

2017 Annual Report to the School Community



School Name: Shepparton East Primary School

School Number: 1713



- 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

Signed 29 March 2018 at 08:37 AM by Trent McCrae (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.

Signed 11 April 2018 at 09:39 PM by David Fox (School Council President)



About Our School

School Context

Shepparton East Primary School's vision is to ensure that its students receive a high quality education through a relevant and dynamic curriculum in a secure and caring environment. During 2017, the school strived to meet the individual needs of all of its 256 students, catering for those who required special assistance as well as fostering talents and interests.

The curriculum at Shepparton East Primary School has a strong emphasis on Literacy and Numeracy, differentiating high quality tasks to meet the learning needs of our students. Inquiry and Play-Based learning is also incorporated into our curriculum, with students valuing the wide array of engaging activities available to them. Specialist Teachers for Performing Arts, Physical Education, Art and Science allow us to cater for all student needs and interests. Students also have the opportunity to participate in a wide variety of sporting events, excursions and camping programs. Our school practises School Wide Positive Behaviours, promoting the values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Through the explicit teaching of these values, the school provides an inclusive and supportive environment.

The school consists of eleven classrooms that foster open learning, an administration area and other facilities including a Library, Art room and Multi-purpose room. The school has 18.1 equivalent fulltime staff: 1.0 Principal Class, 1.0 Assistant Principal, 12.6 Teachers, 3.0 Education Support staff and an 0.5 Chaplain. In addition to this, SEPS also offers Guitar, Piano and Choir lessons through specialist personnel.

Framework for Improving Student Outcomes (FISO)

In 2017, the identified FISO priority focused on was to further develop 'Excellence in teaching and learning'. With the overall goal of increased student learning outcomes, 'Building practice excellence' was the key initiative selected based on the following reasons:

1. Identified Threshold and NAPLAN data.
2. The need for further embedment of the school's systems for collaboration, classroom observation and the modelling of effective practice and feedback.
3. The appointment of an Assistant Principal and the continued focus to develop distributed leadership capacity across the schools operations.

During the year, progress was made through refined observation and modelling practices, with modelling, mentoring and classroom observations occurring across all classes. Through a Professional Learning Communities approach, resources were optimised for effective team leadership, increased teacher capacity and improved student learning outcomes. All curriculum content, assessment and documents were also revised. Key Improvement Strategies used to achieve the aforementioned outcomes included:

1. Create a collective accountability to provide a robust school curriculum, building teacher capacity and using data to inform teaching and learning practices.
2. Build the capacity of the school's leadership to support and implement effective organizational and communication strategies to optimize the school's operations.
3. A shared approach to professional learning and a collective sharing of skills, expertise and experience.

Achievement

The school is proud of its achievements in student learning and is always striving for continual improvement. Through common assessments and teacher moderation, 2017 teacher judgment results indicate that students performed at similar standards for English and Mathematics to comparison schools. Teacher judgements are based on a wide range of data sources and assessments, with these being triangulated to provide an accurate indication of each student's point of learning and academic achievement.

In 2017, our Year 3 NAPLAN Reading and Numeracy results were similar to comparison schools, as were the 4 year Reading and Numeracy trends. Year 5 Reading and Numeracy results were also similar to comparison schools during 2017, with 4 year trends being slightly below comparison schools. Year 3-5 relative growth NAPLAN results indicate positive achievements in Reading and Numeracy, with improvements to be made by decreasing the low learning gain and increasing the high learning gain across other NAPLAN domains. It must be noted that small cohorts of students and student transience should be taken into consideration when interpreting these results.

Student achievement has been supported through targeted professional learning in Literacy and Numeracy across the school. The school has engaged with the University of Melbourne over a 3-year period, receiving ongoing coaching, in-class support and professional development around best practice teaching and learning of reading. Through Professional Learning Communities training, the school has also seen refinement of team planning practices, enhanced data collection and analysis and targeted teaching to increase student outcomes. Mentoring, modelling and classroom observations are also utilised to ensure consistent practices and pedagogy across the school.



Engagement

Students at SEPS have a strong sense of belonging and enjoyment at school, which is demonstrated through their regular attendance. Attendance results are similar to comparison schools for both 2017 and over the 4-year average, indicating positive levels of engagement in our programs, with this also being a reflection of the high levels of parental participation in student learning. Students are actively engaged through our differentiated curriculum and the positive data is attributable to the many opportunities available to all students at SEPS. Through explicitly linking student interests to best-practice teaching, students are taught at their point of learning in an engaging and real-world context that promotes greater student ownership over their learning.

Promoting student engagement, amongst our specialist classes, the school has an exemplary performing arts program which provides students with many opportunities to perform to the wider community. Examples of this include the end of year concert and the State School Spectacular in Melbourne.

The students also have the opportunity to take part in a wide variety of sporting teams such as netball, football and soccer, where they are coached by teachers and parents. During 2017, students represented the school in swimming, athletics, soccer, netball, basketball and cross country. All students in Prep - 6 take part in the camps and cultural performance programs, with links being made to the curriculum programs in class. Our Year 6 students also participate in our yearly Leadership and Bike Education programs.

