

2019 Annual Report to The School Community



School Name: San Remo Primary School (1369)



- 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 28 April 2020 at 01:17 PM by Karen Bowker (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.

To be attested by School Council President

About Our School

School context

San Remo Primary School is a coastal community school which embraces the unique opportunities that the local environment has to offer. We value and respect individuality and instil in each child a sense of their worth. We nurture social, emotional and intellectual development in a caring and inclusive environment. Students are immersed in a rich, comprehensive curriculum, which is designed to equip them with literacy, numeracy and life skills. Our co-curricular activities include Music, Performing and Visual Arts, Physical and Health Education.

Teachers and support staff work together to provide a stimulating learning space. We plan curriculum activities to engage and challenge all learners. Our students emerge as resilient and responsible life-long learners.

We believe that respect, responsibility and value relationships are key values for our students and school community. We have a proactive welfare program, including a school counsellor. Extra curricula programs include a biennial school production, arts festival, running club, involvement in district sports, school camps in years 3-6 and water familiarisation.

Framework for Improving Student Outcomes (FISO)

In 2019 our FISO focus were Building Leadership teams and Curriculum Planning and Assessment. We continued to ensure that we were teaching at the point of need to enable all children to progress. This was evidenced through our Professional Learning Teams (PLT's) meetings where data was collected and analysed to inform our teaching. Our focus for 2019 was on developing teacher knowledge and capacity to plan and implement differentiated teaching practices to support students to understand writing genres and improve their writing. We used the Professional Learning Community (PLC) improvement cycle to investigate and implement a consistent spelling instructional model P-6. The School Improvement Team (SIT) attended PLC training and shared and implemented this learning school wide, during staff meetings and PLC meetings which they led in the P/1/2 and 3/4/5/6 areas. As a result of this learning San Remo Primary implemented a P-6 commitment to Words Their Way spelling program and implemented a PLC philosophy within the school. This work will continue in 2020. One of the highlights in 2019 was our biennial school production

Achievement

San Remo Primary is recognised as a High Performing School as evidenced by the Victorian Curriculum and NAPLAN results. We are proud of our student achievements, which reflect the work of our students and teachers within our school and our commitment to student learning.

In NAPLAN year 3 we were 'above' when compared to a similar school comparison in both Reading and Numeracy.

In NAPLAN grade 5 we were 'above' when compared to similar schools in Reading and 'similar' in Numeracy.

Overall our Learning Gain year 3 – year 5 was pleasing with mostly high medium growth and small low growth. Whilst overall they are pleasing results, high relative growth was not as positive as in 2018, however low growth continues to be small.

Engagement

Student absences continue to be above state average and below similar schools. Some of this can be contributed to extended family vacations during the school year. Family vacations are planned around work commitments and low season tourism in our area with parents and teachers ensuring that there is minimal disruption to their learning through programs designed in consultation with families that support children's learning when they are absent. Processes developed to decrease students absenteeism in 2019 due to unexplained parental requests will continue to be monitored in 2020. Our 4 year average results show a slight improvement and indicate the work of monitoring absenteeism within the school community.

Wellbeing

San Remo Primary continues to ensure that student wellbeing is high at our school. We work hard to implement a proactive approach to student wellbeing, with a positive, hands on social skills program, circle time discussions and massage in schools program which incorporated into our curriculum, creates a positive learning environment at our school. We proactively work with parents to ensure that all students are cared for, have good social skills and use and implement the school values at all times.

There is a strong emphasis throughout the school and our community on the mental health and wellbeing of our students. We employ a Student Counsellor .2 and students are identified by both staff and parents to gain access to the expertise and support they need. The School Counsellor sees children on a 1:1 basis, in small groups and also within classrooms.

Our Attitude to School data shows our connectedness to school above similar schools and Management of Bullying similar to similar schools.

