

# 2016 Annual Report to the School Community



School Name: Sunbury Heights Primary School

School Number: 5197



Name of School Principal:	<u>KAYE MILLS</u>
Name of School Council President:	<u>LEANNE FISHERS</u>
Date of Endorsement:	<u>28/03/17</u>

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))

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

In 2016 Sunbury Heights Primary School became focussed on implementing the Education State themes of Learning For life, Happy Healthy and Resilient Kids, Breaking The Link and Pride and Confidence in our schools. Our school wide belief is that "no child regardless of social status or postcode will miss out on a first class state school education." We aim to provide a safe and supportive environment that promotes a passion for learning, enhances personal growth and wellbeing, encourages curiosity, and equips all students with the necessary confidence, skills and knowledge to become lifelong learners and valued members of society.

The Student Family Occupation (SFO) index is .6075 and our SFOE index is .5626. Of our 317 FTE students 137 are deemed disadvantaged. 48% of enrolled students are eligible for the newly introduced, Camps, Sport and Excursion Fund (CSEF). Enrolment continues to grow with transfers across all year levels balancing new enrolments. Of the total student population, 14 are of Aboriginal or Torres Strait Islander descent, 4 live in out of home care, 13 are on the PSD and 14 students have a diagnosis of Autism. The school has embedded practices for the diversity of parents/carers and family members to be engaged to understand the learning progress of their children and how to effectively support them to learn

The school equivalent full time staff is 25.8, with 2 Principal Class Officers, 19.6 Teachers and 7.48 Education Support Staff. Eight new teaching staff members were employed in 2016 and established Professional Learning Teams (PLTs) has enabled us to support graduate staff in collaborative team environments. Recruitment in 2016 was also aimed at attracting staff who could build the leadership capacity of the school. Equity funding has enabled the school to prioritise planning time for teams during the school day, employ ES staff to work in Foundation -2 classrooms, and to support middle managers and aspiring leaders to attend professional development aimed at our FISO initiatives of Building Leadership Capacity and Building Practice Excellence. The focus on building professional leadership has enable a professional learning community in which staff will work together to exchange knowledge and ideas, to develop and strengthen teaching and assessment approaches and to build a culture of collaboration around professional learning.

Classrooms programs are supported by specialist sessions in science, art and PE. Students in grades 5-6 participated in "The Song Room.", a national not for profit organisation that partners with schools to provide tailored music and arts programs.

Partnership with One Education and the investment of school funding enabled every child to have their own android device for use both at home and at school. The leasing of Laptops and iPads provides further access to 21<sup>st</sup> Century tools for learning. The school's facilities, are housed in contemporary designed buildings, provide modern classrooms, specialist art and music spaces. Planned Maintenance Funding saw major improvements to the entitled core building. The playground facilities include an oval, soccer field, basketball court, tennis courts, passive recreation areas and play equipment matched to the different physical and social stages of development.

Federal state and local government funding has enabled us to employ both a community liaison officer (CLO) and chaplain. The CLO works .68. The aim of the CLO is primarily to engage our families in the education of their children. Considerable support is provided to 'at risk' students and their families. In response to the AEDI report outlining our clientele's level of vulnerability, a three/ four year old playgroup with a focus on oral language and numeracy development has been established. The Hub also runs programs to link parents to education, training and volunteering pathways. A certificate 3 in Education Support has run over the last two years. The Hub coordinator is available to assist both current families and other community members with any queries. Data shows high levels of family engagement in school activities. Working collaboratively with the student welfare coordinator and leadership team the chaplain's role is to help develop a sense of wellbeing and a healthy school culture, through preventative and early intervention strategies. A Seasons Grief Program has been introduced, whole school work on resilience has commenced and individual and group counselling/focus sessions have implemented.

With the support of the Parents and Friends Association, School Council and community grants, we have undertaken a number of improvements to our buildings, playgrounds and school resources. Locally raised funds to provide a synthetic grassed area for inclusive play has helped to further develop pride and confidence in our school.



