

2016 Annual Report to the School Community



School Name: Ivanhoe East Primary School

School Number: 4386



Name of School Principal:	Justine Mackey _____
Name of School Council President:	Catherine Ahlberg _____
Date of Endorsement:	29 th March _____



All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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

Ivanhoe East Primary School (IEPS) is to provide a safe, inspirational and educationally challenging environment that encourages each student to strive to achieve their potential and look confidently to the future as articulate, curious and responsible life-long learners. The IEPS learning community of students, teachers, parents, grandparents and carers is committed to working together to improve learning outcomes for students. Learning is underpinned by high expectations and a belief that all students can achieve when they are engaged, challenged and supported according to their needs. The teaching team is highly committed to the implementation of high-impact evidence based teaching practices that ensure learning is targeted to the needs of all students. 2016 saw the implementation of the new School Strategic Plan with a focus on participation in the Banyule and Darebin Curiosity and Powerful Learning (CPL) network. Staff professional learning was targeted to building teachers' understanding of the implementation of effective teaching and learning practices aligned to the CPL Theories of Action and was led by the Leadership and School Improvement Teams. Teaching teams participated in a successful peer observation program based on learning intentions and success criteria. Leadership opportunities were strengthened with the re-organisation of the Leadership, School Improvement (SIT) and Management teams. All teaching staff were members of a Professional Learning Action Team in the area of Literacy, Numeracy, Data or Sustainability which, along with the whole school focus on professional learning, had a direct impact on the teaching and learning evident in classrooms.

IEPS has 39.37 effective full time staff: 2.0 Principal Class, 29.3 teachers, 3.48 Education support staff and 4.39 integration aides and 0.2 maintenance staff.

Framework for Improving Student Outcomes (FISO)

In 2016, IEPS focused on the following improvement initiatives:

Building Practice Excellence-

Curiosity and Powerful Learning was the key driver for this initiative with a significant focus on developing teacher knowledge, understanding and skill in applying whole school teaching protocols- models of practice and whole school learning protocols- learning intentions, data and feedback.

Curriculum Planning and Assessment-

Curriculum planning documentation was reviewed and refined within the Literacy and Numeracy PLATs and a whole school process for designing rich student centered learning was developed for implementation in 2017. The Data PLAT impacted on team members' capacity to effectively gather, analyse and use data to inform planning and explicit teaching. This has been identified as key improvement initiative in 2017.

Building Leadership Teams-

Leadership capacity was a significant focus for SIT members with a significant focus on building their capacity to improve and influence teacher practice throughout the school with a focus on CPL. Further leadership development was evident with the appointment of a team of Acting Leading Teachers who were responsible for leading key initiatives with a student centered focus and to help build collective efficacy. This has been identified as key improvement initiative in 2017.

Achievement

Student achievement data continues to demonstrate that our students operate at a high level and are performing above the median for all Victorian Schools in AusVELS/Victorian Curriculum and NAPLAN. Our English and Mathematics AusVELS/Victorian Curriculum outcomes, which are assessed by teachers show that we are achieving similar outcomes to schools with similar intake characteristics. School comparison measures for NAPLAN show that we are achieving similar outcomes when we look at the percentage of students who are in the top three bands of testing except for numeracy in Year 5 where we are deemed higher. We are performing above schools with similar characteristics based on the percentage of students in the top two bands except for writing where we have an equal percentage to students in similar schools. NAPLAN relative growth data from Year 3 to 5 indicates significant medium to high levels of growth for Grammar and Punctuation, Reading and Spelling with very high levels of growth (52%) for numeracy. While we achieved 41% of medium growth for writing, there was also a high percentage of low growth (33%) and a small percentage (26%) of students who achieved a high level of growth in writing between Year 3 and 5. When we compare the percentage of students with high gain, we performed higher than similar schools in Numeracy and Reading but lower in Writing. Writing will be a significant focus for the 2017 Annual Implementation plan through the engagement of a literacy consultant who will work with the whole staff, the Literacy PLT and teaching teams. Our aim is to increase the percentage of students who achieve high growth between Years 3 and 5 in all domains in 2017.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework AusVELS Victorian Curriculum A Combination of these

Engagement

The 2016 Attitudes to School Survey results in the areas of School Connectedness, Learning Confidence and Stimulating Learning showed improved results for Year 5 students and a decrease in the results for our Year 6 students. There was also a discrepancy in results between boys and girls so there is a focus on reducing these discrepancies in 2017. The overall results of the Attitudes to School survey were similar when compared to schools with similar characteristics.

