

2017 Annual Report to the School Community



School Name: Springvale Rise Primary School (interim name)

School Number: 5537



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 April 2018 at 12:08 PM by Debbie Cottier (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2018 at 03:19 PM by Sean O'Reilly (School Council President)



About Our School

School Context

Springvale Rise Primary School is a dual-campus government sector school located in the South-Eastern Victoria Region, approximately twenty-five (25) kilometres from the Melbourne city centre. The Heights Campus is positioned in a well-established residential area and features two modern open-plan learning centres, a synthetic basketball court, state-of-the-art playground equipment, large grassed playing fields and a kindergarten (which operates in partnership with the City of Greater Dandenong and BestChance). Approximately two (2) kilometres south, the Springvale Campus is located in central Springvale and bordered by both residential and commercial zones. The original, red brick schoolhouse now accommodates the administration offices, whilst the refurbished classrooms, synthetic oval and inviting play areas all contribute to a learning environment of which the whole community is proud.

Springvale Rise Primary School aspires to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Three characteristics that underpin this vision are: our students being at the centre of the school's curriculum planning, and learning and teaching models with a focus on the whole child; student and adult learning that is supported through a culture of collaboration and shared responsibility; and high expectations. "Two Campuses – One School".

At Springvale Rise Primary School our core values are:

Collaboration - Working together to create something new and with a common goal in mind.

Excellence - Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.

Resilience - Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.

Respect - Caring for, understanding, accepting and appreciating others and ourselves. Looking after our environment. Honesty, integrity and consideration. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking.

In 2017, the school had twenty-five (25) home-groups - eleven (11) on the Heights Campus and fourteen (14) on the Springvale Campus - and offered specialist programs in Visual Arts, Physical Education / Sport, Performing Arts and LOTE (Vietnamese).

The Springvale Rise Primary School Community Hub, which was established in 2014 in partnership with Community Hubs Australia and the Scanlon Foundation, continued to engage with families in our community. Weekly Hub programs included three playgroups, three English language / conversation classes, yoga and computer sessions, along with a Cultural Learning Club and a Women's Friendship Group. In 2017, sixteen of our mothers completed a Level 1 Food Handling course and a dozen women participated in the Peace and Prosperity Kitchen Garden Program at Government House. All of these Hub programs have complimented the wide variety of parent engagement activities that included the highly successful inaugural Foundation Family Fun Day, Harmony Day celebrations, Mother's Day and Father's Day activities.

On Census Day in 2017, the school had an official total enrolment of 550 students (an increasing enrolment trend) and an SFO index of 0.81. Approximately 83% of these students had origins outside of Australia and a Language Background Other Than English. Around 27% of students were also from a refugee-type background; adding to the diverse multicultural profile of the school. In 2017, the school employed approximately fifty-five point two (55.2) equivalent full-time staff comprised of three (3) principal class officers, five (5) leading teachers, thirty-six (36) teachers and twenty (20) education support staff.

Framework for Improving Student Outcomes (FISO)

The major FISO priority in 2017 was **Professional Leadership - Building Leadership Teams**. Throughout the year we focused on reshaping the Leadership and Administration structures with the intention to create further clarity (and delineation) around roles and responsibilities. The emphasis was on building leadership capacity and in turn prioritising collaboration, high quality induction processes and deliberate succession planning.

All members of the Leadership Team and the newly formed School Improvement Team (made up of both teaching and support staff) participated in the Bastow "Coaching for Leadership Teams" program. A major aspect of this program was the development of a whole-school approach to enhancing the leader and cultural behaviours that underpin a team-based professional learning environment. (A learning environment that will engage staff, enhance their wellbeing, and enable staff to bring about sustained improvements in the academic achievement and socio-emotional outcomes for all students.)



During 2017, the school also prioritised capacity building professional development for other key staff across the school. This included learning opportunities linked to the GROW coaching model and a variety of action research models for the Leadership Team; school-based learning activities and participation in the Bastow “Create Program” for two experienced Learning Centre Managers; and capacity building activities for some members of the Administration Team.

