

2020 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 2020 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 24 March 2021 at 02:05 PM by Gayle Yardley (Principal)

The 2020 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 29 April 2021 at 05:01 PM by Melanie Gordon (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Caulfield South PS is located in a high socio-economic (SFO index 0.1246) area in South East Melbourne. The school has maintained a population of just under 500 children, over the past several years. In 2020, there were 23 grades with a workforce consisting of 2 principal class, 1 leading teacher, 2 learning specialists, 24 teachers and 7 education support staff.

The strong culture of teamwork and collaboration developed over many years, held our school community in good stead during 2020 when this was crucial in order to face the challenges of learning and working remotely for much of the year. The established collaborative structures ensured staff were in a position to support and learn from one another using online platforms during a time that often involved much stress and rapid change, with wellbeing a high priority throughout this time for both students and staff. This helped to enable the provision of an engaging, differentiated and supportive online learning environment during 2020. Parents played a valuable role in tutoring and supporting children's learning, often under challenging work and home circumstances and stronger partnerships with families developed, along with a great sense of gratitude from families, teachers and school support staff alike. Parents were particularly supportive of community wellbeing, providing activities to engage students and families with our 'Wellness Wednesdays' initiative and building our own community 'Spoonville' in the park adjacent to the school. Specialist teaching continued to be provided on-line when necessary, in Visual and Performing Arts, Physical Education and LOTE (Italian). As an International Baccalaureate school, collaborative planning which is integral to assisting the transdisciplinary nature of the school's Programme of Inquiry continued regularly with teachers modifying units of inquiry to adapt to the online environment. Additional teaching and learning support was provided for students identified in need. This was led by our trained reading recovery teacher and included some part-time teacher aides assigned to support student learning. This was crucial in 2020, particularly during the period of remote learning and was provided via online platforms, both for academic and social/emotional support. When students returned to on-site learning in Term 4, additional teachers were employed to enable tutoring of students in need of additional 'catch-up' learning and/or emotional support.

Professional development for teachers was largely informed by the needs arising around the provision of remote learning in 2020, highlighting the areas of eLearning, and Student Engagement and Wellbeing, including the implementation of Respectful Relationships. There were also whole staff Curriculum Days that supported the development, modification and delivery of challenging, concept-driven inquiry learning that promoted continued online collaboration and greatly encouraged learner agency. Collaborating remotely initially presented challenges that required much staff learning and development and staff certainly rose to these challenges with a high degree of learning and support coming from within our own staff and community.

The extra-curricular on-site 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, were all put on hold during much of 2020 due to DHHS/Department of Education COVID19 restrictions and requirements. All school camps and related programs were also cancelled due to COVID19 restrictions. The usual involvement of members of the school community and the community at large, including additional programs, excursions and camps that usually support student learning were further restricted in line with DHHS/Department of Education regulations.

Despite the challenges presented during 2020, there was a strong sense of community along with much gratitude for the efforts of our staff and community as we worked together to continue the learning of our students and to support their wellbeing during a very demanding and often difficult time. There was certainly some extensive learning; sometimes surprising and rewarding learning where some students shone brightly. Others clearly struggled and the resources committed to address the needs of these students during 2020 will remain a high priority moving into 2021.

Framework for Improving Student Outcomes (FISO)

In 2020, 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 (Building Communities).

Our Key Improvement Strategy to improve Excellence in Teaching and Learning was to invest in teacher capacity through the development of High Impact Teaching Strategies (HITS). This focus was part of a longer term school focus

to improve our use of feedback to support student learning. The transition to remote and flexible learning altered some of the school's planned actions and activities, however this area very much remained an area of focus in the changed learning context. One of the main ways that teachers communicated with students during this period was through providing feedback to students on their submitted remote learning tasks. The school was very aware of the need to use this feedback in a targeted way, both to support student learning and to support student welfare and connection to school during such a challenging time. Staff used planning meetings, staff meetings and professional learning to improve capacity in this area.

