

2016 Annual Report to the School Community



School Name: Serpell Primary School

School Number: 5168

Name of School Principal:	Wilma Culton
Name of School Council President:	Natalie Lauder
Date of Endorsement:	20 th March 2017

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

Serpell Primary has a strong tradition and reputation in the provision of excellence in educational outcomes and the development of students who strive and achieve success in academic, artistic and sporting arenas. We are accredited as an International School by the Council of International Schools (CIS), providing recognition that the school meets the standards of best practice in philosophy, governance, curriculum, staffing, student services, resources and community life. Our 2014 - 2017 Strategic Plan places emphasis on high academic achievement, internationalizing curriculum, development of student voice opportunities and building the highest quality teacher capacity.

We are committed to meeting the current and future needs of our students and in developing global citizenship and international networks. Strong emphasis is placed on academic achievement in the context of the development of programs for children of high potential and providing them with opportunities both within and outside the school.

Serpell had an enrolment of 1090 students in 2016 and was organized in traditional year level groupings with modern teaching facilities supported by an extensive ICT infrastructure. Serpell has generous sporting and recreational facilities. The school had 60 equivalent full time (EFT) staff, 3 Principal Class leaders and 7 EFT support staff and the School Staff Survey indicates well above state average achievement in the score of 93% endorsement of the school climate from staff.

Serpell PS enjoys positive working relationships with parents and the wider community, with 89% of parents indicating satisfaction with the school overall.

Framework for Improving Student Outcomes (FISO)

In 2016 Serpell Primary focused on two major initiatives within the FISO umbrella. The first of these was the building of teacher practice excellence, with an emphasis on the identification for students of the learning intentions and success criteria of each classroom experience. This was supported by professional learning for the staff, a system of weekly collegiate visits to observe outstanding classroom teaching practice and an intensive mentoring and demonstration program for 1st year teachers. The second major FISO initiative was the building of leadership teams, which saw Serpell staff participating in the Bastow Inspire, Impact and Unlocking Potential programs throughout the year. In addition to developing the skills of emerging leaders within the school, the strategy resulted in both substantive Assistant Principals being appointed as principals within the DET system. The transition from AusVELs to the Victorian Curriculum was another important curriculum development undertaken throughout the year.

Achievement

Serpell Primary is very proud of its achievement in student learning and is placed in the top 20% of government primary schools in Victoria on a wide range of assessments.

There is very strong alignment between teacher judgements against AusVELs and the external Naplan assessment, for example in Year 3 AusVELs Reading both teacher judgement and Naplan scored 81% of students achieving an A or B rating.

Performance in the NAPLAN demonstrates that the school is excelling in Year 3 in all areas. Performance in Year 5 strongly exceeds the state median and is significantly higher than the predicted range for our students.

Relative Growth from Year 3 to Year 5 is also very positive, with the numbers achieving at medium or high ranging from 86% in reading, 86% in writing and 92% in numeracy.

Accreditation with the Council of International Schools has driven the school improvement model through the attaining of the CIS standards, assessment of classroom teaching practice and professional reflection on both practice and performance.

In 2016 we continued to strengthen our professional teaching proficiency through a focus on instructional leadership and the collegiate modelling of best practice. In addition, we introduced the Victorian Curriculum, building a platform for the delivery of high impact teaching and learning performance.

Curriculum Framework implemented in 2016

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

Engagement



Student attendance at 94% was higher than the average for Victorian schools, with overseas holidays, international dual enrolment, religious observation and family visits contributing to the absence data. Attention has been given to informing parents of the relationship between high attendance and high performance and it was pleasing in 2016 to see absence rates falling.

The Attitudes to School Survey results were well above the state median in 2016, with 79% of students confirming that they feel connected to their school and peers. This demonstrates that students in Years 5 & 6 have a strong sense of connectedness and belonging. It was also pleasing in 2016 to see improvement in results right across the survey, indicating that Serpell students' perceptions were above the 75th percentile in all variables.

The development of student voice is a strategic priority which the school takes very seriously and students are taught public speaking skills in two languages from the commencement of their schooling. In 2016 this was further enhanced through the teaching of Philosophy throughout the school.

A school nurse and a school wellbeing officer are employed to ensure that the health and emotional needs of the students are met and that positive attitudes are developed across the school.

Wellbeing

Serpell operates a very successful Prep transition program involving extensive school tours for parents, four student school visits prior to commencement, information evenings and newsletters to parents. Meetings are also held with kindergarten teachers to assist in identifying the individual support required for Prep students and the school acts upon the Transition Statement reports received from kindergartens.

