



Department of Education and
Early Childhood Development

2011 Annual Report to the School Community

Syndal South Primary School
School Number: 4924



Syndal South Primary School

Syndal South PS is committed to working as a community to develop the whole child, supporting students as they become independent learners, empowered to achieve their personal best, be active members of the community & make a difference locally & globally. We have a reputation for nurturing socially competent individuals who are confident, curious & collaborative. Syndal South provides students with solid Literacy & Numeracy skills & Inquiry Learning in all students, building skills in research, communication & thinking, with a commitment to Information & Communication Technology driving classroom programs. The school promotes & supports an inclusive community & advocates for all students & families, with a commitment to the learning of all students & uses individual learning plans to support those with specific needs, as well as 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 & respect for others. We work to celebrate success & 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 & connectedness; we value our diversity and promote difference as members of a global society.

We provide our 356 students with a safe, stimulating & attractive learning environment, promoting sustainability & reduced environmental impact. We provide extensive specialist & extra curricula opportunities and an outstanding Out of School Hours Care program.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>[Syndal South is proud of its achievements in student learning; we are heading towards the top 20 per cent of government primary schools in Victoria.</p> <p>The percentage of students receiving a grade of 'C' (expected level) or higher in English and Maths is greater than expected. It continues to improve - with 98% of all students at or above the expected level P-6 in Reading and Number. In all other VELs areas the results are above the State median and similar to other schools with students of similar backgrounds. In many areas we are similar to other schools given our student backgrounds.</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 2011 and over 3 years were in the top 20% of schools for reading and numeracy. In all areas and at both levels the school is well above the State median.</p> <p>In 2012 we will continue to work on the development of our learning program, particularly in differentiating the curriculum and implementing the first year of our Strategic Plan. We will also work on student connectedness to school and continue to develop an effective wellbeing program and strategies.</p>	<p>Our overall student attendance is slightly above the state median; absence data still reveals significant absence from extended holidays.</p> <p>Our Attitude to School Survey results were below State medians in all areas. The school still sits within the middle 60% of schools in Victoria. Teacher effectiveness, student motivation & connectedness to peers vary considerably for Year 5 & 6 students. Over 4 years the connectedness to school is above the median for Victorian government schools.</p> <p>In 2011 implementation of Restorative Practices continued but will refocus in 2012 including a review of Engagement & Wellbeing policy to building community & staff understanding. In 2011 the school implemented a Martial Arts Therapy program for small groups of students with resilience and social skills. Lunchtime programs continued with particular emphasis on anger management for individual students and alternative play spaces and activities for others.</p> <p>In 2012 we will apply for a student welfare worker to support students, parents & teaches; focus on student connectedness to school, developing team building activities Year 3-6; implement Kool Kids Positive Parents program; & build on wellbeing with an emphasis on engagement of parents & involvement of those from different cultures in school life.</p>	<p>Syndal South provides a strong program to support the transitions our students make in, out & through the school.</p> <p>The prep transition program runs over two terms and includes parent information sessions. We worked to enhance relationships with preschools & child care agencies, this will continue into 2012. Our buddy program continues to grow in strength & support students in their first year of school. In 2012 we will be a Better Buddies school (Allanah & Madeline Foundation).</p> <p>A solid secondary transition program continues with exiting students attending many local government & independent schools. The further development of the Year 6 leadership program supports student confidence & resilience. In 2012 Year 6 students will work closely with their teacher mentor to support them in their leadership role throughout the year.</p> <p>Transition between years continues, with a specific session for students across levels in December 2011. This is enhanced with multi-age activities to develop relationships across the school. In 2012 this will be further developed with more sessions & transition documents to support teacher understanding of students as they move across levels. In 2012 transition will be 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 2011 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>









Syndal South Primary School

How this school compares to all Victorian government schools



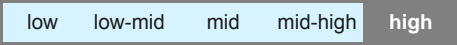
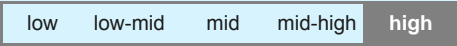
Key:

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).
- 367 students (179 female, 188 male) were enrolled at this school in 2011.

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 2010



Results: English and Mathematics 2007 - 2010 (4-year average)



Results: All other subjects 2010



Results: All other subjects 2007 - 2010 (4-year average)



School Comparison



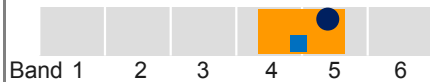
4. NAPLAN Year 3

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

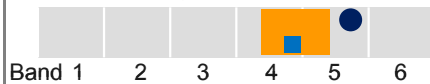
Year 3 assessments are reported on a scale from Bands 1-6.

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

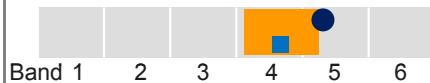
Results: Reading 2011



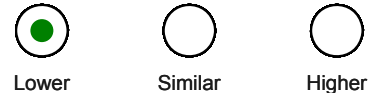
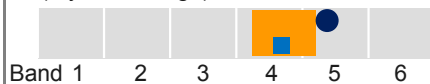
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011



Results: Numeracy 2008-2011 (4-year average)



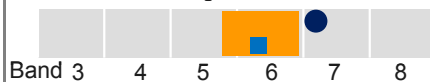
5. NAPLAN Year 5

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

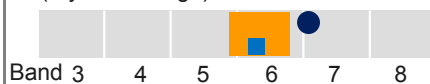
Year 5 assessments are reported on a scale from Bands 3-8.

