

# 2017 Annual Report to the School Community



School Name: The Patch Primary School

School Number: 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 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 2017 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 26 April 2018 at 03:19 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 2017 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 09 May 2018 at 01:00 PM by sarah tebbutt (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 2017, 275 students from a wide geographical area were enrolled at the school. The school had 28 full and part-time staff, including a Principal and Assistant Principal, 19 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 2017 our focus was on building leadership and teacher capacity in order to continue improve 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 2018 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 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.*

We will consolidate and improve the continued development of teachers' capacity in the instructional model and the use of assessment data and practices to improve the design of learning tasks and programs particularly in writing and spelling.



## 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 2017 NAPLAN shows that results in Year 3 and 5 Reading and the 4-year average results for Reading were at a similar level to other schools. The Year 3 Numeracy results were lower than other schools, though the 4-year average results for Year 3 in Numeracy were similar.

The Year 5 Numeracy and Numeracy 4-year average results were lower than other schools.

Our NAPLAN Relative Growth data (improvement from Years 3 to 5 compared to similar students) showed an improvement over 2016 and a broader spread of students in the 'medium' to high range (85% Writing, 81% Reading, 75% Grammar and Punctuation, 73% Spelling, 59% Numeracy).

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 2018 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 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 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 2018, we will continue with Quicksmart Numeracy and will pursue programs to support reading throughout the school.

## Engagement

Student attendance was a continued focus in 2017 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 91% - 95% attendance rate from Prep -6 which is an increase from 2016 although we remain at a similar level to like schools.

In 2018 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 2018.

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 2018, 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 2018, 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 2017 School Staff Survey results showed our performance to be below the state mean for school climate. In 2017 we had a more consistent whole school approach to interruptions, planning time and teaching and learning, which led to an improvement in our Literacy and Numeracy results.

The 2017 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 2018 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 and connectedness was lower compared to all Victorian schools. We will continue to focus on these areas in 2018. 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 2018 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; Flags, Sport, 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 2018, 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.

For more detailed information regarding our school please visit our website at  
[www.thepatchps.vic.edu.au](http://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	
<p><b>Enrolment Profile</b></p> <p>A total of 275 students were enrolled at this school in 2017, 111 female and 164 male.</p> <p>3 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>71%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>41%</td> <td>50%</td> <td>9%</td> </tr> <tr> <td>Writing</td> <td>5%</td> <td>55%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	71%	11%	Numeracy	41%	50%	9%	Writing	5%	55%	39%	Spelling	27%	51%	22%	Grammar and Punctuation	24%	57%	19%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>91 %</td> <td>91 %</td> <td>95 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	95 %	91 %	94 %	94 %	92 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	95 %	91 %	94 %	94 %	92 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower
<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>Results: 2017</p>	Lower

# 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)

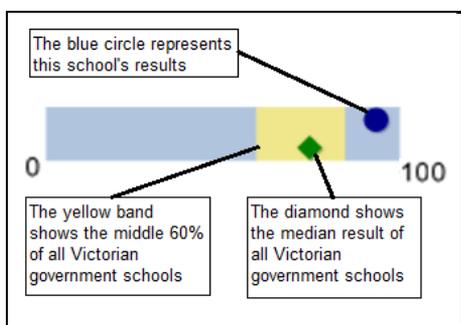
### Engagement

- 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).

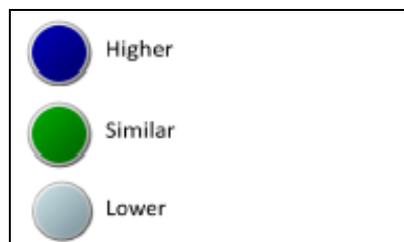


## What does *School Comparison* refer to?

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*' 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').



## Financial Performance and Position

### Financial performance and position commentary

The following amounts are included within the reported revenue for the year and are held to fund expenditure in future years: this includes \$10,911 for our THRASS and reading resources and \$54,000 as repayment towards our deficit carried over to 2018. Further expenditure has been spent on replacement of air conditioners, damaged by major power outages and not covered by insurance or DET. Expenditure of \$13,096 in equity funding was utilised to support resources and teaching support. 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 it's fundraising of \$19,596. 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.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$2,047,173
Government Provided DET Grants	\$143,485
Government Grants Commonwealth	\$32,139
Government Grants State	\$1,825
Revenue Other	\$10,582
Locally Raised Funds	\$318,440
<b>Total Operating Revenue</b>	<b>\$2,553,644</b>

#### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$13,096
<b>Equity Total</b>	<b>\$13,096</b>

#### Expenditure

Student Resource Package <sup>2</sup>	\$2,122,137
Books & Publications	\$648
Communication Costs	\$6,620
Consumables	\$49,546
Miscellaneous Expense <sup>3</sup>	\$208,250
Professional Development	\$9,798
Property and Equipment Services	\$113,583
Salaries & Allowances <sup>4</sup>	\$43,186
Trading & Fundraising	\$49,277
Utilities	\$30,547
<b>Total Operating Expenditure</b>	<b>\$2,633,594</b>

**Net Operating Surplus/-Deficit** (\$79,949)

**Asset Acquisitions** \$0

#### Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$60,466
Official Account	\$19,705
<b>Total Funds Available</b>	<b>\$80,171</b>

#### Financial Commitments

Operating Reserve	\$10,988
Revenue Received in Advance	\$4,272
School Based Programs	\$10,911
Repayable to DET	\$54,000
<b>Total Financial Commitments</b>	<b>\$80,171</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 05 March 2018 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.