2019 Annual Report to
The School Community

THE **EDUCATION STATE**

School Name: Shepparton East Primary School (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 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 2019 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 21 April 2020 at 04:48 PM by Stacey Willaton (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 October 2020 at 10:41 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 2019, the school strived to meet the individual needs of all of its 282 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 twelve classrooms that foster open learning, an administration area and other facilities including a Library, Art room and Multi-purpose room. The school has 23.6 equivalent fulltime staff: 1.0 Principal Class, 1.0 Assistant Principal, 15.2 Teachers, 5.6 Education Support staff and an 0.8 Chaplain. In addition to this, SEPS also offers Guitar, Piano and Choir lessons through specialist personnel.

Framework for Improving Student Outcomes (FISO)

In 2019, 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:

- Identified Threshold and NAPLAN data.
- The need for further embedment of the school's systems for collaboration, classroom observation and the modelling of effective practice and feedback.
- Workforce changes.

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. The Key Improvement Strategy used to achieve the aforementioned outcomes included:

- Create a collective accountability to provide a robust school curriculum, building teacher capacity and using data to inform teaching and learning practices.

This Key Improvement Strategy involved such actions and milestones as:

- Modifying the leadership structure and establishing a School Improvement Team to build staff capacity and increase student learning outcomes.
- Refining school pedagogy and ensuring clear and consistent expectations across all curriculum areas across the school.
- Refining the timetable to allow greater teacher collaboration and enhance PLC practices.
- The development of a Professional Learning Program to support literacy and numeracy differentiation, teacher planning and lesson structure.
- The establishment of explicit PLC structures, processes and expectations, including adopting the DET Inquiry Cycle

to inform our teaching and learning processes.

Achievement

The school is proud of its achievements in student learning and is always striving for continual improvement. Through common assessments and teacher moderation, 2019 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 2019, our Year 3 NAPLAN Reading and Numeracy Top 3 Bands results were slightly lower than comparison schools, with this impacting on the 4 year Reading and Numeracy trends. Year 5 Reading and Numeracy Top 3 Bands results were also slightly lower to comparison schools during 2019, with 4 year trends being slightly below state median. Year 3-5 relative growth NAPLAN results indicate positive achievements in Reading and Numeracy, as with our Writing results, where students displaying high learning gain is a highlight. Slight improvements are to be made by decreasing the low learning gain and increasing the high learning gain across the Numeracy, Spelling and Grammar/Punctuation 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 was selected as a Primary Mathematics and Science Specialist school, receiving ongoing coaching, in-class support and professional development around best practice teaching and learning. 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 generally demonstrated through their regular attendance. Due to factors such as illness, attendance results were slightly lower than comparison schools in 2019 and slightly lower than comparison schools over the 4-year average. This indicates positive levels of engagement in our programs and is also a reflection of the high levels of parental participation in student learning through the class helper induction process of our Parent Education Program. Students are actively engaged through our differentiated curriculum and the 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 through our specialist classes, the school has an exemplary performing arts program, science program, visual arts program and physical education program which provide students with many opportunities to develop their skills and interests under the tutelage of specialist instructors.

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 2019, 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. Positive 2019 results have indicated that 'Sense of Connectedness' and is statistically similar to comparison schools and 'Management of Bullying' is slightly below, as is the two year trend data for 'Sense of Connectedness'. Two year trend data is slightly lower than comparison schools for 'Management of Bullying', with this being attributable to the survey changing and moving online and the introduction of Year 4 students completing the survey.

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 4 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 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.

Financial performance and position

The school has demonstrated a strong financial performance in 2019, with the annual result being a surplus. Sources of funding included the expansion of our OSHC program and special grants received which were used to increase the resources available, professional learning provided and ultimately the programs offered at SEPS including the PMSS program. Other additional funds to the SRP received from the Government included the National Schools Chaplaincy Program funding, allowing for the engagement of a school chaplain to support the welfare needs of our community. Equity funding and inclusive grants were also received, leading to increased academic and welfare supports, resources and practices. Involvement in the PMSS allowed us to increase supports across the school. Fundraising activities and sponsorship also provided increased revenue, with funds being utilised for stage 1 of our sporting pavilion.

