

# 2018 Annual Report to The School Community



**School Name: Syndal South Primary School (4924)**



- 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 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 28 March 2019 at 09:01 AM by Helen Freeman  
(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 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 09:22 PM by Sandy Delaney  
(School Council President)

## About Our School

### School context

Syndal South Primary School is located within the City of Monash in Mount Waverley, in leafy, park-like setting. The school is situated within a large established housing estate that is now regenerating with homes being demolished and new larger residences being built. The majority of our students attending came from within the local catchment area. A total of 416 students were enrolled in 2018, 210 female and 216 males. 58 % of students had an English as an Additional Language background. We had close to 35 different cultural backgrounds represented. We relish this diversity and celebrate it at every opportunity. We provide an environment where students are stimulated and challenged; where education is embraced. A sense of belonging, of being engaged in a harmonious community where personal relationships matter, is central to student life at our school.

Our skilled and dedicated teachers worked together collaboratively to develop a cohesive and sequential program that reflects current research on how students best learn. They have robust professional knowledge and classroom programs are differentiated to cater for individual needs. Teaching is targeted and structured to consolidate core English, Mathematics and problem-solving skills. The purposeful use of a range of technologies supports student engagement and 21st-century learning requirements.

We aim to equip our students for a changing society, ensuring they are well adjusted, capable of making their own decisions and able to cooperate with others.

Our shared vision, values, beliefs and high expectations around teaching and learning strengthen our focus on continuous improvement. Our school values of respect, responsibility, resilience, integrity, and care are an essential part of the school's ethos and underpin our actions and are infused into all aspects of school life.

Specialist classes were offered in Music, Visual Art, Physical Education, and Japanese. Extra-curricular programs included Aerobics, Solar Boat and Car Challenge, Choir, Chess Club, Coding and Environmental Club. We had the equivalent of 23 Full-Time teaching staff, 6.3 Education Support staff and 2 Principal Class members in 2018.

### Framework for Improving Student Outcomes (FISO)

In 2018, the school selected three areas of focus from the Framework for Improving Student Outcomes (FISO): Excellence in Teaching and Learning- Building practice excellence, Curriculum planning, and assessment. Positive Climate for Learning- Empowering students and building school pride.

The focus was on building Professional Learning Teams to implement agreed school-wide approaches to teaching particularly in Writing, with all staff having professional learning in VCOP (Vocabulary, Connectives, Openers and Punctuation) and the Big Write. Over the course of the year, the Assessment Schedule was revised to ensure that common assessment data was collected across the school at both a summative and formative level to inform teacher planning and practice. Teachers informing students of the learning intention and success criteria in lessons, giving them regular feedback and assisting them with setting learning goals in Maths and English worked to empower students to take a major role in their own learning.

### Achievement

Syndal South Primary School continued to maintain a high level of academic performance, with above state average achievements across all levels of the school. Our dedicated and highly professional teaching teams planned the delivery of the Victorian Curriculum in a sequential, differentiated and broadly assessed program. Teaching teams were supported in their work by skilled and experienced Education Support staff, who provided the structured intervention programs that ensured all children were offered quality learning opportunities.

The 2018 Year 3 and 5 NAPLAN data highlights both Literacy and Numeracy as curriculum strengths at Syndal South Primary School. Students performed well above the state median and the four-year trend data has our students performing comparatively to similar schools in most areas, but achieving higher in Year 5 reading. The Relative Growth data showed writing improved considerably between Year 3 (2016) and Year 5 (2018) Relative Growth in Spelling and Punctuation was lower than expected but we are confident these results will

improve with the introduction of the school-wide VCOP Big Write program in 2018 and the Letters and Sounds Program for students in Foundation to Year 2 in 2019.

Key Improvement Strategies from the FISO framework are being put into place to support the development of an improved teaching model at Syndal South Primary School. This ongoing work will be supported by our involvement in the Victorian Professional Learning Communities Initiative in 2019 which will form an integral part of the focus on improving all student outcomes.

## Engagement

Student attendance data indicated consistent attendance rates across all year levels with long term absence for extended family holidays impacting on the total attendance rates for our students.

Our attendance data indicated our students were in school slightly more often than the state mean and attendance was similar to other schools. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness. The changing of the bell from 9.00 am to 8.50 am has been an effective innovation.

We saw improvement in the Effective Teaching Practice for Cognitive Engagement Domain (Attitude to School Survey) results compared with 2017 with results over 80% in all areas. Data pertaining to effective teaching time and stimulated learning is consistently high from Years 4 to 6. Year 5 male data is particularly high in this area. Across the Student-Teacher Relationships Domain the data is higher than 2017 particularly for our Year 4 and 5 students. Teacher Concern is an area that needs further investigation through the Student Voice team in 2019. Performance data indicated a high level of parent satisfaction in all aspects of the Parent Opinion Survey. Our School Council, Parent Association and our many volunteers continue to support school programs and events with their time, expertise and resourcing.

In particular, the Parents Association targeted activities around the promotion of family and community engagement.

Student engagement continues to be a priority. Teachers are mindful of the gradual release of responsibility model of teaching where they provide appropriate instruction moving students towards greater learning independence.

## Wellbeing

Syndal South Primary School promotes a positive culture of inclusion, respect and the support of others. Our consistent and proactive approach to student wellbeing through programs such as Buddies, Circle Time and School Wide Positive Behaviour Support encourage students to take ownership of their behaviour and their positive interaction with others.

Student behavioural, social and emotional needs are quickly addressed through the support of the teacher, welfare worker, and principal class staff. Access to the DET Student Support Officers and other community agencies was utilised when the need arose. Students with specific and complex needs were assisted by a combined approach from staff, parents and experts to successfully access the learning program. Ongoing professional learning on student behaviour, trauma and anxiety continued to be part of the whole school professional learning plan.

