

2019 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 2019 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 23 April 2020 at 07:38 PM by Gayle Yardley (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 June 2020 at 05:12 PM by Melanie Gordon (School Council President)

About Our School

School context

Caulfield South PS is located in a high socio-economic (SFO index 0.1234) area in South East Melbourne. The school has maintained a population of just under 500 children, over the past 5 years. In 2019, there were 21 grades with a workforce consisting of 2 principal class, 1 leading teacher, 2 learning specialists, 24 teachers and 7 education support staff.

There is a strong focus on teamwork and collaboration across the school community. Teachers plan collaboratively in teams, supported by a Primary Years Programme (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), and as an International Baccalaureate school, collaborative planning meetings are integral to assisting the transdisciplinary nature of the school's Programme of Inquiry. Additional teaching and learning support is provided 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 aides assigned to support learning. 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 additional focus areas of eLearning, Sustainability and Student Engagement and Wellbeing, including the implementation of Respectful Relationships and Cultural Understanding and Safety Training for all staff members to ensure culturally inclusive practice at our school. There is also whole staff professional learning on Curriculum Days to support the development and delivery of challenging, concept-driven inquiry learning that promotes collaboration and learner agency. These collaborative structures give teachers the opportunity to support and learn from one another.

There are extra-curricular programs such as instrumental music, voice training, orchestra and chess during school time as well as a Hebrew language program and sporting activities before or 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 Year 2, and three-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 2019, the school's FISO priorities were Positive Climate for Learning (Empowering Students and Building School Pride), Excellence in Teaching and Learning (Evidence-based High Impact Teaching Strategies), and Community Engagement in Learning (Global Citizenship).

Key improvement strategies to improve our Positive Climate for Learning included building resilience through personal goal setting linked to strategies for development. Initiatives included a curriculum day, run by learning specialists, focusing on the use of the success criteria to support student goal setting and agency. The school continued professional learning in the area of restorative practices, providing a full day of training for new staff with an external consultant. The school also continued to build the voice of student representative bodies. Representatives from the Junior School Council attended Community Engagement subcommittee meetings of the School Council throughout the year, both reporting on JSC activities and providing student perspective in the organisation and planning of school events which gave student input to school council decision making.

Key improvement strategies implemented included investing in building teacher capacity by developing knowledge of High Impact Teaching strategies. This was facilitated through curriculum days, employing a Mathematics consultant for a week-long residency, professional learning meetings and observations of teaching demonstrations by Learning Specialists. Foci for the year included the continued development of feedback as a tool for learning, analysing cohort and individual student data (PAT, NAPLAN, F&P) to determine point of need for incoming year groups, and the use of

resources such as the PYP Mathematics Scope and Sequence, Di Siemen's Big Ideas in Mathematics, the Fountas and Pinnell Continuum of Reading and the VCOP marking rubric to develop teacher capacity.

Key improvement strategies to improve Global Citizenship included improving learner agency, student action and innovation and creativity. This was a continued focus for many staff in their Performance and Development Plans. The redesigning of the PYP planner, in line with the initiatives of the Enhanced PYP, continued to support our ability to include student voice in curriculum planning. Planners now include a student voice section, formalising an ongoing practice of inviting students to participate in planning day meetings with teachers. 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 Seesaw which is the App our school uses to enable a student-driven digital portfolios to foster improved communication about learning between school and home and the continued use of Sentral for school management and communication.

Achievement

Across standardised measures of student learning outcomes, including NAPLAN, students at Caulfield South Primary School performed above the state mean and were consistent with schools which have a similar student family occupation index. In 2019, Reading achievement in NAPLAN showed 25% of students made "high growth" (more than 18 months). This was an increase on 2018 growth scores and was a pleasing result for the school, after a sustained focus on the teaching of reading strategies in the school. In the area of Writing, 41% of students achieved "high growth". This tremendous result for the school was very well received, exceeding our SSP target of 35% by 2020. Also pleasing in writing was the very low 12% of students who were in the "low growth" category, less than half the state distribution of 25%. As in 2018, Numeracy results were strong, with 28% of students achieving 'high growth", although the 25% of students in the low growth category was an increase on 2018. This increase is against the trend for the school and will be monitored and addressed in 2020 in case there is a need to become an area of future focus.

Engagement

In 2019, a school AIP focus continued to be on empowering students and building school pride. Using the enhanced PYP to focus on student agency and voice, students continued to build their voice in curriculum planning and provision of feedback to teachers. Along with this, students continued to be supported to take action from their learning. This has been a major focus of teacher planning and has led to a huge increase in the profile of action in our units of inquiry.