For more detailed information regarding our school please visit our website at
http://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.
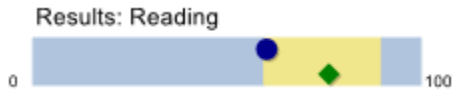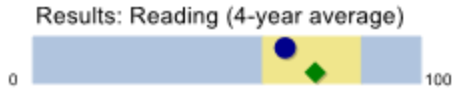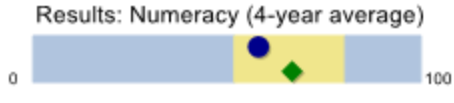
Key:
Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 282 students were enrolled at this school in 2019, 139 female and 143 male.

2 percent were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

| low | low-mid | mid | high |

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 —————————————— 100 Results: Mathematics 0 —————————————— 100	Similar ● Similar ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Below
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below Similar

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading

27 %	58 %	15 %
Low	Medium	High

Numeracy

32 %	58 %	10 %
Low	Medium	High

Writing

23 %	50 %	27 %
Low	Medium	High

Spelling

29 %	55 %	16 %
Low	Medium	High

Grammar and Punctuation

35 %	52 %	13 %
Low	Medium	High

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ───────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ───────────── 50 Few absences <------> Many absences	**Below** ●
Average 2019 attendance rate by year level:		Similar school comparison not available

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	91 %	90 %	92 %	90 %	92 %

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).		Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).		Below

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, 2019	
Revenue	**Actual**
Student Resource Package	$2,068,367
Government Provided DET Grants	$469,048
Government Grants Commonwealth	$3,200
Government Grants State	$36,710
Revenue Other	$144,112
Locally Raised Funds	$400,257
Total Operating Revenue	**$3,121,693**

Equity[1]	
Equity (Social Disadvantage)	$30,625
Equity Total	**$30,625**

Expenditure	
Student Resource Package[2]	$2,061,854
Books & Publications	$2,376
Communication Costs	$6,540
Consumables	$78,591
Miscellaneous Expense[3]	$97,102
Professional Development	$27,113
Property and Equipment Services	$228,802
Salaries & Allowances[4]	$323,138
Trading & Fundraising	$36,947
Travel & Subsistence	$230
Utilities	$25,149
Total Operating Expenditure	**$2,887,844**
Net Operating Surplus/-Deficit	**$233,850**
Asset Acquisitions	**$7,884**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$279,861
Official Account	$30,071
Other Accounts	$39,705
Total Funds Available	**$349,638**

Financial Commitments	
Operating Reserve	$113,827
School Based Programs	$15,840
Capital - Buildings/Grounds < 12 months	$39,129
Total Financial Commitments	**$168,796**

(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 26 February 2020 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)
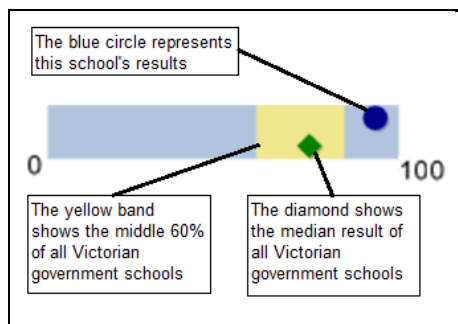
Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below
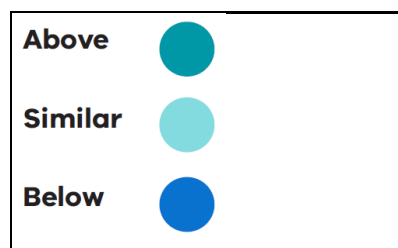
What does '*Data not available'* or *'ND'* mean?

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').