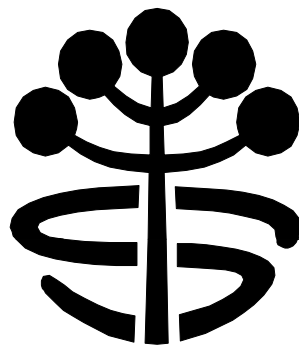


Spotswood Primary School
3659

2007 Annual Report to the
School Community



Spotswood
primary school



Department of Education and
Early Childhood Development

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School Overview

Established in 1910, Spotswood Primary School is located within the northern boundary of the City of Hobson's Bay.

The school has defined its purpose as creating an environment where everyone feels worthwhile, respected, confident and inspired to do their best.

The school values are an integral part of the school community –

- Care & Compassion – Caring for ourselves and others and treating everyone fairly
- Doing Your Best – Trying hard in the pursuit of excellence
- Inclusion – including others and celebrating the diversity of our school community
- Honesty – seeking the truth and encouraging consistency with words and actions
- Respect – treating others with consideration and accepting different viewpoints
- Responsibility- being accountable for our own actions and caring for our environment
- Freedom – acknowledging that we all have equal rights

fostered by:

- Encouraging and inspiring a love of learning
- Celebration of the achievements of all students and staff
- Promoting strong partnerships between school and home

The factors which impact on the school and the delivery of programs are

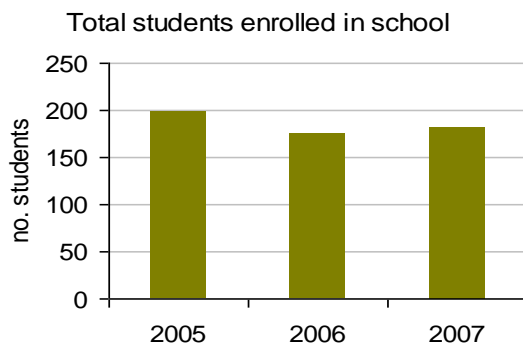
- 6% of student body integrated
- Gender imbalance in favour of boys
- Small population

In the new Strategic Plan, Spotswood has stated three major goals

- To improve student achievement in literacy and numeracy at all levels of the school.
- To improve student relationships and wellbeing across the school
- To provide all students with effective transition programs.

The strength of the school lies in school community support for school programs. This is embodied in our motto ***“Together We Achieve”***.

Student Enrolment



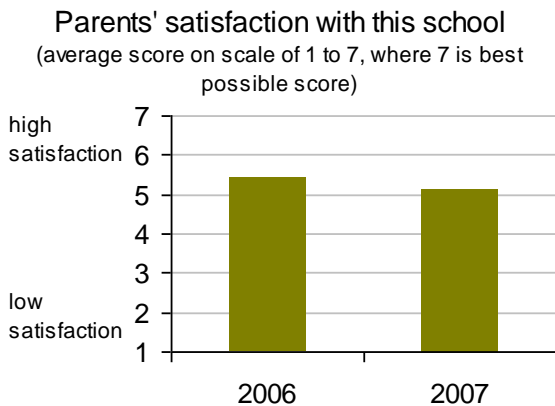
School enrolment increased by seven students in 2007 reversing the trend of the past four years. 25 Preps commenced in February; this was an increase of six students from 2006. Of these, 17 were boys and only eight were girls. As above, this has been identified as one of the factors affecting the school.

Parent Satisfaction

In a survey, parents were asked to what extent they agreed with the statement “Overall, I am satisfied with the education my child receives at their school.”

40 families were invited to complete the survey; approximately 60% of these families responded. The school values comments from parents so we will be distributing the Parent Opinion Survey to the whole school community. This will ensure more people will take the opportunity to let the school know what they think when this 2008 survey is completed later in the year.

The following graph illustrates parental responses.



In 2007 parents at Spotswood Primary School rated the school at 5.12 which is a slight decrease from 2006 and below the average across the state (5.88).

In particular parents were concerned about the classroom behaviour, behaviour management and reporting of student progress.

On the positive side, parents indicated that the school was trying to improve and they found staff approachable.

