

2016 Annual Report to the School Community



School Name: Quarry Hill Primary School

School Number: 1165



Name of School Principal:	Jo Menzel
Name of School Council President:	Tim Shanahan
Date of Endorsement:	20/3/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Quarry Hill Primary School is located close to the Bendigo CBD and serves a well-established residential area. The school's historic red brick building features a unique quadrangle design that provides easy access and fosters high level whole-school and between classroom interaction. The enrolment in 2016 was approximately 372 students.

The school's key aim was to continue to provide a safe, harmonious learning environment that challenges and supports every student to achieve their personal best. The school's purpose statement and school values reflect this objective. The school promotes positive partnerships with the community and benefits greatly from high level parental involvement, something the school takes great pride in. To ensure learning opportunities are capitalised on for all students, learning is becoming more personalised and caters for individual needs through the use of individual learning plans, computers and other information communication technology. During 2016, the school continued with a netbook computer program enabling 1:1 and 24/7 access for all grade 5 and 6 students.

Two teachers were successful in being selected for the Primary Mathematics and Science Specialists Program. Involvement in this program required a whole-school commitment to building teacher capacity and improving student outcomes in Mathematics and Science. During the year, the identified teachers have worked 0.5 in the school and 0.5 with the initiative. The program will continue into 2017.

Working in conjunction with the Primary Mathematics and Science Specialists Program, STEM (Science, Technology, Engineering, Mathematics) education at Quarry Hill Primary School became a focus with the aim of improving students' problem solving and critical analysis skills. The teaching of STEM became an important part of a balanced program of learning at Quarry Hill. Teachers undertook professional development to support student learning in these areas.

Planning began in earnest for the \$1.9 million grant for building upgrades and facilities. It was projected that the buildings would include a new administration building, a new library facility, a covered basketball court and upgrades to a modular 5 classroom and the classrooms in the quadrangle. Modifications to the plan were made during the year due to budgetary constraints and higher than expected costs. The project continues to be in the planning phase.

The school continued to operate a Before and After School Program operated by Camp Australia with numbers remaining stable over the course of the year. Camp Australia will continue to operate in the school for 2017.

The bush land setting became a more useable space with parents volunteering to clear the area and make it more inviting for students to play. The use of the space increased significantly during the course of the year. Tanks were relocated to provide water to the area, with the hope of providing some green areas in the setting. Issues with pumping water occurred that will hopefully be addressed in 2017.

In 2016 the school has 24.2 equivalent full time staff: 2 Principal Class, 18.2 teachers and 4 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes was introduced to schools in 2016 as part of the Education State initiative. This framework is based on the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement.

Using the School's Strategic Plan goals and the 2015 suite of data, the two improvement priorities the school chose to focus on in 2016 were '*excellence in teaching and learning*' and '*positive climate for learning*'. From these priorities, the school chose to focus on *building practice excellence* and *empowering students and building school pride*.

In 2015, the '*Learning Gain*' relative growth NAPLAN data in writing, spelling and grammar and punctuation demonstrated a high percentage of students making low growth (above the State benchmark) in all three areas compared with reading and numeracy. This prompted the school to reconnect with literacy consultant Stephen Graham and have him work with the school twice throughout 2016. This focus on targeted professional learning and teaching saw a change from a 10% learning gain in 2015 to a 33% learning gain in 2016.

2016 saw the school focus on empowering students through a focus on developing student voice. Students had opportunities to develop leadership skills through a range of programs and activities such as student leadership forums, the Buddy Training program and through the KidsMatter mental health and wellbeing initiative. Data collected through the Attitudes to School Survey was somewhat disappointing with a number of areas trending downwards from the 2015 data. The school will address this downturn by administering the ACER Social Emotional Wellbeing survey in 2017 and conducting parent forums and student forums to unpack the data.

Achievement



Quarry Hill Primary School AusVELS teacher assessed student learning P-6 results for students at or above the expected level for English and Mathematics were slightly above the median in English and slightly below in Mathematics compared to all Victorian government schools.

NAPLAN Reading and Numeracy results in Grade 3 were well above the median for all Victorian government schools. The 4 year average for Reading and Numeracy was above the median for all Victorian government schools. NAPLAN Reading and Numeracy results in Grade 5 were above the state median. With regards to relative learning gains in NAPLAN from Years 3 to Year 5 in Numeracy, Reading, Writing, Spelling, Grammar and Punctuation the school achieved an average 28% high growth, 53% achieved medium growth while 15% achieved low growth.

