

2016 Annual Report to the School Community



School Name: Sunbury West Primary School

School Number: 5006



Name of School Principal:	[Enter name here] _____
Name of School Council President:	[Enter name here] _____
Date of Endorsement:	[Enter date here] _____



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

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 2016 was 264 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. 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.

In 2016 our staffing consisted of 2 Principal Class officers, 14.0 EFT teachers and 3.8 ES Staff.

The school operated 12 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 ran 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 run by one full time teacher, with a 0.5 time fraction being devoted to each program.

The school in 2016 at different times had up to 8 children on the Program for Students with Disabilities. Two ES staff provided classroom and yard support for these children as well as providing Language Support and Speech Therapy Assistant programs for additional children with learning difficulties.

The school is well equipped with physical resources and is currently developing a long term plan to increase the ICT infrastructure to increase student access to 21st century tools for learning. In 2016, the school launched a BYO iPad program for implementation in Years 5 /6.

In 2016, the school developed its new Strategic Plan and commenced implementing programs and initiatives against key improvement strategies. Whilst some areas of achievement data are beginning to show improvement, student attitudes to school data is not showing improvement trends. This year, the school has been informed that they will undertake a Priority Review as they did not meet threshold standards in the area of Environment under the banner of Engagement.

Framework for Improving Student Outcomes (FISO)

In 2016, the school's AIP focused on the FISO areas of Building Practice Excellence and Curriculum Planning and Assessment. 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. With the transition towards the Victorian Curriculum, teams worked towards the refinement of planning processes to ensure continuity of practice in relation to documentation and the development of a guaranteed and viable curriculum.

Equity funding allowed the school to invest in resources such as the Fountas and Pinnell benchmarking kits and LLI intervention to support school wide practices and instructional models in Reading. Similarly, the school has engaged the services of a critical friend / consultant to promote pedagogical reform in Numeracy, with a focus on the Maths proficiency strands of understanding and problem solving.

Achievement

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

Teacher assessments against the AusVELS are at the median for the state in English and marginally above in Mathematics. School comparison data shows that we are very close to the predicted score in English and slightly above in Mathematics.

Year 3 and 5 NAPLAN results are mixed. Year 3 Reading results are just slightly below the median for the state, but in accordance with our predicted score in comparison to similar schools. The four year trend for Reading shows that we have maintained close proximity to the state median. Numeracy results for the same cohort were closer to the median for the state in 2016. The four year trend for Numeracy shows that we have also moved closer to the median.

The Year 5 Reading results were above the state median for 2016. The four year trend is also showing improvement and is slightly above the median for similar schools. Results for Numeracy are well above the state median in 2016 and at the state median for the four year trend. In comparison to similar schools we are above the predicted score, particularly in year 5 Numeracy..

Learning gain from Year 3 – 5 NAPLAN results are generally in the medium range with some higher growth demonstrated in the areas of Numeracy and Spelling.



Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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. Parents as partners in education is also highly valued with many parents supporting classroom programs and school activities.

Our school has continued to work diligently on the transitions between Kinder and Prep as well as Year 6 to Year 7. We also identified targets which relate to the 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 because we recognise the impact an unsettled or unstable environment can have on the achievement of educational outcomes.

The student attendance data indicates that our results are in 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 are higher than schools with students who share similar background characteristics.

The average attendance is above 90% across each grade level. The school will continue 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; installation of a fitness circuit via funding grants received, ongoing gardening projects including the planting of an orchard, establishment of a friendship garden and student participation in gardening clubs. The school also achieved full accreditation as part of the Healthy Together Hume initiative.

Planned maintenance in 2016 allowed for school improvement works to be completed, improving the aesthetics of the school. Further works are scheduled for 2017.

Playground surveys are administered each year to evaluate students' sense of safety and belongingness in the school. The Student Engagement team looks closely at the information gained from these surveys and has developed a communication strategy to ensure a collective responsibility for student wellbeing.

We closely monitor our School Level Reports each year to ensure the expected achievement is occurring for years P - 6. Curriculum coordination, team planning, ongoing professional learning and informed classroom teaching assists all children to achieve their potential each year.

