoming literate, numerate, inquisitive, confident, empathetic and resilient.

Values
The SCARF values underpin the way in which all sectors of our school community interact:

Support
Assisting each member of the school community in the pursuit of personal excellence in alignment with school values, purpose and expectations.

Co-operation
Working together to achieve the goals and uphold the expectations of the school and school community.

Acceptance
Being inclusive in all actions and decision making. Acknowledging and celebrating that differences help to create a unique and diverse school culture.

Respect & Responsibility
Having respect for oneself and others; personal, school and community property; the environment and the values, purpose and expectations of the school community. Being accountable for individual and collective decisions and actions.

Friendliness & Fun
Displaying fairness, honesty, kindness, courtesy and openness. Approaching situations with flexibility. Being prepared to see our school as a place that goes beyond the academic and that considers the ‘whole’ person vital in developing productive relationships. To keep a sense of humour and cultivate a sense of fun across all that is done.

Strategic Plan 2008-2011

Student Learning Goal:
To improve student learning in mathematics and writing in grades P-6.

Student Engagement & Wellbeing Goal
To improve student relationships with a specific focus on improving student safety and student behaviour.

Pathways & Transitions Goal:
To enhance student transition to, through and from school.

In 2008 Paynesville Primary School started the year with an enrolment of 226 and ended the year with an enrolment of 239. The total new enrolments (including preps) was 53. By the end of the year there were 67 students (including 44 grade 6s) who had exited the school. Enrolment projections for the 2009 and 2010 indicate a slump, which is evident across many of the local child care services.

Parents’ satisfaction with this school (average score on scale of 1 to 7, where 7 is best possible score)

Parent Satisfaction remains high with a school mean result of 5.81 out of a possible score of 7. Forty four families were invited to participate in the survey with a response rate of just over 56%. We will need to encourage greater participation in future surveys to ensure a more thorough result.
Commonwealth Requirements

- **Teacher Satisfaction** – The average score for teacher satisfaction (morale) at this school was 77.7 on a scale from 0 to 100 where 100 is the best possible score.

- **Teacher Absence** – Centralised data is unavailable at the time of printing this document.

- **Teacher Retention** – Of the teaching staff at Paynesville Primary School at June 2007 (including those on leave without pay), 94% were still at the school at June 2008. This figure across all Government schools was 84%.

- **Teacher participation in professional learning**
  All teaching staff have participated in extensive professional learning throughout the year. The majority of the professional learning undertaken has been within our learning community and has had a whole school focus.


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Principal's Report

2008 has been an exciting and challenging journey for Paynesville primary School. Fewer students and one less classroom started the year that was to mark ten years at the new school site, new buildings and the amazing opportunity of being accepted into the Stephanie Alexander Kitchen Garden Project for 2009.

The tradition of offering students a wide range of extra curricula activities continued with dwarves invading Buchan, trips to the Melbourne Zoo, Coolamatong, Beechworth and Gelantipy camps as well as the many other activities that supported the intense focus on literacy development across the curriculum.

We welcomed Michael Doyle to our staff this year. Michael joined Jenny Crane and Angela Stringer in the 4/5 area. Suzi Roberts and Vicki Keys worked with our grade 6s; Mary Sowa, Liz Luby and Leona Ryan led our grade 2/3s and our Prep/1 students were in the hands of Lou Webb, Joy Hay-Smith and Meagan Whitbourne. Our specialist staff continued to offer amazing programs with amazing student results – Sue Morton in the art room and Ruth Curtis in the Phys. Ed. role. We are fortunate to have a support staff who are willing and able to share their skills and time to support our students: Kathy Wright, Judi Owen, Ross Freiberg, Gayle Pincott and our office manager, Lauren Aston. Debbie Hiskins provided support in the library while Sue Galpin, Judy McLaren and Wendy Evans managed our canteen.

We have been part of the East Gippsland Schools’ Network focus on explicit teaching and we continue to find the most effective ways of engaging students in all learning opportunities.

We value the support and assistance from our families and aim to continue to develop positive, open and constructive relationships in order to create the best learning environment for our students.

Debbie Nicholls
Principal
School Council President's Report

2008 has been a fantastic year. We can be proud of our students’ achievements, their personal growth and the opportunities with which they have been presented. Those of us who had the chance to assist in the classrooms are aware of the care and consideration our teachers put into planning for their students. Working with twenty five or so very individual beings, all with very different learning and social needs is a very complex and special job. We thank them for their efforts.