Teacher Satisfaction

During 2007, teachers were asked to rate their general satisfaction with the school. The average score for teacher satisfaction (morale) at this school was 72 on a scale from 0 to 100 where 100 is the best possible score. This was lower than the average across the state.

Teacher Absence

Teachers averaged 1.70 days sick leave in 2007. This was more than four days per teacher fewer than days taken by teachers across the state.

Teacher Retention

Of the 12 ongoing teachers in 2006 (including those on leave without pay), 10 were still there in 2007. This is a retention rate of 83%. The figure across all government schools is 90%.

Teacher Qualifications

All teachers in Victorian government schools are required to be registered with the Victorian Institute of Teaching. The requirements for registration can be found at www.vit.vic.edu.au/content.asp?DocumentID=241.

Teacher Participation in Professional Learning

All teachers at Spotswood participated in professional learning during 2007. Activities linked closely to the goals and priorities of the then Charter and included

- ♦ Consultant employed to oversee program and work with staff in Maths
- ♦ English
- ♦ PoLT Training
- ♦ Performance & Development Culture

Principal's Report

Staffing

The following staff provided educational programs, administration and leadership in 2007:

Principal	Mrs Annia Dear	
Assistant Principal	Mr Peter Mclver	
Acting Leading Teachers:		
Ms Melanie Voigt – Curriculum Development		
Mr Vince Cafra – Performance & Development Culture		
Ms Anne McNamara – Teacher Professional Learning		
1/2N	Room 1	Ms Anne Neenan
P/1PC	Room 2	Ms Cheryl Peat & Mr Vince Cafra
P/1K	Room 3	Ms Sandra Ristic-Keena
5/6V	Room 4	Ms Melanie Voigt
5/6H	Room 5	Ms Helen Hardy
5/6S	Room 6	Ms Lis Schoenborn
3/4J	Room 7	Ms Leeann Jackson (Terms 2-4)
3/4P	Room 8	Ms Josephine DeBono
3/4M	Room 9	Ms Anne McNamara
Physical Education / Cultural Studies		Ms Hannah Black
Visual Arts		Mr Vince Cafra
Business Manager		Mrs Sharon Morassi (0.6)
Integration Aide (0.8)		Mrs Joanne Watson
Integration Aide (0.8)		Mrs Jacqueline Staropoli
Integration Aide (0.8)		Ms Sharryn Guppy
Integration Aide (0.8)		Ms Elizabeth Mathews
Canteen Manager		Mrs Lan Pether

School Overview:

2007 commenced on a very positive note which continued to develop throughout the year. As it was a year of review, the process commenced in Term 1 and continued throughout the year with the completion of the new Strategic Plan for 2008 – 2011 in Term 4.

In developing our school self-evaluation as part of the review process, the school community acknowledged our successes and achievements and carefully considered areas in need of further improvement. The process our school participated in, brought us all to a genuine, shared understanding of the 'nature' of our school and highlighted many areas, otherwise unnoticed in the 'day to day' workings of the school. It allowed us to celebrate our successes and achievements and focus on areas that we identified as being of concern or in need of further improvement. The review process enabled us to refine current organisation and practices including:

- "Getting to Know You" Parent /Teacher meetings were held in Week 3 of the year followed by an "Information evening" for all levels. Summary articles on School Council meetings published in the School Newsletter together with photographs with captions of school activities. The school website that is regularly updated included classroom 'blogspots' informing parents of children's activities. Thanks to our Business Manager, Sharon Morassi, our second year book was also published.
- The ongoing maintenance of school buildings and grounds continued. Through the Investing in Schools Program, a new roof, guttering and downpipes were installed. The "Community Water Grant" and funding from the State Government ensured the toilet block refurbishment was completed in Term 3. This represented approximately \$200,000 of capital investment. Works were also completed at the front entrance of the school to improve wheelchair access for our three physically disabled students.

