

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 12 April 2024 at 09:59 AM by Rohan Cooper (Principal)

- This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2024 at 02:24 PM by Daniel Benjamin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Caulfield South Primary School (CSPS) is located in Caulfield South, ten-kilometres south-east of Melbourne's Central Business District, and within the City of Glen Eira local government area. The school has a quiet suburban location away from main roads, with boundaries adjoining parkland and residential properties. The enrolment number at February 2023 Census was 474 students, with most families residing in the school's zone. Students are taught in straight grades at each year-level, with our Prep to Year 3 classrooms located within and around the original 1928 building, and our Year 4 to Year 6 classrooms within and around our modern Senior Learning Centre. The original 1928 building is surrounded by attractive gardens, an extensive playground, play equipment and a synthetic turf oval. Parent fundraising has enabled the installation of a nature play space and bamboo forest.

The SFOE Index for the school is classed as 'low' (meaning the school is classed as 'advantaged') and 12% of students have English as an Additional Language.

The school delivers the Victorian Curriculum, with a focus on delivering high-impact English and Mathematics instruction aligned with the school-developed 'REED' Instructional Model. This model focuses on four stages of a lesson; review, explicit teaching and explore (interchangeable in order) and discussion. These stages link to the High-Impact Teaching Strategies (HITS).

The school is accredited to deliver the International Baccalaureate's Primary Years Programme (PYP). This approach is guided by six transdisciplinary themes of global significance, within which students can broaden their learning by developing their conceptual understandings and strengthening their knowledge and skills across, between and beyond subject areas.

The school delivers a specialist learning program that caters to the broad needs and interests of all students. Each student participates in weekly sessions in Languages Other Than English (LOTE, Italian), Music and Performing Arts, Physical Education, Science, Technology, Engineering and Mathematics (STEM) and Visual Arts.

The use of digital technology to enhance learning is prioritised and includes tablets (iPads) available to students in Prep and Year 1, school-purchased Chromebooks available to students in Years 2 and 3, and a 'Bring Your Own Device' (BYOD, Chromebooks) program for students in Years 4, 5 and 6.

Other school priority programs include:

1. Student leadership opportunities, including Year 6 Leadership Program and Junior School Council.
2. 'Buddy Program' for students in Prep to be matched with a 'buddy' in Year 5.
3. 'Green Machine' program, with a focus on sustainability.
4. 'Choir' and 'Orchestra' programs, run for students with a passion for performing.
5. 'Drum Corps' program, where students in Years 5 and 6 learn to play in a marching band.
6. 'Hebrew Immersion Program' and 'Jewish Life'; opportunities for our students to pursue language and culture programs from an external provider onsite, outside of school hours.

Progress towards strategic goals, student outcomes and student engagement

Learning

The learning goals in our Annual Implementation Plan for 2023 were:

1. Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy (DE Priority Goal).
2. To maximise student learning outcomes in numeracy.

The highlights related to the learning goals included:

1. Delivery of the 'Little Learners Love Literacy' program, based on a synthetic-phonics approach, to the junior school.
2. Development of a whole-school instructional model (REED).
3. Participation in the 'Primary Mathematics and Science Specialist Program'.

The learning data from the performance summary can be summarised as follows:

1. Teacher judgements for students working at or above the expected level in English increased from 94.6% to 97.3%. This was above both similar schools and state average.
2. Teacher judgements for students working at or above the expected level in Mathematics increased from 93.2% to 96.1%. This was above both similar schools and state average.
3. The NAPLAN test was revised in 2023 and the results are no longer compatible to previous years. However, the school can compare between similar schools and the state average for 2023:
 - a. In Year 3 Reading, the percentage of students in the 'strong' or 'exceeding' proficiency' was 87.5%, above both similar schools and state averages.
 - b. In Year 3 Numeracy, the percentage of students in the 'strong' or 'exceeding' proficiency' was 90.3%, above both similar schools and state averages.
 - c. In Year 5 Reading, the percentage of students in the 'strong' or 'exceeding' proficiency' was 91.3%, identical to similar schools and above state averages.
 - d. In Year 5 Numeracy, the percentage of students in the 'strong' or 'exceeding' proficiency' was 89.9%, above both similar schools and state averages.

