

# 2016 Annual Report to the School Community



School Name: Sunshine North Primary School

School Number: 4745



Name of School Principal:	Ken Ryan
Name of School Council President:	Andrew Sinclair
Date of Endorsement:	20 <sup>th</sup> March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

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





## About Our School

### School Context

Sunshine North Primary School actively promotes a strong sense of community partnership through cooperation and collaboration between staff, students and parents. We ensure the provision of a safe, supportive, creative and stimulating environment that sets high expectations and encourages all students to engage in their learning and to strive for excellence.

In 2016 we finished the school year with 306 students. Sunshine North Primary is a P-6 school, established in 1956. It is located 16 kilometers west of Melbourne in North Sunshine and serves a diverse socio-economic and cultural community. The student population reflects the diversity of the surrounding neighborhood with over 20 nationalities represented by 27 different languages and 208 of our students coming from families with a non-English speaking background. The school has an SFO of 0.78, with a highly transient population with 184 deemed as coming from a disadvantaged background.

Sunshine North Primary School has a robust program for students with disabilities and is a Stephanie Alexander Kitchen/Garden school. Our school values are: Excellence, Respect, Co-operation, Courtesy, and Responsibility. Our school values are statements of belief about attitudes, skills, and approaches to learning that we want to foster in our students. They are intended to permeate and to be reflected by every aspect of school life, in and out of the classroom, as well as home and community life. In addition, they can be seen as broad statements of purpose that focus the school's energies in curriculum, programs, and policies.

### Framework for Improving Student Outcomes (FISO)

Under the FISO priority of Excellence in Teaching and Learning, our initiative was, Building practice excellence, and Curriculum planning and assessment. Our KIS (Key Improvement Strategies) were:

- Develop and implement a 'Guaranteed Rich and Viable' Curriculum
- Improve and refine our understanding and practice of the GANAG instructional model and the 9 High Impact Strategies.
- Improve student engagement in numeracy & literacy
- Improve the use of student evidence (data) to inform teaching and learning.
- Building capacity of staff to effectively incorporate ICT into student learning in all curriculum areas.

The other FISO priority we focused on was, Professional Leadership, our initiative was Building Leadership Teams.

Our KIS (Key Improvement Strategy) was:

- Continue to develop a strong purpose and focused work in both Professional Learning Communities and Professional Learning Teams

Our final FISO priority area was Positive Climate for Learning, our initiative was; Setting expectations and promoting inclusion.

Our KIS (Key Improvement Strategies) were:

- Develop a sequence of learning in social and emotional wellbeing initiatives
- Investigate, implement and monitor safe practices and collaborative behaviors' for students, parents and staff using High Reliability Framework.

### Achievement

Sunshine North Primary School continues to strive to improve results in all aspects of student learning. We are proud of our results which show that our school profile is of a Low SES (Socio Economic Status) and high EAL/D (English as an Additional Language/Dialect school).

In 2016 we were performing at a similar to higher level compared to other schools in all student learning measures after accounting for student background characteristics known to make a difference to student learning. We continue to narrow the gap in both Literacy and Numeracy with excellent growth in Years 3 – 5 with over 70% of students making medium to high learning gains in Reading and Numeracy.

Our improvement strategies included building the capacity of teachers to implement whole school approaches to enhance teaching practice, improving assessment practices with effective moderation of student achievements and embedding accountability and performance across the school.

Our strategy of targeted professional learning for staff and explicit teaching of all students formed the foundation for improved student outcomes in 2016, particularly in the areas of Literacy and Numeracy. The students on the PSD Program continue to show excellent progress in their literacy and numeracy goals from their ILP's (Individual Learning Programs).

#### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

A Combination of these



## Engagement

Sunshine North strives to create a strong Professional Learning Community, creating an environment where our students want to come to school, as it is a safe and a caring place to learn and parents feel they are a vital component to this partnership. Students work in a secure and supportive environment, where a sense of belonging and wellbeing are strengthened. As a result, there was continued improvement in student attendance over the year, although the number of Year Prep and Year One continue to have higher absences that we would like.

We continue to support students' learning with very robust and real Enrichment Programs, which all promote participation and engagement. These include Performing Arts, Visual Arts, Physical Education, Stephanie Alexander Kitchen/Garden, Rainbow Room-Oral Language, and Languages -Vietnamese.

With the continued development of a rich and viable curriculum which promotes active engagement of students in their learning, we also successfully implement successful intervention programs and practices that identify and support students at risk socially, emotionally and academically.

Our students continue to demonstrate a high degree of attention, curiosity, interest, optimism, and passion when they are learning at Sunshine North Primary School, which extends to the level of motivation they have to learn and progress in their education.

## Wellbeing

Sunshine North is proud of our performance in the area of Student Wellbeing. Our commitment to the wellbeing of students, particularly through the encouragement of student voice and specialist support offered continues to be the focus of our work. There is strong evidence of the success of the programs and the range on offer for all students in 2016.

