

2018 Annual Report to The School Community



School Name: The Patch Primary School (5173)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 20 March 2019 at 06:37 PM by Debra Herrmann
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 10:11 AM by becks wapshott
(School Council President)

About Our School

School context

The Patch Primary School is located in the Dandenong Ranges. Its large grounds include student designed landscapes that have won many awards for both design and sustainability and which provide real life learning opportunities.

In 2018, 256 students from a wide geographical area were enrolled at the school. The school had 29 full and part-time staff, including a Principal and Assistant Principal, 20 teachers and 7 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 also works actively with the wider community to provide more experiences for our students. This includes involvement with tertiary institutions, other schools and using the experience of knowledgeable local people in the delivery of our programme.

The Patch Primary school offers a broad diverse education to our students, based on the Victorian Curriculum. In addition to Literacy, Numeracy, Physical Education, the Humanities, Japanese, Art, Music and Science, our students have the opportunity to take part in STEM, Environmental Studies and Philosophy. 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 provides a safe and happy school environment, based on our values of 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

Our whole school commitment to our vision, values and our high expectations supports a learning environment that maximises student wellbeing.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) is the unifying framework for improvement in Victorian schools. The FISO uses contemporary school improvement and school effectiveness research to help schools focus their efforts on key areas that are known to have the greatest impact on improved student outcomes.

In 2018 our focus was on building leadership and teacher capacity in order to continue improving learning outcomes for all students. This included strengthening the capacity of our school leaders to build a culture of shared responsibility, and providing support for staff to engage deeply in continuing to improve their content and assessment knowledge of Literacy and Numeracy pedagogy.

In 2019 our focus will continue to be on building leadership and teacher capacity, in particular:

Building practice excellence by

- Building teacher capacity to implement consistent agreed school wide strategies in Literacy

Building leadership teams by

- Developing the capabilities of leadership teams in using evidence.

We will consolidate and improve the continued development of teachers' capacity in writing by:

- Developing a shared focus for improving writing across the school through the implementation and practice of Professional Learning Communities (PLC's)
- Developing the capabilities of the instructional leaders to drive improvement through an inquiry cycle embedded with the Professional Learning Community model

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 2018 NAPLAN shows that in Year 3 reading and numeracy, results were lower than other schools, whilst the 4-year average results for Year 3 in reading and numeracy were similar to other schools. Year 5 Reading results were higher than other schools and Year 5 Numeracy including the 4-year average results and the 4-year average results for Reading were at a similar level to other schools.

Our NAPLAN Relative Growth data (improvement from Years 3 to 5 compared to similar students) showed an improvement over 2017 and a broader spread of students in the 'medium' to high range (84% Reading, 81% Numeracy, 80% Grammar and Punctuation, 72% Spelling, 55% Writing).

Teacher assessments of the percentage of students in P-6 with a grade C or above in English and Mathematics are similar to the Victorian State median.

All students in Programs for Students with Disabilities (PSD), showed progress at satisfactory or above in achieving their individual goals.

In 2019 we will focus on increasing the percentage of students in the top two NAPLAN bands by continued focus on teacher professional learning, and use of student learning data to identify needs. We will continue to show and increase our alignment between NAPLAN data and teacher assessment of students with the Victorian Curriculum.

We will also review aspects of the school's curriculum to make sure that we have consistent planning documents and alignment between the 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 and Spelling. 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.

The 'Quick-smart' Mathematics program was utilised in Years 3-6 to improve students' results in Numeracy for students identified as below the expected level. In 2019, we will continue with Quicksmart Numeracy and will implement MiniLit and MacLit reading intervention from Year 1-4, corrective reading in Year 5-6, including a whole school focus on THRASS to support our spelling.

Engagement

Student attendance was a continued focus in 2018 with regular reminders of the importance of prompt and regular attendance at school in our school newsletters. Our school community is encouraged to see consistency in school attendance as being important to student learning. Students whose attendance rate falls below 90% are considered at risk. Attendance data indicates a 90% - 94% attendance rate from Prep -6 which is a slight decrease from 2017 although we remain at a similar level to like schools.