Wellbeing

The wellbeing goal in our Annual Implementation Plan for 2023 were:

1. Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable (DE Priority Goal).

The highlights related to the wellbeing goals included:

1. Development of whole-school wellbeing procedures.
2. Participation in a range of DE inclusive-practices professional development.
3. Development of school-wide consistent practices for individual education plans and behaviour support plans.

The wellbeing data from the performance summary can be summarised as follows:

1. The percentage of positive responses on the 'Sense of Connectedness' factor, as reported in the 'Attitudes to School Survey', completed annually by Victorian Government School students (Years 4 to 6 in Primary School), decreased by 0.8%. This percentage was below similar schools and state averages.
2. The percentage of positive responses on the 'Management of Bullying' factor, as reported in the 'Attitudes to School Survey', completed annually by Victorian Government School students (Years 4 to 6 in Primary School), decreased by 3.7%. This was below similar schools and state averages.
3. To address results that have decreased in the past twelve months, the school will focus on:
 - a. Building new vision and values for the school.
 - b. Implementing the school-wide positive behaviour support program.
 - c. Continuing a focus on the respectful relationships program.

Engagement

The engagement goal in our Annual Implementation Plan for 2023 were:

1. To enhance student voice and agency.

The highlights related to the engagement goals included:

1. Whole-school participation in PYP-developed professional development on the 'approaches to learning'.
2. Enhanced participation in school-wide events from the student leaders, including co-facilitating school tours and information nights.

The engagement data from the performance summary can be summarised as follows:

1. The average number of absence days per student for all students from Prep to Year 6 was 14.7. This was a decrease in days absent per student compared to the previous year. The school has less average days of absence per student than similar schools and state averages.
2. The attendance rates are also broken down into average of proportions of formal school days students in each year level attended. At the school in 2023, Year 5 students had the lowest average attendance rate, 91%, whilst Prep had the highest average attendance rate, 94%.

Other highlights from the school year

Other highlights from 2023 that do not fit the previous categories include:

1. Collaboration between school and community in fundraising events.
2. Initial review and resetting of school priorities in the areas of vision and values, curriculum, wellbeing, data, assessment and reporting and operations.
3. Introduction of Compass as a school management system.
4. Substantive and ongoing office and administration team secured.
5. Substantive Principal Class appointments secured.

Financial performance

In 2023, total operating revenue and total operating expenditure were both higher than the previous year. The net operating surplus was \$241,565, considerably higher than the surplus from the previous year (\$8,653). This was mostly accounted for in staffing, including funding to participate in the 'Primary Mathematics and Science Specialists' program, planned maintenance programs and additional student wellbeing support.

The school acquired assets totalling \$45,132. This was mostly accounted for via the shade sail programs near the portable classrooms alongside the school oval, as well as updating school-owned digital devices.

The school has less total funds available than the previous year (\$253,769, compared to \$311,852) and has committed funds for a community-based project (shade sails, to be implemented in the first half of 2024), as well as the Department-set operating reserve.

The school receives a small amount of equity funding (\$7,098) and this supports students who experience social disadvantage.

The school Parents' Association contributes to the school through a variety of fundraising activities. Funds raised in 2023 contributed to improvements in teaching and learning programs, particularly Mathematics and STEM, technology and furniture for the school.

For more detailed information regarding our school please visit our website at [Caulfield South Primary School \(caulfieldsthsps.vic.edu.au\)](https://caulfieldsthsps.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 2.0 (FISO 2.0).

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 474 students were enrolled at this school in 2023, 241 female and 233 male.

12 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).