As an eSmart school, ICT is embedded across the curriculum, being utilised to enhance learning opportunities through students having access to iPads, netbooks and interactive whiteboards.

Wellbeing

Shepparton East Primary School is committed to ensure a safe and proactive environment where students feel secure and supported. Results have been well above the state median over the last 4-years, where our students have displayed a high level of 'Connectedness' to school. However with a change of survey in 2017, results have indicated that 'Sense of Connectedness' and 'Management of Bullying' is statistically lower than comparison schools. In contrast to this, school based data indicates positive levels of student connectedness, satisfaction and feeling supported at school. So that this data can be more easily tracked, compared and enacted upon, the school will be changing to a commercial Social-Emotional Wellbeing Survey from 2018.

To support the wellbeing of our students, we have consistent whole school and classroom behaviour management systems, promoting positive behaviours through also linking our positive acknowledgement systems to our four school values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School. Behavioural data is collected to inform priority areas of focus and our values are explicitly taught each week.

As part of our holistic approach to developing the whole child and supporting our families, a School Chaplain is employed for 2.5 days per week, running such programs as our Breakfast Program. The Chaplain is available for students, parents and staff to talk to and when necessary, links with outside organisations such as Family Care, Speech Therapy, Occupational Therapy and Psychologists are made.

Our transition processes from pre-school to school and primary school to secondary school is supportive, encouraging and accommodating for both students and their families. Our Ready, Set, Prep program, parent information sessions, "Transition Day" activities and Open Days all combine to provide a smooth and enjoyable experience at our school.

To further build upon our practices, we will continue to have high expectations in regards to student welfare and consistent SWPBS processes. In addition to this, our Buddies and Student Leadership programs will continue to be offered and our School Chaplain will be utilised in proactive programs based on staff, parent and student wellbeing.

For more detailed information regarding our school please visit our website at
www.shepeastps.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 256 students were enrolled at this school in 2017, 133 female and 123 male.</p> <p>< 10 percent were EAL (English as an Additional Language) students and 4 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> 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 Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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>26%</td> <td>61%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>33%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>43%</td> <td>35%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>57%</td> <td>30%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	61%	13%	Numeracy	29%	33%	38%	Writing	43%	35%	22%	Spelling	57%	30%	13%	Grammar and Punctuation	35%	48%	17%	<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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	92 %	93 %	92 %	90 %	<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										
93 %	91 %	92 %	92 %	93 %	92 %	90 %										



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>	<p> Lower</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: 2017</p>	<p> Lower</p>

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)

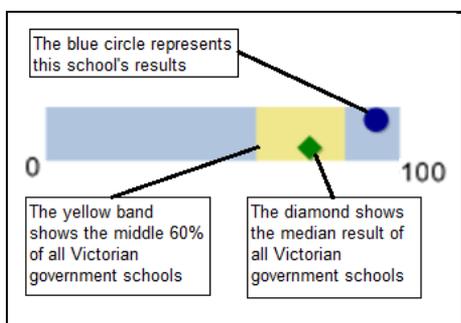
Engagement

- 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).

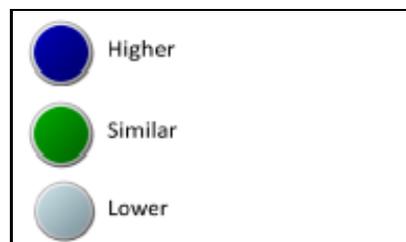


What does *School Comparison* refer to?

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

In 2017, all funds were strategically allocated to cater for student needs and enhance student learning. Enrolments, workforce management and resource allocation resulted in a surplus budget for the year. 2018 projections indicate a strengthened budget, with future spending being based around enhancing school based programs, development of staff expertise and further grounds development whilst maintaining a strong financial position.

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	\$1,676,624	High Yield Investment Account	\$33,599
Government Provided DET Grants	\$281,261	Official Account	\$13,180
Government Grants Commonwealth	\$4,883	Total Funds Available	\$46,779
Government Grants State	\$5,500		
Revenue Other	\$101,227		
Locally Raised Funds	\$261,224		
Total Operating Revenue	\$2,330,718		
Equity¹			
Equity (Social Disadvantage)	\$36,727		
Equity Total	\$36,727		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,651,583	Operating Reserve	\$18,198
Books & Publications	\$1,520	Asset/Equipment Replacement < 12 months	\$6,000
Communication Costs	\$10,510	School Based Programs	\$2,581
Consumables	\$66,159	Capital - Buildings/Grounds incl SMS>12 months	\$20,000
Miscellaneous Expense ³	\$91,150	Total Financial Commitments	\$46,779
Professional Development	\$27,790		
Property and Equipment Services	\$82,175		
Salaries & Allowances ⁴	\$230,048		
Trading & Fundraising	\$70,989		
Utilities	\$20,254		
Total Operating Expenditure	\$2,252,177		
Net Operating Surplus/-Deficit	\$78,541		
Asset Acquisitions	\$0		

(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.