Key strategies to support improvement:

- Assistant Principal with Early Years literacy expertise providing daily intervention support in Grade 1- 2 in literacy.
- Additional allocation (weekly) for extension of students from Grades 3-6 in either literacy and/or numeracy.
- An Education Support Officer (teacher aide) has been trained to implement a Speech Program for identified Prep and Grade One students under the guidance of a trained Education Support Officer (teacher aide), in a speech program, who will both liaise with the Department's Speech Pathologist.
- Smaller classes across the school with the growth of an additional class to reduce class sizes.
- An Education Support Officer (teacher aide) to provide additional numeracy support in the grade 3/4 team.
- Continued Professional Development in teaching Writing pedagogy with consultant Stephen Graham to improve student outcomes in writing, spelling, vocabulary and grammar.
- Two teachers training to be Maths/Science coaches with Department's 2 year initiative, one in grade 3 and one in grade 5/6 to work with teachers P-6. These coaches will provide whole staff professional learning, work side by side with teachers, review and refine the mathematic assessment schedule and model for mathematical teaching.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student absence results for 2016 were below the State medium result. The school's average number of absent days per student in 2016 continued to be significantly lower than the state mean. This is marginally higher/lower than 2015-93.7% and 12.6 days per student. The school continues to positively promote attendance at school assemblies with a weekly class trophy and mascot and through the newsletter. Our aim continues to be an average of 10 days a year or 95% attendance or better for every student. In 2016 the school assigned different staff members to some families who have had a history of lower than expected attendance in the aim of building strong partnerships to improve attendance and school connectedness. The data for these individual students did improve and it is an approach we will continue to use in 2017.

Outdoor Classroom Program continued in 2016. At Quarry Hill Primary School we recognise motivation is critical to students' achievement and enjoyment at school and aim to engage and motivate students with programs that are socially supportive and connected to students' interests. This small group program engages students (still mainly boys) with learning outside the formal curriculum with a focus on effort and strategy. Small teams work together on meaningful projects, building relationships, self-esteem and connections. This year there has been a greater emphasis on cross-age activities with older students mentoring younger.

In 2016 we had a school based initiative (professional learning opportunity for 2 staff) which investigated how student voice can be more authentic and how students can provide feedback about their learning. The two teachers developed a whole school scope and sequence for student voice which will be implemented in 2017

Our student leadership program continued to be refined with input from students. Termly leadership forums were conducted with the principal to develop leadership skills and to receive student input and feedback on school issues. Students identified ways to improve the leaders' selection processes and also how student leaders can have greater input into the school. School leaders (12 students) attended the GRIP leadership conference. The role of the Junior School council and associated processes were revised and formalized and will be trialed in 2017.

QHPS continued to build their relationship with Autism Connect developing an Autism Action Team. This team focused on building school resources and teacher capacity to better meet the wide range of learning needs students have. PFA supported the Action Team to purchase a range of equipment to be available for students with sensory needs.

During 2016 all teams selected a social and emotional program to best meet their needs and to supplement the whole school use of the DET Resilience, Rights and Respectful Relationships program.



Transition: The QHPS transition policy was further updated to include process for in school transitions.

Key foci for 2017:

- Transition survey will move to an online format
- The school improvement focus chosen for 2017 is Empowering students and building school pride and the two key actions are:
 1. Active involvement in learning-Increase student engagement by providing opportunities for students to have input in to their learning through feedback
 2. Student leadership-Increase student engagement through an authentic student leadership program
- The Student Engagement and Wellbeing Policy will be reviewed.
- KidsMatter training component 4 for all staff.

Wellbeing

The schools' results in the Student Attitudes to School survey in 2016 were lower than similar schools and remain on average slightly lower than the state median over the previous four years. The school is working on addressing this by catering for the identified areas for the survey in the school's new Strategic Plan.

In 2016 the school worked on embedding a whole school approach to behaviour management by identifying three behaviour expectations that provide a common language and understandings for the classroom, specialist subjects and the yard.

Staff completed training in KidsMatter component 3 focusing on strengthening positive relationships that support student voice by building working relationships with parents and carers.