Our Key Improvement Strategy in Positive Climate for Learning was to develop knowledge and strategies in resilience, empathy and appreciation for diversity. The main two areas of focus for this KIS were the continued implementation and growth of the Respectful Relationships program and the development of the Reconciliation Action Plan (RAP) supporting the school's work on embedding Indigenous perspectives throughout the school. Despite periods of remote and flexible learning and associated shifts in school priorities as a result, the school made significant progress in these two areas. The school's Respectful Relationships focus team ran several staff meetings helping staff to unpack the program and make the necessary preparations for classroom learning opportunities. Furthermore, the team's preparation of classroom resource packs and slides was a significant support. Respectful Relationships is now a regular part of student learning across the school. Similarly, the school RAP committee was able to assist the school to substantially increase the profile of NAIDOC week and associated classroom activities, along with other school activities such as the development of class acknowledgements and the renaming of school sports house teams, using Boonwurrung/Woiwurrung animal names.

The Key improvement Strategy (KIS) to improve Community Engagement in Learning was to strengthen the school learning community of parents, teachers and students. To support this, year level teams included information about the use of feedback in parent communications, such as parent information night at the start of the year. Other actions to support this KIS included steps to increase student use and parent engagement and feedback on our online platform for digital portfolios. The transition to remote learning saw the school change its application of the online platform to the primary tool for asynchronous remote learning, meaning that almost all students and school families were engaging with the platform on a daily basis. One of the main areas of success in a year that presented so many challenges to the school community was the growth in relationships that occurred as a result of the close collaboration of teachers and families during remote learning. Upon returning to school, teachers were asked to reflect on their communication with parents during remote learning and this will contribute towards maintaining successful practices from this period going forward.

Achievement

COVID-19 related disruptions meant that some of the school's academic testing did not occur in 2020. End of year academic testing was able to continue largely as planned, consisting of the school's various forms of testing used for Numeracy and Reading benchmarking.

In Numeracy, the school did not meet our expected growth targets in Years 1, 2, 3, 5 and 6. Year 4 was the only year level to meet this target. Similarly in Reading, only years 2 and 3 exceeded the expected growth targets set by the school. Whilst the school believes that some of this could be explained by the timing of the assessment (right as the students were returning to school after a significant period of learning at home), immediate strategies were put in place to support and target specific areas of student learning upon returning to school in Term 4. Three experienced teachers were employed specifically to work with students across the school whose learning had been identified to be in need of additional support, after returning from remote learning. This support targeted the key areas of numeracy and literacy as determined by classroom teachers in each year level. In order to target the learning needs of the wider student cohort upon returning to on-site learning, teaching teams reviewed their teaching programs to also prioritise key learning areas for all students.

As we transition into 2021, data will be closely monitored and further learning supports will be put in place to address learning needs as required.

Engagement

A high number of students connected strongly with the remote learning program. Set tasks were completed and attendance at online meetings was consistent. Students enjoyed demonstrating their skills through videos and were given written and audio feedback from staff. Classroom teachers kept in close contact with families and were able to further adapt the remote learning program to meet individual needs. The online platform was heavily utilised during

remote learning and encouraged parent access and understanding of the learning process of their child. This platform increased parent engagement and contributed to students receiving enhanced encouragement and support in their learning. This positively impacted towards building stronger student engagement and parent partnerships with the school.

Student voice, agency and leadership continued to be a focus in 2020, despite students learning from home. Our weekly assemblies continued throughout 2020 and our Year 6 leaders were given the responsibility to continue to plan, create, present and edit pre-recorded assembly presentations. The CSPS Reconciliation Action Plan team took suggestions from students in order to appreciate more diverse icons throughout Australia. The new names are: Goodes (Red House - previously Warren) Mascot Guyeems, Cowan (Green House - previously Gaze) Mascot Bundjils, Mauboy (Yellow House - previously Dunlop) Mascot Warreeny and Irwin (Blue House - previously Mitchell) Mascot Darrak. This has supported our commitment to the development of an inclusive school culture where different perspectives are respected and valued.