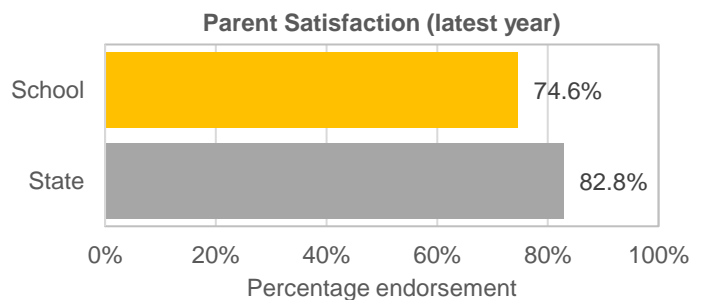
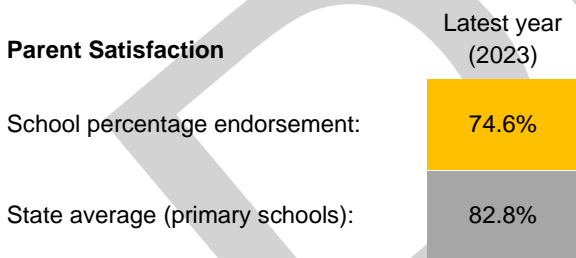
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

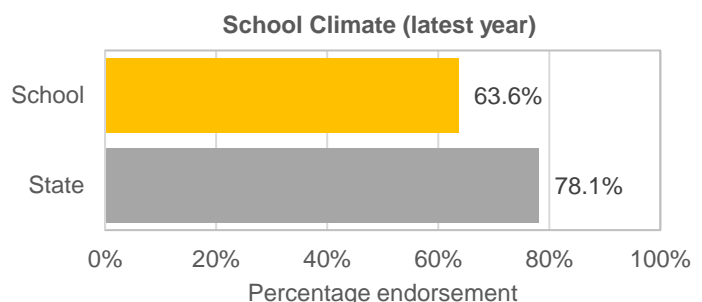
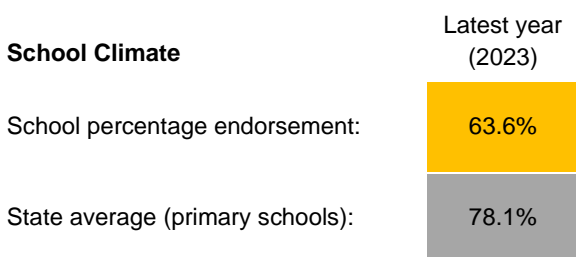


School Staff Survey

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.



LEARNING

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

97.3%

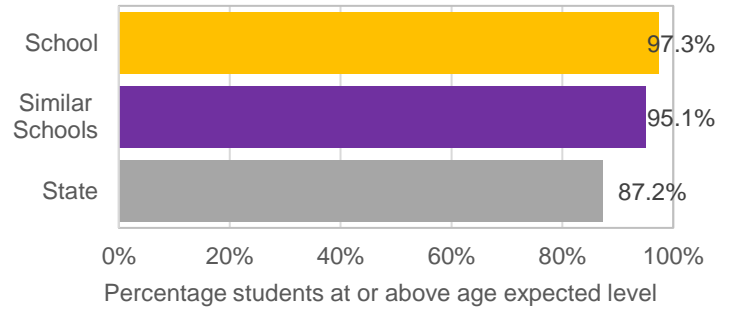
Similar Schools average:

95.1%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

96.1%

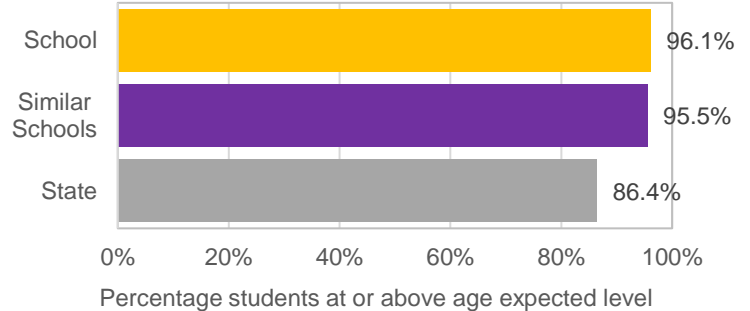
Similar Schools average:

95.5%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

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.

