

Spotswood Primary School
3659

**2008 Annual Report to the
School Community**



Spotswood
primary school



Department of Education and
Early Childhood Development

Index

School Overview	Page 2
Principal's Report	Page 4
School Council President's Report	... 6
Summary of School Progress and Achievements	... 6
Student Learning	... 6
National Minimum Standards (NAPLAN).....	... 7
Student Pathways and Transitions	... 8
Student Engagement and Wellbeing	... 9
Student Absence 9
Student Connectedness to School 9
Future Directions	Page 10
School's Financial Performance.....	Page 11
School Contact Information.....	Page 12

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

Our school values are 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:

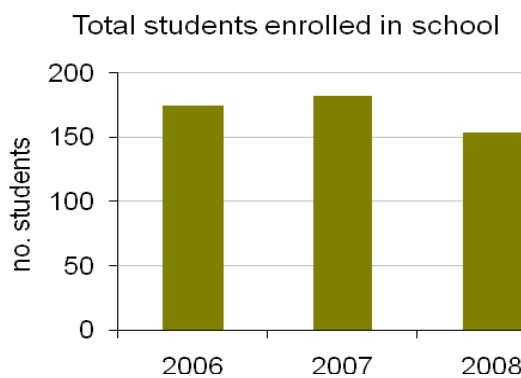
- 6% of student body integrated
- Gender imbalance in favour of boys
- Small population

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



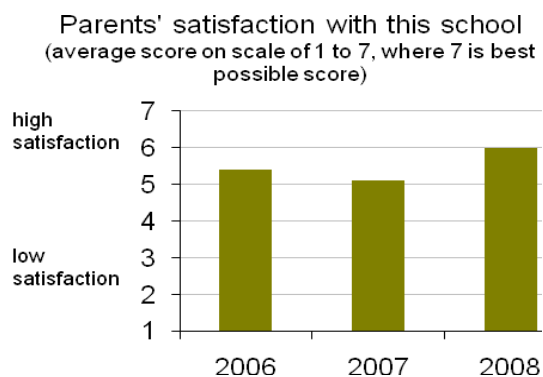
School enrolment showed a significant decline from 2007 to be 154 students at census day in February 2008. Across the school 90 boys and 64 girls were enrolled. The Prep intake was 16 students.

Enrolments have fluctuated considerably in the past five years so it is difficult to make accurate predictions about future trends.

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.”

The following graph illustrates parental responses.



In 2008 parents at Spotswood Primary School rated the school at 6 on a scale of 1 to 7, where 7 is the highest possible score. This is a significant increase from 2007 and better than the average across the state (5.91).

In particular parents were positive about parent input. The responses placed Spotswood in the top 20% of schools across the state. Parents were also supportive of the school's homework policy and saw students as connected to the school. They felt quite comfortable in approaching the school with concerns that were taken seriously and believed teachers understood a parent's point of view.

Forty families were invited to complete the survey and 75% of families responded. The school values comments from parents so we hope that all people invited in 2009 will take the opportunity to let the school know what they think when this 2009 survey is completed later in the year.

Teacher Satisfaction

During 2008, teachers were asked to rate their general satisfaction with the school. The average score for teacher satisfaction (morale) at this school was 82.7 on a scale from 0 to 100 where 100 is the best possible score. This is a significant increase from 2007 and better than teachers statewide recorded.

Teacher Absence

Absence data is not yet available.

Teacher Retention

Of the 14 ongoing teachers at the school in June 2007 (including those on leave without pay), 10 or 71% were still there in June 2008. The figure across all government schools is 84%.

Although a lower retention rate than the state, it is seen as positive as new teachers often inject enthusiasm into the school and bring fresh ideas for improving teaching & learning.