Achievement

NAPLAN results in 2017, along with results averaged over the last four years (from 2014 – 2017), show that our students are performing comparably to students in other schools with a clientele similar to ours. However, it is worthy to note that there was in fact a notable slump in the Year 3 Numeracy and the Year 5 Reading results. (This is also reflected in the learning gain of students from Year 3 2015 to Year 5 2017 with Reading showing the least gain.)

In 2017, the school focused on developing a shared understanding of the sequences of learning associated with reading in (ie: the Victorian Curriculum and the EAL Continuum), along with the idea of using these sequences of learning to develop clear learning intentions (WALT's) that could be shared with the students. In addition, we looked at how we as teachers need to collect multiple sources of evidence to identify “what the student knows now and what they need to next”. (Emphasising a developmental model not a deficit model.)

In 2018, we will employ a Numeracy consultant to work with sub-school teams across the two campuses to ensure that all teachers develop an improved understanding of the sequences of learning for Number (Place Value and Numeration, Addition and Subtraction, Multiplication and Division) and are able utilise this knowledge to personalise the learning for students in their home-group / sub-school. The Junior Learning Centre (Year 1/2's) on the Springvale Campus will also be supported by a Numeracy Coach one day per week. Approaches to teaching higher order reading comprehension strategies in Years 3 – 6 will also be investigated.

In relation to our 2017 Program for Students with a Disability (PSD), all students showed progress at a satisfactory level or higher in relation to achieving their individual learning goals.

Engagement

Students at Springvale Rise Primary School are motivated and engaged in their learning. In relation to student attendance, our data is consistent with other schools with a clientele similar to ours. Although, the school's median in 2017 was in fact higher than the median of all Victorian Government schools combined.

In 2017, the school continued to promote the importance of regular attendance and our newly appointed Student Wellbeing Coordinator (Leading Teacher) routinely engaged with families to follow up on absences and put in place a plan for improvement. 100% attendance awards were introduced and students were formally recognised at the end of each term and at the inaugural whole school end-of-year assembly. Current practices relating to student attendance were reviewed and updated, and all staff were informed of the new processes. As illness and family holidays are common reasons for non-attendance at Springvale Rise Primary School, we will continue to promote the importance of children being at school and the impact absences have on student learning. In 2017, absences across the school averaged 17.97 days per student and unexplained absences remained a significant concern.

In 2018, COMPASS will be utilised to track student absences and the implementation of newly introduced processes will be reviewed with a focus on unexplained absences. We will also ensure equitable and reliable access to a variety of ICT devices in order to further increase engagement, personalise the learning for students and facilitate greater student choice.

Wellbeing

The 2017 Student Attitudes to School Survey results indicated that students demonstrated a sense of connectedness to school and an increased confidence in their learning. However, the endorsement percentage related to the Management of Bullying factor is lower than the results in schools with similar clientele. This was unpacked further with a group of student leaders and an action plan developed.

Teacher Advisor (TA) sessions continued to be scheduled on a regular basis (fortnightly). They provided the opportunity for each home-group teacher to have important one-on-one time with all their students. The focus was on building positive relationships between teacher and student; but it has also provided the home-group teacher with the time to really get to know each student as individuals. Breakfast Club (supported by Foodbank) continued to be run on a daily basis on both



campuses. In 2017, students also participated in the Life Education Program (free of charge due to sponsorship by Chobani) with all lessons having a wellbeing focus. This program was well received by students, parents and staff alike.

In 2018, the school will fully implement a Restorative Practices approach (prioritising daily circle time to develop positive working relationships between students, and between students and teachers) and document a clear set of guidelines around the school's agreed practice; making clear links between the Restorative approach and student voice / agency. Lunchtime activities (some of which will be student initiated) will also be continued.