Learning programs are developed to meet the broad range of skills and interests of our students and are targeted at their point of need. Students have the opportunity to participate in extra-curricular events such as Interschool Sports, Tournament of the Minds, GateWays, varied incursions and excursions and internal remediation and extension programs.

Students at Ivanhoe East Primary School had opportunities to participate in engaging learning tasks in their classrooms and other events such as the whole school musical of Disney's Alice in Wonderland which was a significant aspect of the music program. Students also participated in weekly Art, PE and Mandarin classes and either Library (Prep-Year 2) or ICT (Year 3-6).

Attendance data summarises the average number of days students are absent for in the year. The percentage of students with 20 or more days is 1% less than when compared to primary schools with similar characteristics. The average attendance rate by year level sits between 92% and 94%, which is consistent with prior years. Common reasons for non-attendance include illness and extended family holidays.

Wellbeing

The 2016 Attitudes to School Survey results in the areas of Student Morale and Classroom Behaviour showed improved results for Year 5 students and a decrease in the results for our Year 6 students between 2015 and 2016. There was also a discrepancy in results between boys and girls so there is a focus on reducing these discrepancies in 2017. The IEPS results were higher when compared to the state and region percentiles. When looking at Student Safety, the results for our Year 5 students was marginally higher than in 2015 and lower for our Year 6 students when comparing 2015 and 2016.

The school's values underpin learning and all interactions with students, staff, parents, grandparents and carers and provide the foundation of student wellbeing and behaviour management. The Start Up program is run at the commencement of the school year and allows teachers and students to establish a positive learning community and the Bounce Back program is evident in all classrooms to support students to be resilient learners and friends who support each other to achieve their best.

The Prep Transition program was reviewed in 2016 and continues to provide pre-school students with opportunities to experience learning at school and to become more familiar with the learning environment. This includes a full transition day with their new teacher and a welcome picnic event held in November where students and their families can meet the teacher and each other in order to make connections prior to the commencement of school. Students in Years 1-6 also spent a day with their new class prior to the conclusion of the school year to familiarise themselves with their new learning environment, teacher and classmates.

In 2017, IEPS will implement the KidsMatter framework to support student wellbeing throughout the school.

For more detailed information regarding our school please visit our website at <http://www.ivanhoeeastps.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:

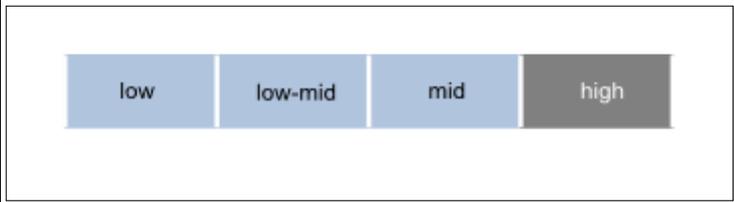
School Profile

Enrolment Profile

A total of 550 students were enrolled at this school in 2016, 258 female and 292 male. There were 7% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

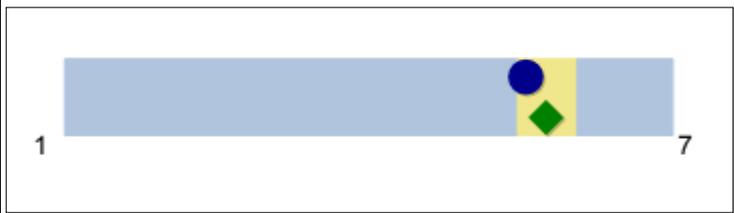
Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



