

2016 Annual Report to the School Community



School Name: Caulfield South Primary School

School Number: 4315



Caulfield South Primary School

Name of School Principal:

Gayle Yardley

Name of School Council President:

Olivia Sack

Date of Endorsement:

22nd March 2016

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

Caulfield South Primary is a vibrant and engaging school, located in Melbourne's south-east, just 15 kilometres from the CBD. The school has proudly been delivering public education to the children of the area for over 80 years.

At Caulfield South, we aim for children and their families to have the best education setting in which to achieve and flourish as independent, confident and resilient learners. As a fully authorized International Baccalaureate (IB) World School, learning takes place through rich and purposeful, structured inquiry, developed in a safe, happy and supportive environment. Teachers plan collaboratively as they endeavour to provide a program that will prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role in that world. Implementing a whole-school environmental framework encourages our students to take responsibility for supporting sustainability through their constructive actions. We encourage our students to develop an optimistic view of their world and enjoy a sense of humour. Academic excellence is valued and there is a focus on developing highly literate and numerate students, alongside a well-balanced program in the visual and performing arts, health and physical education. Science is an integral part of our curriculum with students having the opportunity to be involved in self-motivated science-based project work through participation in the Science Talent Search. Our music program includes a school orchestra, choir and a drum corps which performs at many public events such as the Australia Day Parade and the ANZAC Day Parade. One of the highlights of the year for our students is the wonderful opportunity to shine at the annual school concert staged at the Robert Blackwood Hall. Our language other than English is Italian. The diverse curriculum provides students with numerous opportunities to excel and experience success. Student leadership is nurtured by providing all Year 6 students with leadership training and the opportunity to be a school leader for a term, while all Prep and Year 5 students participate in the Buddy Program. The school has a neighbourhood boundary to limit the demand on enrolments and there is very low movement of families out of the school. Although we receive limited responses to the Parent Opinion Survey, School Council has been working with staff to understand and address the low parent opinion expressed in some areas, which seems to contradict the family loyalty to the school. In line with current best practice, teachers are constantly updating their knowledge, skills and expertise to ensure a comprehensive and differentiated learning program that helps children develop to their full potential. Staff in 2016 included 2 principal class, 27.1 teachers and 5.3 educational support staff members.

Framework for Improving Student Outcomes (FISO)

In 2016 the school's FISO priorities were Excellence in Teaching and Learning: Building Practice Excellence and Professional Leadership: Building Leadership Teams. Key improvement strategies implemented to build practice excellence included targeting staff professional development in the area of conceptual understanding. All staff attended a 2 day workshop on 'Concept-Based Learning' run by the International Baccalaureate which as led to teachers aiming for deep conceptual understanding to be at the forefront of all teaching and learning. Furthermore, a selection of staff attended a 'Concept-Based Mathematics' workshop with a view to building a concept approach to mathematics from 2017 onwards. This outsourced professional development was complemented by school-based professional development on teaching using the Inquiry Cycle and using assessment data to inform planning to teach students at their point of need. Teachers and supports staff were encouraged to attend PD that would help them achieve success in their own performance and development plans, which were written to link with and support the school's Annual Implementation Plan. In the area of 'Building Leadership Teams' CSPS started a 3 year relationship with consultant Adam Voight, centered around building leadership capacity and developing school culture based on restorative practices. Flowing from this, the school reviewed and altered its mission statement in order to guide the development of the 2017 to 2020 Strategic Plan.

Achievement

Across standardized measures of student learning outcomes, including NAPLAN, students at Caulfield South Primary School perform above the State mean and consistent with schools which have a similar student family occupation index. Student achievement data measuring Reading achievement shows a significant reduction in the students who have made low growth (less than 12 months) and significant increase in the number making high growth (18 months or more). These results celebrate the significant work by teachers to engage in ongoing moderation of student work samples within and across grade levels and the continued use of the Fountas and Pinnell reading assessment tool. As a staff, we are beginning to use these assessments to assist in the planning of differentiated, targeted literacy experiences. The continued development in understanding and use of the VCOP program has resulted in an increase in students achieving high growth (18 months or more) and a decrease in students who achieved low growth (less than 12 months). When looking at spelling data, our mean score remains steady, however, the number of students achieving high growth has doubled. We continue to investigate spelling best practice through our English Professional Learning Action Team, to ensure this increasing growth continues. Data measuring Numeracy achievement has maintained consistency for a sustained period of time. In 2016 the Essential Numeracy Assessment tool was implemented in the middle and senior school to support teacher delivery of differentiated pre- and post-tests, develop individualised teaching programs according to gaps in student learning, measured against curriculum standards and target students at their 'point of need'. In 2016 we introduced a whole school approach to explicitly teaching Mental Strategies for addition and subtraction and continued instruction of problem solving strategies. Following on from teacher professional development, we began trialing concept-based Mathematics units of inquiry which proved rewarding for both staff and students. At CSPA we