- “*Spotty Kidz*”, our Before & After School Program continued to operate daily as did the provision of a holiday program during each vacation.
- Assistance from personnel in the “Find a Fault” program on a fortnightly basis recommenced in Term 3. This enabled an ongoing weekly maintenance of the grounds.
- The strong community focus was maintained throughout the year with activities such as Parent’s Club Twilight Picnic, Grandparents and Special Friends Day, the Spotswood Cup, Lunchtime Clubs, Classroom Helpers Program, Book Week, Grade 6 Graduation, local kindergarten visits, District & Regional Sporting Events and an “End of Year” Celebration to finish off a very successful year.
- The annual “Fete” was a resounding success both from a financial perspective and as a community event. The fundraising exceeded all expectations, the results of much hard work by event organisers and team members.
- Completed the review of our “Student Code of Conduct”, focusing on positive strategies for effective behaviour management which continued to embed the values already in place.
- Middle Years students participated in various Leadership Programs including the “Buddy Program”, “School Captains, Class Captains, Primary Council, Office Assistant, Hobson’s Bay Junior Council, Safety Club, Leadership Day, Port Fairy Conference and Sports shed.
- Involved in an AEIC traineeship program which has provides us with additional personnel to assist with our Integration students.

The year of review in 2007 enabled us to reflect on many aspects of the school and look to the future in developing the new Strategic Plan and Annual Implementation Plan. I would like to acknowledge all those staff, students and parents who assisted with the process and thank them sincerely for their input.

Annia Dear
Principal

School Council President’s Report

The School Council has during the last year undertaken an active role in the future planning for the school with members of School Council playing a key role in supporting the Principal and Leadership Group in the finalization of the 2008-2011 Strategic Plan. Members of School Council also undertook a close involvement in the Self Evaluation process including commissioning a specific ‘parent survey’ to gauge issues about the performance and future directions of the School.

During 2007 the School has faced pressures in terms of enrolment levels, uncertainty over physical accommodation, and frustrated desires to redevelop the School’s Oval, however these challenges have been faced in a co-operative approach between the School Council and the Principal and Leadership Group.

Spotswood Primary School is a close community and the relationship between the School Council and the Principal and the staff of the School is close an collaborative – consistent with our motto of ‘Together we Achieve’.

On behalf of the School Council I wish to commend the Annual Report to the School community and the Department.

Stephen Weller
School Council President

Summary of School Progress and Achievements

Student Learning

Early Years Reading

The 2007 data shows that 84% of Prep students and 88% of Year 1 students read unseen Early Years texts at the expected standard. All Year 2 students achieved the expected standard.

When we tracked students from Prep 2005 to Year 2 2007, there was evidence of significant improvement. This is attributed to the strategies put in place to improve reading for the "at risk" Spotswood students. Strategies include:

- Daily organisation to include 2 x 2 hour blocks followed by a 1 hour block after the lunch break. Efforts were made to ensure that all students had regular uninterrupted literacy blocks. Timetabling and a reinforcement of a 'no interruption' policy meant that all children spent more time on task in English and Maths.
- Benchmark testing allowed teachers to focus more directly on the needs of particular students.
- Moderation of work samples helped achieve a greater consistent in teaching approach and assessment throughout the school.
- Consistent team/ level approach to planning.
- Targeted approach to teacher professional learning has assisted in developing skills and increasing knowledge base for staff.

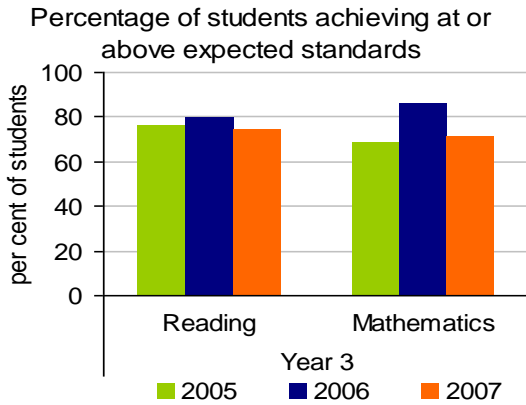
VELS

Teacher assessed student progress against VELS in Reading and Writing indicated that 90% of students in the combined years of Prep and Years 2, 4 & 6 had reached the expected standard (or better). In Speaking & Listening, 97% reached the expected standard. In Number and Measurement / Chance & Data, approximately 96% of students reached or exceeded the expected standard. (These students would have received A, B or C on the new student report card.) Whilst there is little comparative data at this stage, generally this is as good an achievement, as students in schools across the state.