With the enthusiasm of our school community, we have been fortunate enough to receive grants which have enabled many structural improvements and additions to our school. These changes have marked our tenth anniversary at our new site. Tiddalik, the wonderfully cheerful frog sculpture has been a unique addition to the school. A new dressing room has been added to the hall, which will be most useful to develop the drama content of the academic year. The Science centre is almost complete. Acceptance into, the much sought after, Stephanie Alexander Kitchen Garden Program will see the vegetable garden extended, the Science centre fitted out and the beginning of a wonderful program teaching children about healthy eating and cooking using the food that they have grown. There are more projects underway with the installation of water tanks over the Christmas break and further plans to install solar panels in the near future. This will move our school into the evolving culture of managing climate change.

All these developments, together with the dedication of our school community go into making Paynesville Primary School a place where friendship and learning grow, I believe, allows our school to stand out as a wonderful place to send our children.

We thank the families and friends who have helped in the classrooms, attended working bees, helped on camps and excursions, provided materials and precious time to enable all this to come together. I would also like to thank the School council Members for all their contributions.

Sema Yilmaz
School Council President
Paynesville Primary School
2008 Annual Report to the School Community

Student Progress & Achievements

Student Learning

Paynesville Primary School continues to focus on value added learning for each child. This means it is expected that each student will show a year's growth in abilities and understanding based on his or her starting point. While this means that some students will be working above the expected Victorian essential Learning Standards (VELs) levels and some will be working below all students should be showing individual and appropriate growth in all areas of learning. (Students who have recognised learning difficulties will have agreed individual learning plans and the growth rate may be slower.) All assessments show that a significant number of our students achieved the appropriate level of value added growth throughout 2008.

The Department of Education has two forms of standardised assessment which collect data from all schools in the State. In 2008 100% of years 3 and 5 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN).

Results indicated that:

In year 3:
- In reading 83% of the students who participated are deemed to be achieving at or above the expected NAPLAN level with 53% achieving at or above band 5 of the NAP. The overall school mean (426.6) is greater than that of the state (415.8):
- In writing 100% of the students who participated are deemed to be achieving at or above the expected NAPLAN level with 48% at or above band 5 of the NAP. The overall school mean (427.8) is greater than that of the state (421.2):
- In maths 97% of participating students are deemed to be achieving at or above the expected NAPLAN level with 42% at or above band 5 of the NAP. The school mean of 407.0 is below the state mean of 416.1.

In year 5:
- In reading 93% of participating students were deemed to be achieving at or above the expected NAPLAN level with 17% achieving at band 7 or above. The school mean of 461.2 is below the state mean of 492.1.
- In writing 97% of participating students were deemed to be achieving at or above the expected NAPLAN level with 17% achieving at band 7 or above. The school mean of 472.1 is below the state mean of 496.0.
- In maths 90% of students are deemed to be achieving at or above the expected NAPLAN level with 3% achieving at band 7 or above. The school mean of 446.8 is below that of the state mean of 487.8.

Data collected in Assessment of Reading in grades Prep to 2 show:
- 82.9% of students in prep have reached the required benchmark (state – 81.3%);
- 87.5% of students in year 1 have reached the required benchmark (state -86.4%);
- 100% of students in year 2 have achieved the required benchmark (state-94.5%).

Teacher judgements against the Victorian essential Learning Standards (prep to 6 combined) indicates and increase in the number of students achieving above the expected levels in reading, writing, speaking and number. While there has been an increase in the number of students achieving above the expected levels in number the number of students working below the expected levels has increased slightly in both number and measurement, chance & data. Teacher judgement also indicates that a significant group of students in the senior school will require support throughout 2009.
Student Engagement and Wellbeing

Attitudes to School Survey
As part of the survey Year 5 and 6 students were asked to what extent they agreed with each of the five statements (I feel good about being a student at this school, I like school this year, I am happy to be at this school, I feel I belong at this school, I look forward to going to school) on a scale where 1=strongly disagree and 5=strongly agree. The responses to these questions are then calculated to provide a score relating to connectedness to school.

The data indicates a decrease in the mean response from 4.27 in 2007 to 4.15 in 2008. The results also indicate that overall girls have a greater connectedness to school than boys (a direct contrast to 2007 results) and that the grade 6 cohort is more connected than the grade 5.

Analysis of the data also reveals that the areas identified as being of concern after the 2007 survey has impacted positively on results, particularly with the grade 6 and female cohorts.

Areas requiring future focus include:
- Further investigation and development of programs and resources in regard to the grade 5 responses;
- Further developing programs and activities that lead to students being engaged in learning across all levels of the school;
- Investigate, develop and implement programs and policies leading to improvements in student safety.

While only students in years 5 & 6 participate in the official survey staff across the school have analysed the data and engagement is viewed as a whole school issue not just relating to students and staff in the middle years.