Financial performance and position

Our surplus highlights our financial responsibility. Grants received by DET include maintenance and Minor works for our classroom buildings. In December 2019 a Maintenance Blitz grant meant the refurbishment of two mod 2 buildings. This was a great addition to our aging school buildings. Commonwealth funding was directly linked to supporting improvements in teaching and learning however was substantially lower than 2018. Sporting Schools grants were successful and continue to go towards developing and strengthening the Health and Physical Education program at our school. The Total Funds available decreased as well in 2019 as we had to delve into our reserves due to long term leave replacement for staff on personal leave. On a positive note there was no repayable debts to the department. The Parents and Friends association continued to do a wonderful job fundraising and for the first time in many years ran an Evening Market to raise funds to lease new technology in the P/1/2 area. They also raised funds to support a shade sail grant that was successful over the playground for the junior school.

For more detailed information regarding our school please visit our website at www.san-remo-ps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 136 students were enrolled at this school in 2019, 75 female and 61 male.

np percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 80.9 | 85.8 | 79.2 | 92.0 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 87.2 | 79.5 | 68.5 | 87.9 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--|---------|--------------|-----------------------|------------------------|---------------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 81.8 | 89.7 | 81.7 | 95.0 | Below |
| Mathematics | 88.0 | 90.3 | 81.8 | 95.8 | Similar |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 90.9 | 76.5 | 60.0 | 90.0 | Above |
| Year 3 | Numeracy (latest year) | 81.8 | 67.7 | 50.0 | 84.6 | Above |
| Year 5 | Reading (latest year) | 72.7 | 67.6 | 50.0 | 83.1 | Above |
| Year 5 | Numeracy (latest year) | 54.5 | 59.3 | 41.2 | 76.4 | Similar |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 78.9 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 69.5 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 69.6 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 59.0 | 56.3 | 40.7 | 71.7 | - |

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
|-------------------------|----------|-------------|-----------|
| Domain | Percent | Percent | Percent |
| Reading | 9.5 | 76.2 | 14.3 |
| Numeracy | 33.3 | 61.9 | 4.8 |
| Writing | 28.6 | 61.9 | 9.5 |
| Spelling | 14.3 | 76.2 | 9.5 |
| Grammar and Punctuation | 19.0 | 52.4 | 28.6 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|--------|--------------|-----------------------|------------------------|---------------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 18.9 | 16.3 | 13.9 | 19.4 | Below |
| Average number of absence days (4 year average) | 16.9 | 15.5 | 13.5 | 18.2 | - |

Attendance Rate

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 93 | 90 | 90 | 88 | 87 | 92 | 90 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 88.3 | 80.9 | 71.8 | 88.9 | Above |
| Percent endorsement (3 year average) | 88.5 | 81.4 | 73.9 | 88.1 | - |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 79.7 | 81.6 | 72.2 | 90.0 | Similar |
| Percent endorsement (3 year average) | 83.2 | 81.7 | 74.4 | 89.1 | - |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

| Revenue | Actual |
|---|--------------------|
| Student Resource Package | \$1,142,243 |
| Government Provided DET Grants | \$171,010 |
| Government Grants Commonwealth | \$30,825 |
| Government Grants State | \$24,705 |
| Revenue Other | \$8,049 |
| Locally Raised Funds | \$147,478 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$1,524,310 |
| Equity ¹ | Actual |
| Equity (Social Disadvantage) | \$20,756 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$20,756 |
| Expenditure | Actual |
| Student Resource Package ² | \$1,098,640 |
| Adjustments | \$0 |
| Books & Publications | \$186 |
| Communication Costs | \$1,394 |
| Consumables | \$32,675 |
| Miscellaneous Expense ³ | \$53,243 |
| Professional Development | \$2,954 |
| Property and Equipment Services | \$62,224 |
| Salaries & Allowances ⁴ | \$206,643 |
| Trading & Fundraising | \$34,525 |
| Travel & Subsistence | \$0 |
| Utilities | \$15,271 |
| Total Operating Expenditure | \$1,507,753 |
| Net Operating Surplus/-Deficit | \$16,557 |
| Asset Acquisitions | \$5,043 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

| Funds available | Actual |
|-------------------------------|-----------------|
| High Yield Investment Account | \$70,914 |
| Official Account | \$25,453 |
| Other Accounts | \$0 |
| Total Funds Available | \$96,367 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$65,901 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$106 |
| Funds Received in Advance | \$10,167 |
| School Based Programs | \$5,886 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$24,705 |
| Maintenance - Buildings/Grounds < 12 months | \$3,730 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$110,496 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').