Sherbourne Primary School

2015 Annual Report to the School Community

Sherbourne Primary School
School Number: 5013

Insert photo(s) here if required.
Refer to the Annual Report Guidelines for instructions.
Delete this watermark.

Name of School Principal: [Enter name here]

Name of School Council President: [Enter name here]

Date of Endorsement: __________________

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 - languages program’ minimum standards until 31 December 2015.
About Our School

School Context

Sherbourne Primary School is located approximately 19 kms north of the Melbourne CBD in the quiet, treed residential suburb of Briar Hill (between Eltham, Montmorency and Greensborough). The school was first established in 1971 and has around 220 students. Our school boasts excellent facilities and grounds with plenty of room for play and learning in a peaceful natural environment.

The school facilities consist of modern refurbished classrooms with air conditioning, hall/gym, indoor heated swimming pool, art room, performing arts room, Japanese room, Out of School Hours Care facility, multi media room, library and junior discovery centre. Our yard includes synthetic grass hardcourts, vegetable gardens, a junior and senior adventure playground and sand pit, hens and a chicken yard, a rock wall, oval and plenty of interesting places to play and explore. There is a good provision of natural and manmade shade. Our Junior and Middle school decks provide areas for quiet play as well as extend the learning spaces to the outdoors.

Sherbourne provides a comprehensive Prep to 6 curriculum offering high quality learning programs throughout the school. The Principal, staff and school council have strived to provide a positive learning environment maximising the opportunities for all individuals to achieve and succeed. There is a very rich provision of programs including Art, PE, Sport, Japanese and Music. Extension programs offered at Sherbourne include the da Vinci Program (gifted & talented program) as well as Tournament of Minds, Gateways programs, and the State School Spectacular. We also run a Junior and senior school choir and private instrumental lessons.

Our shared values are the basis for all we do at Sherbourne. We actively encourage all students to become effective and responsible citizens who are encouraged to take ownership of their own learning, to work co-operatively in teams and to participate actively in the life of the school. Numerous opportunities are provided for students to exercise and develop their leadership potential within formal and informal settings at every class level. Each grade is represented on the Junior School Council, which meets weekly. School Captains, Environmental Captains and House Captains are elected by the student body. Every person in our school is expected to share the responsibility for making our school the best it can be.

Sherbourne is exemplary for its quality teaching and learning practices and processes and has hosted many educational representatives over this time, local, national and international.

Sherbourne has a strong feel of community. We have developed extensive community links and programs including, clinics run for students by local sports clubs and Fire Education. Enrichment opportunities include the Scientists in Schools program, the Thinking Carnival for Year 3-6 students, Junior and Senior choirs, as well as the VIP program in Year 5 and 6. Whole school activities have become tradition at Sherbourne and include Carols on the Oval, the Golden Goose Literary Awards, Sports carnivals, visiting pantomime, Japanese Cultural Day, Literacy and Numeracy week celebrations, the Billy Cart derby and Footy Day.

Sherbourne is a school of excellence, in the personnel and physical senses. As a community we look forward to working together to further develop Sherbourne Primary School as a dynamic and positive learning environment – a great place to be!

Achievement

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

School Profile

Enrolment Profile

A total of 222 students were enrolled at this school in 2015, 111 female and 111 male. There were < 10% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

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

**Achievement**

Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English
- Mathematics

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

**Student Outcomes**

#### Results: English

![Graph showing the results for English]

#### Results: Mathematics

![Graph showing the results for Mathematics]

**School Comparison**

- English: Similar
- Mathematics: Similar

**Towards Foundation Level AusVELS**

Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).

Data will not be displayed where less than 10 student assessments were provided.

Towards Foundation Level AusVELS is not used for the School Comparison.
# Performance Summary

## Achievement

### 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.

### 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.

## Student Outcomes

### Results: Reading

![Graph showing reading results](image)

### Results: Reading (4-year average)

![Graph showing 4-year average reading results](image)

### Results: Numeracy

![Graph showing numeracy results](image)

### Results: Numeracy (4-year average)

![Graph showing 4-year average numeracy results](image)

## School Comparison

- **Similar**
- **Lower**
- **Higher**
### Performance Summary

#### 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

#### Student Outcomes

<table>
<thead>
<tr>
<th>Domain</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>47%</td>
<td>44%</td>
<td>9%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>16%</td>
<td>70%</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td>16%</td>
<td>58%</td>
<td>31%</td>
</tr>
<tr>
<td>Spelling</td>
<td>17%</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>26%</td>
<td>67%</td>
<td>7%</td>
</tr>
</tbody>
</table>

#### School Comparison

NAPLAN Learning Gain does not require a School Comparison.
Performance Summary

**Engagement**

**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. 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.

Average 2015 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>91%</td>
</tr>
<tr>
<td>Yr1</td>
<td>95%</td>
</tr>
<tr>
<td>Yr2</td>
<td>91%</td>
</tr>
<tr>
<td>Yr3</td>
<td>92%</td>
</tr>
<tr>
<td>Yr4</td>
<td>94%</td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
</tr>
<tr>
<td>Yr6</td>
<td>93%</td>
</tr>
</tbody>
</table>

**Student Outcomes**

**Results: 2015**

- **Results: 2012 - 2015 (4-year average)**

**School Comparison**

- **Similar**

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:
## Performance Summary

### Wellbeing

**Students Attitudes to School - Connectedness to School**

Measures the Connectedness to School factor derived from the *Attitudes to School* 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.

### Student Outcomes

<table>
<thead>
<tr>
<th>Results: 2015</th>
<th>Results: 2012 - 2015 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

School Comparison: Similar

### Student Attitudes to School - Student Perceptions of Safety

Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.

<table>
<thead>
<tr>
<th>Results: 2015</th>
<th>Results: 2012 - 2015 (4-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

School Comparison: Higher
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 colleges, 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.

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.


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.
# Sherbourne Primary School

## Financial Performance and Position

### Financial Performance - Operating Statement
Summary for the year ending 31 December, 2015

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,531,985</td>
</tr>
<tr>
<td>Government Provided DE&amp;T Grants</td>
<td>$172,654</td>
</tr>
<tr>
<td>Government Grants State</td>
<td>$3,000</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$14,630</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$291,193</td>
</tr>
</tbody>
</table>

**Total Operating Revenue** $2,013,462

### Expenditure

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,456,733</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$2,142</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$6,496</td>
</tr>
<tr>
<td>Consumables</td>
<td>$24,595</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$141,499</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$4,402</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$100,069</td>
</tr>
<tr>
<td>Salaries &amp; Allowances</td>
<td>$133,841</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$38,878</td>
</tr>
<tr>
<td>Utilities</td>
<td>$24,850</td>
</tr>
</tbody>
</table>

**Total Operating Expenditure** $1,933,504

**Net Operating Surplus/-Deficit** $79,958

| Asset Acquisitions                         | $0       |

### Funds Available

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$21,977</td>
</tr>
<tr>
<td>Official Account</td>
<td>$28,036</td>
</tr>
</tbody>
</table>

**Total Funds Available** $50,013

### Financial Commitments

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$50,013</td>
</tr>
</tbody>
</table>

**Total Financial Commitments** $50,013

Student Resource Package Expenditure figures are as of 04 March 2016 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.*

### Financial performance and position commentary

[Insert financial commentary here]