The Junior School Council and student Green Machine continued to expand their roles to target authentic action at the school, community and global levels. The Junior School Council has increased its participation in the running of school events, such as helping to organise and run Keep Cup Cocoa Friday, a whole school community picnic evening and other such events in collaboration with the Parent's Association and School Council.

Green Machine continued to improve the school's sustainability focus, continuing to play a key role in the education of the students, staff and the wider school community.

The Sentral school management system continues to be used for electronically recorded student attendance enabling teachers to promptly follow up unexplained absence and the resulting wellbeing issues. The Seesaw platform used for student portfolios and parent access, enabled growing parent engagement in 2019 and supported deeper conversations and more purposeful, timely feedback, all contributing to students receiving enhanced encouragement and support in their learning. This contributed towards building stronger student engagement and parent partnerships with the school.

Wellbeing

In 2019, the school aimed to strengthen the classroom focus on student wellbeing by linking the development of resilience with the development of the Learner Profile of the PYP. This allowed an ongoing focus on student personal development throughout the Programme of Inquiry. Students used the digital portfolio platform, Seesaw, to set

personal development goals and to outline the strategies they would use to achieve these. Linking these goals in with mid-year Student Lead Conferences allowed for personal development goals to align closely with academic goals, increasing the profile of student wellbeing and development.

The CSPS Peacemakers continued to improve and extend their role in supporting student wellbeing in the school. Along with their playground peer mediation role, the Peacemakers also handed out awards at weekly assemblies which focused on positive playground behaviours aligned to the Learner Profiles of the PYP. This not only celebrated positive individual student behaviours, but also educated the wider student and parent community about positive playground strategies and behaviours.

Staff representatives of the school Wellbeing Focus Team participated in regional Respectful Relationships network meetings, completing an audit of the school and developing an action plan for the implementation of Respectful Relationships across the whole school in 2020. It is anticipated that this will further strengthen student knowledge, understanding and positive action in the area of wellbeing.

Financial performance and position

Caulfield South Primary School maintained a very sound financial position in 2019. The School Strategic Plan 2017-2020 along with the 2019 Annual Implementation, continued to provide the framework for school council allocation of funds to support school programs and priorities. 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, the school principal and school council. Funds have been astutely expended to enrich and improve school programs and maintain buildings and grounds to the high expectations of the community. The school community has an excellent rate of parent contributions and fundraising efforts, donations and sponsorship add to the financial position of the school which, after consideration of the financial commitments, resulted in a surplus of \$8,500 in 2019. Equity funding was expended as planned to support the 2019 Annual Implementation Plan.

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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

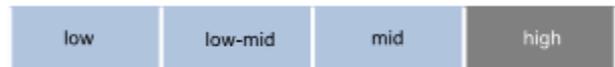
Enrolment Profile

A total of 476 students were enrolled at this school in 2019, 231 female and 245 male.

12 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </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>Above </p>		

Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	92 %	94 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	94 %	92 %	94 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,615,124	High Yield Investment Account	\$230,743
Government Provided DET Grants	\$194,421	Official Account	\$46,676
Government Grants Commonwealth	\$11,072	Other Accounts	\$0
Revenue Other	\$11,785	Total Funds Available	\$277,419
Locally Raised Funds	\$567,230		
Total Operating Revenue	\$4,399,631		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,604,115	Operating Reserve	\$140,375
Books & Publications	\$2,468	School Based Programs	\$35,844
Communication Costs	\$13,721	Cooperative Bank Account	\$5,700
Consumables	\$114,587	Capital - Buildings/Grounds < 12 months	\$30,000
Miscellaneous Expense ³	\$521,738	Maintenance - Buildings/Grounds < 12 months	\$10,000
Professional Development	\$25,273	Asset/Equipment Replacement > 12 months	\$47,000
Property and Equipment Services	\$199,706	Total Financial Commitments	\$268,919
Trading & Fundraising	\$38,698		
Utilities	\$27,627		
Total Operating Expenditure	\$4,547,933		
Net Operating Surplus/-Deficit	(\$148,302)		
Asset Acquisitions	\$35,750		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

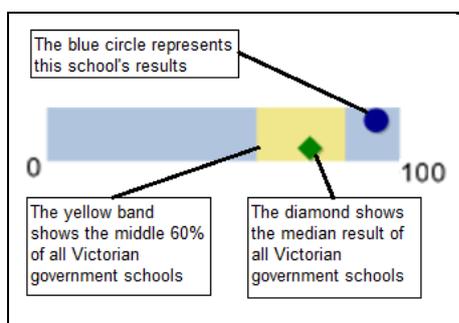
Engagement

- student attendance and engagement at school
- 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)
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').