

2018 Annual Report to The School Community



School Name: Caulfield South Primary School (4315)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 14 March 2019 at 12:03 PM by Rohan Cooper
(Acting Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2019 at 08:50 PM by Melanie Gordon
(School Council President)

About Our School

School context

Caulfield South Primary School is located in a high socio-economic (SFO index 0.1428) area in South East Melbourne. The school has maintained a population of approximately 500 students over the past 5 years. In 2018, there were 23 grades.

Teachers plan collaboratively in teams, supported by a PYP Coordinator, with the aim of creating an engaging, differentiated and supportive learning environment. These collaborative structures give teachers the opportunity to support and learn from one another. Specialist teaching is provided in Visual and Performing Arts, Physical Education and LOTE (Italian), with collaborative planning meetings assisting the transdisciplinary nature of the school's Programme of Inquiry. Additional teaching and learning support operates for students identified in need. This is led by a trained reading recovery teacher and includes some part-time teacher allocated hours as well as teacher aide time. Professional development for teachers is informed by the work of the Professional Learning Action Teams (English, Mathematics, STEM and Inquiry Learning analysis and development) and the three Focus Teams (eLearning, Sustainability and Student Engagement and Wellbeing), as well as whole staff professional learning on curriculum days.

There are extra-curricular programs such as instrumental music, voice training, orchestra and chess during school time as well as sporting activities before and after school, on a user-pays basis. The school has a camp program that runs across all year levels, beginning with 'at school', out of hours events for Foundation to 2, and 3 day camps for Years 3 to 6. Our Programme of Inquiry is supported by numerous guest speakers and incursions, run by members of the wider school community or the community at large; in addition to year level excursions to external locations.

Framework for Improving Student Outcomes (FISO)

In 2018, the school's FISO priorities were Excellence in Teaching and Learning: Evidence Based High Impact Teaching Strategies, Positive Climate for Learning: Empowering Students and Building School Pride and Community Engagement in Learning: Global Citizenship.

Key improvement strategies implemented included investing in building teacher capacity by developing knowledge of High Impact Teaching strategies. This was facilitated through professional learning meetings and observations of teaching demonstrations by Learning Specialists.

Key improvement strategies to improve our Positive Climate for Learning included engaging students, parents and staff to build resilience. Initiatives included the implementation of the PLAY program run by Year 4 and 5 students, continued professional learning in the area of restorative practices and building of further opportunities for student voice and agency. These included more input from students when setting learning goals, restructuring Junior School Council and gathering teacher feedback through student focus groups.

Key improvement strategies to improve Global Citizenship included improving learner agency, student action and innovation and creativity. This was the focus for many staff Performance and Development Plans and was supported by a whole school learner agency PD, visits to other schools for observation and study and teachers sharing regularly at staff meetings. Another key improvement strategy for this dimension was to strengthen the learning community of parents, teachers and students. Initiatives to support this included the use of See Saw to foster improved communication about learning between school and home and launching the school's use of Sentral for school management and to consolidate other communication systems.

Achievement

Across standardised 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. In 2018, Reading achievement in NAPLAN showed 21% of students made “high growth” (more than 18 months). Although still below the expected 25% threshold, there was a slight increase in “low growth” (less than 12 months growth) students, when compared to 2017. Despite this, mean growth exceeded our expectations, indicating that many students in the “medium growth” category were in the top end of this band. It is expected that, as the school consolidates its approach to teaching reading, through the improved use of Fountas and Pinnell continuum of learning, high growth students will move towards our 35% target in the 2017-2020 Strategic plan. In the area of Writing, 24% of students achieved “high growth”. This was a slight decline compared to 2017 outcomes. It is expected that continued emphasis on consistent use of the VCOP approach complemented with the Scriibi writing program will support students to move towards our target of high growth above 35% in the coming years. As in 2017, Numeracy results were particularly strong, with well over 40% of students achieving ‘high growth”, and low growth well below the 25% expected threshold. While NAPLAN Numeracy results have been pleasing, the school will continue to use external consultants to provide professional learning around concept-based numeracy teaching, in order to ensure this level of high growth is sustained.