Attendance
The average student absence rate continued to climb in 2008 to 17 days per student. This is above the 2007 state benchmark of 13.4. (2008 state benchmark unavailable at the time of writing) Rates of absences have increased in all year level with significant increases in years 4, 5 and 6 while a number of these instances can be accounted for as extended family holidays we will again need to focus on working with families to ensure absence rates are reduced in 2009.
Student Pathways and Transitions

In line with our Strategic plan the following areas have been put into place:

- Weekly newsletter is still an excellent form of communication to all our families.
- Our school is now featuring regularly in the local newspaper
- Introduction of Grade 2 camp has assisted in the pathway for students as they move into the different phases of the camping program.
- The fortnightly newsletters from each Unit inform parents of student celebrations.
- Pathways between Units have been enhanced through the cumulative database which tracks student progress.

Feedback from staff, students and families indicate the following strategies have been most successful:

- Staff planning and presenting P.D. to peers highlighting the different ways of teaching and learning at various VELs levels
- Visits to Kinder and Secondary Colleges
- Schools as Hubs program has continued to provide a strengthening link between the preschool services and the early Years of School. This program has provided a launching point for other programs which are further links between the school and the community.

In order to further develop this area more effectively:

- More time and thought needs to be put into the most effective method of providing an individual learning plan for all students. Many of us very good at developing and following up for students at risk but not as effective for those who are in need of challenge. We also need to ensure that the ILP takes into account the whole child and not just the academic.
- We need to create more productive links with the local secondary school.

Future Directions

Student Learning 2009

- Collaboratively, develop a whole school curriculum policy which reflects school vision and values and:
  - identifies a shared whole school policy and approach to teaching and learning;
  - draws together the schools preferred teaching practices relating to PoLT, Thinking Curriculum, explicit teaching and early years practices
  - incorporates an agreed policy for student assessment including assessment for, of and as learning
- Implement assessment moderation across school teams, between similar level teaching teams from cluster schools, and between year 6 and 7 teachers.
- Review and evaluate current teaching and learning practices in maths. Begin development of whole school maths policy in line with point 1 above.
- Work in teams and as a staff to continue to deepen understanding of VELs and progression points.
- Implementation of peer coaching, mentoring and modelling as part of the staff PDR process.
- Explicit teaching strategies embedded in teacher practice. Consistent expectations across the school in this area. Students using common language with automatisation closer.
- Student outcomes considered an integral part of performance reviews.
- Student data indicates an increase in the number of students achieving above C in maths and writing (and other curriculum areas) when compared against VELs progression points.
- The elected staff consultative committee assisting in ensuring best practice applies to monitor, support and respond to concerns relating to goal congruency, cross school curriculum communication, and performance feedback.
Engagement & Wellbeing 2009

- Collaboratively designed Code of Conduct which is simple, effective and which incorporates the SCARF values.
- An effective process for highlighting the positives rather than focussing wholly on the inappropriate behaviours, at the same time creating positive links between the classroom teacher and family.
- Greater opportunities for interaction and input from families.
- A strong and effective anti-bullying program will be researched, devised and implemented. This would involve a close working relationship between staff, students and families. There will be clear and consistent understanding and implementation across the school and the program will be an integral component of the Code of Conduct.

Transitions & Pathways 2009

- Individual learning plans for all students which take into account academic, social and emotional needs.
- Greater link with the Secondary College with discussions to take place regarding a ‘head start’ type program for grade 6s.
- Students in at least 4-6 to have developed a digital portfolio to be used in discussion with parents and in communication with secondary Schools
- Establishment of the year 6-7 focus group to assist in 6-7 transition.
- Cumulative database will be fully operational;

Many of our year 6 students successfully participated in the Junior Rotary awards. They were very pleased with themselves.

Our grade 6 students trialled the convict life as part of a unit of study on Australia. They don’t look very happy!

One of the end of theme activities for the Prep/1 students was to celebrate by having a Cinderella Ball. The finery and dancing were a sight to see.

Our grade 2/3 students spend some time getting ready for the challenging activities at Camp Coolamatong. For many this was the first overnight school activity.
**Financial Performance and Position**

