

# 2019 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](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 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 06 March 2020 at 12:24 PM by Debra Herrmann (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 24 March 2020 at 01:55 PM by becks wapshott (School Council President)

## About Our School

### School context

2019 was a successful and exciting year for The Patch Primary School. Academic growth was combined with increased opportunities for student participation and the continuing support of our parents at all levels of school life. PatchFest not only raised money for the school, but also reminded us of what can be achieved when our students, parents, teachers and wider community come together with a common goal.

We continued our involvement in art initiatives such as The Lantern Festival and students also took part in The Weaving Project, Art Therapy, and Art Workshops. Assemblies were a celebration of student achievement and a display of musical talent.

Students were encouraged to participate in school leadership and decision making through their roles in Kindness Matters, Monitor leaders and the establishment and successful development of a Student Representative Council. Our three way conferences supported students in taking responsibility for their learning.

The school worked actively with the wider community to provide more experiences for our students. This included involvement with tertiary institutions, other schools and using the experience of knowledgeable local people in the delivery of our programme.

Our committed staff showed continued commitment to the wellbeing and education of all our students and to support students' learning by providing an innovative program designed to meet the needs of every child.

#### 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. They provide nature-based learning and play opportunities. Students participated in regular and meaningful projects to improve biodiversity in the school grounds, reduce resource use and improve sustainability.

In 2019, 254 students, drawn from a wide geographical area, were enrolled at the school. The school had 33 full and part-time staff, including a Principal, Assistant Principal, Learning Specialist, 18 teachers and 12 Education Support staff in administrative and classroom support roles.

Our school offered students a comprehensive education based on the Victorian Curriculum including Literacy, Numeracy, Physical Education, the Humanities, Japanese, Art, Music and STEM. In addition, students took part in Philosophy each week. Our Respectful Relationships curriculum combined with the Berry Street Education Model helped students to build healthy relationships, resilience and confidence. We introduced a Forest Classroom Program with the adjoining kindergarten.

Across all levels of our school community, The Patch Primary School valued respect, responsibility and integrity –

- Respect for the Wurrundjeri people as the Traditional Owners and caretakers of the land our school is on and recognition of their continuing connection to it. We respect one another's achievements, views, dignity, privacy and property and accept that everyone is different
- Responsibility through being accountable for our actions
- Integrity through high standards, open and honest communication and trust worthy behaviours.

### 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 2019 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.

## Achievement

Results show that our overall, our 2019 NAPLAN results are in the middle 60% band of Victorian government primary schools. This is similar to other schools where students have a comparable background and student profile.

Data from the 2019 NAPLAN shows that results in Year 3 and Year 5 reading and numeracy, were above similar schools. The 4-year average results for both Year 3 and Year 5 in reading and numeracy were also above similar schools. Year 3 reading were 10% higher than similar school with 76% of students performing in the top two bands. In Year 5 reading, 75% of students were in the top two bands, compared to 50% in similar schools.

In Year 3 numeracy, 47% of students were in the top two bands, compared to 48% in similar schools. In Year 5 Numeracy, 41% of students were in the top two bands, compared to 37% in similar schools.

Our NAPLAN Relative Growth data (improvement from Years 3 to 5 compared to similar students) showed improvement over 2018 in the number of students showing high or medium growth: 85% in Numeracy, 84% in Writing, and 81% in Reading. The number of students showing high or medium growth in Grammar and Punctuation (80%) and Spelling (72%) were steady.

Teacher judgements of the percentage of students in P-6 working at or above in English and Mathematics are in the middle 60% band of Victorian government primary schools but below similar schools.

Over the year, our students in Programs for Students with Disabilities (PSD), continued to work towards, and make satisfactory progress in meeting the outcomes of their Individual Learning Plans (ILPs). Students with an Individual Education Plan (IEP) also succeeded in working towards their outcomes.

All Staff took part in Professional Learning, especially in the areas of Writing and Spelling as well as updating First Aid and CPR qualifications. Other Professional Learning was undertaken to meet specific staff needs.

In 2019 we introduced the MiniLit (Grades 1 and 2) and MacLit (grades 3 and 4) reading intervention programs using our Education Support staff and parents. We continued our whole school focus on THRASS to support spelling. Over 100 students from Prep to Grade 6 completed the Premier's Reading Challenge.

## Engagement

In 2019, we showed that our focus on understanding and acting to meet the needs of all students and parents, teachers and students working together as a team has greatly benefitted our school. We are proud of what we have achieved and will continue to seek ways to actively engage, encourage and nurture our students.

Student engagement was increased in 2019 by the addition of a Student Representative Council drawing from Grades 3-6. These students had input into our behaviour management plan and led our implementation of no rubbish lunches. Our student Monitor Roles and involvement in Kindness Matters continued. The PatchFest celebrated art and music, drew in our local community, and gave students leadership and entrepreneurial opportunities. Our students' Taming of the Butterflies presentations were exceptional.

Over the year, students took part in a range of excursions, camps, leadership activities, sports events and workshops.

Parents continued the development of "The Nest" – a well-being space used by groups such as Parents Supporting

Parents and Women's Circle. It was also used for morning coffees for our parents and as a hub for sharing resources and information.

Our Transition program worked well in 2019. We are fortunate to have the Early Learning Centre on site, which enables a smooth transition from Kinder to Prep for students and their families.