Wellbeing

In 2020, members of the Wellbeing Focus Team worked diligently on implementing the Respectful Relationships (RR) program. These staff members participated in professional development focusing on the implementation of respectful relationships. All students in Prep-Year 6 focused on the RR topics of Positive Coping and Personal Strengths in Term 4, upon the return to school. These topics were selected as a response to students learning from home and the need for students to focus on positive personal skills. All classes participated in weekly Respectful Relationships time which was a priority and expectation for teaching teams across the school.

Year 4 - 6 students were surveyed through the Attitude to Schools Survey in Term 4 upon the return to school. Of the students that were surveyed, 79% of students felt that bullying was managed well and 75% felt they were strongly connected to the school.

Throughout the remote learning period in 2020, the school prioritised managing and supporting our students and families who required extra assistance, as a number of students and families were identified as being 'at risk' of becoming disengaged during the remote learning time. The services included support with financial hardship, parenting/wellbeing support and referral to external specialised services. The school online management system continued to be used for electronically recorded student attendance (both on-site and remote learning) enabling teachers and leadership to promptly follow up unexplained absence and the resulting wellbeing issues. Individual adjustments were made and documented for each student and these adjustments were regularly discussed and revised at scheduled meetings with DET Health and Wellbeing staff. The CSPS leadership team supported a number of families on an individual basis that required further wellbeing support. Support services were recommended and communicated to these families. Wellbeing will be a continued focus area in 2021 after the disruption caused by COVID-19.

Financial performance and position

Caulfield South Primary School maintained a very sound financial position in 2020. The School Strategic Plan 2017-2020 along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The AIP aligned well to support the impact of COVID-19 and remote learning. Sound financial management throughout this time ensured that school expenditure was closely aligned to the school goals and priorities and the wellbeing and ICT needs of remote learning. Budgets and school finance reports were monitored by budget coordinators, the school principal and School Council. Funds have been astutely expended for student learning and wellbeing during this time as well as to maintain buildings and grounds to the high expectations of the community, renovating some of the classrooms during the recent summer break. The school fundraising opportunities were extremely limited during 2020 along with donations and sponsorship which usually add to the financial position of the school. Due to the impact of COVID-19 on families, parent contributions were significantly reduced in 2020. Despite this, the school finished the year in a strong financial position. Equity funding was expended as planned to support the 2020 Annual Implementation Plan and in Term 4 to support students in need after returning from remote learning.

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

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 480 students were enrolled at this school in 2020, 238 female and 242 male.

11 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.

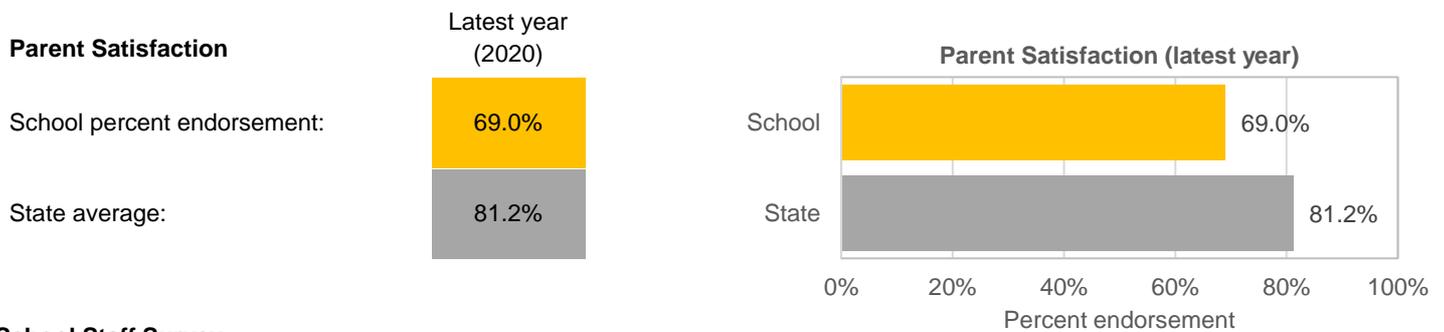
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

