

2016 Annual Report to the School Community



School Name: The Patch Primary School

School Number: 5173



Name of School Principal:

Debra Herrmann

Name of School Council President:

Sarah Tebutt

Date of Endorsement:

March 20th 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





About Our School

School Context

The Patch Primary School is located in the Dandenong Ranges. The school sits amongst multi award winning student designed landscapes, that link closely to learning programs and provide real life learning opportunities. Student enrolments in 2016 were 280. The students at The Patch Primary School draw from a wide geographical area, and families have a socio-economic profile higher than the state average. The school has 36 staff, including a Principal and Assistant Principal, 20 teachers and 14 Education Support staff in administrative and classroom support roles.

We have developed effective partnerships between teachers, parents and families and data shows high levels of family involvement in school activities. The school as a whole, is community focussed and outreach-oriented. We are developing our role as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before during and after school hours. Our whole school commitment to our vision, values and high expectations supports a learning environment that maximises student wellbeing. Within a culture of supportive leadership, we will continue to develop our teacher instructional practice to support the learning growth and wellbeing of each of our students.

Our vision is to work with our community to provide innovative learning that encourages excellence, strengthens self-belief, supports deep creative thinking, recognises diversity, develops compassion, respects the environment and gives all students the choices to fully participate in a sustainable global future.

The Patch Primary School values are Respect, Responsibility and Integrity.

- **Respect** for one another's achievements, views, dignity, privacy and property, accepting that everyone is different and having their own special and unique qualities
- **Responsibility** through creating an awareness of being answerable, or accountable for one's own actions
- **Integrity** of the individual in striving for realistic goals, open and honest communication and trust worthy behaviours

Framework for Improving Student Outcomes (FISO)

In 2016 our Peer review indicated the need to focus on continuing to build leadership and teacher capacity over the next 4 years to improve learning outcomes for all students. This will be achieved by strengthening the capacity of our school leaders to build a culture of shared responsibility and support for staff to engage deeply in continuing to improve their content and assessment knowledge of Literacy and Numeracy pedagogy.

In 2017 our focus will be on

Building practice excellence by

- *Building teacher capacity to implement consistent agreed school wide strategies in Literacy and Numeracy.*
- *Building teacher and student capability in utilizing a range of assessment strategies identifying a students' point of need – PON so as to effectively plan for and assess student learning.*

Building leadership teams by

- *Increasing the alignment in decision making and resourcing with the strategic intent / vision.*
- *Developing the capabilities of leadership teams in using evidence.*

In 2017 we will consolidate and improve the continued development of teachers' capacity in the instructional model and the use of assessment data and practices to inform the design of learning tasks and programs. The development of mid-level leaders to embed and drive the improvement strategies, within the school to support the effectiveness of teams that will improve learning growth of all students in Writing.

Achievement

Results show that we are performing in the middle 60% band of Victorian government primary schools and similar to other schools given the background and characteristics of our students. Data from the 2016 NAPLAN shows that results in Year 3 Reading, Numeracy and 4-year average results and Year 5 Reading and Numeracy are at a similar level to other schools on adjusted school performance. The Year 5 Numeracy 4-year average results on adjusted school performance is lower than other schools despite the background and characteristics of our students.

Our NAPLAN Relative Growth data (improvement from Years 3 to 5 compared to similar students) showed a broader spread of students in the 'medium' to high range, 81% Spelling, 77% Writing, 73% Reading, 73% Grammar and Punctuation, 66% Numeracy. Whilst these results have shown improvement from 2015 and the lower bands have lifted significantly, we still need to improve the top 2 bands in each area, 29% Reading, 23% Spelling, 22% Numeracy, 19% Writing and 15% Grammar and Punctuation. A continued focus on teacher professional learning, and use of student learning data to identify needs, will continue in 2017.

Teacher assessments of the percentage of students in P-6 with a grade C or above are aligned with the Victorian State median. This reflects a conservative judgment as we moved to the Victorian Curriculum. We will work on developing a more consistent alignment between NAPLAN data and teacher assessment of students with the Victorian Curriculum.



