

2018 Annual Report to The School Community



School Name: **Sunshine Heights Primary School (4744)**



- 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 13 March 2019 at 04:24 PM by Alex Artavilla
(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.

To be attested by School Council President

Sunshine Heights Primary School (4744)

About Our School

School context

Sunshine Heights Primary School is a P-6 co-educational school located approximately 20 kilometres from the Central Business District of metropolitan Melbourne in the suburb of Sunshine West. The school was established in 1956 and the student enrolment in 2018 was 395 students. The current Student Family Occupation and Education (SFOE) Index of 0.54. Over the course of the previous plan, the SFO and SFOE index have declined due to the changing demographic of the area. The school has the equivalent of 38.8 staff members - 3 Principal Class, 1 Leading Teacher, 24.6 teachers and 10.2 Education Support staff. The school is part of the Deer Park/Sunshine Network and received additional funds during 2018 to further enhance student learning development in Literacy and Numeracy. Sunshine Heights Primary School is committed in its purpose to provide a safe and supportive school environment. The school values include Understanding and Inclusion, Care and Compassion, Doing your best, Respect, Honesty and Trustworthiness, Responsibility and Resilience. In 2019 we will be reviewing our mission, vision and value statements.

Framework for Improving Student Outcomes (FISO)

The key improvement priorities and initiatives that we are focusing on from the 'Framework for Improving Student Outcomes' includes:

Excellence in Teaching and Learning, and Positive Climate for Learning:

- To improve learning outcomes and learning growth for all students P-6
- To deepen and strengthen students' learning motivation and sense of engagement in their learning
- To deepen and strengthen students' sense of wellbeing, connectedness to school and peers

2018 was our year of review in which we reflected on what we have and have not achieved over the past four years to support us in establishing a new School Strategic Plan for 2018 - 2021. As a result of our school review, the key improvement initiatives that we will be focusing over the next four years include:

- Improving the consistency of teacher judgments to ensure teachers are effectively using data to make accurate teacher judgments.
- Embedding a collegiate, professional and supportive working culture that deepens the capacity of all staff to have a shared collective responsibility for improving student learning and teacher practice.
- Consolidating and embedding the whole school instructional improvement plan.
- Supporting student engagement by providing opportunities to explore a rich curriculum that enables students to develop as critical thinkers and problem solvers.
- Deepening a strategic and coordinated approach to supporting student wellbeing.

Achievement

Sunshine Heights Primary School is achieving results similar to those achieved by schools such as ours in the areas of Reading and Numeracy in Year 3 and Year 5. A key focus area of our new four-year school strategic plan focuses on increasing the 4-year average of the school's percentage of students working in the top three bands for Numeracy Year 5. Our aim is to continue to improve all results both in Literacy and Numeracy as part of our new School Strategic Plan. In 2018 both a school based Literacy and Numeracy Coach were employed to work with staff to provide professional learning, as well as engaging a Literacy and Numeracy Consultant to work across the school. The 2019 Annual Implementation Plan outlines the actions we will be taking to enhance student learning. The school will continue to work with the region and the network to improve learning outcomes. We will also continue to focus on enhancing the 'Program for Students with Disabilities', which included 17 students in 2018. All Program for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Sunshine Heights Primary School (4744)

Engagement

Sunshine Heights Primary School continues to work on improving attendance results by focusing on building a culture that is underpinned by high expectations, and strong, positive relationships between a teacher and student/family. Major strategies that we have implemented to continue to enhance student engagement has included employing a full time Primary Welfare Officer who is responsible for tracking attendance and working with families. This includes supporting students through other agencies such as Guidance Officer, Psychologist and Speech Pathologist. We strive to provide strong links to the community through programs such as Twilight School, Harmony Day, Festive Concert/Art Show, Learning Exhibitions, Parent Information sessions, Passageway displays, Mothers and Father's Day breakfast. The school has a strong commitment to providing a safe and supportive environment and is currently exploring the implementation of School Wide Positive Behaviours to strengthen our work in this area.

Wellbeing

Sunshine Heights Primary School continues to implement successful transition programs with local kindergartens. Successful transition programs have also been implemented with local secondary schools for our Year 6 exiting students.

The steady enrolment numbers (due to the implementation of the boundary), and the results achieved in the Student Attitudes to School Survey and the Parent Opinion Survey is evidence of the continued positive impact we are having on the wellbeing of the students.

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. Additional funding was received from the State/Commonwealth government. This includes 'Education State' equity funding of \$603,227. This fund was used to support programs offered by the network and to contribute to employing school based literacy and numeracy coaches, literacy and numeracy consultants. The net operating result for the year shows a surplus of \$63,599.

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.

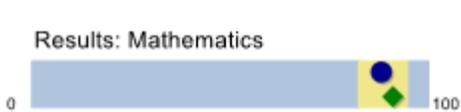
Members of the community can contact the school for an accessible version of these data tables if required.

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	
<p>Enrolment Profile</p> <p>A total of 395 students were enrolled at this school in 2018, 191 female and 204 male.</p> <p>46 percent were EAL (English as an Additional Language) students and ND 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Higher</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 Schools:
 Results for this school: Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>23%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>42%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>33%</td> <td>38%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>46%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	47%	26%	Numeracy	23%	50%	28%	Writing	39%	42%	18%	Spelling	28%	33%	38%	Grammar and Punctuation	10%	46%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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</p> <p>School Comparison 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>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="550 913 1024 1003"> <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>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	93 %	92 %	93 %	92 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	92 %	93 %	92 %	93 %	92 %	94 %										

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>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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

Revenue	Actual
Student Resource Package	\$3,773,160
Government Provided DET Grants	\$767,586
Revenue Other	\$11,340
Locally Raised Funds	\$105,974
Total Operating Revenue	\$4,658,059

Equity ¹	
Equity (Social Disadvantage)	\$603,227
Equity Total	\$603,227

Expenditure	
Student Resource Package ²	\$3,610,035
Books & Publications	\$4,454
Communication Costs	\$6,817
Consumables	\$158,816
Miscellaneous Expense ³	\$464,837
Professional Development	\$12,241
Property and Equipment Services	\$289,171
Trading & Fundraising	\$3,067
Utilities	\$45,023
Total Operating Expenditure	\$4,594,460

Net Operating Surplus/-Deficit	\$63,599
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Asset Acquisitions	\$8,733
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$310,129
Official Account	\$48,581
Total Funds Available	\$358,709

Financial Commitments	
Operating Reserve	\$136,662
Capital - Buildings/Grounds < 12 months	\$222,047
Total Financial Commitments	\$358,709

(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 04 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)

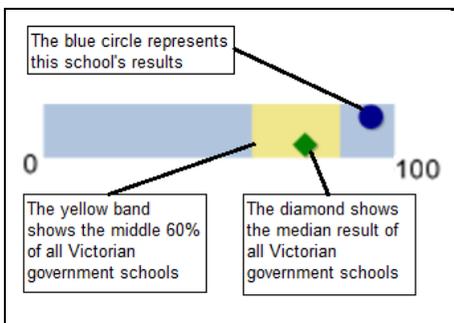
Engagement

- 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).

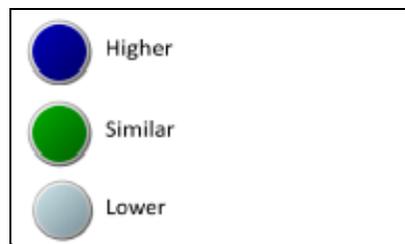


What does *School Comparison* refer to?

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').