

2018 Annual Report to The School Community



School Name: Springvale Rise Primary School (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 Registration 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 2018 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 15 March 2019 at 12:42 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 Registration 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 2018 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 21 March 2019 at 10:08 AM 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 Best Chance). 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 2018, the school had twenty-five (25) home-groups - ten (10) on the Heights Campus and fifteen (15) on the Springvale Campus - and offered specialist programs in Visual Arts, Physical Education / Sport, Performing Arts and LOTE (Vietnamese).

On Census Day, the school had an official total enrolment of 544 students. The level of disadvantage remained high with the SFO index at 0.83 and the percentage of NESB students increased to 80 % with approximately forty (40) languages other than English being spoken by families. (Around 30% of students were from a refugee-type background). We also had eleven (11) International Students enrolled over the course of the year.

In 2018, the school employed approximately sixty-five point two (65.2) equivalent full-time staff comprised of four (4) principal class officers, five (5) leading teachers, forty-three (43) teachers and twenty-four (24) education support staff. This was a significant increase in staff numbers compared to previous years and was directly linked to a new organisational structure which included a third Assistant Principal (responsible for teaching and learning across both campuses), additional learning specialists, support teachers, integration aides and multi-cultural teacher aides.

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 2018, sixteen of our mothers completed a Level 1 Food Handling course and twelve women participated in the Peace and Prosperity Kitchen Garden Program at Government House. Highlights of that program included cooking traditional food for the Governor and her husband and participating in a segment which was televised on the ABC show 'Gardening Australia'. A group of twelve women also commenced studying for a Certificate III in

Education Support (delivered by BestChance in partnership with the school). Over forty (40) families participated in a variety of excursions including to the National Gallery of Victoria, the Melbourne Zoo, the Melbourne Pavilion and the Women's Health and Wellbeing Expo. All of these Hub programs have complimented the wide variety of parent engagement activities on both campuses including the highly successful Foundation Family Fun Day, Harmony Day celebrations, Mother's Day and Father's Day activities.

Framework for Improving Student Outcomes (FISO)

- Professional Leadership - Building Leadership Teams.
- Excellence in Teaching and Learning – Building Practice Excellence

Throughout the 2018 there was a focus on developing the instructional leadership capacity of all members of the leadership team and other key staff in the school. We believed that if we build the instructional leadership capacity of key staff in the school; including strengthening their expertise in proven coaching methods, collaborative practices and models for developing collective efficacy then we will ensure a culture of collaboration and continuous school improvement.

Four leading teachers participated in the Leading Professional Learning Communities professional development program (funded by DET) and developed their capacity to lead professional learning teams through the FISO improvement cycle.

Leadership coach, Ms. Pamela Macklin supported the leadership team to plan a suite of workshops which ensured all teaching staff would work collaboratively to develop an instructional model for the school – identifying, and agreeing to, the key phases, elements and through-lines.

During 2018 the school also prioritised building the instructional capacity of other key staff across the school with a number of teachers participating in a variety of personalised professional learning opportunities for middle leaders and / or the Bastow Create (or Inspire) programs. Newly appointed literacy and numeracy learning specialists also commenced the Bastow "Learning Specialist Suite" which comprised of a core course and six associated electives.

Achievement

With Mathematics being a focus in 2018, a Numeracy consultant was employed to work with sub-school teaching teams across the two campuses to ensure that all teachers developed an improved understanding of the sequences of learning associated with Number (Place Value and Numeration, Addition and Subtraction, Multiplication and Division) and utilised 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 were also supported by a Mathematics Coach one day per week. Both of these strategies assisted in fast tracking our teachers' understanding of the mathematics curriculum and their teaching practice.

NAPLAN results in 2018, along with results averaged over the last four years (from 2015 – 2018), show that our students are performing comparably to students in other schools with a clientele similar to ours. However, it is pleasing to note that in 2018 53.8% of our Year 5 students performed in the top three bands in Reading and, this shows that we are performing at a higher level than like schools. Students' learning gain from Year 3 2016 to Year 5 2018 across all areas was also very positive, with results indicating that a greater percentage of our students made medium to high gain than the national average in Numeracy, Writing, Spelling and Grammar and Punctuation. The learning gain in Reading was also improved compared to previous years.

It must be noted that although the performance summary linked to teacher judgement of student achievement shows that we are performing higher than schools with similar clientele, over half of our students are reported against the English as an Additional Language (EAL) continuum not the Victorian Curriculum and as such are not represented here. The school is aware that there is a significant disparity between the Naplan and Teacher Judgement data sets and this will form the basis of some future work in 2019.

