2019 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 16 June 2020 at 07:46 AM by Helen Freeman (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 June 2020 at 04:57 PM by Deane Lam (School Council President)

About Our School

School context

Syndal South Primary School is an educational hub in the leafy urban area of Mount Waverley situated within the City of Monash. The school is situated within a large established housing estate that is now regenerating with homes being demolished and new larger residences being built. Most of our students attending came from within the local catchment area. A total of 396 students were enrolled in 2019, 196 females, and 200 males. 52 % 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, Science, and Japanese. Extra-curricular programs included Aerobics, Solar Boat and Car Challenge, G.A.T.E Ways, John Monash Little Scientists Program, Chess Club, Instrumental Music Lessons, Coding, and Environmental Club. The school has its own School Council managed Out of School Hours Care Program, providing quality Before and After School Care and School Holiday programs.

We had the equivalent of 23 Full-Time teaching staff, 6.3 Education Support staff, and 2 Principal Class members in 2019.

Framework for Improving Student Outcomes (FISO)

In 2019, the school's Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improved Student Outcomes (FISO) dimensions of Building Practice Excellence, Curriculum Planning, and Assessment and Empowering Students and Building School Pride.
This included:
•   investigating, developing, documenting and consistently embedding an agreed instructional model for the teaching of Reading and Viewing, Number and Algebra (Place Value)
•   improve the differentiation practice of all teaching staff to meet the needs of all students through the cycle of documented assessment, curriculum planning and shared pedagogical practices in the areas of Reading and Viewing, Number and Algebra (Place Value)
•   investigate opportunities and subsequently implement strategies to increase student voice and agency in the school from Foundation to Year 6.
Having two Learning Specialists appointed to Higher Duties positions as professional practice coaches in Literacy and Numeracy meant that these two learning specialists were able to observe teachers in their classrooms and then follow up with feedback directly related to the point of learning need of the individual teacher. Teachers commented that they felt well supported and this was reflected in the School Staff Survey results. The further use of Fountas and Pinnell continued to build teachers' confidence in the assessment of their students' reading and then using this data to consult the continuum and identify the next level of work required for that student. The priority continues to be that informed decisions are made that connect assessment to instruction, this is the case for Reading, Writing, and Number. A 'Parent Information Night on the Teaching of Reading' focused on how reading is taught at Syndal South Primary School from Foundation to Year Six based on the Fountas & Pinnell. The session also covered how parents can best support their children at home with their reading. Parents were encouraged to ask questions which made it an

interactive discussion-based evening. The feedback from attendees was extremely positive.

Being proactive in identifying where students can input their thoughts and ideas has been established by staff as extremely important, especially so that student input into their learning is genuine and transparent. Teachers are more aware of opportunities available for student voice in their classrooms and teachers are seeking colleagues to observe their practice and seek feedback on their use of Student Voice. Teachers planning documents now reflect the use of strategies across the curriculum to maximise student voice and agency.

It was identified that some purposeful work on Student Voice and Agency had begun during the year and teachers felt that their knowledge and understanding had increased. It was also acknowledged that further work needs to be completed on incorporating student 'agency' across all curriculum areas.

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 2019 Year 3 and 5 NAPLAN data highlights both Literacy and Numeracy as curriculum strengths. Students performed well above the state median and the four-year trend data has our students performing comparatively to similar schools in most areas. The Relative Growth data showed Spelling and Grammar and Punctuation improved considerably between Year 3 (2017) and Year 5 (2019). We are confident that the introduction of the Phonics Program 'Letters and Sounds' this year and the extension of the program into Years 3 and 4 in 2020 will ensure further improvement in the Reading and Writing results in addition to the Spelling and Grammar and Punctuation results.

Key Improvement Strategies from the FISO framework are being utilised to support the development of an improved teaching model for Literacy and Numeracy. As a result of the School Review being completed this year, the staff has broadened their knowledge and understanding of FISO and how it relates to the direction of the Department of Education. Through the evaluation process teachers acknowledged that even though we are now collecting consistent data across the school, building teacher capacity in the execution and deep understanding of the assessment tools needs to be a focus, as is the ability to make an informed decision linking the assessment to a high-quality teaching task. The training of all Professional Learning Community (PLC) leaders earlier in the year has ensured teachers are now working in teams with real purpose, rigorously interrogating cohort data followed by the development of differentiated learning tasks which is to be further developed. Whole-school professional learning has been the key to ensuring consistency in the delivery of the curriculum.