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.5%

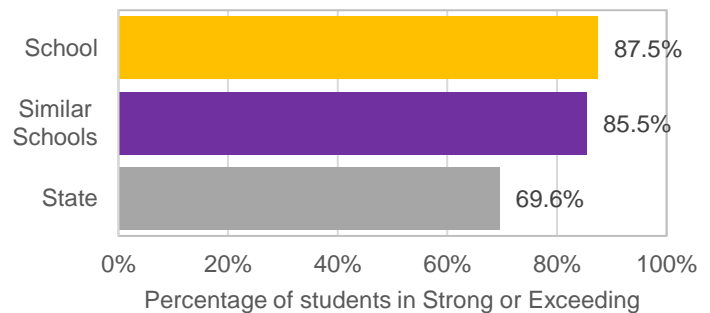
Similar Schools average:

85.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

91.3%

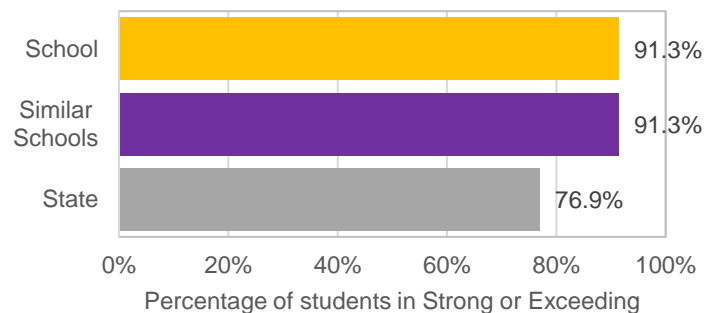
Similar Schools average:

91.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.3%

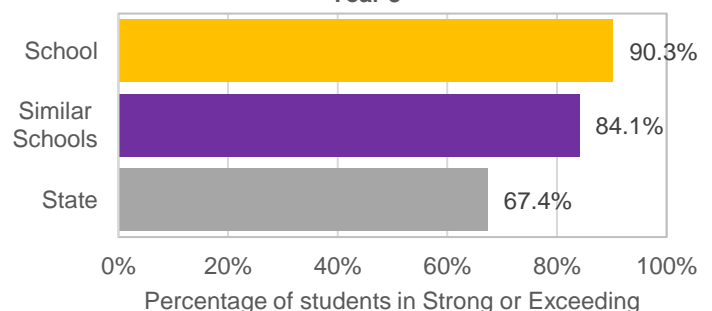
Similar Schools average:

84.1%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2023)

School percentage of students in Strong or Exceeding:

89.9%

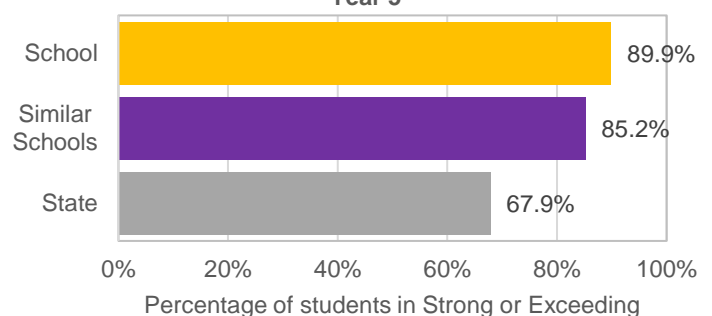
Similar Schools average:

85.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



LEARNING (continued)

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.