We continue to focus on student safety across the school, continually developing a strong culture of wellbeing through Programs from Year Prep, to Year 6. The allocation of an SSSO (School Psychologist, Speech Pathologist – Special Needs Coordinator), Student Welfare Officer and Youth Worker has been pivotal to our work in this area.

The provision of PSD (Program for Students with Disabilities) funded students, SWANS (Students With Additional Needs) with SSG's (Student Support Groups) biannually shows we continually support students with additional needs.

The Student Welfare Team strives to provide exemplary support for the whole child focusing on their emotional and social wellbeing, as well as identifying and supporting their academic needs. Sunshine North continues to have a strong culture of wellbeing.

For more detailed information regarding our school please visit our website at  
[www.sunshinenps.vic.edu.au](http://www.sunshinenps.vic.edu.au)

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 288 students were enrolled at this school in 2016, 135 female and 153 male. There were 75% of EAL (English as an Additional Language) students and 1% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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> Similar</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> Higher</p> <p> Higher</p> <p> Higher</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center;"> <p><b>Reading</b></p> <p>Low    Medium    High</p> <p><b>Numeracy</b></p> <p>Low    Medium    High</p> <p><b>Writing</b></p> <p>Low    Medium    High</p> <p><b>Spelling</b></p> <p>Low    Medium    High</p> <p><b>Grammar and Punctuation</b></p> <p>Low    Medium    High</p> </div>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>

## Performance Summary

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

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p> <table border="1" data-bbox="592 766 1034 850"> <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>87 %</td> <td>88 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	87 %	88 %	92 %	92 %	91 %	90 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
87 %	88 %	92 %	92 %	91 %	90 %	92 %										

## Performance Summary

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

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

# How to read the Performance Summary

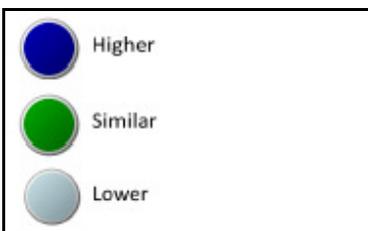
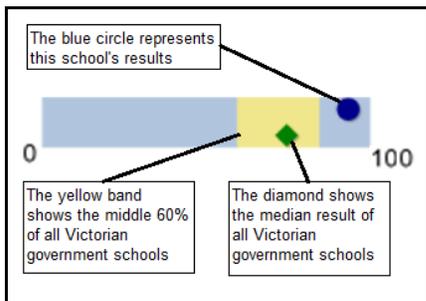
## What are student outcomes?

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

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

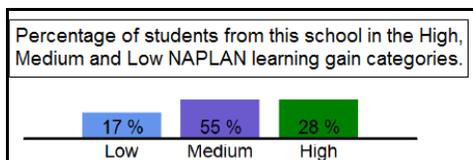
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

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

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

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

## What is a School Comparison?

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

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

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

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

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

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

## What is this school doing to improve?

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

## Financial Performance and Position

### Financial performance and position commentary

In 2016 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership.

In 2016 the staff profile of Sunshine North Primary School consisted of 2 Principal class officers, 1 Leading Teacher, 17.40 EFT Teaching Staff, and 9.66 EFT Education Support Staff. The Leadership of the school continues the effective allocation of financial, human and physical resources to support the successful delivery of the school's strategic priorities.

During 2016 the school funds were expended in accordance with the budget approved by school council. Appropriate amounts have been expended on student learning programs with improved student achievement noted across the school.

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

Revenue	Actual
Student Resource Package	\$2,878,554
Government Provided DET Grants	\$709,098
Government Grants Commonwealth	\$1,900
Revenue Other	\$18,682
Locally Raised Funds	\$189,862
<b>Total Operating Revenue</b>	<b>\$3,798,096</b>

Expenditure	Actual
Student Resource Package	\$2,985,952
Books & Publications	\$7,090
Communication Costs	\$4,610
Consumables	\$86,780
Miscellaneous Expense	\$147,591
Professional Development	\$47,312
Property and Equipment Services	\$172,751
Salaries & Allowances	\$179,041
Trading & Fundraising	\$62,886
Utilities	\$24,292

<b>Total Operating Expenditure</b>	<b>\$3,718,307</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$79,789</b>
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<b>Asset Acquisitions</b>	<b>\$45,524</b>
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#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$191,382
Official Account	\$15,143
Other Accounts	\$12,678
<b>Total Funds Available</b>	<b>\$219,203</b>

Financial Commitments	Actual
Operating Reserve	\$111,523
Asset/Equipment Replacement < 12 months	\$35,000
Maintenance - Buildings/Grounds incl SMS < 12 months	\$22,680
School Based Programs	\$50,000
<b>Total Financial Commitments</b>	<b>\$219,203</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

In 2016 the school managed its finances in line with DET processes and guidelines. There was a clear delineation and segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting and expenditure of funds. The School Council, whilst responsible for overseeing the program and provision of timely reports to School Council, has been supported by the Business Manager and Principal to provide high-level financial leadership.

*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.*