Parent Satisfaction Summary

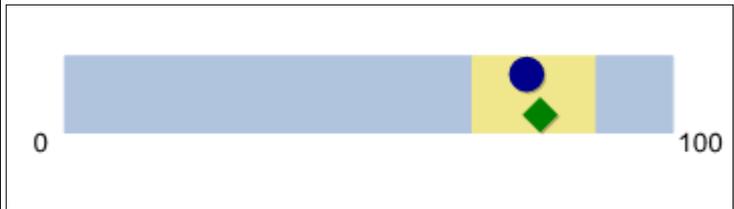
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



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>NAPLAN Year 3</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>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



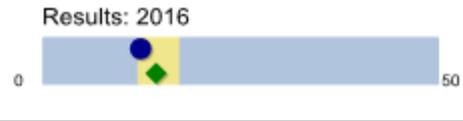
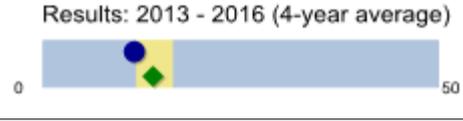
Performance Summary

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>NAPLAN Learning Gain 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div style="text-align: center;"> <p>Reading</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Numeracy</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Writing</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Spelling</p> <p>Low Medium High</p> </div> <div style="text-align: center;"> <p>Grammar and Punctuation</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>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. 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> <table border="1" data-bbox="549 869 1034 965"> <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>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	94 %	93 %	94 %	93 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	94 %	93 %	94 %	93 %										

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>Students Attitudes to School - Connectedness to School</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>Students Attitudes to School - Student Perceptions of Safety</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

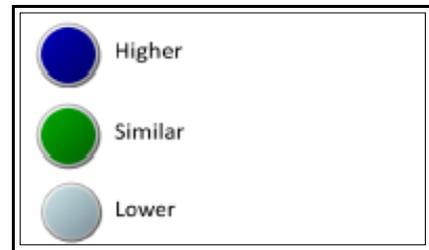
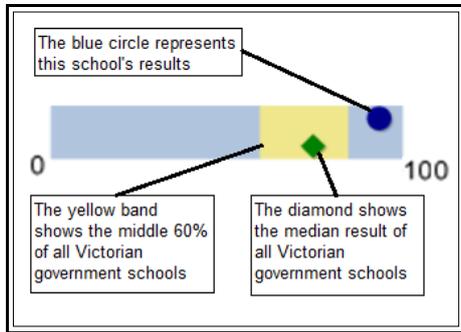
What are student outcomes?

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.

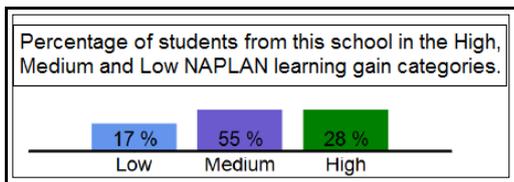
You can see these results for the latest year, as well as the average of the last four years (where available).

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 2017, the school operated in surplus with the sound financial management of the school evident in budgetary planning, monitoring of expenditure and income, resourcing of all Strategic Plan priorities and also the use of DET recommended internal control processes and mechanisms. The school previously raised funds for the final stages of the Landscape Masterplan which includes the oval redevelopment program to commence in 2017.

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

Revenue	Actual
Student Resource Package	\$3,772,196
Government Provided DET Grants	\$360,275
Government Grants Commonwealth	\$8,212
Government Grants State	\$2,040
Revenue Other	\$16,514
Locally Raised Funds	\$997,294
Total Operating Revenue	\$5,156,531

Expenditure	
Student Resource Package	\$3,616,586
Books & Publications	\$4,751
Communication Costs	\$14,092
Consumables	\$122,477
Miscellaneous Expense	\$342,794
Professional Development	\$20,798
Property and Equipment Services	\$330,469
Salaries & Allowances	\$235,207
Trading & Fundraising	\$119,357
Travel & Subsistence	\$146
Utilities	\$39,279

Total Operating Expenditure **\$4,845,956**

Net Operating Surplus/-Deficit **\$310,575**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$179,603
Official Account	\$5,333
Other Accounts	\$570,212
Total Funds Available	\$755,148

Financial Commitments	
Operating Reserve	\$192,862
Capital - Buildings/Grounds incl SMS<12 months	\$400,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
Revenue Receipted in Advance	\$144,228
School Based Programs	\$12,058
Total Financial Commitments	\$755,148

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

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.