## Framework for Improving Student Outcomes (FISO)

[Sunbury Heights Primary School students consistently perform at levels similar to those schools with similar student profiles. Year 3 and 5 NAPLAN Reading Writing and Numeracy Means have trended upward from 2011 through 2015. There are increasing percentages of students assessed as above minimum standards. The 2014 school performance against threshold standards (the measure of the percentage of Year 3 and 5 students performing in the top three NAPLAN bands) show school percentages have been better than threshold benchmarks from 2012-2014. Over the life of the last review period substantial effort and resources have been devoted to teaching and learning and the development of a whole school targeted approach targeting teaching and learning models. Results on AEDC 2015 school profile indicate 21.6% of students are developmentally vulnerable on more than one domain. In 2015 SHPS had a well-established distributed leadership structure including a School Improvement Team and PLT leaders to lead the implementation of school priorities and actions to improve student outcomes. Recent staffing changes have impacted on the capacity and efficacy of our improvement teams, a fact which was highlighted in the review process. Therefore, the school will prioritise 'professional leadership' to rebuild the school's leadership capacity and develop a distributed leadership structure which can be sustained into the future irrespective of staffing changes. The aim is to build high functioning teams that create and sustain the conditions where high quality teaching and learning can flourish. The focus on building professional leadership will enable a professional learning community in which staff will work together to exchange knowledge and ideas, to develop and strengthen teaching and assessment approaches and to build a culture of collaboration around professional learning. This will in turn support our second priority which is to build excellence in teaching and learning. The recent review reported that although there had been some growth in student learning outcomes over the last strategic plan, there was more work to be undertaken to improve learning gain. As a result, the school will focus on developing and implementing SHPS Teaching and Learning Framework and supporting the consistent implementation across the school.

## Achievement

Our student learning goal is for each Sunbury Heights student to be curious and to reach the expected standards in literacy and numeracy. Data for student cohorts moving from Year 3 to Year 5 in three learning areas –Reading, Writing and Numeracy reveal a general pattern whereby the average NAPLAN scores for Sunbury Heights students increased at a faster rate than the state mean score increased. Particular strengths were in grade 3 reading where 57% of our students were in the top two bands and writing where 60% of our students were in the top two bands. Numeracy gains from grade 3-5 indicated that 25% of our students had high growth which was above the results for like schools. However students results in numeracy in grade 5 in the top two bands is slightly less than the results for similar schools. Relative growth in reading and writing is similar to like schools at the grade 5 level. Other DET performance indicators reveal that Sunbury Heights students consistently perform at levels similar to those schools with similar student profiles.

### 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 student engagement goal is to improve student engagement in the three inter-related components – behavioural, emotional and cognitive and that each Sunbury Heights student will be connected and engaged in their learning. The students' perception of their cognitive, emotional and behavioral engagement with schooling is comparatively strong. 60% of students felt connected to the school and all measures in the teaching and learning category (which are reflective of cognitive engagement) of the survey were above 70%, the exception being learning confidence which was only 44%. At each grade level attendance sits above 90%. A comprehensive whole school approach focusing on Every Day Counts strategies includes visual reminders, monitoring attendance, regular parent contact and knowledge of the child. Average student attendance across all year levels is under 20 days. is slightly higher than similar schools. Common reasons for nonattendance include illness and extended family holidays.



## Wellbeing

Sunbury Heights' student well being goals were to

- ensure students were prepared emotionally and socially for their next stage of learning
- ensure each student makes a smooth transition to each grade level.
- develop student resilience and behaviors that reflect the school values

Each classroom participates in a start up program at the beginning of the year and reviews the behaviour strategies of Dr Ramon Lewis. Each classroom displays visual reminders that each student has the right to learn and feel safe.

Implementation strategies included:

- Developmental curriculum programs built upon learning from the previous year
- Providing personal pathways through the school for each student based on individual developmental needs.
- Enhancing transitions to early years school programs for incoming students and their families
- Enhancing transitions to middle years school programs for incoming students and their families
- Strengthening and broaden community partnerships
- Providing parents with information about student learning at specific year levels.
- Documenting and providing a consistent whole school transition program in each classroom prior to the conclusion of the previous year.
- The implementation of case notes ensured all staff could contribute to, and find information relating to the wellbeing of whole school cohort.