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 2008. Activities linked closely to the goals and priorities of the School Strategic Plan and included

- ♦ Literacy
- ♦ Numeracy
- ♦ Principles of Learning & Teaching (PoLT)

Principal's Report

Staffing

The following staff provided educational programs, administration and leadership in 2008:

Principal (Jan-April)	Mrs Annia Dear
Acting Principal (May-Dec)	Mr Peter Mclver
Assistant Principal ((Jan-April)	Mr Peter Mclver
Acting Leading Teacher:	Ms Melanie Voigt
P/1N	Ms Anne Neenan
P/1K	Ms Sandra Ristic-Keena
1/2M	Ms Anne McNamara
3/4J/ Performing Arts	Ms Leeann Jackson
3/4C	Mr Vince Cafra
5/6V	Ms Melanie Voigt
5/6H	Ms Helen Hardy

Physical Education/Cultural Studies	Mrs Cassie McTaggart
Visual Arts	Ms Cheryl Peat
Business Manager (0.6)	Mrs Sharon Morassi
Integration Aide (0.8)	Ms Samantha McQuilken
Integration Aide (0.8)	Mrs Jacqueline Staropoli
Integration Aide (0.8)	Ms Elizabeth Mathews
Integration Aide (0.4)	Mrs Margie Bryant
Canteen Manager	Mrs Lan Pether

School Overview:

The position of Principal was held by Mrs Annia Dear until the commencement of May 2008. Mr Peter McIver was appointed to the position of Acting Principal in May for the remainder of the year. The 2008 – 2011 Strategic Plan provided focus and direction for the development of school programs and the objectives, strategies and projects outlined in the 2008 Annual Implementation Plan were successfully achieved.

In 2008, the school gained Performance and Development Culture accreditation. The professional approach and efforts of all staff are acknowledged in enabling the school to gain accreditation.

There were many significant achievements in 2008 and the highlights are listed below:

- Communication to the school community became a focus for the year. Initiatives such as the “Getting to Know You” Parent /Teacher meetings were held in Week 3 of the year followed by an “Information evening” for all Year levels. The school website was regularly updated to improve communication and the school newsletter continued to be an important vehicle for the dissemination of news and events. Summary articles of School Council meetings were published in the School Newsletter together with photographs with captions of school activities.
- The ongoing maintenance of school buildings and grounds continued. A \$50 000 “Community Water Grant” enabled a 90 000 litre water tank to harvest water and was connected to the irrigation system on the school oval. Further improvements were made to the native garden and a \$10 000 rainwater garden was installed as a result of an award gained at the Yarra River Conference.
- The strong community focus was maintained throughout the year with activities such as the Twilight Picnic, Grandparents and Special Friends Day, the Spotswood Cup, Lunchtime Clubs, Classroom Helpers Program, Book Week, local kindergarten visits, District & Regional Sporting Events, Year 6 Graduation and an “End of Year Concert” to finish off a very successful year.
- New events on the calendar included the Art Show and Fathers’ Day Breakfast which were very well attended by the community.
- The 2008 Spotswood Cup day was highlighted by the presentation of the 2008 Melbourne Cup by guest speakers and Adam Cooney with the Brownlow Medal. The event was supported by children participating in the Melbourne Cup Parade. The school gained extensive newspaper and television coverage of this event.
- The 2008 “Fete” was a resounding success both from a financial perspective and as a community event. The funds raised were a record for the school and the results reflected the hard work by event organisers and team members.
- The 2008 Yearbook was produced and our thanks go to our Business Manager, Sharon Morassi, for her efforts with the creation of an excellent publication.
- Middle Years students participated in various Leadership Programs including the “Buddy Program, “School Captains, Class Captains, Primary Council, Office Assistance program, Hobson’s Bay Junior Council, Young Leaders Conference, ICT workshops, Environmental Group, Yarra River Conference.

- Involvement in an AEIC traineeship program provided the school with additional personnel to assist with our Integration students.
- “Spotty Kidz”, our Before & After School Program, continued to operate daily during each term. A holiday program operated by Quality Recreational Services provided an excellent service to parents during each vacation.
- The “Fine Default” program operated on a weekly basis throughout the year and provided ongoing maintenance of the school buildings and grounds.

