

2019 Annual Report to The School Community



School Name: Vermont Primary School (1022)



- 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 20 March 2020 at 01:15 PM by Robin Stickland (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 23 March 2020 at 09:32 PM by Sharon Govenlock (School Council President)

About Our School

School context

Vermont Primary School and Kindergarten is an award winning school that provides highly successful, challenging and effective learning programs that cater for all students and supports their emotional growth and wellbeing. The school is situated approximately 21 kilometres east of Melbourne CBD and has a proud history of serving the local community for 150 years. We had 29 classes for the 716 students at census in 2019 supported by 40 teachers.

In 2019 the SFO was 0.212 and the SFOE was 0.1522. The school's values are: To Care, To be Responsible, To be Respectful and To Stive. The proportion of 716 students with a language background other than English is 47%, which reflects the diversity of the school community and the 38 different languages spoken.

Extensive individual learning opportunities ensure students are extended to their full potential. Our goal is to give students a high sense of self confidence and an appreciation that learning is a lifelong process while improving student Voice and Agency. While catering for all ability levels, our focus is on achieving outstanding results, especially in Reading in Literacy and Numeracy.

Our capacity to provide high quality specialist programs in the areas of Music, Art, Indonesian, PE, Digital Technologies and EAL ensures that every student has the opportunity to experience success. Energy, enthusiasm, team spirit and effective partnerships between parents, students and staff members are key features of Vermont Primary School. This is also extended to relationships with aligned experts and professionals in the areas of education and wellbeing. The 40 EFT qualified teaching staff, includes 4 Kindergarten teachers and 3 Principals. We employ 19 educational support staff and have volunteer teaching staff who are passionate and dedicated about providing a wide range of stimulating programs and extracurricular activities for our students in the school and 110 students in the Kinder. The Kindergarten achieved a rating of exceeding in 2019. The school offers a stimulating Outside School Hours Care and Holiday Program. In 2019, we have no international fee paying students.

Framework for Improving Student Outcomes (FISO)

Vermont Primary School has been focussed on the FISO Continua elements associated with Excellence in Teacher and Learning, in particular Building Practice Excellence and Networks with schools, services and agencies. In 2019, Vermont Primary School completed its 4 yearly school review. The review panel awarded a rating of Excelling at the conclusion of the review, having previously been performing at the embedding level.

We have been building upon previous work completed in the Principals as Literacy Leaders Program and the University of Melbourne's Network of Schools (UMNOS), which has resulted in positive changes in our Writing Program.

In 2019, the focus has been on building teacher capacity to teach, assess and plan for individual learning needs in the curriculum area of Writing. We have begun phase two of delivering extensive professional learning to the teachers, completing Seven Steps to Writing, 6+1 Traits, Writer's Notebook and Development Rubrics. The school is supported by a Critical Friend and experts accessed through UMNOS, including close networking with other schools focusing on Writing.

This year, the school has also been involved in the final year of the Primary Mathematics and Science Specialist Program (PMSS) with a focus on improving student outcomes on the area of Mathematics. The PMSS Specialists have supported staff to use data to inform teaching practice and supported the teachers to develop rich, authentic learning experiences for the students that promotes curiosity and engagement. Peer Improvement Teams (PIT Crews) also support the ongoing improvement of teacher performance using a collaborative inquiry approach.

Vermont Primary School has also focussed on the FISO Continua elements associated with Positive Climate for Learning in the area of Health and Wellbeing. This year the school has embedded the Resilience Project Program in

all levels from Foundation to Year 6 and conducted Information Sessions for parents.

The school is still supported by a Critical Friend and experts accessed through UMNOS, including close networking with other schools. The school has also been involved in the Primary Mathematics and Science Specialist Program (PMSS) with a focus on improving student outcomes on the area of Mathematics. The PMSS Specialists have supported staff to use data to inform teaching practice and supported the teachers to develop rich, authentic learning experiences for the students that promotes curiosity and engagement. We have delivered extensive professional learning to the teachers with a focus on building capacity. Having completed our Review in Term 2 2019, goals and targets have been set for the next 4 years. The main areas of investigation are Student Voice and Agency and Reading.

Peer Improvement Teams (PIT) also support the ongoing improvement of teacher performance using a collaborative inquiry approach and Professional Learning Communities, in 2019, were set up throughout the school to support all students in the Writing curriculum.

