

2017 Annual Report to the School Community



School Name: Solway Primary School

School Number: 4641



Solway Primary School
A S H B U R T O N

- 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 Regulation 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 2017 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 29 March 2018 at 03:46 PM by Julie Wilkinson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 24 April 2018 at 03:18 PM by Marnie Lassen (School Council President)



About Our School

School Context

Solway is at the centre of a vibrant, active and supportive school community with strong parental involvement. The school's Core Values of Respect, Integrity and Responsibility are embedded into the school culture and underpin how all members of our community are expected to conduct themselves. Developing social competence is a priority, with a whole school approach to student learning and wellbeing. Solway promotes the value of living sustainably through coordinated programs and practices that educate the school community about environmental awareness and responsibilities. Solway's student population is 525, with 40.8 equivalent full-time (EFT) staff, including a Principal and an Assistant Principal, 30.7 (EFT) teachers and 8.1 (EFT) Education Support Staff. Our students excel academically. A strong emphasis on a developmental approach to Literacy and Numeracy, along with outstanding specialist programs (Visual and Performing Arts, Science, Japanese and Physical Education), are supported by a range of engaging and enriching whole school programs and extra-curricular activities both within and beyond the classroom. Solway promotes academic excellence and creativity, recognising the importance of educating the 'whole child'. Solway boasts an abundance of spacious, contemporary and flexible learning spaces. Our strong commitment to embedding Digital Technologies is supported by a 1:1 iPad program. Interactive Whiteboards and Digital TVs are present in classrooms across the school. The school grounds provide students with fun, safe and varied play spaces. A successful Outside School Hours Care program and facility is popular with families, along with a newly introduced School Holiday program.

Framework for Improving Student Outcomes (FISO)

Our aim to maximise learning outcomes for students has seen Solway commit to a number of improvement initiatives in 2017 in the areas of 'Building Practice Excellence', 'Curriculum Planning and Assessment' and 'Building leadership teams'. The development of a Solway instructional model for Mathematics and Writing, has provided consistent lesson structure and high expectations, whilst building teacher capacity. This will continue to be a focus in 2018 with moderation of student writing across the whole school, to ensure consistent judgments of student learning outcomes. The ongoing development of teacher knowledge and capacity in the teaching of Mathematics continues, with the introduction of a Mathematics Learning Specialist to support staff. Curriculum planning and assessment remains at the forefront of our agenda, ensuring that Solway effectively and consistently assesses student learning, incorporating moderation and teacher judgements, using the Student Performance Analyser (SPA) and Essential Mathematics to support this. The use of Agile Sprints introduced by the leadership team, provided opportunities for a targeted approach to the teaching of small groups of students to ensure common misconceptions in English and Mathematics are identified and addressed. The implementation of the ASPIRE Leadership Program provided the opportunity to build the capacity of our teachers, particularly our 'middle leaders'. In 2018 this will be achieved through continued implementation of the Learning Specialists, Coaching Program, the whole school professional learning based on the 'Language of Learning'(LOL) and school collegiate visits.

Achievement

Our 2017 NAPLAN results provide further evidence of our commitment to building a culture of high expectations for student learning and the capacity of staff to deliver high quality instruction. Our 2017 NAPLAN results continue to rank Solway above the state and national benchmarks with our Relative Growth Data -Year 3 to Year 5, showing medium to high growth of 88% in Reading, 76% in Numeracy, 78% in Writing, 73% in Spelling and 78% in Grammar & Punctuation. Our NAPLAN 5-year average results in Year 3 and Year 5 continue to trend positively overall. These results reflect the increased capacity of our teachers, facilitated through a strong focus on rigorous assessment, differentiated instruction and explicit teaching practices across the school. High expectations for students and staff remain a focus. Our Professional Learning Team (PLT) collaborative culture has been further enhanced through a focus on the effective and consistent analysis of assessment data (Whole School Assessment Schedule) that informs 'targeted instruction' to meet students' needs. The development of a consistent approach to the Language of Learning, based on the SOLO Taxonomy has enabled students to articulate the learning intentions and success criteria in their learning. Students can identify as they move from surface to deeper levels of thinking and the next steps for their learning. A consistent approach to the teaching of Writing and Mathematics through explicit instruction and team teaching was also a focus.

Engagement

Solway continues to focus on empowering students to take greater responsibility for their own learning. The continued implementation of a range of initiatives and strategies supports our students to not only achieve their learning goals, but also to clearly articulate and actively contribute to the development of those goals. Students from Prep to 6 participate in Student Led Conferences engaging in open, honest dialogue with parents and teachers. As students progress through the school, they become increasingly able to self-evaluate their progress against learning goals, whilst developing their organisational abilities, oral communication skills and confidence. Solway's enhanced Inquiry Learning scope and sequence facilitates an approach that engages students in deep and rich learning tasks and intercultural understandings. As students actively investigate significant questions about how the world works, scope for student voice and student led learning extends through the progressive implementation of negotiated learning opportunities. Our students continue to experience high levels of wellbeing and feelings of safety at school, reflecting our emphasis on wellbeing and resilience. A strong and continuing focus on Digital Technologies including the use of mobile devices enables all students to regularly interact with a range of engaging software that motivates them and meets their individual learning needs. As an 'eSmart' school, Solway implements a rigorous and consistent approach to cyber safety, based on responsible use. Solway is proud of its recognition as a 5 Star Sustainable School under the ResourceSmart Sustainable Schools Initiative, celebrating almost 10 years of sustainability.