NAPLAN 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

96.5%

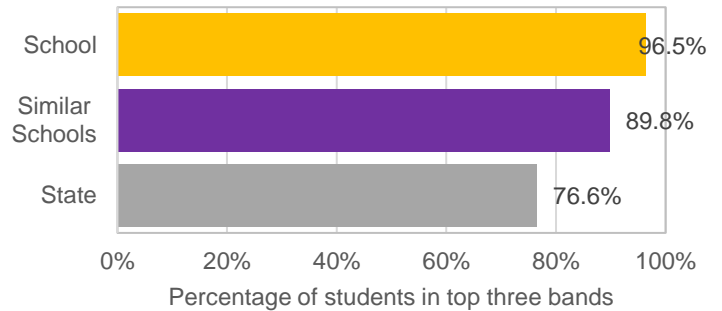
Similar Schools average:

89.8%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

79.6%

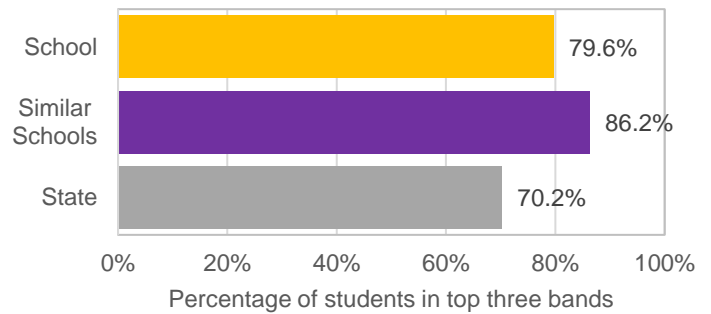
Similar Schools average:

86.2%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

88.9%

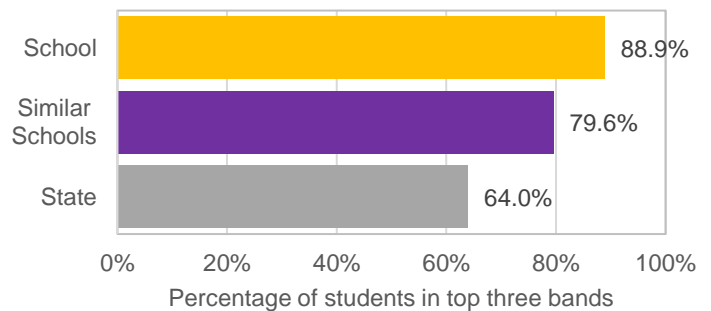
Similar Schools average:

79.6%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

72.9%

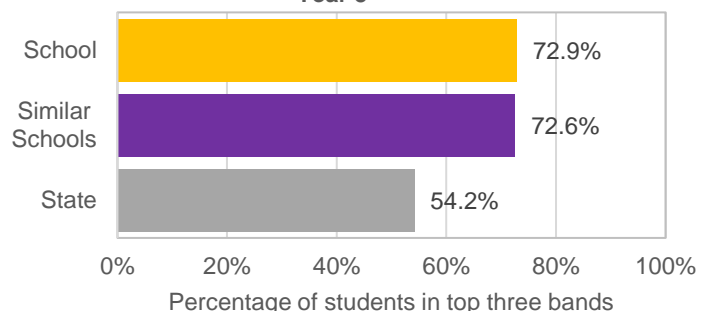
Similar Schools average:

72.6%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

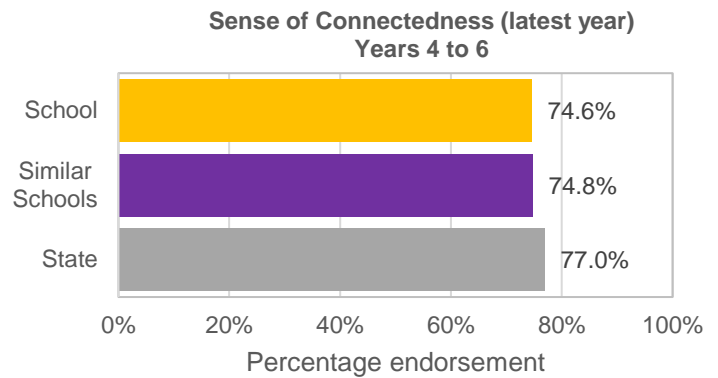
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	74.6%	77.9%
Similar Schools average:	74.8%	76.6%
State average:	77.0%	78.5%