Achievement

As an Inner East school Vermont Primary School is recognised as a high achieving school, as evidenced by our data. NAPLAN data indicates that results in Literacy and Numeracy are similar to and higher than other excellent schools. Our results are well above the state mean with 90% of Year 3 students achieving in the Top 3 Bands for Reading and 84% in Numeracy and 83.1% of students in Years 5 achieving in the Top 3 Bands for Reading and 76.4% for Numeracy. The school prides itself on offering high expectations through meticulously planned programs and ongoing improvement strategies based on educational research. Challenging learning tasks target the potential of individual students and teams of teachers support all student learning. Ongoing regular assessment of our Strategic Plan and Annual Implementation Plan by School Council and school staff ensures outstanding learning of Literacy and Numeracy.

All PSD funded students are achieving or exceeding their individual learning goals. Our teacher assessment data shows that all our students are achieving well above the state mean or their personal benchmarks. We are hopeful that our continuous focus on developing the capacity of our staff will result in excellence across all year levels for future years. Technology has enhanced student engagement in their learning, with iPads and laptops providing the tool for students. The implementation of the Read Write Inc Program in the lower years resulted in growth of data across all areas of Literacy measured against the Victorian Curriculum. The future focus for Vermont Primary School, as stated in our School Strategic Plan, remains the areas of Writing, Reading and Student Agency. We have enhanced the ways students can contribute to decision making and provided opportunities for them to lead throughout the school. Ensuring the percentage of students in the top 3 bands remains consistent from Year 3 to Year 5 is another target. We have no international fee paying students at Vermont PS.

Engagement

Vermont Primary School is extremely proud of our student engagement and wellbeing data achievements. The Attitudes to School Survey indicates that in 2019 our Year 4, 5 and 6 students once again give the school an excellent score in High Expectations for Success, Attitudes to Attendance and Management of Bullying. Student data indicates a supportive community and that students want to come to school, are goal focused and have a sense of belonging and connectedness to the school. Whilst the overall Attitudes to School Survey (ATSS) data is very positive, it highlights areas that will be a focus in 2020 with Student Voice and Agency being the main area of focus and professional learning.

A number of strategies are in place to further enhance our engagement and deliver a positive, stimulating and safe environment conducive to optimal learning. These include, collective responsibility for behaviour, developed through a peer mediation program, leadership, a strong staff induction program and supporting students joining our school. Child Safety Week was enhanced to include a Water Safety Program, aspects of the Respectful Relationships Program and

Cyber Safety Education.

The school values of To Care, To Strive, To be Responsible and To Be Respectful are supported through Wellbeing Units of Work delivered across the school, Random Acts of Kindness Awards and monthly Student Awards celebrated at Assemblies. The students continue to organize and run the whole school assembly on a fortnightly basis and have continued their tradition of planning a whole school event titled 'Students sharing with Students'. A School Chaplain works to support students, staff and parents, and build mutual respect and empathy.

Lunchtime clubs and extra-curricular programs, such as mindfulness, orchestra, chess club, dance group and sports training have been augmented to provide for student's wider interests. Students, teachers and parents work collaboratively to provide a positive and safe school environment. We have a clear anti-bullying and child safety policy that aims to protect the rights of all students to feel safe and nurtured. Our student attendance remains very high due to parental support and any attendance concerns are addressed with individual students in line with DET guidelines. We put the welfare of our students at the centre of all administration decisions.

Wellbeing

Vermont Primary School offers an extensive and successful Transition Program into Foundation, from grade to grade and from primary to secondary school, including a special program for students that require additional assistance in their transition to secondary college. Each December, a transition program supports students moving onto their next year level. It builds positive relationships between students and their next year teacher and peers. These programs are supported by our Parent Community Network. A comprehensive Foundation Transition Program ensures that students and parents are welcomed and given every opportunity to feel part of the school community. Enrolment procedures include kindergarten visits and information nights, transition sessions and days.

We continue to be an accredited Alannah and Madeleine Foundation eSmart School. This major achievement reflects the work involving teachers, students, parents and the wider community. This year, we have introduced the Resilience Project across the whole school community to support the students' and staff wellbeing. In 2020, we will continue to enhance the Resilience Project at Vermont Primary School along with the How Full is Your Bucket Program in the lower years and the Bounce Back anti-bullying Program in the middle years.