These results should be interpreted in light of the significance of the number of students. 18 students, (10%) have been deemed as 'at risk'. Whilst targeting key groups requiring significant intervention programs, we also provide extension programs to cater for students varying levels of need throughout the school.

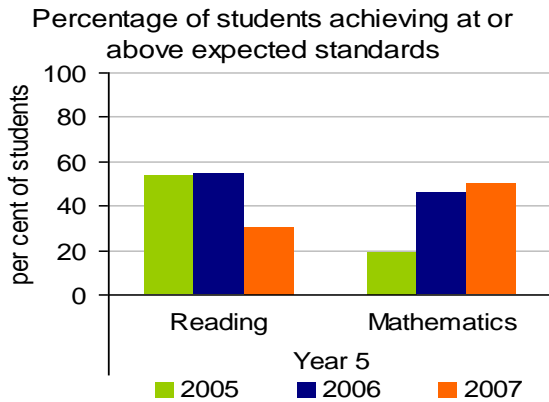
Student Achievement in Reading and Mathematics – Years 3 and 5

These graphs show the percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as achieving at or above the expected level.



In Year 3, approximately 70% of students achieved at or above the expected standard in Reading and Mathematics. This was not as good as the outcomes in 2006.

Other data available to the school shows that the achievement in Reading was as good as Year 3 students across the state achieved.

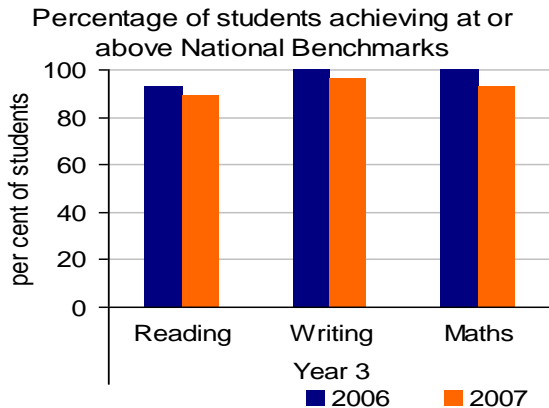


In Year 5, approximately 35% of students achieved at or above the expected standard in Reading with 50% in Mathematics. Whilst Maths showed a slight improvement, outcomes in Reading were extremely disappointing.

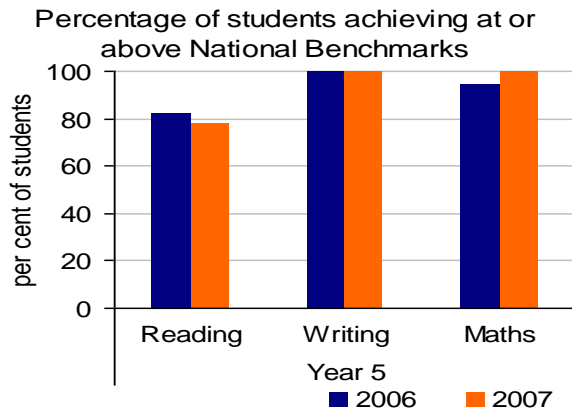
What also disappoints and concerns us is that when we track students from Year 3 2005 to Year 5 2007, there is a considerable decrease in the percentage of students achieving the expected standard.

National Benchmarks

The following graphs show the outcomes for Spotswood Primary School in national comparisons.



Approximately 90% of Year 3 students achieved at or above the National Benchmarks in Reading and Maths with 95% in Maths. This was not as good as students achieved in 2006.



All Year 5 students achieved at or above the National Benchmarks in Writing and Maths. Approximately 95% reached or exceeded the standard in Reading. This is the second year that 100% of students achieved the standard in Writing. Maths showed an improvement. Reading outcomes declined.