Engagement

Syndal South Primary School students are engaged and connected to their school and we are proud of the programs which support students to build resilience, respect, responsibility, creativity, and care. This year the school focused on the Key Improvement Strategy related to the FISO dimension Empowering Students and Building School Pride. It was identified that some purposeful work on Student Voice and Agency had begun during the year and teachers felt that their knowledge and understanding had increased.

The work in Student Voice and Agency is ongoing and intentional. In 2019 building teacher's knowledge and capacity in implementing strategies to further increase student voice and agency in the school from Foundation to Year 6 was a focus. Being proactive in identifying where students can input their thoughts and ideas has been established by staff as extremely important, especially so that student input into their learning is genuine and transparent. Teachers are more aware of opportunities available for student voice in their classrooms and teachers are seeking colleagues to observe their practice and seek feedback on their use of Student Voice. Teachers planning documents now reflect the use of strategies across the curriculum to maximise student voice and agency. A range of opportunities for student voice and development of student agency continued to be nurtured with a review of student leadership in Years 5 and 6, student/ teacher conferences have a clear agenda discussing individual data to track learning growth and to negotiate and set individual learning goals across all year levels. Students track their progress against these goals. Students were also authentically engaged as stakeholders in the school review process via forums and surveys. The results from the

Student Attitude to School Survey highlight the improvements we have made in relation to student engagement from the students perspective: Student Motivation from 82% to 88%, Stimulated Learning 86% to 88%, Learning Confidence 75% to 86%, Student Voice and Agency 69% to 71%. From the Parent Opinion Survey, we see the same positivity Student Voice and Agency 76% to 88%.

It is acknowledged that further work is required to incorporate student 'agency' across all curriculum areas which is why it has been included in the new Strategic Plan 2019-2023 as a Goal: 'To improve student engagement in the learning process'

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. The major community event for this year was the school fete held in October.

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 above that of similar schools.

Wellbeing

Student wellbeing continues to be a focus where we have continued to make significant progress, and this is reflected in ongoing improvements in our Attitude to School Survey (AToSS) results. When measuring Sense of Connectedness there has been an increase from 81% (2018) to 91% (2019) and Management of Bullying shows an increase from 78% (2018) to 86%(2019). Through these improved outcomes, Syndal South Primary School now has an' above' comparison when compared to 'like' schools.

Student behavioural, social, and emotional needs are promptly addressed through the support of the teacher, team leader, 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.

In 2019 the school continued to promote a positive learning environment for all students through School-Wide Positive Behaviour Support (SWPBS). The whole staff Professional Learning Day enabled staff to further build their capacity in SWPBS and understand their role in implementing it across the school. The launch of the School-Wide Positive Behaviour Support 'Acknowledgement System' in Term 3 had a significant effect both inside and outside the classroom. Having a whole school approach allowed for individual achievement but more importantly whole school achievement.

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 included 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 allowed students and teachers to experience different levels of interaction across the school. 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 forms part of this program. 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.

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 daily.

Further time and effort will go into building high performing, resilient students in 2020. 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 maintained a sound financial position throughout 2019. This is due to sound financial management and strategic allocation of resources to improve the school environment and student learning outcomes

The Operating Statement shows a modest surplus of $297,889. The revenue increases are primarily from the locally raised income stream

The small amount of Equity funding has been targeted to provide intensive learning support for students in Literacy and Numeracy.
The School has also undertaken a series of community fundraising activities, which aim to continue to improve facilities and resources to meet the needs of our students who are currently enrolled at the school.

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 396 students were enrolled at this school in 2019, 196 female and 200 male.

52 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.