The Students Attitude to School Survey, normally administered to Year 5 and 6, was broadened to capture the voice of students in year 3 and 4. From this data a need was identified to focus on resilience in the middle years. In 2017 the 3/4 students will trial the Bounce Back program.

The Year 5/6 clubs program grew in 2016 with more parent involvement. This was one hour a week, students were able to suggest and select activities.

Key changes in 2017:

- Undertake KidsMatter Component 4 which focuses on helping children with mental health difficulties
- We are introducing a whole school social and emotional wellbeing survey (SEW; ACER) to monitor students engagement. The data will be used to establish a baseline for monitoring progress and to identify existing issues and opportunities.
- Following a parent survey in 2016 it was decided to ask for expressions of interest from the parent community to form a focus group that will focus on student engagement.

For more detailed information regarding our school please visit our website at
[enter web address here]



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 358 students were enrolled at this school in 2016, 173 female and 185 male. There were < 10% of EAL (English as an Additional Language) students and 4% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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 year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>52%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	56%	22%	Numeracy	19%	62%	19%	Writing	11%	56%	33%	Spelling	15%	52%	33%	Grammar and Punctuation	11%	52%	37%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	56%	22%																							
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Grammar and Punctuation	11%	52%	37%																							



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</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>92 %</td> <td>95 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	93 %	95 %	92 %	95 %	90 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	93 %	95 %	92 %	95 %	90 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

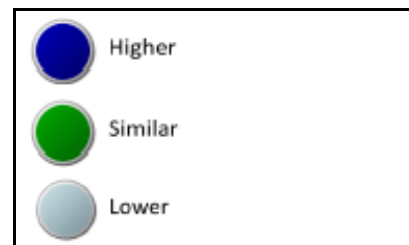
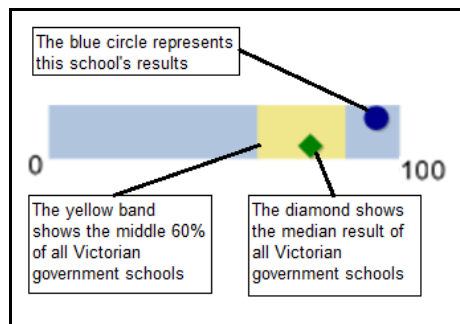
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

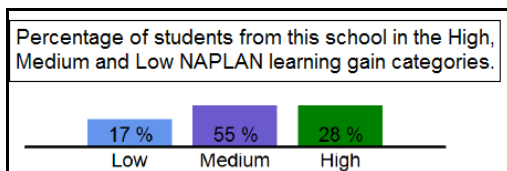
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,540,391
Government Provided DET Grants	\$268,706
Government Grants Commonwealth	\$29,191
Government Grants State	\$815
Revenue Other	\$22,067
Locally Raised Funds	\$225,784
Total Operating Revenue	\$3,086,954

Expenditure	
Student Resource Package	\$2,385,182
Books & Publications	\$4,656
Communication Costs	\$6,706
Consumables	\$85,967
Miscellaneous Expense	\$162,724
Professional Development	\$13,240
Property and Equipment Services	\$121,413
Salaries & Allowances	\$112,132
Trading & Fundraising	\$32,806
Travel & Subsistence	\$7,199
Utilities	\$19,214
Total Operating Expenditure	\$2,951,239

Net Operating Surplus/-Deficit **\$135,715**

Asset Acquisitions **(\$6,667)**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$39,035
Official Account	\$10,995
Other Accounts	\$23,334
Total Funds Available	\$73,364

Financial Commitments	
Operating Reserve	\$73,364
Total Financial Commitments	\$73,364

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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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.

During 2016 the school was successful in obtaining Commonwealth Funding under Sporting Schools Grants that have allowed the school to engage specialist services for students to improve their skills in a range of sports. Continuation of Commonwealth Funding for the employment of our Welfare Officer has been of great benefit for our school community. All program budgets were fully funded for 2016 with the emphasis on purchasing additional Literacy resources ('take home' readers, Lexile books and library books for older readers) and the purchase of Maths & Science resources to support the Primary Maths, Science Specialists Initiatives program. This program runs from 2016-2017 with the emphasis on building teaching practice in the Maths/Science area. Successful fundraising activities in 2016 enabled funds to be spent on Sensory Resources for classrooms and \$10,000 for ongoing building works in the Bushland Development.