Prep students are connected during the transition program with a Year 5 "Buddy" and this relationship continues throughout the first year of schooling.

The large majority of our exiting Year 6 students traditionally enrol at Doncaster Secondary College, East Doncaster Secondary College, Box Hill High School, Templestowe College and Balwyn High School. The remainder choose to attend a variety of independent and Catholic schools.

In Term 4 each year, the Year 6 students are involved in intensive programs to support their independence and resilience. This includes a 5 day camp experience, international sister school exchange to Suzhou China, a swimming program and culminates in a formal graduation ceremony.

Serpell has also commenced an Alumni program, which invites students back for a special afternoon in Term 2 of their first year of secondary school.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 1092 students were enrolled at this school in 2016, 536 female and 556 male. There were 44% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Achievement	Student Outcomes	School Comparison



Teacher judgment 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 Performance Summary*.

Results: English



 Higher

Results: Mathematics



 Higher



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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</p>

Performance Summary

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



Achievement	Student Outcomes	School Comparison																								
<p>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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>35%</td> <td>57%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>50%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>50%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	50%	36%	Numeracy	8%	35%	57%	Writing	14%	52%	34%	Spelling	23%	50%	27%	Grammar and Punctuation	13%	50%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	14%	50%	36%																							
Numeracy	8%	35%	57%																							
Writing	14%	52%	34%																							
Spelling	23%	50%	27%																							
Grammar and Punctuation	13%	50%	37%																							

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>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1"> <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>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	95 %	94 %	94 %	93 %	94 %	<p style="text-align: center;"> Similar</p> <p style="text-align: center;"> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	95 %	94 %	94 %	93 %	94 %										

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 style="text-align: center;"> Similar</p> <p style="text-align: center;"> 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).

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.

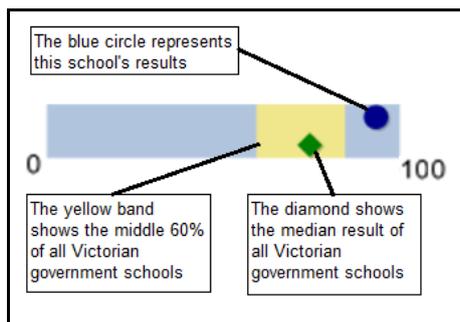
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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



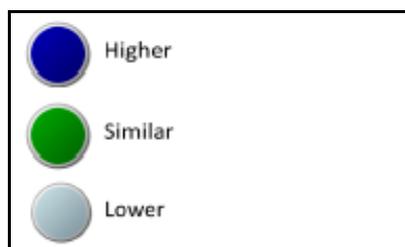
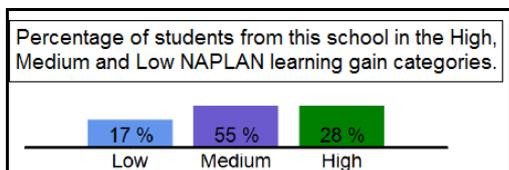
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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'.

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/performance.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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,696,350	High Yield Investment Account	\$878,321
Government Provided DET Grants	\$1,098,205	Official Account	\$123,492
Government Grants Commonwealth	\$39,816	Other Accounts	\$605,646
Government Grants State	\$2,900	Total Funds Available	\$1,607,460
Revenue Other	\$69,719		
Locally Raised Funds	\$1,031,170		
Total Operating Revenue	\$9,938,161		
Expenditure		Financial Commitments	
Student Resource Package	\$6,376,405	Operating Reserve	\$294,876
Books & Publications	\$9,322	Asset/Equipment Replacement < 12 months	\$220,000
Communication Costs	\$35,160	Maintenance - Buildings/Grounds incl SMS<12 months	\$250,000
Consumables	\$251,674	School Based Programs	\$43,331
Miscellaneous Expense	\$569,829	Other recurrent expenditure	\$9,301
Professional Development	\$66,886	Maintenance -Buildings/Grounds incl SMS>12 months	\$789,952
Property and Equipment Services	\$441,893	Total Financial Commitments	\$1,607,460
Salaries & Allowances	\$246,125		
Trading & Fundraising	\$180,328		
Travel & Subsistence	\$16,581		
Utilities	\$59,686		
Total Operating Expenditure	\$8,253,892		
Net Operating Surplus/-Deficit	\$1,684,269		
Asset Acquisitions	\$385,259		

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.