| low | low-mid | mid | high |

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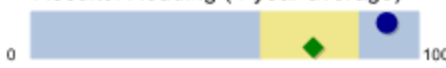
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.
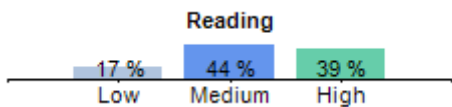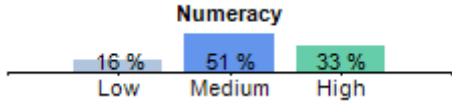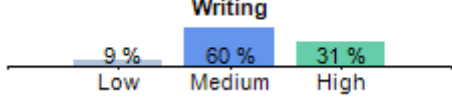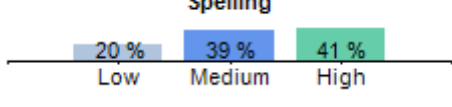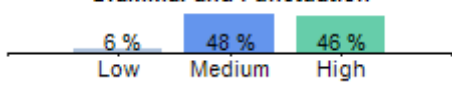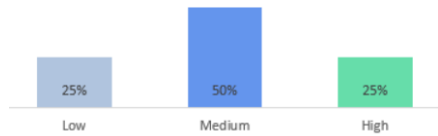
Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: ▢ Results for this school: ● Median of all Victorian Government Primary Schools: ◆	Key:	Similar School Comparison ● Above　○ Similar　● Below

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Below ● Below ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	**Below** **Similar**
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	**Similar** **Similar**

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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'.

Student Outcomes

Reading

Low	Medium	High
17 %	44 %	39 %

Numeracy

Low	Medium	High
16 %	51 %	33 %

Writing

Low	Medium	High
9 %	60 %	31 %

Spelling

Low	Medium	High
20 %	39 %	41 %

Grammar and Punctuation

Low	Medium	High
6 %	48 %	46 %

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

Low	Medium	High
25%	50%	25%

Statewide Distribution of Learning Gain
(all domains)

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔷	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ──────────────── 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ──────────────── 50 Few absences <------> Many absences	Above 🟢

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	94 %	93 %	94 %	92 %	95 %	94 %	91 %	

Performance Summary

Key:	Range of results for the middle 60% of Victorian Government Primary Schools: 🟨 Results for this school: 🔵 Median of all Victorian Government Primary Schools: 🔶	Key:	Similar School Comparison 🟢 Above 🔵 Similar 🔵 Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ————————————— 100 Results: 2017 - 2019 (3-year average) 0 ————————————— 100	**Above** 🟢
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 0 ————————————— 100 Results: 2017 - 2019 (3-year average) 0 ————————————— 100	**Above** 🟢

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$2,877,545
Government Provided DET Grants	$342,841
Government Grants Commonwealth	$168,132
Government Grants State	$5,788
Revenue Other	$31,309
Locally Raised Funds	$613,881
Total Operating Revenue	**$4,039,495**

Equity[1]	
Equity (Social Disadvantage)	$5,230
Equity Total	**$5,230**

Expenditure	
Student Resource Package[2]	$2,807,526
Books & Publications	$1,003
Communication Costs	$4,701
Consumables	$97,794
Miscellaneous Expense[3]	$303,510
Professional Development	$10,852
Property and Equipment Services	$179,096
Salaries & Allowances[4]	$263,406
Trading & Fundraising	$36,088
Travel & Subsistence	$5,153
Utilities	$32,467

Total Operating Expenditure	**$3,741,596**
Net Operating Surplus/-Deficit	**$297,899**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$1,067,340
Official Account	$36,777
Other Accounts	$53,463
Total Funds Available	**$1,157,580**

Financial Commitments	
Operating Reserve	$142,260
Provision Accounts	$15,155
Funds Received in Advance	$115,748
Repayable to the Department	$173,910
Asset/Equipment Replacement < 12 months	$97,170
Capital - Buildings/Grounds < 12 months	$120,000
Maintenance - Buildings/Grounds < 12 months	$41,291
Capital - Buildings/Grounds > 12 months	$300,000
Maintenance - Buildings/Grounds > 12 months	$136,892
Total Financial Commitments	**$1,142,425**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).
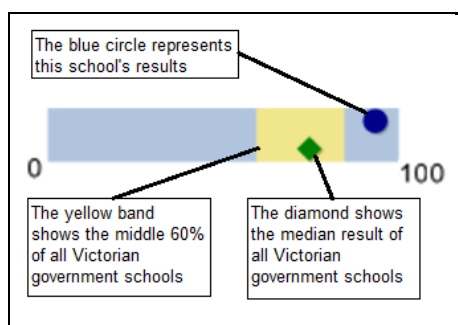
What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.
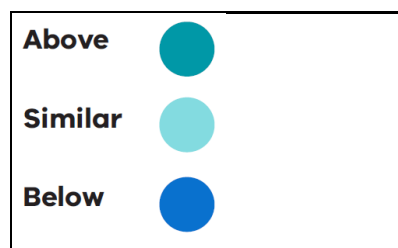
What does '*Data not available*' or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').