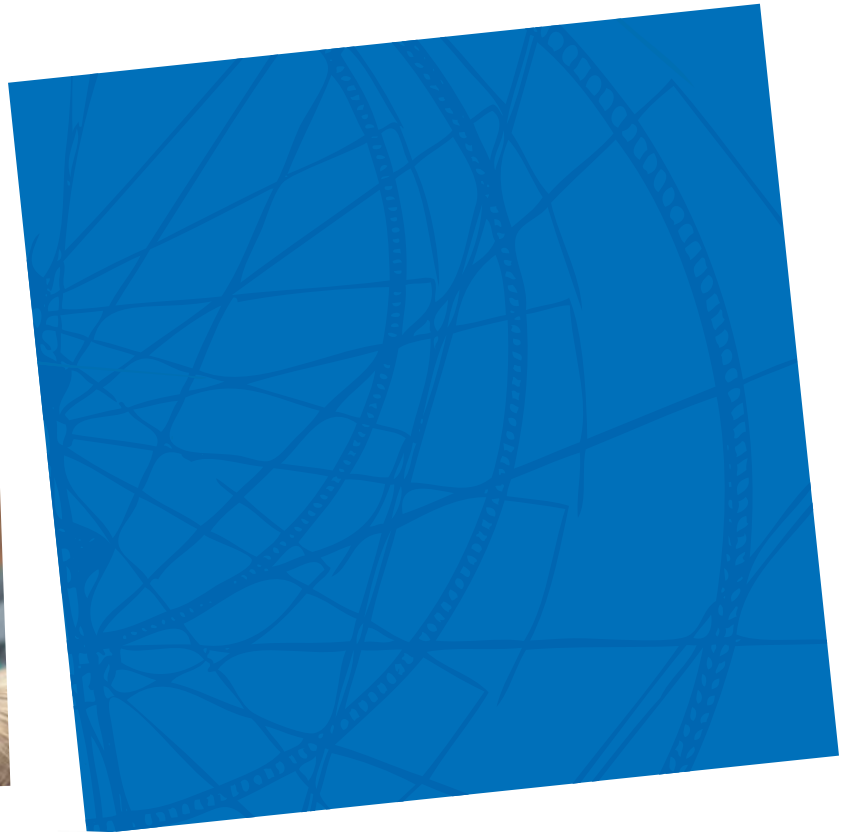




Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Syndal South Primary School
School Number: 4924



Syndal South Primary School

Syndal South is committed to developing the whole child. Students are viewed as independent learners who take action & use their learning to support each other, making a difference in the local and wider community. We have a reputation for nurturing socially competent individuals who use their skills to contribute to society and take pride in their school. The school develops solid Literacy & Numeracy skills and Inquiry Learning, building skills in research, communication and thinking, with expanding Information and Communication Technology commitment driving classroom programs. We are committed to the learning of all students & use individual learning plans to support those with specific needs and specific individual or small group programs.

We maintain a community spirit where staff, students & parents work together with a clear sense of purpose to develop self esteem, tolerance and respect for others. We work to celebrate success and build on student learning at every opportunity. As a school we work to involve all the members of our diverse community to promote a culture of acceptance and connectedness; we emphasise connectedness to students, teachers and those within our community. We value our diversity and promote difference as members of a global society.