Student Pathways and Transitions

A significant focus for 2007 was on transition from Kindergarten – Prep. The main feature of the program was the organisation of a “Transition” Committee (of parents & staff) which developed a program including:

- Visits to and from kinder/child-care groups throughout the year.
- Communication Procedures
- Advertising – Promotions
- Special Events – eg picnics
- Information Sessions for parents

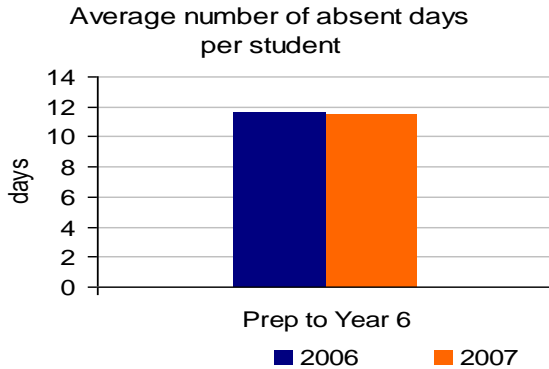
Parents were fairly positive about the *Transitions* programs at Spotswood. In particular, respondents affirmed that children had been supported when they started back at school and had been supported in their transitions throughout the stages of schooling.

Of the 36 Year 6 students who exited Spotswood Primary School at the end of 2007, 16 or 45% went to Bayside College. Five students went to Williamstown High School. Twelve students went to other state schools / secondary colleges. Two students went to private schools. One moved interstate.

Student Engagement and Wellbeing

Average number of absent days per student

The following graph shows the number of absent days per student in 2006 / 2007.



The average number of days of absence has steady remained at 11.5 days per student. This compares very favourably with statewide absences which exceed 13 days per student.

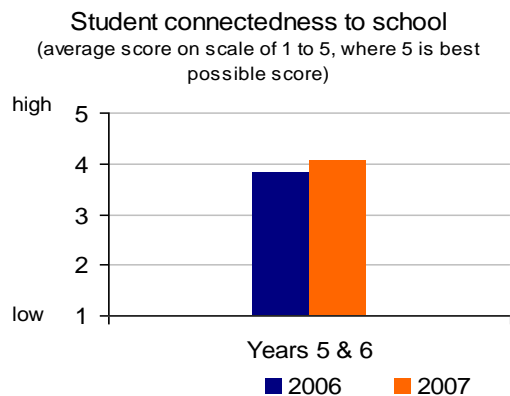
There has been a significant decrease in student absence over the past three years. Spotswood had an attendance target that absence would be no higher than the state. It appears that this has been achieved.

Student Connectedness to School

Year 5 & 6 students were asked how much they agreed with these five statements

- I feel good about being a student at this school.
- I like school this year.
- I am happy to be at this school.
- I feel I belong at this school
- I look forward to going to school.

The following graph shows their responses.



It is pleasing that student perceptions of "connectedness to school" improved from 2006. Spotswood had a whole school approach to welfare which incorporated the PHYSICAL, PERSONAL & SOCIAL LEARNING strand of VELs which we believe impacted on outcomes.

Other data available to the school showed that Year 5 students felt less connected than Year 6. This is not surprising and outcomes for Spotswood Year 5 students were not significantly lower than similar students across the state.

Future Directions

In order to continue to improve, Spotswood Primary School plans to:

Student Learning

- ♦ Ongoing support for the Professional Learning within the school. Particular emphasis to be placed on purposeful teaching through the application of the POLT and use of the ePotential Professional Learning Strategy.
- ♦ The development of a whole school program to enable students to articulate their learning and use of thinking strategies to enhance their learning.
- ♦ The allocation of an Early Years Literacy Co-ordinator with responsibility for bringing a more consistent approach to the teaching, learning and assessment of literacy in the Early Years.
- ♦ Develop and embed a culture of higher expectations for improvement in student learning for literacy and numeracy.

Engagement & Wellbeing

- ♦ Continued provision of opportunities for all teachers and integration aides to access appropriate professional development in order to ensure that they are able to effectively support the school's policies and programs with respect to student engagement and wellbeing, via the following improvement strategies.
 - Explicit teaching of skills to develop 'resilience' in students through current programs and/or additional programs.
 - Providing a regular forum for students throughout the school to express their views on safety and behaviour issues.
 - Promoting more extensive student leadership activities to give more students the opportunity to experience a variety of leadership roles appropriate to their age.