In 2017 we will continue with Writing and Numeracy as areas we need to target, with intensive work on building teacher capacity. We will continue updating our curriculum to ensure ongoing improvement in Literacy and Numeracy performance.

We will also review aspects of the school's curriculum to make sure that we have consistent planning documents and alignment between the new Victorian Curriculum and our unit planners. Improving data analysis will better inform teachers of the next stage of student learning.

Staff will continue to be involved in Professional Learning, especially in the areas of Writing, Spelling, Grammar and Punctuation. Our focus on Numeracy will continue and we will continue upskilling our teachers and students through our commitment to Science, Technology, Engineering and Mathematics (STEM) to enrich the ongoing delivery of our science program.

All students in Programs for Students with Disabilities (PSD), showed progress at satisfactory or above in achieving their individual goals. The 'Quicksmart' Literacy and Mathematics program was utilised in Years 3-6 to improve students' results in Numeracy and Literacy for students identified as below the expected level. In 2017 we will continue with Quicksmart Numeracy and will pursue programs to support reading throughout the school.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance was a continued focus in 2016. Students whose attendance rate falls below 90% are considered at risk. We will continue to improve monitoring procedures of students with a high level of absence through follow up phone calls, meetings with parents on a case by case basis, and developing a case management approach for each student. Attendance data indicates a 90% - 94% attendance rate from Prep -6 and we remain at a similar level.

The departmental student attendance guidelines will be advertised and implemented. Our school community is encouraged to see consistency in school attendance as being important to student learning. In 2017, we will continue to focus on the importance of arriving at school on time and being ready to learn.

We are fortunate to have an Early Learning Centre on site, which enables a smooth transition from Kinder to Prep for students and their families. The Kinder Transition Reports and individual interviews at the commencement of 2016, provide our school with information that assists our teachers to meet individual student needs. The Kinder, Year 5-6 Buddy system and Kinder Japanese also assists the Prep students to assimilate within the school, and we will continue this in 2017.

Our exiting students are enrolled at a range of secondary schools. The Year 6 curriculum emphasises preparing our students for transition to secondary school throughout the year. Surveys of parents and students indicate that these programs are working effectively. In 2017, we will continue developing strategies to minimise anxieties that can occur as students undergo transition to a new grade at the end of the year.

As part of our comprehensive Art, Music, Japanese, Indigenous Education, Physical Education, Environmental Education (STEM), Science, Philosophy programs, we provide opportunities to support social competencies, positive self-worth, leadership skills and experience. These are further promoted through other leadership opportunities throughout the school including classroom and school monitors, regular classroom meetings, Public Speaking, KidsMatter and the opportunity to pass on knowledge through the Environmental Outreach Program and Kids Teaching Kids program.

At the beginning of the year, Parent Information Sessions, Get to Know You Interviews and newsletters will detail work expectations and guidelines from each teacher. In 2017, we have transferred information and will upgrade our systems around student data onto Sentral.

We will work with parents, teachers and students to ensure the needs of all students are clearly articulated. We are proud of our school and will seek ways to actively engage, encourage and nurture our students.



Wellbeing

Central to The Patch PS are our well developed and understood school values of Respect, Responsibility and Integrity. These values are displayed, articulated and embraced throughout the school community, fostered in classroom practice and promoted through our weekly student achievement awards. The 2016 School Staff Survey results showed our performance to be below the state mean for school climate. 2016 was our Peer review year and the data indicated we need to have a more consistent whole school approach to interruptions, planning time and teaching and learning, which will lead to further improving our Literacy and Numeracy results.

The 2016 Parent Opinion survey results showed indicators equalled or improved on the previous year's results, with overall parent satisfaction being in the middle 60% band of Victorian government primary schools and equal to all Victorian schools. The new reporting process will continue to be put in place in 2017 to further improve views on homework and reporting. The data from the 2017 Student Attitudes to School Survey shows our school's performance in safety was similar to all Victorian schools and lower than all Victorian schools for connectedness.

Our school behavior management plan ensures that our school processes are consistent, positive and clearly understood by all members of the school community. In 2017 we will continue to make sure our expectations are clear and consistent. We will continue to build on meaningful and responsible leadership within the school. The role of Year 5 and 6 monitors has increased and includes leadership in areas such as Tour Guides and monitors for; Flags, Japanese, Assembly, Art, Music, Weather, Animals, Recycling, ICT, OSHC and Fire Safety.

