

# 2018 Annual Report to The School Community



School Name: Sunbury West Primary School (5006)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 01:51 PM by Inga Wilson  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 10:47 AM by James King (School  
Council President)

## About Our School

### School context

Sunbury West Primary School is located approximately 42 km from Melbourne, situated among well established and developing residential areas. Since its opening in 1971, the school has provided quality education to the children of Sunbury.

The school's vision states, 'In the safe, caring and stimulating environment of Sunbury West Primary School, each child is given the opportunity and encouragement to strive towards his or her maximum potential as a confident individual and responsible member of society.

The school's motto is, 'Together We Learn. Together We Grow'.

After an extensive consultation process with the school community, the school's newly adopted values are; 'We Respect'. 'We Strive.' 'We Belong'. and underpin all daily interactions and practices.

Sunbury West Primary School strives for social, emotional and educational excellence in an environment where children of all ages mix cooperatively. The school encourages staff, students and parents to value diversity and promote the development of individual strengths and talents. Skilled, enthusiastic and committed staff use a range of innovative and proven teaching practices that reflect current education state initiatives. This provides the best possible learning environment, whilst considering the individual needs and multiple entry points of all students.

A total of 226 students were enrolled at the school in 2018, 112 female and 114 male. 6% of students were EAL (English as an Additional Language) and 4% ATSI (Aboriginal and Torres Strait Islander) students.

The school's SFOE in 2018 was 0.4288. The school falls within the low - mid socio economic profile based on parent occupation and education. The school has received received some equity funding since 2016. The cash component has allowed for the implementation of professional learning initiatives at the school and network level in Literacy and Numeracy. The credit line of funding has supported school staffing, as the school continues to grapple with potential deficit.

In 2018, staffing consisted of 2 Principal Class officers, 12.2 EFT teachers and 3.8 ES Staff.

The school operated 10 classrooms, with all classes being organized into composite levels with the exception of Foundation. All classroom teachers were allocated on a full time basis. The school is spread across three buildings with large amounts of classroom space and flexible learning areas. The Sport / Physical Education program was delivered by one full time teacher at a 0.6 time fraction, with the remaining 0.4 being allocated to ICT and 21st Century Learning. Visual Arts was delivered across three days by one, 0.6 teacher, as was the Japanese LOTE program, which was offered from P - 6 for the first time.

### Framework for Improving Student Outcomes (FISO)

In 2018, the school's AIP focused on the FISO areas of Building Practice Excellence and Building Leadership Teams. Continuation of a coaching model in Numeracy with a critical friend and consultant focused on work embedded professional learning in problem based learning in Numeracy. The school also participated in a network based Middle Years initiative to promote pedagogical reform in Numeracy across the Sunbury schools. The work of the project team was further complemented by the Sunbury Schools' Principal Class Community of Practice with a focus on Numeracy. Data collection across the network formed the basis for ongoing investigation into improving student outcomes.

With a focus on Engagement and Wellbeing, the school continued to explore and initiate programs to support student engagement and wellbeing. Key staff participated in the regional School Wide Positive Behaviours professional learning program, with a number of key elements being introduced in the first year of implementation. These included the development of a Behaviour Matrix to identify and manage minor and major behaviours, review and refinement of behaviour management policies and ongoing professional learning for all staff to promote consistency across the school.

In 2018, six staff, comprising school leaders and instructional leaders participated in the regional Professional Learning Communities initiative. Structures and protocols were established at the school level to support the introduction of team inquiry using evidence based research and practice to enhance learning outcomes for students.

The school also commenced a review of pedagogical practice in relation to the school's instructional model for Writing. Two staff attended the Bastow Literacy Leaders' program, which was the catalyst for further professional learning at the school level with the regional consultant. The work has centred around the 6 + 1 traits of Writing and will continue to be a focus area within the AIP.

### Achievement

The overall results for student learning at our school were close to the state median and fell within the middle 60% band of Government schools. Taking into account factors which influence student performance we were performing similarly to other schools given the background characteristics of our students. Teacher assessments against the Victorian Curriculum were close to the state median in both English and Mathematics, with a marginal decline from the previous year's performance. Year 3 and 5 NAPLAN results were mixed. Year 3 Reading results for students achieving in the top 3 bands were below the median for the state, but in accordance with our predicted score in comparison to similar schools. The four year trend for Reading showed that we have maintained close proximity to the state median, although slightly below. Numeracy results for the same cohort were below the median for the state in 2018. The four year trend for Numeracy showed that we are also slightly below the median. Year 5 results for students achieving in the top 3 bands were lower than the state median, whilst the four year average has the school placed comparatively, if not slightly above in Reading. Numeracy results for the same cohort were below the median for the state in 2018. The four year trend for Numeracy showed that we are at the state median. Literacy and Numeracy continue to be a focus for the school, with ongoing professional learning planned for in 2019. PLC inquiry into student learning will also support targeted teaching and learning in Reading, Writing, Phonological Awareness and Numeracy. This proposed professional learning as identified within the school's AIP will be at the school, network and regional level.