The programme included: The Kinder Transition Reports and individual interviews at the commencement of each year, providing our school with information that assists our teachers to meet students' personal needs; Home Visits from our Prep teachers, The Kinder-Year 5/6 Buddy system. We introduced the Forest Classroom with the 4 year old kinder children and our Year 5 students to develop confidence and familiarity with the school environment.

The transition to the next year level was implemented through a Step-Up Day in December. Parents were sent an Information Book for each year level at the beginning of the year and Getting to Know You Interviews were held. Staff were given time to share important information to make the transition easier for students.

Our exiting Grade 6 students were enrolled at a range of secondary schools. The Year 6 curriculum emphasised preparing our students for this transition throughout the year.

Student attendance was a continued focus in 2019 with regular reminders of the importance of prompt and regular attendance at school in our school newsletters. Our school community was 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% - 93% attendance rate from Prep - 6 which is a slight decrease compared to 2018.

## Wellbeing

Student wellbeing continued to be central to the Patch Primary School over 2019. The Berry Street Model works on the principal that students learn better, achieve more and feel more empowered in an environment where their needs are being met. Throughout the school, we continued to use strategies such morning circle, resilience plans, brain breaks and unconditional positive regard. Parents were supported through a regular wellbeing newsletter.

There is an expectation of high levels of personal behaviour at all times.

Our school values of Respect, Responsibility and Integrity are central to The Patch PS. These values were displayed, articulated and embraced throughout the school community, fostered in classroom practice and promoted through our weekly student achievement awards.

Our school behaviour management plan, based on the Berry Street model, ensured that our school processes were consistent, positive and clearly understood by all members of the school community. In addition the Year 6 curriculum included "Taming the Butterflies" (a public speaking course), "Standing Tall" (development of resilience and self-awareness), adolescent health (understanding sexuality) and leadership training supported their wellbeing.

The results of our 2019 Parent Opinion survey results showed overall parent satisfaction being below the 60% band of Victorian government primary schools. The data from the 2019 Student Attitudes to School Survey shows our school's performance in sense of connectedness and management of bullying showed similar results for the middle 60% of Victorian Government schools was below similar schools.

## Financial performance and position

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 \$8,000 reading resources, Landcare & Sports Grants \$8640, additional maintenance \$26,187 and Yarra Valley Water Project (Shed, fence, ground works) \$68,685.

Equity funding has been used to support the employment of a Literacy support teacher along with locally raised funds. 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.




**For more detailed information regarding our school please visit our website at**  
<https://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 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 264 students were enrolled at this school in 2019, 123 female and 141 male.

2 percent were EAL (English as an Additional Language) students and 2 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).



















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## Performance Summary

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Below </p> <p>Below </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>31%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>37%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>32%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>48%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	31%	50%	Numeracy	15%	37%	48%	Writing	15%	46%	38%	Spelling	28%	32%	40%	Grammar and Punctuation	20%	48%	32%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Similar <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	90 %	93 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	90 %	93 %	92 %	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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below <span style="color: blue; font-size: 2em;">●</span></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>Below <span style="color: blue; font-size: 2em;">●</span></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, 2019

Revenue	Actual
Student Resource Package	\$2,035,755
Government Provided DET Grants	\$228,522
Government Grants Commonwealth	\$16,400
Government Grants State	\$86,217
Revenue Other	\$12,358
Locally Raised Funds	\$218,771
<b>Total Operating Revenue</b>	<b>\$2,598,023</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$10,074
<b>Equity Total</b>	<b>\$10,074</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$2,034,426
Books & Publications	\$480
Communication Costs	\$5,736
Consumables	\$50,123
Miscellaneous Expense <sup>3</sup>	\$206,689
Professional Development	\$8,354
Property and Equipment Services	\$107,869
Salaries & Allowances <sup>4</sup>	\$32,090
Trading & Fundraising	\$29,756
Utilities	\$29,141
<b>Total Operating Expenditure</b>	<b>\$2,504,662</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$93,361</b>
<b>Asset Acquisitions</b>	<b>\$17,532</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$130,051
Official Account	\$32,482
Other Accounts	\$18,114
<b>Total Funds Available</b>	<b>\$180,647</b>

Financial Commitments	
Operating Reserve	\$67,875
Other Recurrent Expenditure	\$1,145
Funds Received in Advance	\$114
School Based Programs	\$11,665
Capital - Buildings/Grounds < 12 months	\$68,685
Maintenance - Buildings/Grounds < 12 months	\$31,163
<b>Total Financial Commitments</b>	<b>\$180,647</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 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)

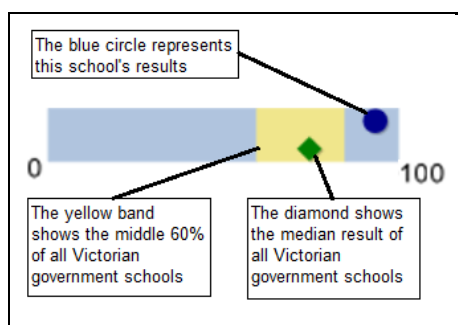
### Engagement

- 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).

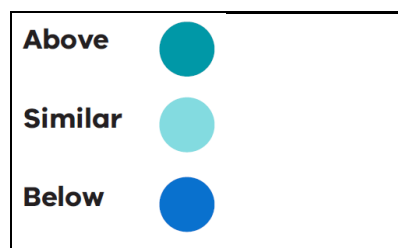


## What does *School Comparison* refer to?

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.



## 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').