consistently review the effectiveness of our teaching and learning, using a range of data sources to help support our teachers in the delivery of a leading-edge, high quality program of teaching and learning. We examined current research, studied models of best practice and communicated with our community, which resulted in developing a program to provide students and teachers with the best conditions for effective differentiation of learning through an Inquiry-based learning model. This program will help strengthen the connection between home and school, support effective collaboration between teachers, peers, and parents, ensuring that learning has authentic links with the real world and support the development of high level research skills. We believe that students who are highly engaged in their learning results in them taking purposeful action to make a difference in their world at both a local and broader level. CSPS recognises the important role home plays in student achievement. To establish a productive connection between school and home, we constantly review the lines of communication which include a range of modes such as a whole-school newsletter, parent information sessions, regular class emails and a school smart phone app. Recognising the significant effect that teacher practice has on student outcomes, we ensure teacher professional development is intrinsically linked to improving learning achievement outcomes for all students through improving teacher capabilities and ensuring consistent collaboration across the school.

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

It is a high priority at Caulfield South to ensure all students are supported to build their self-esteem and develop communication and social skills that help maximise learning opportunities and promote a positive school environment. It is expected that all school community members engage in and promote a safe and inclusive educational environment. Substantial investment in infrastructure and flexible learning structures are actioned to engage and re-engage students from diverse backgrounds. The versatility of the school hall, Friendship Circle (outdoor discussion and play space), sensory nature play space and the redesigning of office spaces for teaching and learning support classes all contribute towards supporting the learning environment. Through the International Baccalaureate Primary Years Programme, learning goes beyond a child’s academic performance and recognises the importance of critical and creative thinking; highly desirable skills for future employment. The use of technology to bring the world into the classroom and focus on real-life experience through purposeful inquiry enhances student engagement. A 1:1 Chromebook program commenced in Year 4 and Year 6. Modified arrangements included Year 5 students also participating in the 1:1 program. We identify and address barriers that get in the way of students reaching their full potential. CSPS has a whole-school focus on behaviour management and building student resilience through Restorative Practices and social skill development. External facilitators support the teachers’ work to address respectful relationships and Restorative Practices methods. Inappropriate behaviours are addressed and students are taught strategies to build, maintain and restore strong, positive relationships to create a safe and positive learning experience, where they are supported to reach their full potential. To strengthen the role of Junior School Council, students met with the Community Engagement Committee to develop their student voice through authentic action. Parent teacher relationships are established early in the school year through Pastoral Care interviews at each year level. Community involvement is encouraged with the support of a School Council Community Engagement Sub-committee. Parent Information evening sessions and three-way conferences enhance communication and have received positive parent feedback.

Wellbeing

Student safety and wellbeing is fundamental to effective learning and development. It is addressed as a broader issue of social welfare to meet the complex needs of all students. Wellbeing is supported by a strong transition program at CSPS. This results in increased student confidence when entering new grades. Strengthening relationships with local secondary schools has enabled our students to share facilities. Previous students report this has assisted transition to secondary school. Year 5/6 Peacemaker Training will continue for selected students to support their peers in the school yard. Our students are offered additional support services which include an Educational Psychologist, Social Worker, Occupational Therapist, Speech Pathologist and access to The Alfred Child and Youth Mental Health Service (CYMHS). As many students are exposed to constant social media stimuli, which studies report can lead to anxiety and depression, programs such as Yoga, Mindfulness and the IB attitudes e.g. empathy, assist students to understand how they are managing at school and to build their resilience. The school monitors student absenteeism and the reasons behind this in order to reduce time taken away from learning. Extended family holidays are common and often enrich the learning of our students. The Assistant Principal manages the area of student wellbeing and makes contact with parents of students who are regularly late or absent. We endorse the ‘Every Day Counts’ message through the school newsletter and incidentally in daily school life. Through the IB-PYP, all of our students are encouraged to exemplify the attributes expressed in the learner profile. This is promoted through year level inquiry units, whole-school and Junior School assemblies and student achievement awards. Child Safe Standards and practices were embedded in school policies and procedural practices in 2016.