### Engagement

Our school has continued to offer a large number of opportunities designed to assist children to develop connectedness with each other and also build resilience and self esteem. Examples of these are: Junior School Council, House / Vice Captains, Pupil of the Week, Buddies and Peer Support programs, school performances, Arts displays and sporting opportunities. Extra-curricular activities such as camps, instrumental programs, incursions and excursions and sporting events and activities complement the core curriculum programs. Each of these offers the children a chance to participate at a level of confidence and interest and provides them a sense of accomplishment and achievement over a period of time. Over the past two years, the school has offered a voluntary 12 week Artist in Residence Program Performing Arts program for students in years 3 - 6 and a mini program for students in years P - 2 since having to relinquish performing Arts as a specialist program. The school's instrumental program, run independently by trained music teachers continues to be popular with a large number of students participating in weekly drums, keyboard, guitar and violin tuition. The school has continued to work diligently on the transitions between Kinder and Prep as well as Year 6 to Year 7. The school also ensures smooth educational transition from year to year while children attend Sunbury West Primary School. The transition programs are designed to support children and to provide comfort and security in each new environment. This is extremely important as we recognise the importance a settled and stable environment has on the achievement of educational outcomes. The student attendance data indicates that results were better than the middle 60% band of Government schools, after taking into account factors that influence results. The 4 year average rates of attendance were also better than the state. School comparison data shows that the school was higher than schools with students who share similar background characteristics. The average attendance was between 90% - 93%% across grade levels. The school has continued to focus on

the small percentage of children with chronic absence results.

## Wellbeing

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment is critical to achieving and sustaining students' positive learning experiences. Over the past twelve months, further work has been undertaken to improve the aesthetics of the school and promote pride and ownership of school facilities. Examples include; continuing garden projects, ongoing maintenance works and the installation of shade sails for new and existing playgrounds.

The school worked in consultation with the school community to develop new school values, 'We Respect'. 'We Belong.' 'We Strive'. These have been widely publicised and shared across all school contexts and underpin all daily interactions and practices.

The introduction of School Wide Positive Behaviours has focussed on the development of a behaviour matrix, review of the school's behaviour management policy and ongoing opportunities for students to participate in the cross age House Mates program. This work has emphasised whole school approaches to welfare and discipline, building alignment and continuity of practice.

Pivot surveys continue to be used to monitor student perceptions in relation to engagement and wellbeing, with Pivot being extended to all students in years P - 6 in 2019.

Student Attitudes to School data results were slightly below the state median in relation to student connectedness and management of bullying, but similar in comparison to schools with similar background characteristics.

In 2019, the school is continuing its commitment to School Wide Positive Behaviours with the school investing in ongoing professional learning for staff.

## Financial performance and position

The school was fortunate to receive a \$40,000 State Government grant for the erection of shade sails over the playground equipment. This was able to free up locally raised funds (fundraising money) for the purpose of providing air conditioners in the BER Building in 2019.

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.

Overall the school has been conservative in its spending as it is anticipated that with a declining enrolment the school will be in a deficit position by the end of 2019.




**For more detailed information regarding our school please visit our website at**  
[www.sunburywestps.vic.edu.au](http://www.sunburywestps.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 226 students were enrolled at this school in 2018, 112 female and 114 male.

6 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.



#### 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

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><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> Lower</p> <p> Similar</p> <p> Lower</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><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 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>39%</td> <td>48%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>62%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>55%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>62%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>41%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	48%	12%	Numeracy	35%	62%	3%	Writing	36%	55%	9%	Spelling	18%	62%	21%	Grammar and Punctuation	35%	41%	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 Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 999"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	92 %	92 %	90 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	92 %	92 %	90 %	92 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,827,793	High Yield Investment Account	\$178,428
Government Provided DET Grants	\$303,923	Official Account	\$10,480
Government Grants Commonwealth	\$5,757	Other Accounts	\$3,844
Government Grants State	\$0	<b>Total Funds Available</b>	<b>\$192,752</b>
Revenue Other	\$14,691		
Locally Raised Funds	\$158,109		
<b>Total Operating Revenue</b>	<b>\$2,310,274</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$65,810		
<b>Equity Total</b>	<b>\$65,810</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,789,268	Operating Reserve	\$67,757
Books & Publications	\$3,705	Other Recurrent Expenditure	\$718
Communication Costs	\$4,239	Funds Received in Advance	\$31,860
Consumables	\$50,157	School Based Programs	\$24,000
Miscellaneous Expense <sup>3</sup>	\$52,440	Capital - Buildings/Grounds < 12 months	\$40,000
Professional Development	\$19,680	<b>Total Financial Commitments</b>	<b>\$164,335</b>
Property and Equipment Services	\$78,891		
Salaries & Allowances <sup>4</sup>	\$156,341		
Trading & Fundraising	\$30,611		
Utilities	\$24,530		
<b>Total Operating Expenditure</b>	<b>\$2,209,861</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$100,413</b>		
<b>Asset Acquisitions</b>	<b>\$16,000</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

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

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

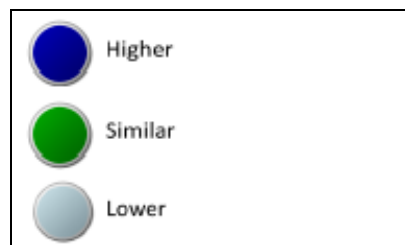


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').