Engagement

In 2018 the focus was on empowering students and building school pride. Using the enhanced PYP to focus on student agency and voice, students saw processes that were introduced successfully across these areas. The Junior School Council began to expand its role to target real action at a school, community and global level student engagement. The Green Machine continued to strengthen its role in the school community through liaising with an artist to paint student designs on donated bathtubs. The DET mandated annual Student Attitudes to School Survey recorded students’ sense of connectedness, the results of which teachers reflected on with students to gain feedback in these areas to increase student engagement over the coming years and help the school set goals. Data collected from this survey was used to both set student engagement targets, and inform the actions to be implemented by the school, to achieve its strategic objectives in the 2018 Annual Implementation Plan. Through the implementation of Sentral School Management System, roll attendance was recorded electronically with prompt automatic emails to parents with unexplained absences and notification to teachers regarding attendance matters. The digital portfolio, See Saw, was introduced in every year level allowing parents a window into their child(ren)’s school work in order to engage more deeply in conversations and feedback to encourage support and connectedness throughout the school community.

Wellbeing

In 2018 we continued to work on the Strategic Plan goal of strengthening students’ personal and social learning skills, including growth mindset and resilience. To establish some in-depth baseline data, Years 3-6 students completed the Resilient Youth Survey for a second year, in addition to completing a school-based survey and a number of students from years 2-6 participated in collection of data through focus groups. These wellbeing data collection tools are aimed at building on the snapshot of wellbeing that is provided through the Student Attitudes to School Survey. The baseline wellbeing data collected in 2018 has fed into growth targets for 2019 and beyond. Based on the results from 2017, the PLAY program was introduced to complement our existing peacemakers program. The school continued to embed Restorative Practices through its partnership with consultant Adam Voigt. In 2018 this partnership included continued observations and mentoring with classroom teachers. In addition to this, a Parent Information Evening and Year 6 Information Evening was held on Cyber Safety. The school continued its partnership with the Department’s Respectful Relationships initiative, with wellbeing representatives attending external professional learning on the program and conducting a personal and social learning capabilities audit across the school. Information from the audit allowed teachers to inform their planning in this area.

Financial performance and position

Caulfield South Primary School maintained a healthy financial position in 2018. 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 fundraising efforts add to the financial position of the school. Funds have been astutely expended to enrich and improve school programs and maintaining buildings and grounds.

For more detailed information regarding our school please visit our website at
<https://caulfieldsthps.vic.edu.au/>

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 506 students were enrolled at this school in 2018, 234 female and 272 male.

14 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	67.6	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.2	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	96.7	90.1	82.6	95.3	Similar
Mathematics	95.9	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	89.5	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	81.4	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	79.4	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	80.0	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	89.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	84.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	80.9	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	77.5	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	24.1	55.2	20.7
Numeracy	10.5	45.6	43.9
Writing	25.9	50.0	24.1
Spelling	34.5	50.0	15.5
Grammar and Punctuation	20.7	55.2	24.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.4	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.3	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	95	93	95	94	93	94

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	78.8	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.9	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	74.9	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,505,694
Government Provided DET Grants	\$398,719
Government Grants Commonwealth	\$1,973
Government Grants State	\$0
Revenue Other	\$18,653
Locally Raised Funds	\$578,397
Total Operating Revenue	\$4,503,435

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,171
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,171

Expenditure	Actual
Student Resource Package ²	\$3,520,656
Adjustments	\$0
Books & Publications	\$2,129
Communication Costs	\$10,630
Consumables	\$103,614
Miscellaneous Expense ³	\$568,384
Professional Development	\$36,251
Property and Equipment Services	\$176,644
Salaries & Allowances ⁴	\$0
Trading & Fundraising	\$41,184
Travel & Subsistence	\$0
Utilities	\$26,274
Total Operating Expenditure	\$4,485,767
Net Operating Surplus/-Deficit	\$17,668
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$266,179
Official Account	\$42,238
Other Accounts	\$179,446
Total Funds Available	\$487,862

Financial Commitments	Actual
Operating Reserve	\$149,085
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$12,047
School Based Programs	\$58,615
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$5,700
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$151,783
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$33,140
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$46,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$14,349
Total Financial Commitments	\$485,718

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').