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 483 students were enrolled at this school in 2016, 226 female and 257 male. There were 13% of EAL (English as an Additional Language) students and 0% 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> Lower</p> <p> Similar</p> <p> Lower</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; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>61%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>57%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>44%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>46%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	61%	24%	Numeracy	7%	57%	35%	Writing	9%	44%	46%	Spelling	15%	43%	43%	Grammar and Punctuation	15%	46%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	94 %	94 %	93 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	94 %	94 %	93 %	93 %										



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>● Lower</p> <p>● Lower</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>● Lower</p> <p>● Lower</p>

How to read the Performance Summary

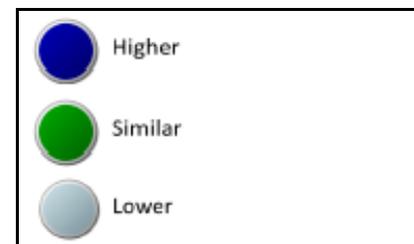
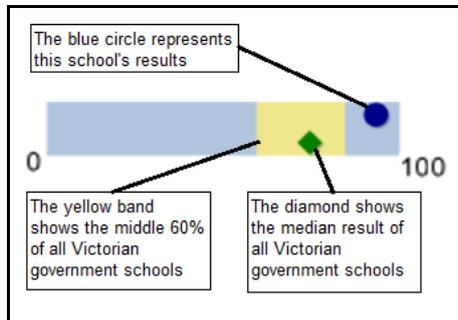
What are student outcomes?

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.

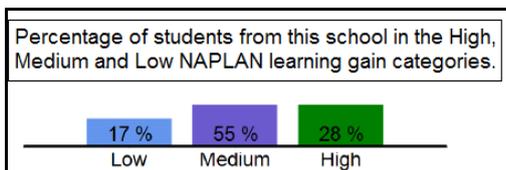
You can see these results for the latest year, as well as the average of the last four years (where available).

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	\$3,195,882
Government Provided DET Grants	\$329,058
Government Grants Commonwealth	\$225
Revenue Other	\$13,072
Locally Raised Funds	\$550,922
Total Operating Revenue	\$4,089,158

Expenditure	
Student Resource Package	\$3,183,272
Books & Publications	\$2,924
Communication Costs	\$11,387
Consumables	\$91,756
Miscellaneous Expense	\$452,271
Professional Development	\$22,430
Property and Equipment Services	\$191,345
Salaries & Allowances	\$850
Trading & Fundraising	\$39,177
Utilities	\$26,685

Total Operating Expenditure **\$4,022,098**

Net Operating Surplus/-Deficit **\$67,060**

Asset Acquisitions **\$70,042**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$189,905
Official Account	\$31,163
Other Accounts	\$170,405
Total Funds Available	\$391,473

Financial Commitments	
Operating Reserve	\$30,000
Asset/Equipment Replacement < 12 months	\$45,993
Capital - Buildings/Grounds incl SMS<12 months	\$45,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$85,000
Cooperative Bank Account	\$5,700
Revenue Received in Advance	\$89,225
School Based Programs	\$43,242
Capital - Buildings/Grounds incl SMS>12 months	\$47,314
Total Financial Commitments	\$391,473

Caulfield South Primary School maintained a healthy financial position in 2016. Sound financial management ensured that school expenditure was closely aligned to the school goals and priorities. Budgets and school finance reports were monitored by budget coordinators and School Council. The school community has a high rate of parent contributions, and solid fundraising efforts add to the financial position of the school. Funds have been astutely expended to enrich and improve school programs, maintain buildings and grounds, with the installation of a wonderful nature play space and upgrade the ICT infrastructure and equipment, all of which contribute towards providing a safe, happy and supportive environment for excellent teaching and learning.

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.

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.