

2014 Annual Report to the School Community

Shepparton East Primary School

School Number: 1713



Name of School Principal:

Trent McCrae

Name of School Council President:

Kathie Lowe

Date of Endorsement:

14.05.15

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2014.

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. The school strives to meet the individual needs of all of its 175 students, catering for those who require special assistance as well as fostering talents and interests.

Our school practises Positive School Wide Behaviours, promoting the values: Care for Yourself, Care for Others, Care for Your Learning and Care for Your School.

The curriculum at Shepparton East Primary School (SEPS) has a strong emphasis on Literacy and Numeracy with coordinators appointed to drive these programs. Inquiry and Play-Based learning is incorporated into our curriculum, with students valuing the wide array of engaging activities available to them. Specialist Teachers for Performing Arts, LOTE, Art and Reading Recovery 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.

The school consists of eight classrooms that foster open learning, an administration area and other facilities including a Library and Multi-purpose room.

The school has 13.2 equivalent fulltime staff: 1.0 principal class, 0.8 Leading Teacher, 9.4 teachers, 1.6 Education Support staff and a 0.4 Chaplain. In addition to this, SEPS also offers Guitar, Piano and Choir lessons through specialist personnel.

Achievement

The school is proud of its achievements in student learning and is always striving for continual improvement. Through common assessments and teacher moderation, teacher judgment results indicate that students performed at similar standards for English and Mathematics to comparison schools.

Our 2014 Year 3 NAPLAN Reading and Numeracy results are similar to comparison schools, with the Year 5 Numeracy results also indicating a similar standard. SEPS 4-Year average for Year 3 and Year 5 Reading is slightly lower to comparison schools, whilst our Year 5 Numeracy results continue to be similar to comparison schools over the last 4 years. Year 3-5 relative growth NAPLAN results indicate positive achievements in Numeracy, Writing, Spelling, Grammar and Punctuation, with improvements to be made by decreasing the low learning gain in Reading.

Student achievement has been supported through targeted professional learning in Literacy and Numeracy across the school. Designated Literacy, Numeracy and Developmental Curriculum coordinators utilise data to monitor all students and drive teaching and learning. Staff plan in teams, organising fluid ability groups to provide a targeted approach to increasing student outcomes. Mentoring, modeling and classroom observations are also utilised to ensure consistent practices and pedagogy across the school.

Future directions include further embedding 'best teaching practice', continuing to utilise the open learning design through investigations and inquiry based learning, team planning, enhanced data collection and analysis, targeted teaching, and the incorporation of eLearning strategies in Literacy and Numeracy teaching and learning. Additional Literacy support and Reading Recovery programs will also continue to be provided for 'at-risk' students.

Engagement

Students at SEPS have a strong sense of belonging and enjoyment at school, which is demonstrated through their regular attendance. Attendance results are higher than comparison schools for both 2014 and over the 4-year average, indicating high 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 'Shepparton Music Spectacular', 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 2014, 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 Bike Education program.

As an eSmart school, ICT is embedded across the curriculum, being utilized 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. Our students display a high level of 'Connectedness' to school, as illustrated through the results of the Year 5 and 6 Attitudes to School Survey. Results were well above the state median for both 2014 and the 4-year average, with these results being statistically higher than comparison schools.

To achieve these results, as one of only 17 Mentor SWPBS schools across the state, we have consistent whole school and classroom behavior 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 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 continue to achieve these positive results we will continue to have high expectations in regards to student welfare and consistent SWPBS practices. 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.

Productivity

At SEPS, school improvement systems, curriculum development and business processes all fit around and support our ultimate goal of improving student outcomes. As we have almost doubled in size from 2011 to 2014, it has been essential to put systems and structures in place that support our school into the future.

Key elements that were aligned and resources allocated during 2014 include realigning and developing Leadership and Curriculum Teams, realigning meeting structures to allow the collection and sharing of relevant data and providing mentoring and professional learning for staff. In addition to this, Literacy and Numeracy Leaders were allocated additional time to work with staff and within classrooms for planning, teacher development and student support for identified 'at-risk' students in reading and numeracy.

Grant applications for such areas as Chaplaincy, SWPBS and Bully Stoppers further allowed the establishment and expansion of programs across the school. Building works and improved facilities to cater for growing numbers were also applied for and allocated during the year.

