

## 2015 Annual Report to the School Community

Spring Gully Primary School

School Number: 3505



Name of School Principal: Francis Trezise  
\_\_\_\_\_

Name of School Council President: Fiona Martin  
\_\_\_\_\_

Date of Endorsement: \_\_\_\_\_

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 - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Spring Gully Primary School has approximately 360 students in Grades Prep to 6. This school has 21.0 equivalent full-time teaching staff: 2.0 principal class and 19.0 teachers. There are 5.5 Educational Support Staff.

The school continues to achieve sound student learning outcomes in the priority areas of literacy and numeracy. Meeting times continue to be highly focussed on professional learning and building the capacity of our staff, with a particular focus around Literacy and Numeracy. Performing Arts, Visual Arts, LOTE and Physical Education programs add to a diverse range of core and extra-curricular activities which support the broader vision of the curriculum. Classroom teachers are supported by specialist staff, as well as active parent and community helpers.

Professional development is a school priority, and will continue so that emerging priorities can be implemented successfully. Students are immersed with technology throughout the school, with a particular emphasis on 1:1 access in years 3, 4, 5 and 6.

Engagement and Wellbeing has been a key focus at all year levels. The school has continued to take significant steps to implement programs that support both elements. In particular the School Chaplain continues to provide an extra layer of support to staff, students and parents. The continued involvement of a Social Worker based at school has also been important. The rejuvenation of our school buildings and the enhancement of our school grounds continue to be rolled out in a strategic manner to support Engagement and Wellbeing. Our Landscape Strategy, one that is inclusive of all key stakeholders, is a significant project and is likely to contribute significantly to these key aspects of school life.

### Achievement

Based on 2015 NAPLAN results (4-year average) Spring Gully Primary School is achieving results at or above the median of all Victorian Government schools. When compared to similar schools our Year 5 Reading results (4-year average) are lower, although results in 2015 were broadly similar to other schools, taking into account its students.

Key strategies to support improvement have included focussed professional development for all teachers, especially in the key areas of Literacy and Numeracy teaching. This has been achieved through the continued use of Strategic Teams and the delivery of weekly professional learning. The Literacy and Numeracy team leaders have also been supported to complete appropriate professional development courses at Bastow. The school also continued to explore the most effective way for our Professional Learning Teams (PLT) to function. Changes to the structure of these teams were implemented at the end of 2015. Our partnership with Parkwood Green Primary School was the catalyst in the development of our own revised PLT structure and agreed protocols to support this.

Intervention Programs have included Reading Recovery at Grade 1 and literacy support for identified students in Grade 3 and 4. Individual Learning Plans were developed for students achieving above or below expected level.

### Engagement

Overall student absence data is slightly higher than the State median and higher than the predicted level given our student cohort. Our specific attendance data reveals that some students have substantial absences, influencing the data to a significant level. Students are rewarded for a high attendance through awards at the end of semester 1 & 2. The school has also made progress with supporting families with students that have significant absences. The School Chaplain and Social Worker, both of whom are based at our school two days per week, have played an important role in this regard. This regular access to a Social Worker is a new partnership that was developed during 2014. The partnership is endorsed by School Council and operates through the Tristar Medical Group. Opportunities to extend this partnership are currently being considered.

The Learning to Learn Program focused on issues that impact on student attendance, including school values, responses to bullying, restorative processes and language.

The Landscape Masterplan Plan that was developed in 2013 continues to be implemented. These projects are aimed to develop a greater level of connectedness between the children and their school.

### Wellbeing

Our student outcomes were marginally below the median of Victorian Government schools, and is broadly similar to other schools, taking into account its students. These results were carefully analysed and ideas are being developed for implementation in 2016 in order to improve this data. These include continuing our lunchtime 'Kids Club' program, providing more opportunities for our students to lead, staffing choices and student support through differentiation of teaching and learning, and the continued focus on Restorative Practice.

Our school continues to investigate the best means of supporting all students. In 2014 we worked closely with Paul Keller, Autism Spectrum Disorder Coach, to further build individual and collective knowledge and capacity when supporting children on the spectrum. In 2015 a number of staff members participated in professional learning courses, such as autism, as a means of building on our individual and collective knowledge base.

## Productivity

The school continues to fully expend the Student Resource Package Credit money on human resources. This allows the school to meet the guidelines relating to class sizes as detailed in the Victorian Governments Schools Agreement 2013, as well as providing extra individual and small group support where necessary.

