

2017 Annual Report to the School Community



School Name: Sunbury West Primary School

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Sunbury West Primary School is located approximately 42 km from Melbourne with the countryside only minutes away from our boundary. Since its opening in 1971, the school has provided quality education to the children of Sunbury and surrounding areas. Situated among well established and developing residential areas, the school's enrolment in 2017 was 257 students.

As a school we value: students as independent and empowered learners, self-belief, self-worth and mutual respect between all members of our school community, a strong sense of belonging and connectedness enabling our students to become resilient and active members of their community, and a strong home / school partnership with a positive school spirit.

In 2017, the school commenced a review of existing values with all stakeholders. These will be published and articulated to the school community in 2018.

Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages mix cooperatively. We encourage our staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices. This provides the best possible learning environment allowing each child to work towards his / her personal best.

The school's SFOE in 2017 was 0.4703. The school received some equity funding in 2016 and 2017. The cash component allowed for the implementation of professional learning initiatives, including coaching in Literacy and Numeracy. The credit line of funding has supported school staffing. With a shift in its staffing profile, the school avoided deficit at the end of 2017.

In 2017, staffing consisted of 2 Principal Class officers, 13.2 EFT teachers and 3.8 ES Staff.

The school operated 11 classrooms, with all classes being organized into composite levels with the exception of Foundation. All classroom teachers were allocated on a full time basis. The school is spread across three buildings with large amounts of classroom space and flexible learning areas. The Sport / Physical Education program operated at a 0.6 time fraction, with the remaining 0.4 being allocated to ICT and 21st Century Learning. Performing Arts and Visual Arts were delivered by one full time teacher. Distinct Visual and Performing Arts programs ran in the P – 2 area, with an integrated Arts program being offered in the 3 – 6 area. Japanese was offered as a language in the P – 2 area for the first time in 2017, with the program being extended from P – 6 in 2018.

Framework for Improving Student Outcomes (FISO)

In 2017, the school's AIP focused on the FISO areas of Building Practice Excellence and Setting Expectations and Promoting Inclusion. The introduction of a coaching model in Literacy and Numeracy focused on work embedded professional learning in targeted areas of Reading and problem based learning in Numeracy. Equity funding allowed teams to be released to participate in peer observation, modelling of best practice and collaborative planning activities under the guidance of the Literacy and Numeracy leaders as coaches.

The school also participated in a network based Middle Years initiative to promote pedagogical reform in Numeracy.

With a focus on Engagement and Wellbeing, the school continued to explore and initiate programs to support student wellbeing underpinned by the Kids Matter framework.

Trend data from the Attitudes to School Surveys fell below thresholds in relation to Student Engagement leading up to 2016. As a result, the school underwent a priority review in 2017.

Achievement

The overall results for student learning at our school were close to the state median and fell within the middle 60% band of Government schools. Taking into account factors which influence student performance we were performing similarly to other schools given the background characteristics of our students.

Teacher assessments against the Victorian Curriculum were marginally above the state median in both English and Mathematics.

Year 3 and 5 NAPLAN results were mixed. Year 3 Reading results were below the median for the state, but in accordance with our predicted score in comparison to similar schools. The four year trend for Reading showed that we have maintained close proximity to the state median, although slightly below. Numeracy results for the same cohort were closer to the median for the state in 2017. The four year trend for Numeracy showed that we are below the median.

The Year 5 Reading results were at the state median for 2017. The four year trend is still slightly above the median for similar schools. Results for Numeracy were below the state median in 2017. The four year trend remains on par with the state median. We



have maintained similar performance in relation to school comparison.

Learning gain from Year 3 – 5 NAPLAN results are generally in the medium range with some higher growth than the previous cohort demonstrated in the areas of Reading, Writing and Grammar and Punctuation.

Engagement

Our school has continued to offer a large number of opportunities designed to assist children to develop connectedness with each other and also build resilience and self esteem. Examples of these are: Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions and sporting events and activities complement our core curriculum programs. Each of these offers our children a chance to participate at a level of confidence and interest and provides them a sense of accomplishment and achievement over a period of time.