Spotswood Primary School has important challenges ahead including issues related to enrolments, school buildings and the forthcoming Centenary celebrations. I am proud of the quality and level of the achievements that have been attained in the past year and the culture of the school that has been developed. It is a culture unique to this school and is warmly embraced by students, staff and parents. The Strategic Plan provides clear basis for future developments and we look forward to implementing the new Annual Implementation Plan as the school approaches its centenary in 2010.

Peter McIver
Acting Principal

School Council President's Report

During 2008 Spotswood Primary School has continued to provide a quality learning environment that supports our students and engages with parents and the wider community.

The School Council enjoys a strong relationship with the Acting principal and the staff of the School and has been active in considering the performance of the School against the targets and performance indicators in our Strategic Plan.

Our School has benefitted from modest capital investments over the last two years and the School Council has begun planning for a major capital investment as part of the Commonwealth Government's 'Building the Education Revolution' Program.

On behalf of the School Council I commend the 2008 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

Data in the 2008 SLR showed that 100% of Spotswood Prep students, 96.3% of Year 1 students and 81.3% of Year 2 students read their basic level, unseen Early Years texts with 90 – 100% accuracy - the accepted standard.

Not unexpectedly, outcomes on higher level texts were lower.

When we compared our results with schools with a similar SFO density, Preps had done far better than students in this group. The other very pleasing aspect of the data was that 50% of Prep students read their higher level texts with no errors at all. This was better than schools statewide achieved.

On the data, one Year 1 student and three Year 2 students are 'at risk'. These students will be supported with intervention, small group instruction and other strategies in their 2009 classes.

VELS

When teachers assessed student progress against VELS at the end of 2008, they considered that in Prep and Years 2, 4 & 6 combined, more than 95% of students had reached or exceeded the expected standard in Reading, Writing, Speaking & Listening, Number and Measurement / Chance & Data.

These students would have received A, B or C on the student report card. Across the school, there was an increase in the numbers of students receiving an A.

Prep and Years 2, 4 & 6 are chosen because they correspond to the completion of VELS levels. Years 1, 3 & 5 are at the mid-stage in their two-yearly VELS development and hence the data is inconclusive.

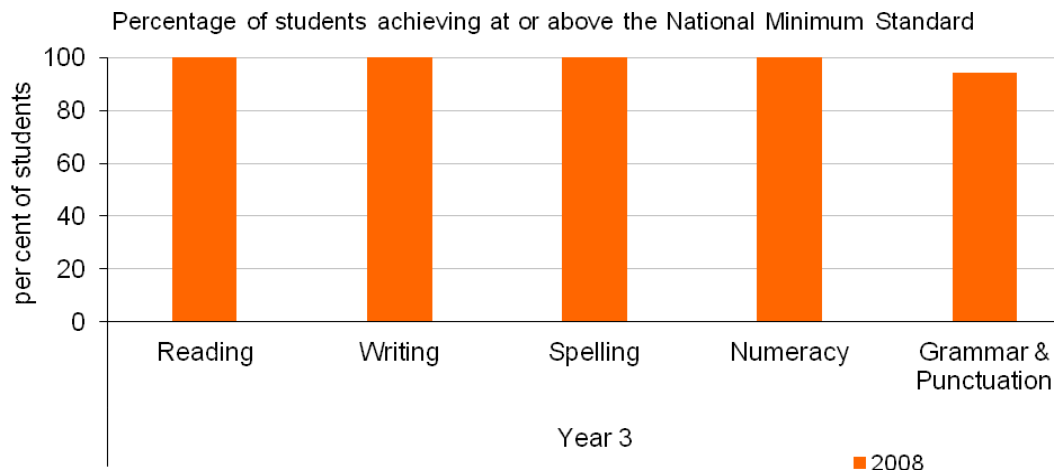
There is little by way of accurate comparative data available at this stage but data suggests that outcomes will be better than students across the state.