In 2019 we will keep improving our monitoring procedures of students with a high level of absence through daily follow up phone calls for unexplained absences, meetings with parents on a case by case basis, and developing

a case management approach for each student with a high level of absenteeism. The departmental student attendance guidelines will continue to be advertised and implemented.

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 each year, provide our school with information that assists our teachers to meet students' personal 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 2019. We look forward to growing our Kindergarten and working with our new service provider TRY Australia who have taken over the management of our Kindergarten.

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 2019, 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, and leadership skills. 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 approach.

At the beginning of the year, Parent Information Books, Get to Know You Interviews and newsletters detail work expectations and guidelines from each year level. In 2019, we will continue to upgrade our student data systems in Sentral.

We will work with parents, teachers and students to ensure the needs of all students are clearly understood and acted on. We are proud of our school and will continue to 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 2018 School Staff Survey results showed our performance to be equal to the state mean for school climate. In 2018 we further embedded a consistent whole school approach to interruptions, planning time and teaching and learning, which led to an improvement in our Literacy and Numeracy results.

The 2018 Parent Opinion survey results showed indicators decreased on the previous year's results, with overall parent satisfaction being below the 60% band of Victorian government primary schools. The refined reporting process will continue to be put in place in 2019 to further improve views on homework and reporting.

The data from the 2018 Student Attitudes to School Survey shows our school's performance in safety was similar compared to all Victorian schools and connectedness was lower compared to all Victorian schools. We will continue to focus on these areas in 2019. Our school behaviour management plan, based on the Berry Street model, ensures that our school processes are consistent, positive and clearly understood by all members of the school community.

In 2019 we will continue to build on meaningful and responsible leadership within the school. The role of Year Five and Six monitors has increased and includes leadership in areas such as Tour Guides and monitors for Sport, Assembly, Art, Music, Weather, Animals, Recycling, ICT, Photography, OSHC and Fire Safety. We will also be introducing Student led committees including a Student Representative Council, a "Kindness Matters

Team”, and “Gang Green”, a sustainability based team.

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. Students also participate in designing and building our outdoor learning environment. In 2019, student leaders in Years 5 & 6 will continue to have the opportunity to run lunchtime activities.

We will continue to offer additional activities such as 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.

Financial performance and position

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 School Council Initiatives and reading resources and \$54,591 as repayment of 2018 deficit. Further expenditure has been spent on reading support program and professional learning, Literacy Support Sound equipment Music stands, music holders, and microphones and Bike Racks.

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.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 256 students were enrolled at this school in 2018, 113 female and 143 male.

4 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.5	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.5	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.3	90.1	82.6	95.3	Similar
Mathematics	89.6	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	68.8	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	73.3	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	86.2	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	62.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	74.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	72.6	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	74.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	64.7	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	16.7	45.8	37.5
Numeracy	18.5	59.3	22.2
Writing	45.8	37.5	16.7
Spelling	28.0	52.0	20.0
Grammar and Punctuation	20.0	40.0	40.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.1	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	16.0	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	94	90	94	92	90	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	64.7	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	66.5	81.7	73.8	88.7	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	71.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,887,354
Government Provided DET Grants	\$232,335
Government Grants Commonwealth	\$10,297
Government Grants State	\$1,965
Revenue Other	\$16,944
Locally Raised Funds	\$214,575
Total Operating Revenue	\$2,363,470

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,588
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$10,588

Expenditure	Actual
Student Resource Package ²	\$1,937,470
Adjustments	\$0
Books & Publications	\$227
Communication Costs	\$5,825
Consumables	\$61,782
Miscellaneous Expense ³	\$205,087
Professional Development	\$5,786
Property and Equipment Services	\$92,015
Salaries & Allowances ⁴	\$16,780
Trading & Fundraising	\$36,361
Travel & Subsistence	\$0
Utilities	\$33,684
Total Operating Expenditure	\$2,395,017
Net Operating Surplus/-Deficit	(\$31,547)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$58,709
Official Account	\$24,581
Other Accounts	\$18,023
Total Funds Available	\$101,313

Financial Commitments	Actual
Operating Reserve	\$20,183
Other Recurrent Expenditure	\$1,271
Provision Accounts	\$0
Funds Received in Advance	\$2,269
School Based Programs	\$15,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$54,591
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$101,313

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').