Student Attitudes to school data results were lower than expected in comparison to schools with similar background characteristics.

We were below the state median with respect to student connectedness to school taking us below the threshold margin. Student perceptions of safety were also below the state median and predicted score in comparison to similar schools. This data is concerning as it does not reflect contextual knowledge of the school and the perceptions of the wider school community.

These results have forced the school into a priority review in 2017. The school has however commenced a complete review of its Engagement and Wellbeing policies and programs with a view to developing a new framework for implementation, commencing in 2017.

For more detailed information regarding our school please visit our website at
www.sunburywestps.vic.edu.au



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 264 students were enrolled at this school in 2016, 128 female and 136 male. There were 4% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> 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> Higher</p> <p> Higher</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<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>30%</td> <td>48%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>60%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>64%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	48%	23%	Numeracy	16%	58%	26%	Writing	29%	60%	12%	Spelling	30%	50%	20%	Grammar and Punctuation	23%	64%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	92 %	94 %	92 %	91 %	93 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	92 %	94 %	92 %	91 %	93 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>

How to read the Performance Summary

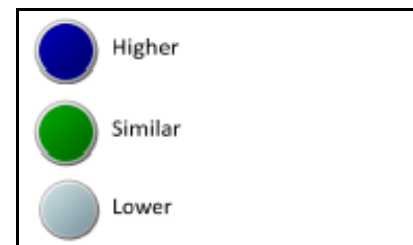
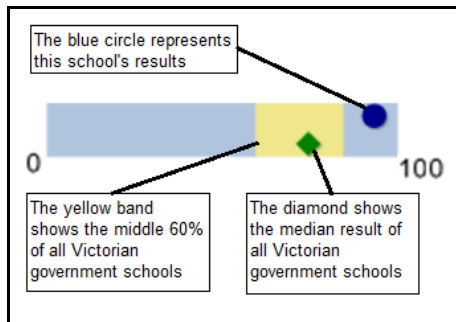
What are student outcomes?

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

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

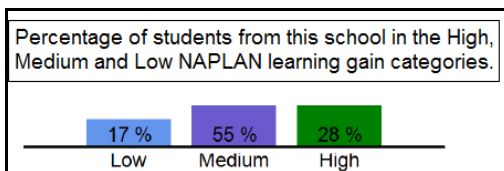
You can see these results for the latest year, as well as the average of the last four years (where available).

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



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

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



What are the changes in student achievement?

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

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

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

What is a School Comparison?

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

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

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

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

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

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

Financial performance and position commentary

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,997,654
Government Provided DET Grants	\$307,026
Government Grants Commonwealth	\$3,423
Government Grants State	\$17,500
Revenue Other	\$22,290
Locally Raised Funds	\$145,203
Total Operating Revenue	\$2,493,095

Expenditure	
Student Resource Package	\$1,863,684
Books & Publications	\$12,309
Communication Costs	\$5,738
Consumables	\$42,723
Miscellaneous Expense	\$76,226
Professional Development	\$9,469
Property and Equipment Services	\$134,551
Salaries & Allowances	\$138,169
Trading & Fundraising	\$29,870
Utilities	\$19,207
Total Operating Expenditure	\$2,331,947

Net Operating Surplus/-Deficit	\$161,149
Asset Acquisitions	\$21,010

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$82,786
Official Account	\$18,175
Other Accounts	\$2,594
Total Funds Available	\$103,555

Financial Commitments	
Operating Reserve	\$70,140
Revenue Received in Advance	\$33,415
Total Financial Commitments	\$103,555

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial Performance and Position Commentary

Sunbury West Primary School Council has ultimate responsibility for the prudent management of our financial resources. Careful planning and budgeting procedures from all groups across the school are reviewed annually. Our aim is to work on a balanced budget, building into our planning, long term expenditure and accommodating innovation in education. It has been imperative that the school is conservative in its workforce planning to avoid a financial deficit given a declining enrolment and staffing profile. The annual result shows the school is in a sound financial position with a surplus of \$161,149, this mainly being in the credit line (\$132,409)



which was supported by the \$114,210 received as equity funding. These surplus funds will remain in the credit line to ensure the school remains in a surplus position.