The Year 6 curriculum includes Taming the Butterflies (a public speaking course), Standing Tall (development of resilience and self-awareness), adolescent health (understanding sexuality and drug education) and leadership training. All students at the school participate in designing and building our outdoor learning environment. In 2017, student leaders in Years 5 & 6 will continue to have the opportunity run lunchtime activities.

We will continue to offer additional activities such as Art Club, grub club, orchestra, choir, ensembles, chess, open library and an Out of School Hours Care Program. Along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times.

For more detailed information regarding our school please visit our website at
www.thepatchps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 284 students were enrolled at this school in 2016, 112 female and 172 male. There were 2% of EAL (English as an Additional Language) students and 2% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</p> <p> Similar</p> <p> Lower</p>



Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>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>7%</td> <td>64%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>58%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>58%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>58%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	7%	64%	29%	Numeracy	33%	44%	22%	Writing	23%	58%	19%	Spelling	19%	58%	23%	Grammar and Punctuation	27%	58%	15%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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. 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>89 %</td> <td>96 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	96 %	90 %	91 %	92 %	91 %	94 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	96 %	90 %	91 %	92 %	91 %	94 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness 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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

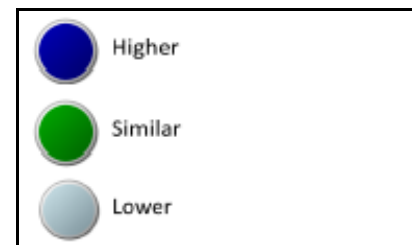
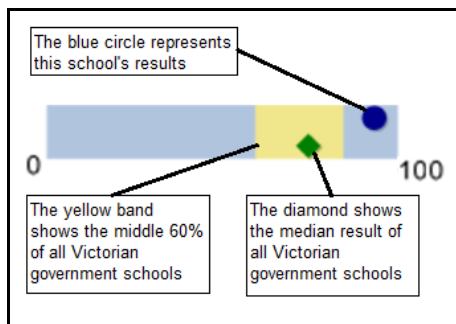
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, 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.

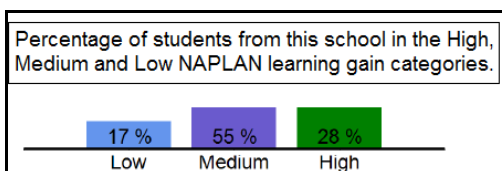
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,127,564
Government Provided DET Grants	\$190,288
Government Grants Commonwealth	\$33,618
Government Grants State	\$750
Revenue Other	\$20,489
Locally Raised Funds	\$286,190
Total Operating Revenue	\$2,658,899

Expenditure	
Student Resource Package	\$2,241,828
Books & Publications	\$1,035
Communication Costs	\$7,862
Consumables	\$40,410
Miscellaneous Expense	\$188,696
Professional Development	\$5,583
Property and Equipment Services	\$159,000
Salaries & Allowances	\$66,696
Trading & Fundraising	\$53,431
Travel & Subsistence	\$27
Utilities	\$25,700
Total Operating Expenditure	\$2,790,266

Net Operating Surplus/-Deficit	(\$131,368)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$79,446
Official Account	\$12,750
Total Funds Available	\$92,196

Financial Commitments	
Operating Reserve	\$10,183
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,000
Revenue Received in Advance	\$3,013
Repayable to DET	\$64,000
Total Financial Commitments	\$92,196

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges. Salaries and Allowances refers to school-level payroll.

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

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years: this includes \$15,000 for our Art room renovations and \$64,000 as repayment towards our deficit carried over to 2016. Further expenditure has been spent on replacement of air conditioners, damaged by major power outages and not covered by insurance or DET. Trading and Fundraising includes all excursions, camps, swimming programs, and many fundraising efforts throughout the year. School Council and the School Community are to be congratulated on their continued support of the school and its fundraising. The programs are identified by the school's strategic plan, yearly program budgets and the Annual Implementation Plan. The total financial commitments are equal to the total funds available.