The above allocation of human, physical and financial resources has increased staff expertise and has ensured a whole school alignment of assessment, planning, teaching and learning structures and pedagogy. The strategic support, extension and opportunities provided to our students has allowed them to demonstrate a high level of achievement and engagement.

As identified in our 2014 Peer Review and 2015-2018 Strategic Plan, future directions include establishing a successful Outside School Hours Care program, further sourcing external funding to enhance and establish programs, ensuring clear roles and responsibilities across staff and continuing to systematically and strategically allocate human, physical and financial resources to areas of priority.

For more detailed information regarding our school please visit our website at
<http://www.shepeastps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: Result for this school: Median of all Victorian government schools:

School Profile

School Enrolments

A total of 175 students were enrolled at this school in 2014, 85 female and 90 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> English Mathematics <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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Similar</p> <p> Similar</p>

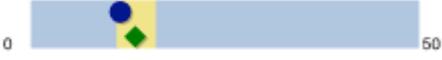
Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ● Median of all Victorian government 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>41%</td> <td>53%</td> <td>6%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	41%	53%	6%	Numeracy	19%	56%	25%	Writing	25%	50%	25%	Spelling	29%	53%	18%	Grammar and Punctuation	29%	47%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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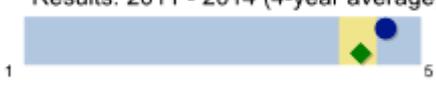
Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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 2014 attendance rate by year level:</p> <table border="1" data-bbox="560 857 1046 952"> <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>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	93 %	93 %	94 %	94 %	93 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	93 %	93 %	94 %	94 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

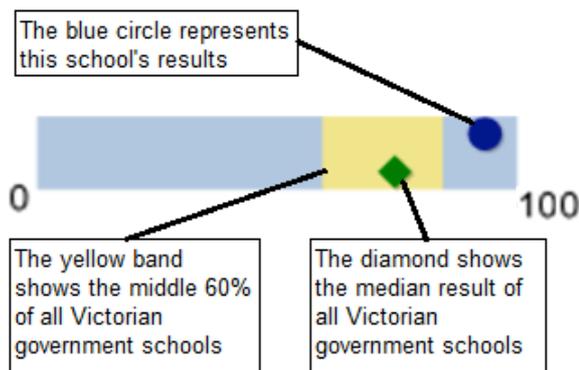
What are student outcomes?

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 Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

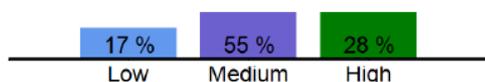
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.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

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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, 2014

Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$1,118,258
Government Provided DE&T Grants	\$141,970
Government Grants Commonwealth	\$24,004
Government Grants State	\$1,200
Revenue Other	\$12,934
Locally Raised Funds	\$158,061
Total Operating Revenue	\$1,456,427

Funds Available	Actual
High Yield Investment Account	\$48,844
Official Account	\$18,229
Total Funds Available	\$67,073

Expenditure	
Student Resource Package	\$1,112,714
Books & Publications	\$3,810
Communication Costs	\$5,574
Consumables	\$45,256
Miscellaneous Expense	\$75,649
Professional Development	\$26,395
Property and Equipment Services	\$71,015
Salaries & Allowances	\$58,071
Trading & Fundraising	\$47,673
Travel & Subsistence	\$2,320
Utilities	\$17,178
Total Operating Expenditure	\$1,465,655
Net Operating Surplus/-Deficit	(\$9,228)
Asset Acquisitions	\$3,566

Financial Commitments	
Operating Reserve	\$29,495
Asset/Equipment Replacement < 12 months	\$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,000
School Based Programs	\$26,578
Total Financial Commitments	\$67,073

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

Financial performance and position commentary

With the extensive buildings and grounds works and additional staffing invested over the past year, although this has led to an operating deficit, SEPS has implemented a successful budget. All funds were strategically allocated to cater for student needs and enhance student learning. Projected enrolments and staffing profiles indicate a surplus budget from 2015, with future spending being based around enhancing school based programs, ICT resources and further grounds development whilst maintaining a strong financial position.