Our school has continued to invest heavily in our Middle Leaders who have a responsibility to lead or support colleagues' learning to improve student learning. In 2014 two of our teachers completed leadership courses at Bastow, namely Leading Literacy and Leading Numeracy. In 2015 we had two more teachers involved in Bastow leadership courses. These programs have been the catalyst for significant changes, both in documentation and delivery, in these two crucial areas.

As mentioned earlier, the employment of our School Chaplain, along with the partnership established with the Tristar Medical Group, has allowed our school to provide substantial support to numerous students and families in need. This has resulted in greater individual and collective productivity.

2014 saw the introduction of Learning Walks for our leadership team. These walks allowed the leadership team to collect data on various aspects of teaching and learning. The Learning Walks continued in 2015, with 2014 data allowing a much narrower focus for this body of work. In 2016, we will be introducing a new Peer Coaching model to support individual teacher growth and development.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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.

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

#### Enrolment Profile

A total of 345 students were enrolled at this school in 2015, 149 female and 196 male. There were 2% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



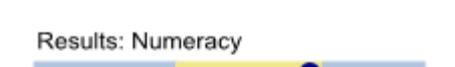
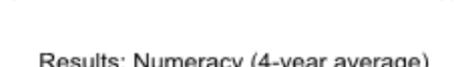
## Performance Summary

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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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><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>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> Lower</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 Learning Gain</b> 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" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>50%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>67%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	50%	34%	Numeracy	24%	51%	24%	Writing	22%	67%	11%	Spelling	16%	42%	42%	Grammar and Punctuation	24%	56%	20%	<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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>94 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	92 %	93 %	93 %	93 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	92 %	93 %	93 %	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><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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></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 colleges, 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.



## What is a School Comparison?

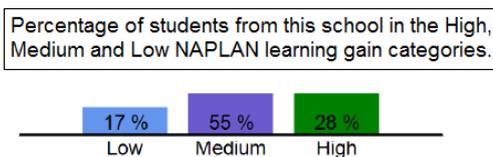
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

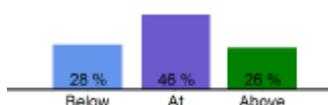
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some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

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,157,603
Government Provided DET Grants	\$345,767
Government Grants Commonwealth	\$4,339
Revenue Other	\$26,961
Locally Raised Funds	\$158,644
<b>Total Operating Revenue</b>	<b>\$2,693,315</b>

Funds Available	Actual
High Yield Investment Account	\$42,472
Official Account	\$29,648
Other Accounts	\$117,901
<b>Total Funds Available</b>	<b>\$190,020</b>

Expenditure	
Student Resource Package	\$2,119,970
Books & Publications	\$7,753
Communication Costs	\$5,642
Consumables	\$17,570
Miscellaneous Expense	\$103,164
Professional Development	\$11,093
Property and Equipment Services	\$143,053
Salaries & Allowances	\$133,192
Trading & Fundraising	\$49,255
Utilities	\$21,345
<b>Total Operating Expenditure</b>	<b>\$2,612,037</b>

Financial Commitments	
Operating Reserve	\$74,060
Asset/Equipment Replacement < 12 months	\$31,200
Maintenance - Buildings/Grounds incl SMS<12 months	\$50,500
Beneficiary/Memorial Accounts	\$3,355
Revenue Received in Advance	\$11,886
School Based Programs	\$8,823
Other recurrent expenditure	\$10,196
<b>Total Financial Commitments</b>	<b>\$190,020</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$81,278</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

Student Resource Package Expenditure figures are as of 21 March 2016 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

The surplus has accumulated to enable the school to be able to continue to provide a range of specialist programs, sustain and improve learning environments, complete items on our Landscape Strategy Plan and allow for a possible decline in enrolment numbers due to a spike in our Prep intake over the past two years.

The school received \$20000 National School Chaplaincy funding to supplement the wage of our School Chaplain. A \$5000 City of Greater Bendigo grant was received for our Community Garden Project which enabled the building and setting up of wicking beds. Our LOTE teacher was provided with a Language Teaching Scholarship to travel to Germany which occurred over the 2015/2016 December-January school holiday period.

The school is fortunate to have an active but small Parent Club to support its fundraising activities. The school continues to make a significant investment in the Year 5/6 Netbook program.

The school is in a sound economic position in readiness for 2016.