Syndal South continued to maintain a strong transition program into and out of the school, as well as between year levels. Strong links with local pre-schools and childcare centres continued to be fostered. Our Preschool to Foundation program was increased to include four-afternoon sessions covering all specialist areas. Foundation students were paired with a Year 5 student who assisted them with their transition into SSPS. The transition between levels in the school included 4 x afternoon sessions where students spent time with the next year level. Additional opportunities for cross-age student activities and whole school multi-age events gave students and teachers the opportunity to experience different levels of interaction across the school. Year 6 transition activities prepared students for secondary school, information nights, student and teacher visits, and curriculum activities focused on building independence all enhance the transition process.

An addition this year was the production of a fact sheet for students and parents that covered the substantial organisational changes that take place when students transition into Year 3 and Year 5.

The FISO Model tells us that Student Achievement, Engagement, and Wellbeing are at the core of all that we do,

and at Syndal South we demonstrate this commitment on a daily basis. Further time and effort will go into building high performing, resilient students in 2019. We expect high standards but do so in a warm and supportive environment to benefit all students.

### **Financial performance and position**

Syndal South Primary School continues to improve facilities and resources in order that expenditure best meets the needs of all students.

Our financial performance and financial position at the end of 2018 is summarised in the table below. The surplus reflects capital held for future projects and current and future building and facility renovations such as :

Classrooms carpet replacement,

Interior and exterior painting, new classroom furniture, information technology upgrades, and accumulated funds to upgrade the front of school. The aim of these projects is to improve the services and amenities for students.




These surplus funds are drawn primarily from revenue raised locally.

## 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 416 students were enrolled at this school in 2018, 210 female and 206 male.

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

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

















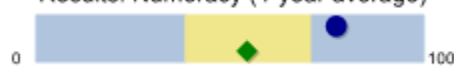




## Performance Summary

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>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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Lower</p> <p> Similar</p>

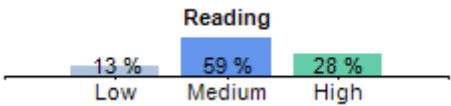
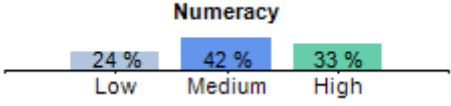
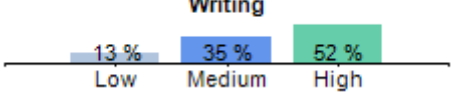
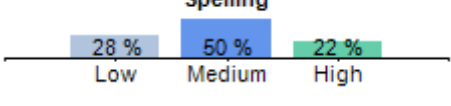
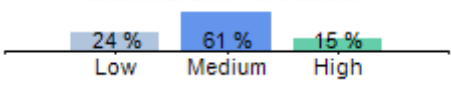
## Performance Summary

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> 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> 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 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>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>






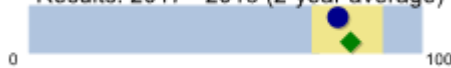


## Performance Summary

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

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><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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>95 %</td><td>94 %</td><td>91 %</td><td>94 %</td><td>93 %</td><td>92 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	91 %	94 %	93 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	91 %	94 %	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: 

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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Similar</p> <p> Similar</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	\$3,029,661
Government Provided DET Grants	\$378,159
Government Grants Commonwealth	\$146,650
Revenue Other	\$16,884
Locally Raised Funds	\$615,679
<b>Total Operating Revenue</b>	<b>\$4,187,034</b>

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

Equity (Social Disadvantage)	\$5,000
<b>Equity Total</b>	<b>\$5,000</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$3,064,555
Books & Publications	\$6,220
Communication Costs	\$5,756
Consumables	\$101,844
Miscellaneous Expense <sup>3</sup>	\$265,340
Professional Development	\$11,600
Property and Equipment Services	\$188,861
Salaries & Allowances <sup>4</sup>	\$242,042
Trading & Fundraising	\$53,880
Travel & Subsistence	\$4,198
Utilities	\$34,112

<b>Total Operating Expenditure</b>	<b>\$3,978,408</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$208,625</b>
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<b>Asset Acquisitions</b>	<b>\$82,285</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$489,940
Official Account	\$94,697
Other Accounts	\$359,791
<b>Total Funds Available</b>	<b>\$944,429</b>

### Financial Commitments

Operating Reserve	\$141,571
Other Recurrent Expenditure	\$1,404
Provision Accounts	\$15,155
Funds Received in Advance	\$133,470
Repayable to the Department	\$192,550
Asset/Equipment Replacement < 12 months	\$50,147
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$79,874
Capital - Buildings/Grounds > 12 months	\$98,000
Maintenance - Buildings/Grounds > 12 months	\$132,258
<b>Total Financial Commitments</b>	<b>\$944,429</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 15 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)

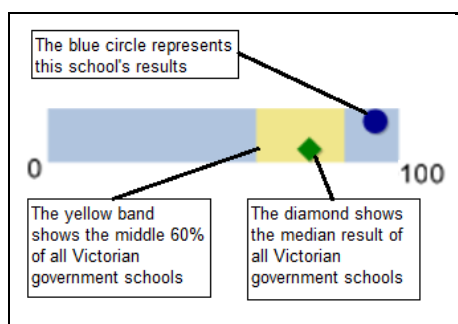
### Engagement

- 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).

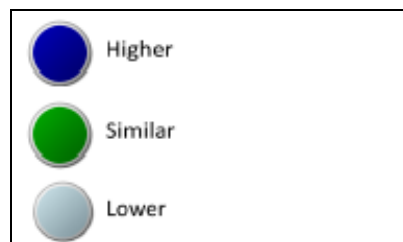


## What does *School Comparison* refer to?

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').