DET performance indicators reveal that even though Sunbury Heights students results in indicators associated with wellbeing were generally high in the areas of student moral, teacher empathy there were only 17% of students who responded positively to questions around classroom behavior and only 51% of students responded positively to the questions around student safety. 60% of students felt connected to school and 62% of staff were positive about school climate. Parent Opinion Survey results indicate that a high proportion of parents responded positively and with agreement to the four transition items in the Parent Opinion Survey and 92% of parents were happy with the school overall.

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 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><b>Enrolment Profile</b></p> <p>A total of 317 students were enrolled at this school in 2016, 142 female and 175 male. There were 3% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p> <p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> 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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>36%</td> <td>39%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>52%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>42%</td> <td>42%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	58%	19%	Numeracy	36%	39%	25%	Writing	26%	55%	19%	Spelling	32%	52%	16%	Grammar and Punctuation	42%	42%	16%	<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><b>Average Number of Student Absence Days</b></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="560 824 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>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	91 %	91 %	90 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	91 %	91 %	90 %	91 %										



## 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><b>Students Attitudes to School - Connectedness to School</b></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> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Similar</p> <p> Similar</p>

# How to read the Performance Summary

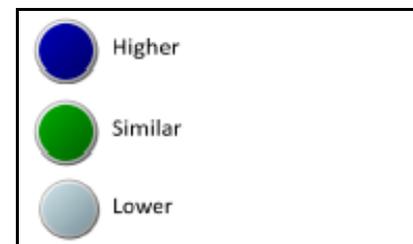
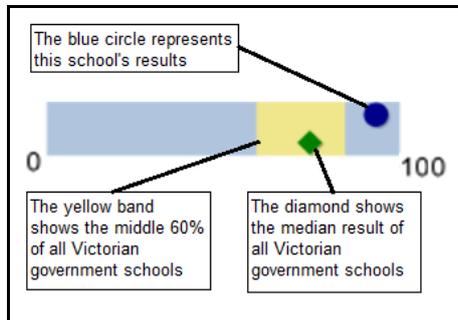
## What are student outcomes?

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.

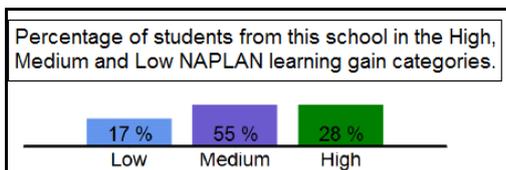
You can see these results for the latest year, as well as the average of the last four years (where available).

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	\$2,666,266
Government Provided DET Grants	\$582,147
Government Grants Commonwealth	\$11,462
Government Grants State	\$450
Revenue Other	\$23,212
Locally Raised Funds	\$199,133
Capital Grants	\$184,000
<b>Total Operating Revenue</b>	<b>\$3,666,671</b>

Expenditure	
Student Resource Package	\$2,587,704
Books & Publications	\$11,991
Communication Costs	\$6,806
Consumables	\$82,191
Miscellaneous Expense	\$151,659
Professional Development	\$14,149
Property and Equipment Services	\$335,261
Salaries & Allowances	\$173,572
Trading & Fundraising	\$48,130
Utilities	\$28,114
<b>Total Operating Expenditure</b>	<b>\$3,439,577</b>

**Net Operating Surplus/-Deficit** **\$227,093**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$148,850
Official Account	\$31,912
Other Accounts	\$40,911
<b>Total Funds Available</b>	<b>\$221,673</b>

Financial Commitments	
Operating Reserve	\$77,231
Beneficiary/Memorial Accounts	\$18,877
Revenue Received in Advance	\$28,629
School Based Programs	\$92,662
Provision Accounts	\$4,274
<b>Total Financial Commitments</b>	<b>\$221,673</b>

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.



### Financial performance and position commentary

Sunbury Heights PS reports as surplus as a result of staffing with the AP being seconded to another school. The staffing profile changed with staff going on family leave and the employment of Graduate staff.

There were no extraordinary expenditure or revenue spending in 2016.

Planned maintenance funding was received in 2016 and enabled us to complete work on and to the entitled buildings.

Equity funding was used to build Leadership capacity and teacher capacity in the areas of Literacy, Numeracy and Engagement and Wellbeing.

*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.*