Our school has continued to work diligently on the transitions between Kinder and Prep as well as Year 6 to Year 7. We also ensure smooth educational transition from year to year while children attend Sunbury West Primary School.

The transition programs are designed to support children and to provide comfort and security in each new environment. This is extremely important as we recognise the importance a settled and stable environment has on the achievement of educational outcomes.

The student attendance data indicates that our results were better than the middle 60% band of Government schools, after taking into account factors that influence results. The 4 year average rates of attendance were also better than the state. School comparison data shows that we were higher than schools with students who share similar background characteristics.

The average attendance was above 95% across each grade level. The school has continued to focus on the small percentage of children with chronic absence results.

Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment is critical to achieving and sustaining students' positive learning experiences. Over the past twelve months, further work has been undertaken to improve the aesthetics of the school and promote pride and ownership of school facilities. Examples include; continuing garden projects, the creation of an Artists' Walk and ongoing planned maintenance works.

Kids Matter and Pivot surveys were introduced to monitor student perceptions in relation to engagement and wellbeing. This data supported the self-evaluation and review process as part of the school's priority review and subsequent development of a new Strategic Plan.

Student Attitudes to School data results were slightly below the state median in relation to student connectedness, but similar in comparison to schools with similar background characteristics. This has moved from 2016, where the school fell below threshold margins and performed lower than similar schools, leading to the priority review.

Student Attitudes to School data in relation to the management of bullying fall slightly below the state median, but similar to other schools.

Whilst the school had already introduced new engagement and wellbeing initiatives at the commencement of 2017, a continued focus on the implementation of programs will be monitored and reviewed as part of the new Strategic Plan.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 256 students were enrolled at this school in 2017, 128 female and 128 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 2 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>54%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>41%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>27%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>52%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>41%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	54%	32%	Numeracy	41%	41%	17%	Writing	50%	27%	23%	Spelling	37%	52%	11%	Grammar and Punctuation	37%	41%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>96 %</td> <td>96 %</td> <td>96 %</td> <td>96 %</td> <td>97 %</td> <td>96 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	96 %	96 %	96 %	97 %	96 %	96 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	96 %	96 %	96 %	97 %	96 %	96 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

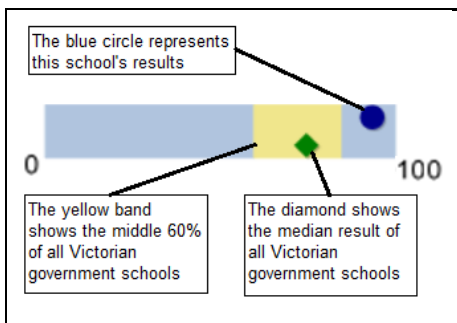
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

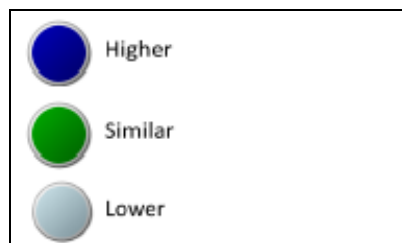


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').



Financial Performance and Position

Financial performance and position commentary

[Please refer to the 2017 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, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,010,531	High Yield Investment Account	\$106,782
Government Provided DET Grants	\$266,802	Official Account	\$7,531
Revenue Other	\$44,190	Other Accounts	\$2,594
Locally Raised Funds	\$197,769	Total Funds Available	\$116,907
Total Operating Revenue	\$2,519,292		
Equity¹			
Equity (Social Disadvantage)	\$95,867		
Equity Total	\$95,867		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,866,556	Operating Reserve	\$75,920
Books & Publications	\$4,156	Revenue Received in Advance	\$31,292
Communication Costs	\$5,562	School Based Programs	\$9,695
Consumables	\$58,890	Total Financial Commitments	\$116,907
Miscellaneous Expense ³	\$90,918		
Professional Development	\$42,906		
Property and Equipment Services	\$106,801		
Salaries & Allowances ⁴	\$122,226		
Trading & Fundraising	\$35,474		
Utilities	\$20,619		
Total Operating Expenditure	\$2,354,108		
Net Operating Surplus/-Deficit	\$165,184		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.