In relation to our 2018 Program for Students with a Disability, all students who received funding had an Individual Learning Improvement Plan which was reviewed and updated with Parents / guardians on a regular basis as part of SSG meetings. Over the year all students showed progress at a satisfactory level or higher in relation to the individual learning goals outlined in their Learning Improvement Plans.

Engagement

Students at Springvale Rise Primary School are motivated and engaged in their learning. The school has continued to promote the importance of regular school attendance and our Student Wellbeing team have routinely engaged with families to follow up on absences and put in place a plan for improvement. Practices were reviewed and updated, with COMPASS now being used to track student absences and an attendance SMS is also being sent to the primary family contact if a child is not marked present by 11:00am. Illness and family holidays continue to be common reasons for non-attendance at Springvale Rise Primary School. In relation to student attendance, our data is consistent with other schools with a clientele similar to ours. The percentage of students with twenty (20) or more absence days reduced from 29% in 2017 to 24% in 2018. All year levels reduced the average number of days absent per student in the 2018 school year.

Wellbeing

The 2018 Student Attitudes to School Survey results indicated that students demonstrated a very strong sense of connectedness to school with 89% of students in grades 4 - 6 providing a positive response which is above the state average of 81%. The Student Voice and Agency variable has continued to have the lowest percentage of positive responses but it is pleasing to note that this percentage has increased for both the Grade 4's and Grade 5's.

A Restorative Practices approach was fully implemented in 2018, with daily circle time being prioritised in order to develop positive working relationships between students, and between students and teachers. Lunch time activities, (some of which were student led) were also implemented across both campuses. Both of these practices will continue in 2019 with the Welfare Team taking a leading role in implementation.

Financial performance and position

As in previous years, the school continues to operate in surplus. Long term planning to upgrade buildings and facilities to cater for 21st century learning, along with plans to accommodate our increasing enrolments, continues to be prioritised with a school-funded building project planned for 2019 to coincide with a Department / VSBA capital works project.

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.




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 540 students were enrolled at this school in 2018, 273 female and 267 male.</p> <p>80 percent were EAL (English as an Additional Language) students and ND 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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> Higher</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> Higher</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>29%</td> <td>42%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>54%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>53%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>47%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>52%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	42%	29%	Numeracy	24%	54%	21%	Writing	21%	53%	26%	Spelling	11%	47%	42%	Grammar and Punctuation	22%	52%	26%	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 999"> <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>90 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	93 %	93 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	93 %	93 %	94 %	94 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,285,070	High Yield Investment Account	\$53,909
Government Provided DET Grants	\$1,331,507	Official Account	\$22,504
Government Grants Commonwealth	\$5,755	Other Accounts	\$1,088,999
Revenue Other	\$77,611	Total Funds Available	\$1,165,412
Locally Raised Funds	\$177,378		
Total Operating Revenue	\$7,877,321		
Equity¹			
Equity (Social Disadvantage)	\$1,489,878		
Equity Total	\$1,489,878		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,972,952	Operating Reserve	\$250,991
Books & Publications	\$5,801	Other Recurrent Expenditure	\$6,483
Communication Costs	\$15,426	Funds Received in Advance	\$10,348
Consumables	\$166,322	Funds for Committees/Shared Arrangements	\$8,198
Miscellaneous Expense ³	\$687,233	Capital - Buildings/Grounds < 12 months	\$600,000
Professional Development	\$60,919	Asset/Equipment Replacement > 12 months	\$289,392
Property and Equipment Services	\$583,341	Total Financial Commitments	\$1,165,412
Salaries & Allowances ⁴	\$96,483		
Trading & Fundraising	\$61,852		
Utilities	\$54,845		
Total Operating Expenditure	\$7,705,174		
Net Operating Surplus/-Deficit	\$172,146		
Asset Acquisitions	\$28,183		

- (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 15 March 2019 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.

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)

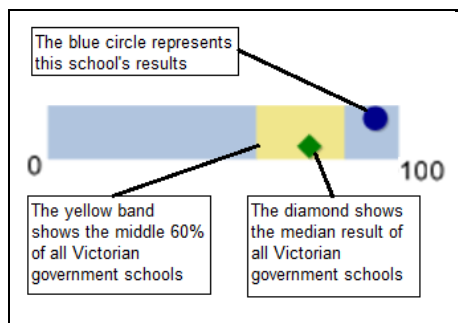
Engagement

- 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).

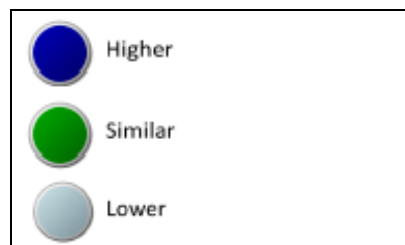


What does *School Comparison* refer to?

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*' or '*ND*' 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').