Pathways & Transitions

- ♦ Development of a Prep Transition Survey for parents to establish parent perceptions about the strengths and weaknesses of the transition to school program.
- ♦ Development and documentation of a transition program for students moving from Prep (VELS Level 1) to Years 1/2 (VELS Level 2), from Years 1/2 to Years 3/4 (Level 3) and from Years 3/4 to Years 5/6 (Level 4).
- ♦ Development and documentation of a transition program for students entering and exiting the school at non traditional grades and times.
- ♦ Investigate further opportunities for Year 5/6 students to interact with students from receiving secondary schools in extension and co-curricula activities.

School's Financial Performance

Financial Performance for the year ending 31st December, 2007		Financial Position as at 31st December, 2007	
Revenue	2007 Actual	Funds Available	2007 Actual
DE&T Grants	164,927	High Yield Investment Account	364
Commonwealth Government Grants	3,000	Official Account	-15,741
State Government Grants	62,657	Other Bank Accounts(listed individually)	
Other	36,860	Term Deposits/ At Call A/Cs	0
Locally Raised Funds	105,160		
Total Operating Revenue	\$372,604	Total Funds Available	\$-15,377
Expenditure		Financial Commitments	2007 Actual
Salaries and Allowances	50,623	Accounts Payable Control	0
Bank Charges	682	Camps/Excursions	0
Consumables	34,914	Building/Grounds including SMS	0
Books and Publications	0	Special Programs inc Student Services	0
Communication Costs	6,204	Region /Clusters Funds	4,734
Furniture and Equipment	21,853	Professional Development	0
Utilities	13,256	Other (please list)	0
Property Services	300,735	School Operating Reserve	0
Travel and Subsistence	0	Total Financial Commitments	\$4,734
Motor Vehicle Expenses	0		
Administration	4,902		
Health and Personal Development	653		
Professional Development	9,250		
Trading and Fundraising	31,855		
Support/Service	65,303		
Miscellaneous	63,055		
Total Operating Expenditure	\$603,315		
Net Operating Surplus/- Deficit	\$-230,711		
Capital Expenditure (Cases 21 Finance Only)	\$8,091		
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			

The statement shown above reflects the totals for each of the revenue and expenditure sources throughout 2007 and subsequently shows a net operating deficit of \$230,712. The data from the table above is sourced from the school's Operating Statement Summary for the year ended 31st December 2007 which is a computerised report from the school's Cases21 system. This does not allow for the internal recording of transfers between bank accounts of funds held for major works. In this situation the amount is recorded as expenditure when the transfer is made and again when the contractor is paid, thereby overstating the expenditure in each case.

In 2007 Spotswood Primary School completed two major works projects being the Roof Refurbishment and the Toilet Refurbishment – a total of \$255,824 including consultant's fees. (GST is not included in this figure). Approximately \$80,000 of the revenue for this project was recorded in the 2006 Annual Operating Statement & Report and \$150,000 was transferred from the Victoria Teacher's Credit Union account in 2007 prior to payment to the contractor, thereby creating an overstated expenditure amount (as described above).

Finally, the impact of the VPSSA accounts on both revenue and expenditure totals was approximately \$30,000 in 2007. When these two 'abnormal' items are excluded from the deficit, then we have an operating surplus of \$25,113.

School Contact Information

Address:	Melbourne Road, Spotswood 3015
Principal:	Annia Dear
School Council President:	Stephen Weller
Telephone:	9391-1323
Email:	spotswood.ps@edumail.vic.gov.au

This report contains summary data extracted from the School Level Report. If you would like to access this information, please contact the Principal.

The Annual Report to the School Community for 2007 has been presented, and endorsed by School Council on 11/03/08. It will be circulated to all families in the newsletter and then presented at the next School Council meeting. An 'open' invitation is to be extended to all parents interested in attending this meeting to discuss the Annual Report.