National Minimum Standards (NAPLAN)

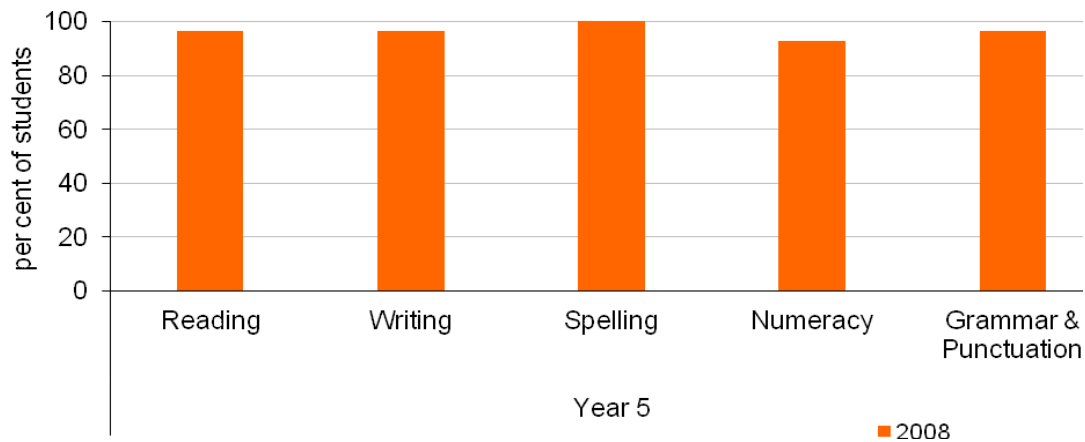
NAPLAN has replaced AIM from 2008.

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

Year 3



All Year 3 students achieved at or above the National Minimum Standard in four of the five areas assessed. More than 90% achieved in Grammar & Punctuation.

Year 5

All Year 5 students achieved at or above the National Minimum Standard in Spelling. 95% achieved in Reading, Writing and Grammar & Punctuation with 90% in Numeracy.

Even though these results seem very positive, in detailed comparisons with other schools we found that only Year 3 Reading and Year 5 Writing was better than the state. No outcome was as good as schools with a similar SFO density.

Student Pathways and Transitions

For some time now, Spotswood has had a program for pre-school students to make a smooth transition from kindergarten to school and a program to assist Year 6 students move to secondary school. A focus on transitioning across the levels has been added.

Our transition program for students entering Prep year is conducted in cooperation with the local preschools and child-care centres from where most of our enrolments come. We have an extensive Prep Orientation Program and parent information sessions. This successful program is seen as critical in ensuring a smooth start for the Prep children in the following year.

Spotswood liaises with local secondary colleges and our students participate in the formal transition programs offered. Spotswood also supports the transition to secondary school process by conducting an internal "transition day" at our school.

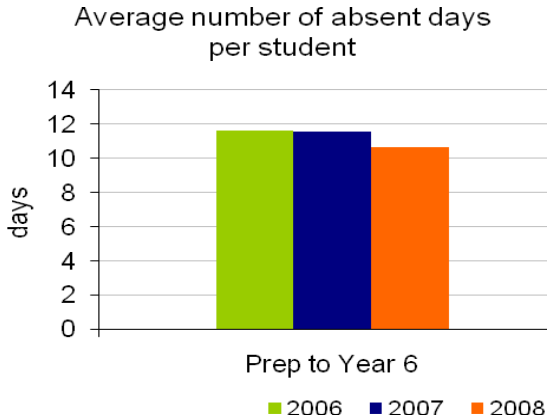
Parents were quite positive about the *Transitions* programs at Spotswood, rating them at 5.65 out of 7. Respondents affirmed that children had been supported in their transitions at school; they had been well supported when they started back in the new school year.

Of the 24 Year 6 students who exited Spotswood Primary School at the end of 2008, five students transferred to Footscray City College. Four students went to Bayside Secondary College – Williamstown Campus and four students went to Williamstown High School. Two students went to other government schools and the remainder went to private schools.