**Financial Performance – Operating Statement Summary**
for the year ending 31st December, 2008

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>DE&amp;T Grants</td>
<td>253,525</td>
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<tr>
<td>Commonwealth Government Grants</td>
<td>85,410</td>
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<td>State Government Grants</td>
<td>3,321</td>
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<tr>
<td>Other</td>
<td>18,047</td>
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<tr>
<td>Locally Raised Funds</td>
<td>144,920</td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>505,224</strong></td>
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**Expenditure**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>128,902</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>892</td>
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<tr>
<td>Consumables</td>
<td>39,885</td>
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<td>Books and Publications</td>
<td>1,904</td>
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<td>Communication Costs</td>
<td>7,378</td>
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<tr>
<td>Furniture and Equipment</td>
<td>24,945</td>
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<tr>
<td>Utilities</td>
<td>19,065</td>
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<tr>
<td>Property Services</td>
<td>121,917</td>
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<tr>
<td>Travel and Subsistence</td>
<td>0</td>
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<tr>
<td>Motor Vehicle Expenses</td>
<td>893</td>
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<td>Administration</td>
<td>11,067</td>
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<td>Health and Personal Development</td>
<td>507</td>
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<td>Professional Development</td>
<td>5,516</td>
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<td>Trading and Fundraising</td>
<td>30,865</td>
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<td>Support/Service</td>
<td>48,999</td>
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<td>Miscellaneous</td>
<td>87,061</td>
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<td><strong>Total Operating Expenditure</strong></td>
<td><strong>529,796</strong></td>
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**Net Operating Surplus/-Deficit**
-24,573

**Capital Expenditure**

1,724

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>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>53,113.24</td>
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<tr>
<td>Official Account</td>
<td>-336.04</td>
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<tr>
<td>Other Bank Accounts (listed individually)</td>
<td>(insert)</td>
</tr>
<tr>
<td>(insert)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>52,777.20</strong></td>
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</table>

**Financial Commitments**

2008 Actual

<table>
<thead>
<tr>
<th>Commitment</th>
<th>2008 Actual</th>
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</thead>
<tbody>
<tr>
<td>School Operating Reserve</td>
<td>10,00</td>
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<tr>
<td>Co-operative Bank Account</td>
<td></td>
</tr>
<tr>
<td>Assets or Equipment Replacement &lt; 12 months</td>
<td></td>
</tr>
<tr>
<td>Revenue Received in Advance</td>
<td>7,709.25</td>
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<tr>
<td>Building/Grounds including SMS &lt; 12 months</td>
<td>32,574.45</td>
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<tr>
<td>Region /Clusters Funds/School Based Programs &lt; 12 months</td>
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<tr>
<td>Provision Accounts &lt; 12 months</td>
<td>864.67</td>
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<tr>
<td>Repayable to DEECD</td>
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<tr>
<td>Other Recurrent Expenditure (Accounts Payable)</td>
<td>2,542.41</td>
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<tr>
<td>Assets or Equipment Replacement &gt; 12 months</td>
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</tr>
<tr>
<td>Building/Grounds including SMS &gt; 12 months</td>
<td></td>
</tr>
<tr>
<td>Region /Clusters Funds/School Based Programs &gt; 12 months</td>
<td></td>
</tr>
<tr>
<td>Provision Accounts &gt; 12 months</td>
<td></td>
</tr>
<tr>
<td>Co-operative loan &gt;12 months</td>
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</tr>
<tr>
<td>Beneficiary/Memorial Accounts</td>
<td></td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>43,690.78</strong></td>
</tr>
</tbody>
</table>

The school is funded by a combination of Government provided and locally raised funds. A major component of the Government funding is what is called the credit component. This component pays for salaried, payroll tax, and work cover premiums. The cash grant is received quarterly with funds being allocated to budgeted areas covering student programs, welfare, Casual Relief Teacher salaries, professional development of staff, utilities, local technical support, cleaning and facilities maintenance etc. The school may also receive grants for specific purposes such as Phys. Ed or technical support. In 2008 the school was in workforce bridging mode. WFB permitted the school to operate its credit component in deficit in recognition of a fall in enrolment and a highly experienced, high cost staff. The WFB will operate over a three year period over which time the school has to find ways of cutting the deficit by employing staff at lower salary should someone retire or decreasing the number of classes and support staff where possible. This situation causes some difficulty in building up any surplus funds which can be converted to cash and has impacted on the cash flow of the school. Staff changes will take place at the end of 2008 which will assist in decreasing the deficit but it is more than likely that the school will need to seek WFB in 2009. We thank the local community for its continued support in the development of the edible garden and the Stephanie Alexander program. The classrooms. Funding was allocated in line with charter priorities and student welfare needs.
## School Contact Information

| Address:                  | 31-47 Ashley St  
<table>
<thead>
<tr>
<th></th>
<th>Paynesville Vic 3880</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Debbie Nicholls</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Sema Yilmaz</td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 5156 6334</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:paynesville.ps@edumail.vic.gov.au">paynesville.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>Web site:</td>
<td><a href="http://www.paynesville-ps.vic.edu.au">http://www.paynesville-ps.vic.edu.au</a></td>
</tr>
</tbody>
</table>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact us on 5156 6334.