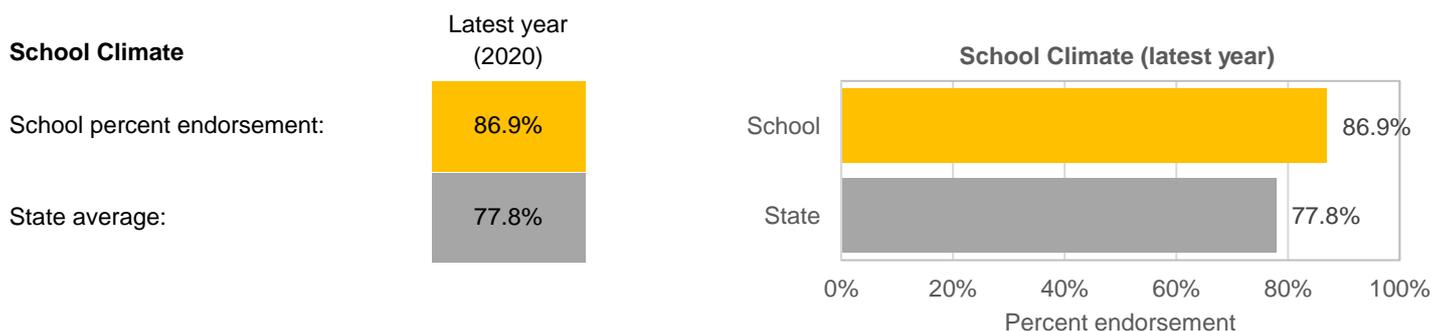


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

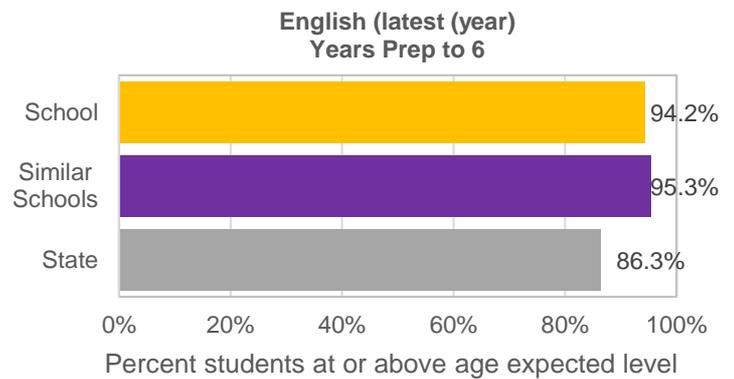
94.2%

Similar Schools average:

95.3%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

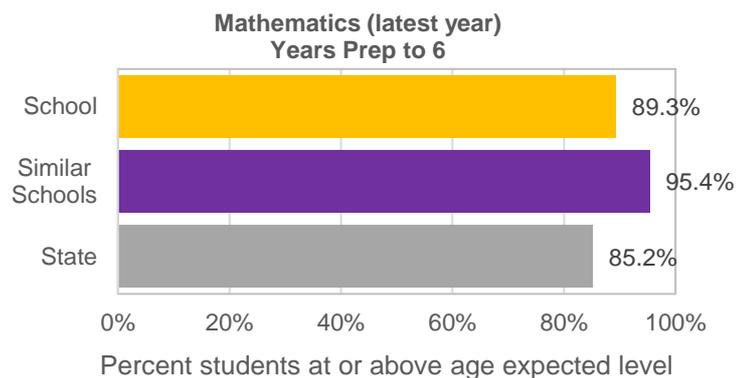
89.3%

Similar Schools average:

95.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

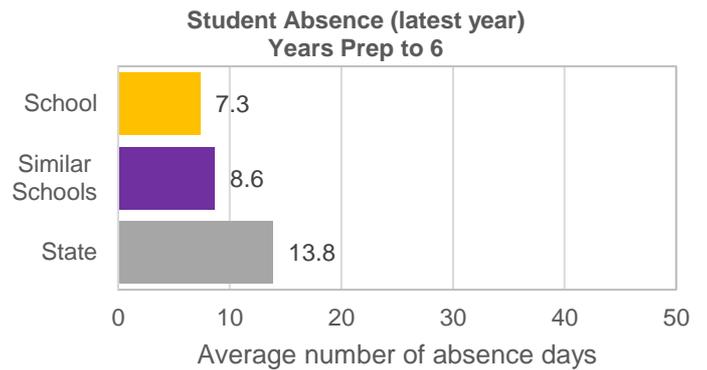
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.3	11.3
Similar Schools average:	8.6	12.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	97%	96%	96%	97%	95%	96%	96%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

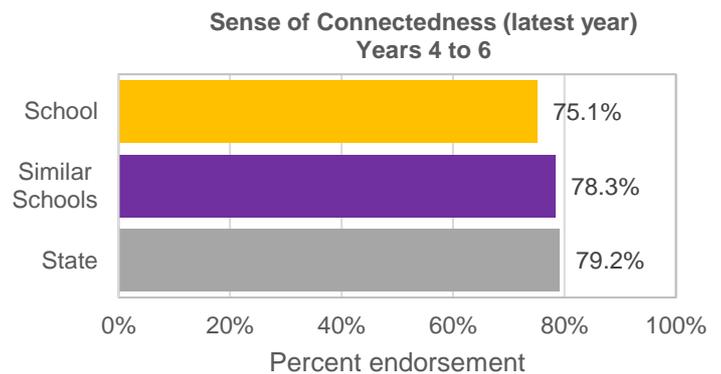
Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	75.1%	77.8%
Similar Schools average:	78.3%	79.7%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

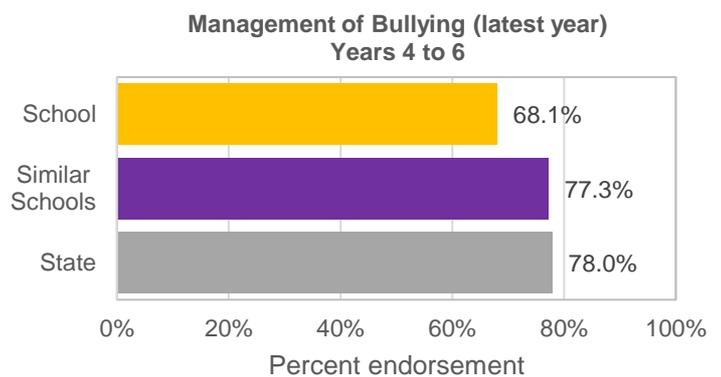
Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	68.1%	72.4%
Similar Schools average:	77.3%	79.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,630,306
Government Provided DET Grants	\$370,802
Government Grants Commonwealth	\$2,498
Government Grants State	NDA
Revenue Other	\$5,994
Locally Raised Funds	\$377,239
Capital Grants	NDA
Total Operating Revenue	\$4,386,838

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,326
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$5,326

Expenditure	Actual
Student Resource Package ²	\$3,751,303
Adjustments	NDA
Books & Publications	\$2,479
Camps/Excursions/Activities	\$37,356
Communication Costs	\$10,041
Consumables	\$82,432
Miscellaneous Expense ³	\$72,808
Professional Development	\$14,570
Equipment/Maintenance/Hire	\$57,073
Property Services	\$58,072
Salaries & Allowances ⁴	NDA
Support Services	\$160,465
Trading & Fundraising	\$11,135
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$25,409
Total Operating Expenditure	\$4,283,144
Net Operating Surplus/-Deficit	\$103,694
Asset Acquisitions	\$44,938

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$435,032
Official Account	\$19,182
Other Accounts	NDA
Total Funds Available	\$454,215

Financial Commitments	Actual
Operating Reserve	\$82,703
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$500
School Based Programs	\$297,843
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	\$5,700
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$4,900
Capital - Buildings/Grounds < 12 months	\$116,000
Maintenance - Buildings/Grounds < 12 months	\$8,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$515,646

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.