Student Engagement and Wellbeing

Average number of absent days per student

The following graph shows the number of absent days per student in 2006 / 2008.



The average number of days of absence decreased by almost one day per student to be 10.6 days per student across the school. This is far lower than the statewide mean of 13.4 per student.

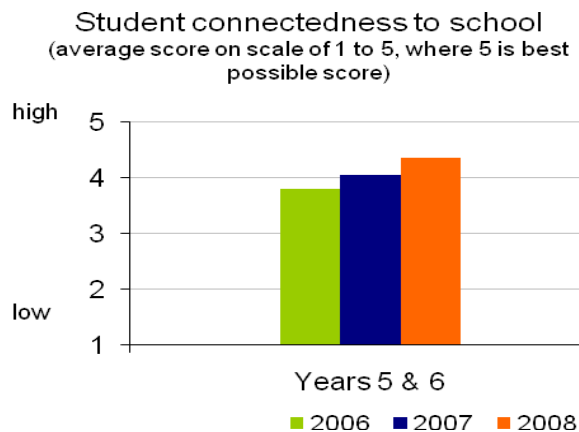
Absence has not been a problem for the school in recent years. The challenge is to ensure the culture of regular attendance continues to be developed with new families in the future.

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.



The graph indicates that Year 5 & 6 students at Spotswood generally had a positive relationship with the school. The result of '4.34 out of 5' or 87% "connectedness" is an improvement from previous years. It places the school in the top 40% when measured against all schools across the state.

Girls were considerably more connected than boys; Year 6 students were considerably more positive than Year 5.

Students were very positive about their teachers. They indicated that teachers understood how students learnt and provided help and support when needed. They were easy to understand and listened to what students had to say. Students felt confident in learning which they found stimulating. There was little stress amongst students; few feelings of stress or tension. Again, these responses placed Spotswood in the top 40% of schools.

Future Directions

Spotswood has a culture of continual improvement and many outcomes have considerably improved from 2007. In the 2009 Annual Improvement Plan developed at the end 2008, the school detailed strategies designed to ensure on going improvement. These strategies are summarised below.

Student Learning

- Ongoing support for 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.
- Enhance the literacy and numeracy teaching practices of all staff. Strategies to include the appointment of Literacy & Numeracy Coaches and Coordinators. Continuation of student self-assessment interviews. Provision of programs for highly able students and students at risk.

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.
- Explicit teaching of skills to develop 'resilience' in students through current 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
- Continue to improve practices and procedures for managing student punctuality.

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.

School's Financial Performance

Financial Performance for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DEECD Grants	141,085	High Yield Investment Account	8,997
Commonwealth Government Grants	Nil	Official Account	791
State Government Grants	45,205	Other Bank Accounts:	
Other	45,317	<i>Nil</i>	
Locally Raised Funds	122,848		
Total Operating Revenue	354,455	Total Funds Available	9,788
Expenditure		Financial Commitments	2008 Actual
Salaries and Allowances	39,998	School Operating Reserve	10,000
Bank Charges	789	Region / Cluster Funds < 12 months	16,854
Consumables	36,163		
Books and Publications	Nil		
Communication Costs	5,634		
Furniture and Equipment	18,517		
Utilities	10,938		
Property Services	99,246		
Travel and Subsistence	Nil	Total Commitments	26,854
Motor Vehicle Expenses	Nil		
Administration	4,159		
Health and Personal Development	179		
Professional Development	5,913		
Trading and Fundraising	34,252		
Support/Service	28,528		
Miscellaneous	54,108		
Total Operating Expenditure	338,424		
Net Operating Surplus/- Deficit	16,031		
Capital Expenditure	1,590		
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			

School Contact Information

Address:	Melbourne Road, Spotswood 3015
Acting Principal:	Peter McIver
School Council President:	Stephen Weller
Telephone:	9391-1323
Email:	spotswood.ps@edumail.vic.gov.au
Web Address:	www.spotswoodps.vic.edu.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 2008 will be presented, and endorsed by School Council. It will be posted on the school's website.