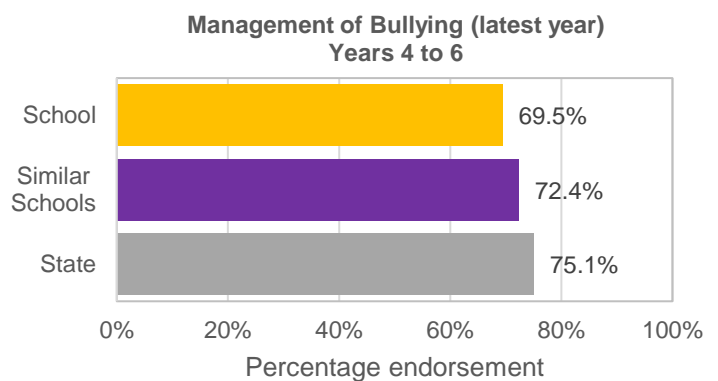


Student Attitudes to School – Management of Bullying

The percentage 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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	69.5%	73.2%
Similar Schools average:	72.4%	75.0%
State average:	75.1%	76.9%



ENGAGEMENT

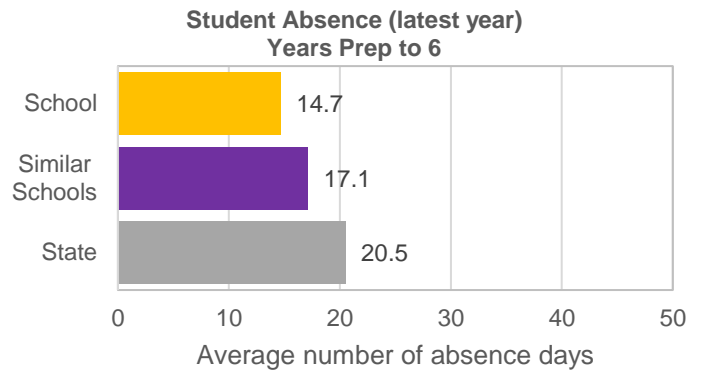
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2023)	4-year average
School average number of absence days:	14.7	11.7
Similar Schools average:	17.1	13.6
State average:	20.5	18.1



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2023):	94%	92%	93%	93%	93%	91%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$4,726,726
Government Provided DET Grants	\$287,907
Government Grants Commonwealth	\$6,740
Government Grants State	\$0
Revenue Other	\$21,657
Locally Raised Funds	\$564,708
Capital Grants	\$0
Total Operating Revenue	\$5,607,738

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,098
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$7,098

Expenditure	Actual
Student Resource Package ²	\$4,474,213
Adjustments	\$0
Books & Publications	\$5,975
Camps/Excursions/Activities	\$200,927
Communication Costs	\$6,203
Consumables	\$119,254
Miscellaneous Expense ³	\$25,994
Professional Development	\$9,494
Equipment/Maintenance/Hire	\$67,782
Property Services	\$76,388
Salaries & Allowances ⁴	\$7,100
Support Services	\$312,332
Trading & Fundraising	\$35,316
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,195
Total Operating Expenditure	\$5,366,173
Net Operating Surplus/-Deficit	\$241,565
Asset Acquisitions	\$45,132

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$195,104
Official Account	\$58,665
Other Accounts	\$0
Total Funds Available	\$253,769

Financial Commitments	Actual
Operating Reserve	\$139,024
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$125,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$264,024

All funds received from the Department of Education, 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.