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

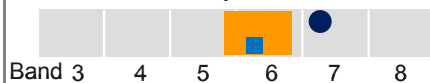
Results: Reading 2011



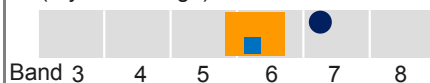
Results: Reading 2008 - 2011 (4-year average)



Results: Numeracy 2011






Results: Numeracy 2008-2011 (4-year average)



How this school compares to all Victorian government schools

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Student Engagement and Wellbeing

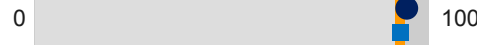
6. Student attendance

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

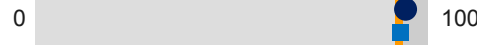
Average 2010 attendance rate by year level:

Student Outcomes

Results: 2010



Results: 2007 - 2010 (4-year average)



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

School Comparison



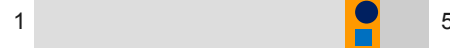
7. Student attitudes to school

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: 2011



Results: 2008 - 2011 (4-year average)



How to read the Government School Performance Summary 2011

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.

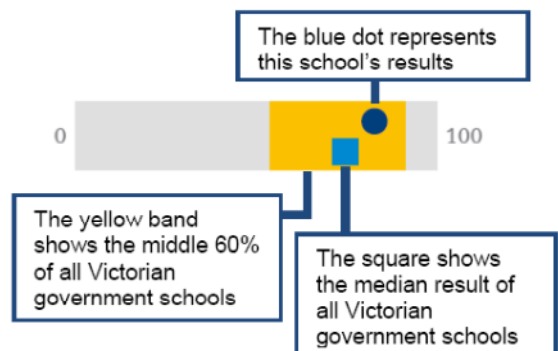
What are student outcomes?

Student outcomes describe 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/schoolreports

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, 2011	
Revenue	2011 Actual
Departmental Grants	\$406,720
Commonwealth Government Grants	\$47,069
State Government Grants	\$
Other	\$57,224
Locally Raised Funds	\$573,833
Total Operating Revenue	\$1,084,846
Expenditure	
Salaries and Allowances	\$402,373
Bank Charges	\$3,553
Consumables	\$65,902
Books and Publications	\$6,170
Communication Costs	\$11,581
Furniture and Equipment	\$69,254
Utilities	\$24,794
Property Services	\$137,376
Travel and Subsistence	\$14,140
Motor Vehicle Expenses	\$
Administration	\$13,487
Health and Personal Development	\$1,592
Professional Development	\$19,437
Trading and Fundraising	\$96,747
Support/Service	\$37,461
Miscellaneous	\$158,853
Total Operating Expenditure	\$1,062,720
Net Operating Surplus/-Deficit	\$22,126
Capital Expenditure	\$73,544

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 Position as at 31st December, 2011	
Funds Available	2011 Actual
High Yield Investment Account	\$228,443
Official Account	\$39,423
Other Bank Accounts(listed individually)	
Building Fund	\$25,043
Library Fund	\$41,654
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$334,563
Financial Commitments	
	2011 Actual
School Operating Reserve	\$163,650
Assets or Equipment Replacement <12 months	\$25,000
Capital – Building/Grounds including SMS < 12 months	\$53,565
Maintenance – Building/Grounds including SMS < 12 months	\$8,760
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$49,430
School based programs	\$32,567
Region/Network/Cluster Funds	\$1,591
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$334,563

Financial performance and position commentary

In 2011 the delivery of the school's curriculum in academic and extra curricula excellence was sustainable with a financial operating surplus. An extensive range of core and extra curricula programs were funded including a National and World medal winning Aerobics program. Capital expenditure in 2011 included the new BER building with furniture, fittings and electronic packages, an exciting new learning space for our Year 1/2 students and teachers, a space that enables a new focus on teaching styles and strategies. Additional capital expenditure included a new bike shed and resurfacing of the Federation Fitness track to support student physical development and fitness. New play equipment was installed and project managed by the Student Representative Council. Internally the school has been freshly painted, has new corridor floors and renovations have enabled the establishment of a rejuvenated Library and establishment of a Language Centre to support our outstanding Japanese program. The school also financed the replacement of the telecommunication system and sewer in 2011. Through the Fete in November 2011 and other fundraising activities the school community has raised sufficient funds to install two new synthetic netball/basketball courts in 2012, replacing existing asphalt courts. In 2012 the school will evaluate the use of ICT in the school, with the purchase of iPads and laptops scheduled for both the Japanese language program and classrooms. The formation of a Fundraising sub committee of School Council will focus further revenue raising for continued improvement. The school community, Council and Staff are committed to delivering academic excellence to our students that is financially supported in a sustainable manner and enables the education of the whole child.