For more detailed information regarding our school please visit our website at <http://springvaleriseps.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 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 555 students were enrolled at this school in 2017, 279 female and 276 male.</p> <p>82 percent were EAL (English as an Additional Language) students and < 10 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> Higher</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>● Higher</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>○ Lower</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>50%</td> <td>38%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>6%</td> <td>53%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>62%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	38%	12%	Numeracy	21%	53%	26%	Writing	24%	44%	32%	Spelling	6%	53%	41%	Grammar and Punctuation	21%	62%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	50%	38%	12%																							
Numeracy	21%	53%	26%																							
Writing	24%	44%	32%																							
Spelling	6%	53%	41%																							
Grammar and Punctuation	21%	62%	18%																							



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="555 913 1036 1010"> <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>89 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	91 %	90 %	89 %	92 %	94 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	91 %	90 %	89 %	92 %	94 %	93 %										



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>	Lower

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)

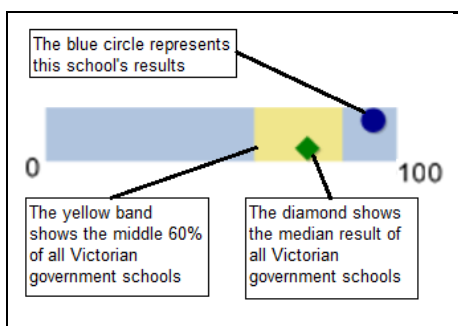
Engagement

- 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).

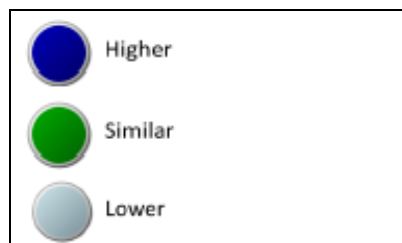


What does *School Comparison* refer to?

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

As in previous years, the school continues to operate in surplus. Long term planning to upgrade all buildings and facilities (including strategic ICT resource acquisition) to cater for 21st Century learning, along with plans to accommodate our increasing enrolments, continues to be prioritised. Both campuses have their own complexities, with plans to upgrade the Administration Block on the Heights Campus being prioritised. But the need to add extra learning spaces and office spaces on the Springvale Campus is also at a critical point.

Five additional Leading Teachers and one additional Assistant Principal were employed through our Equity Funding in 2017 with plans to add a third Assistant Principal to the newly established Leadership Team in 2017. However, given the increases in enrolment and the consequent employment of numerous graduate / beginning teachers, there have in fact been significant salary savings over the course of the last two years. Careful investment of these monies has maximised returns.

Over the course of the year, careful management of school funding has also ensured that all financial commitments have been met, school programs have been appropriately resourced and strategic planning is in place for future needs.

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	\$5,636,299	High Yield Investment Account	\$386,611
Government Provided DET Grants	\$1,880,422	Official Account	\$20,603
Government Grants Commonwealth	\$7,950	Other Accounts	\$1,061,050
Revenue Other	\$7,833	Total Funds Available	\$1,468,263
Locally Raised Funds	\$184,268		
Total Operating Revenue	\$7,716,771		
Equity¹			
Equity (Social Disadvantage)	\$1,337,820		
Equity Total	\$1,337,820		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,114,474	Operating Reserve	\$191,491
Books & Publications	\$974	Capital - Buildings/Grounds incl SMS<12 months	\$1,276,772
Communication Costs	\$10,786	Total Financial Commitments	\$1,468,263
Consumables	\$119,876		
Miscellaneous Expense ³	\$432,881		
Professional Development	\$51,338		
Property and Equipment Services	\$535,071		
Salaries & Allowances ⁴	\$116,154		
Trading & Fundraising	\$73,439		
Travel & Subsistence	\$3,253		
Utilities	\$44,889		
Total Operating Expenditure	\$6,503,133		
Net Operating Surplus/-Deficit	\$1,213,638		
Asset Acquisitions	(\$1,029)		



- (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.