Wellbeing

Solway has continued develop teacher capacity in the areas of student peer relationships, conflict resolution, resilience building and teamwork. This has strengthened our capability to deliver a whole school approach to student wellbeing based on Restorative Practices, through a 'continuity of care' framework. With an emphasis on relationships, this framework is informed by an established Student Code of Conduct. The introduction of the Respectful Relationships program has deepened staff understanding and capacity. Our comprehensive whole school transition program continues to evolve, ensuring effective transition for students and their families as they move into, through and beyond the school. A deliberate focus on increasing the readiness of students to move successfully from year level to year level has seen further enhancements and initiatives being implemented as part of the Whole School Transition Plan, based on student, parent and teacher feedback.

For more detailed information regarding our school please visit our website at www.solwayps.vic.gov.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	
<p>Enrolment Profile</p> <p>A total of 508 students were enrolled at this school in 2017, 222 female and 286 male.</p> <p>5 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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:

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> Similar</p> <p> Similar</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: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>12%</td> <td>49%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>47%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	49%	39%	Numeracy	24%	47%	29%	Writing	22%	54%	24%	Spelling	27%	48%	25%	Grammar and Punctuation	22%	47%	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	12%	49%	39%																							
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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:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	92 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	92 %	91 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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)

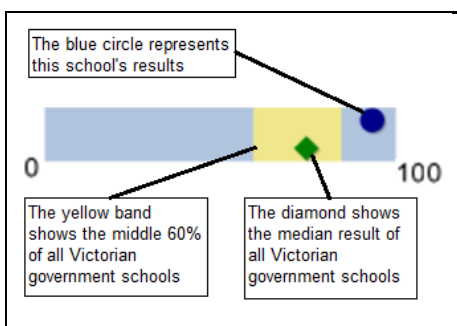
Engagement

- 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).

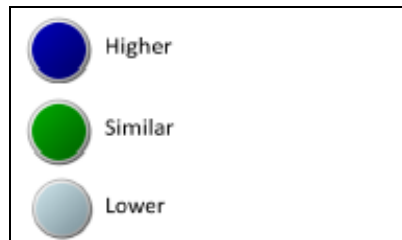


What does *School Comparison* refer to?

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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

The school continues to be in a sound financial position with a net operating surplus of \$146,854 in 2017. As the school continues to grow, additional expenditure in Salaries and Allowances, is a reflection of the additional staffing requirements, and an investment in Professional Development to ensure a consistent approach to teaching and learning across the school. Fundraising in a non-Fair year, generated a welcome \$38,000, which enabled ongoing improvements around the school including new flag poles for displaying the three flags – Australian, Indigenous and Torres Strait Islander, improved signage at the school front gates, and with the revenue assistance from sponsor grants, the installation of the new electronic digital sign for messaging and communications. The school has continued to build its reserves to \$70,000 for the impending Oval Replacement, and was satisfied to conclude our commitment to the Brewer Hall Cooperative, with this being formally deregistered at the end of the year. We continued to plan for ongoing school improvements, including painting, carpet replacement and classroom furniture for our growing student population. The full implementation of our 1-1 iPad program (BYOD), has enabled the school to direct resources to replace older devices, including the replacement of some older Interactive Whiteboards, to newer technologies in digital TVs. The school OSHC program continues to expand in partnership with OSHClub, and the inclusion of a Holiday Program from the September vacation, by Team Holiday, was well supported.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,553,743	High Yield Investment Account	\$86,043
Government Provided DET Grants	\$314,131	Official Account	\$12,284
Government Grants Commonwealth	\$9,240	Other Accounts	\$109,019
Revenue Other	\$62,982	Total Funds Available	\$207,346
Locally Raised Funds	\$675,472		
Total Operating Revenue	\$4,615,569		
Equity¹			
Equity (Social Disadvantage)	\$6,279		
Equity Total	\$6,279		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,484,032	Operating Reserve	\$10,000
Books & Publications	\$6,424	Asset/Equipment Replacement < 12 months	\$24,000
Communication Costs	\$5,278	Capital - Buildings/Grounds incl SMS<12 months	\$14,842
Consumables	\$147,736	Maintenance - Buildings/Grounds incl SMS<12 months	\$45,000
Miscellaneous Expense ³	\$254,652	Revenue Received in Advance	\$13,504
Professional Development	\$48,155	Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Property and Equipment Services	\$281,229	Maintenance -Buildings/Grounds incl SMS>12 months	\$70,000
Salaries & Allowances ⁴	\$119,229	Total Financial Commitments	\$207,346
Trading & Fundraising	\$91,465		
Utilities	\$30,514		
Total Operating Expenditure	\$4,468,715		
Net Operating Surplus/-Deficit	\$146,854		
Asset Acquisitions	\$10,300		



- (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 05 March 2018 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.