Foundation students are involved in an extensive Better Buddies Program with the Year 6 students and the Year 1 students link with the Year 5 students. All Year 5 and 6 students are considered leaders of the school and have been given extra leadership and mentoring roles. Leadership roles promote confidence and personal development which assists the transition to secondary school. The majority of our Year 6 students transition to Vermont Secondary College or neighbouring private schools. The strong relationships formed with these schools enable our students to make successful and positive transitions. At the beginning of each year, parental and student feedback is sought on the success of the programs so that we enhance our program for students to make successful transitions. We also work closely with Vermont Secondary School, supported by the Whitehorse City Council, to offer extensive transition opportunities for students identified of need.

Financial performance and position

All funds from DET and locally raised have been expended, or committed to support the achievement of educational outcomes or operational needs of the school. They have been consistent with DET policies, intent of provision and School Council approval.

During 2019, major expenditure during the school year included:

- Upgrade of playing areas seating and Pirate Ship,
- Play Equipment, and extra seating have been installed,
- Purchase of iPads, Laptops and SMART TVs for students' usage,
- Replacement of an air-conditioner and purchase of white goods for OSHC Program,

- Purchase of furniture to cater for new students into the school,
- Purchase of Maths materials for PMSS program and training for the whole school,
- Office equipment and portable white boards,
- Repairs to the roof due to damage,
- Membership into the University of Melbourne Network of Schools,
- Swimming Education Program for students in Years 1, 2 and 6,
- Musical equipment and resources,
- Celebration of 150th Year Gala Ball,
- Creation of the 150th Wall Mural and signs to the entrance of the school,
- Renovation and upgrade of the Vermont Primary School Oval
- Installation of Fitness Equipment,
- Groundworks around the Stadium and back entrance to the school,
- The upgrade of classroom lights to LED Panels,
- Installation of fans in the stadium,
- Artificial turf installed in designated areas of the school,
- Professional development of staff in the area of coaching.

Successful grants received by Vermont Primary School during 2019 was continuation of the Primary Mathematics and Science Specialist Program (PMSS) and a grant to upgrade the sound fields throughout the school.

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

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

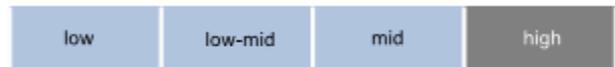
Enrolment Profile

A total of 716 students were enrolled at this school in 2019, 358 female and 358 male.

47 percent were EAL (English as an Additional Language) students and 0 percent 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

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).

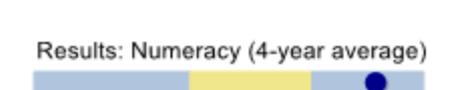
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>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>Above </p> <p>Above </p>		

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																								
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>55%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>5%</td> <td>52%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>44%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	58%	18%	Numeracy	16%	55%	28%	Writing	17%	53%	30%	Spelling	5%	52%	43%	Grammar and Punctuation	13%	44%	43%	<p>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.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
Reading	24%	58%	18%																							
Numeracy	16%	55%	28%																							
Writing	17%	53%	30%																							
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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														
<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</p> <p>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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	93 %	95 %	95 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	93 %	95 %	95 %	94 %	94 %										

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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>		<p>Above ●</p>

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		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,281,561	High Yield Investment Account	\$804,313
Government Provided DET Grants	\$879,606	Official Account	\$103,365
Government Grants Commonwealth	\$384,843	Other Accounts	\$177,059
Government Grants State	\$7,773	Total Funds Available	\$1,084,737
Revenue Other	\$32,463		
Locally Raised Funds	\$1,214,522		
Total Operating Revenue	\$7,800,768		
Equity¹			
Equity (Social Disadvantage)	\$15,339		
Equity Total	\$15,339		
Expenditure		Financial Commitments	
Student Resource Package ²	\$5,138,022	Operating Reserve	\$349,097
Books & Publications	\$7,153	Other Recurrent Expenditure	\$9,580
Communication Costs	\$6,199	Provision Accounts	\$18,977
Consumables	\$167,312	Funds Received in Advance	\$5,300
Miscellaneous Expense ³	\$457,434	School Based Programs	\$175,000
Professional Development	\$63,504	Funds for Committees/Shared Arrangements	\$41,814
Property and Equipment Services	\$273,098	Asset/Equipment Replacement < 12 months	\$150,000
Salaries & Allowances ⁴	\$1,043,287	Capital - Buildings/Grounds < 12 months	\$126,992
Trading & Fundraising	\$122,656	Maintenance - Buildings/Grounds < 12 months	\$164,500
Utilities	\$54,586	Total Financial Commitments	\$1,041,259
Total Operating Expenditure	\$7,333,250		
Net Operating Surplus/-Deficit	\$467,518		
Asset Acquisitions	\$445,297		

- (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').