We provide our 370 students with a safe, stimulating & attractive learning environment, with students engaged in the physical environment. With extensive specialist and extra curricula opportunities and an outstanding Out of School Hours Care program. We have 2 prin class, 22 teachers & 8 education support staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Syndal South is proud of its achievements in student learning; we are in the top 20 per cent of government primary schools in Victoria. We are similar to other schools given our student backgrounds.</p> <p>The percentage of students receiving a grade of 'C' (expected level) or higher in English and Maths is greater than expected. It is a significant area of improvement - with over 95% of all students at or above the expected level P-6. In all other VELS areas the results are above the State median and similar to other schools with students of similar backgrounds.</p> <p>The school's continued emphasis on Professional Learning for teachers has involved work on the E5 framework in 2010, specifically building in opportunities for staff to discuss their practice. This builds continuously on the ability to provide effective teaching and learning programs.</p> <p>Our National Assessment Program data is strong, with results in reading and numeracy well above the State median. Year 3 results for reading and numeracy over 3 years were in the top 20% of schools. The Year 5 results in both 2010 and over 3 years were in the top 20% of schools for reading and numeracy.</p> <p>In 2011 we will further develop our learning program as we go through our school review and plan for the coming four years.</p>	<p>Our overall student attendance is slightly above the state median. This continues to be an area to develop, with absence data still revealing absence from extended holidays.</p> <p>Our Attitude to School Survey results are above the State median and in the top 40% of schools in Victoria, teacher effectiveness, student motivation & connectedness to peers all above the state median & school connectedness in top 25% of schools.</p> <p>In 2010 we continued development & use of Restorative Practices, training new staff and sharing resources and ideas at staff meetings. In 2011 we will revisit Restorative Practices as a staff, looking at implementation across the school & promotion to the community.</p> <p>In 2010 the school participated in the Kool Kids Positive Parents program, run with a small group of students with identified needs, the whole class & parent group. Lunchtime programs continued with particular emphasis on anger management for individual students.</p> <p>In 2011 we will continue to build on wellbeing with an emphasis on engagement of parents and involvement of those from different cultures in school life. The school council has supported a Mentoring program, enabling the employment of an aide two days a week to undertake this exciting adventure with small groups or individual students.</p>	<p>Syndal South continues to have a strong program in place to support the various transitions our students make.</p> <p>Our prep transition program continues over two terms with experiences for students and parent information sessions. The school continues to build links with preschools and will work on further development of the program based on feedback from the 2010 transition program. Our buddy program continues to grow stronger and supports students in their first year of school. The development of a school marketing plan in 2011 will support student transition and enhance relationships with preschools and child care agencies.</p> <p>A solid secondary transition program continues and students exiting at Year 6 went to many local government and independent schools. The further development of the Year 6 leadership program supports student confidence and resilience leading to transition.</p> <p>Transition between years continues, with a specific session for students across levels in December. This is enhanced with multi-age activities throughout the year so that relationships can be developed across the school on a continuous basis. In 2011 this will be reviewed and enhanced, with specific focus on induction of new students to the school being a key.</p>

For more detailed information regarding our school please visit our website at




www.syndalsp.vic.edu.au

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>









Syndal South Primary School

How this school compares to all Victorian government schools



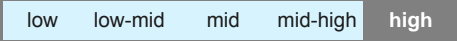
Key:

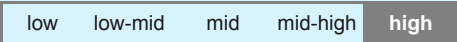
Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures	Student Outcomes	School Comparison
<p>1. Student Learning</p> <p>Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.</p>	<p>Results achieved by students at this school compared to students at other Victorian government schools.</p> 	<p>Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.</p> <p>Lower  Similar  Higher </p>
<p>2. Student Engagement and Wellbeing</p> <p>Combining student attendance rates and results from the annual student <i>Attitudes to School</i> survey.</p>		<p>Lower  Similar  Higher </p>

School Profile


- 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. 
- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score. 
- Overall socio-economic profile 



Based on the school's Student Family Occupation index which takes into account parents' occupations.
- Proportion of students with English as a second language 
- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- 377 students (186 female, 191 male) were enrolled at this school in 2010.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

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

- English and Mathematics
- All other subjects

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 and Mathematics 2009



Results: English and Mathematics 2007 - 2009 (3-year average)



Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



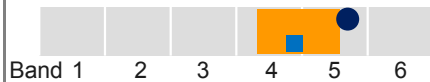
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

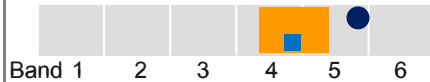
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2010



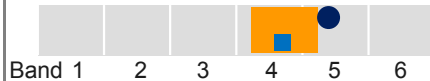
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



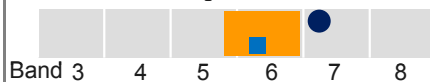
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

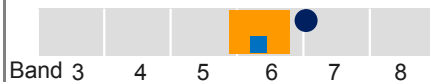
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

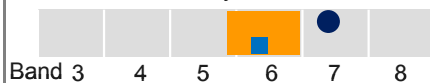
Results: Reading 2010



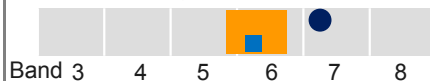
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Engagement and Wellbeing

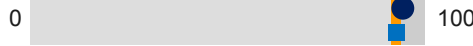
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

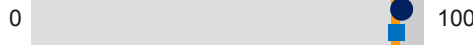
Average 2009 attendance rate by year level:

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	95%	93%	96%	95%	94%	94%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

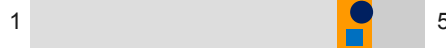
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher

How to read the Government School Performance Summary 2010

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

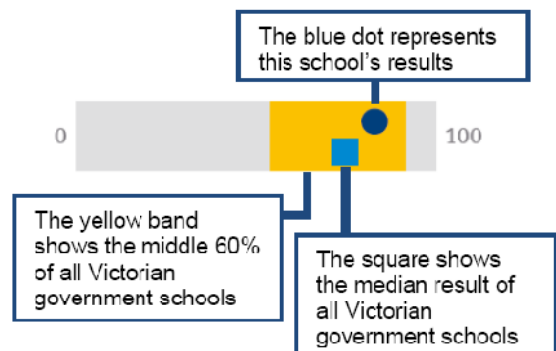
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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 Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have '**higher**' performance.

Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Syndal South Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010		Financial Position as at 31st December, 2010	
Revenue	2010 Actual	Funds Available	2010 Actual
Departmental Grants	\$379,561	High Yield Investment Account	\$235,969
Commonwealth Government Grants	\$70,614	Official Account	\$50,792
State Government Grants	\$0	Other Bank Accounts(listed individually)	\$
Other	\$112,278	Building Fund	\$29,927
Locally Raised Funds	\$540,488	Library Fund	\$33,532
Total Operating Revenue	\$1,102,941	(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		(insert)	\$
		Total Funds Available	\$350,219
Expenditure		Financial Commitments	2010 Actual
Salaries and Allowances	\$366,617	School Operating Reserve	\$147,314
Bank Charges	\$3,367	Assets or Equipment Replacement <12 months	\$22,300
Consumables	\$68,113	Capital – Building/Grounds including SMS < 12 months	\$81,100
Books and Publications	\$6,783		\$
Communication Costs	\$9,558	Maintenance – Building/Grounds including SMS < 12 months	\$14,000
Furniture and Equipment	\$56,749		\$
Utilities	\$16,018	Beneficiary/Memorial Accounts	\$0
Property Services	\$165,412	Co-operative Bank Account	\$0
Travel and Subsistence	\$1,395	Revenue Received in Advance	\$7,000
Motor Vehicle Expenses	\$0	School based programs	\$46,705
Administration	\$12,303	Region/Network/Cluster Funds	\$27,800
Health and Personal Development	\$1,198	Provision Accounts	\$4,000
Professional Development	\$13,474	Repayable to DEECD	\$0
Trading and Fundraising	\$103,515	Other Recurrent Expenditure (Accounts Payable)	\$0
Support/Service	\$15,987	Assets or Equipment Replacement > 12 months	\$0
Miscellaneous	\$155,311	Capital – Building/Grounds including SMS > 12 months	\$0
Total Operating Expenditure	\$995,800	Maintenance - Building/Grounds including SMS > 12 months	\$0
		Total Financial Commitments	\$350,219
Net Operating Surplus/-Deficit	\$107,141		
Capital Expenditure	\$239,824		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial performance and position commentary

In 2010 the financial position of the school remained healthy. The Finance Committee and School Council worked to ensure the budget was able to be met. Budgeting continued to be conservative with 2010 providing revenue in a number of areas. At the beginning of the year there was an expectation of a break even budget but by the end of the year the budget was in surplus. School Council made the decision to use the surplus funds for specific student programs for 2011, including a mentoring program and Quicksmart Maths. The school continued to invest in ICT and Professional Development. There was an increased expenditure on the school grounds with landscaping and fitness track renewal taking place. The BER building continued, being completed by September. When the school eventually occupies the building refurbishment of the current buildings will commence. This work will include internal painting, new floor coverings in the hallways, development of a Language Centre, conference room, business manager's office and relocation of the Library. In 2011 there will be continued expenditure on effective programs and support for students. With a school fete in 2011 revenue will increase. The budget for 2011 includes many carried forward programs and commitments including furnishing of the new building, bike shed and grounds grants. The budget has again been set conservatively with a slight deficit which will be evaluated each month and changes made to the overall budget to ensure a break even position by the end of 2011.