VICTORIA State Government | Education and Training

2015 Annual Report to the School Community

Caulfield South Primary School

School Number: 4315

Caulfield South Primary School

Name of School Principal:	Gayle Yardley
Name of School Council President:	Jason Perlstein
Date of Endorsement:	16th March 2016

About Our School

School Context

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

At Caulfield South, we aim for children and their families to have the best education setting in which to achieve and flourish as independent, confident and resilient learners. As a fully authorized International Baccalaureate (IB) World School, learning takes place through rich and purposeful, structured inquiry, developed in a safe, happy and supportive environment. Teachers plan collaboratively as they endeavour to provide a program that will prepare students to meet the challenges of an ever-changing global society, where they will have the skills, values, understandings and courage to undertake a positive, productive and rewarding role in that world. Implementing a whole-school environmental framework encourages our students to take responsibility for supporting sustainability through their constructive actions. We encourage our students to develop an optimistic view of their world and enjoy a sense of humour. Academic excellence is valued and there is a focus on developing highly literate and numerate students, alongside a well-balanced program in the visual and performing arts, health and physical education. Science is an integral part of our curriculum with students having the opportunity to be involved in self-motivated science-based project work through participation in the Science Talent Search. Our music program includes a school orchestra, choir and a drum corps which performs at many public events such as the ANZAC Day Parade and the AFL Grand Final Parade. One of the highlights of the year for our students is the wonderful opportunity to shine at the annual school concert staged at the Robert Blackwood Hall. Our language other than English is Italian. The diverse curriculum provides students with numerous opportunities to excel and experience success. Student leadership is nurtured by providing all Year 6 students with leadership training and the opportunity to be a school leader for a term, while all Prep and Year 5 students participate in the Buddy Program. The school has a neighbourhood boundary to limit the demand on enrolments and there is very low movement of families out of the school. Although we receive limited responses to the Parent Opinion Survey, School Council has been working with staff to understand and address the low parent opinion expressed, which seems to contradict the family loyalty to the school. In line with current best practice, teachers are constantly updating their knowledge, skills and expertise to ensure a comprehensive and differentiated learning program that helps children develop to their full potential. Staff in 2015 included 2 principal class, 27 teachers and 4 educational support staff members.

Achievement

Across standardized measures of student learning outcomes, including NAPLAN, students at Caulfield South Primary School perform above the State mean and consistent with schools which have a similar student family occupation index. Student achievement data measuring Reading achievement shows a significant reduction in the students who have made low growth (less than 12 months) and significant increase in the number making high growth (18 months or more). These results celebrate the significant work by teachers to engage in ongoing moderation of student work samples within and across grade levels and the successful introduction of the Fountas and Pinnell reading assessment tool. After a period of growth, the student achievement in writing plateaued in 2015. In response to this, the VCOP writing program has supported teacher knowledge in writing instruction and assessment as well as student self-assessments against differentiated criteria. When looking at spelling data, our mean score remains steady, however, we aspire to increase the number of students achieving high growth. The successful trial of the 'Words Their Way' spelling program in 2015 has led to its implementation across the school with the aim of increasing teacher capacity to develop a more broadly differentiated spelling program across the school. Data measuring Numeracy achievement has maintained consistency for a sustained period of time. In 2015 the Essential Numeracy Assessment tool was trialled effectively to support teacher delivery of differentiated pre and post tests, develop individualised teaching programs according to gaps in student learning, measured against curriculum standards and target students at their 'point of need'. At CSPS we consistently review the effectiveness of our teaching and learning, using a range of data sources to help support our teachers in the delivery of a leading-edge, high quality program of teaching and learning. In 2015 much research and planning went into a 1:1 Chromebook program for students in Years 4, 5 and 6. We examined current research, studied models of best practice and communicated with our community, which resulted in developing a program to provide students and teachers with the best conditions for effective differentiation of learning through an Inquiry-based learning model. This program will help strengthen the connection between home and school, support effective collaboration between teachers, peers, and parents, ensuring that learning has authentic links with the real world and support the development of high level research skills. We believe that students who are highly engaged in their learning results in them taking purposeful action to make a difference in their world at both a local and broader level. CSPS recognises the important role home plays in student achievement. To establish a productive connection between school and home, we constantly review the lines of communication which include a range of modes such as a whole-school newsletter, parent information sessions, regular class emails and a school mobile app. Recognising the significant effect that teacher practice has on student outcomes, we ensure teacher professional development is intrinsically linked to improving learning achievement outcomes for all students through improving teacher capabilities and ensuring consistent collaboration across the school.

Engagement

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

Wellbeing

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

Productivity

Caulfield South Primary School is highly engaged in the IB-PYP programme as a framework for improving student learning outcomes and resources have continued to be allocated to this area. The IB organization and its network of schools support the teaching and learning program at our school. Professional development is provided in the form of international educators and on a local level where teachers across schools share best practice, as well as the facilitation of collegiate support and sharing of valuable curriculum material. This requires a considerable investment by the school in terms of providing a PYP coordinator, budget allocation and the time devoted to implement the program to a high standard. The benefits, however, are significant. Teacher release is timetabled so level teams can work collaboratively with the PYP coordinator on the inquiry-based program, which helps to ensure consistency in the teaching and learning across the school. Teachers maximize the use of the flexible learning spaces in the school to better enable the teaching of a differentiated curriculum, and use the expertise of all teachers to scaffold the curriculum across grades and year levels. We ensure that school expenditure is closely aligned to the school's goals and priorities in the Strategic Plan and Annual Implementation Plan, to help maintain our focus on constantly improving teaching and learning. To support this, we employ relief teachers to enable our teachers to learn through peer observation and feedback. We allocate resources through diligent consultation at all levels and ensure timely budgeting and planning. Astute timetabling allows teachers some additional time for special roles and projects that support the learning and wellbeing of the students. A budget is allocated to support the Student Analyser Program (SPA) and professional development so that achievement data is collated and used in planning for teaching at the point of need. We have also invested well in obtaining the services of consultants who are expert in particular areas of need such as the use of data to determine learning needs and teaching direction. This has enabled teachers to target the needs of students more specifically and, along with the use of individual learning improvement plans, has supported the differentiated curriculum across the school. There has also been a focus on allocating resources to build student voice and student leadership at the school, through specific programs such as Peacemakers, Restorative Practices and student leadership conferences. Student wellbeing is at the heart of the school culture and the school budget supports a social worker and occupational therapist who consult with staff, as well as support students individually and in groups. At our school, there is an emphasis on working with the community. We have established links with the City of Glen Eira, particularly in the area of sustainability, where we access resources such as community expertise and assistance. We also welcome support from parents and other local community organisations.

For more detailed information regarding our school please visit our website at http://www

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 486 students were enrolled at this school in 2015, 235 female and 251 male.
There were 9% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	mid-high	high

Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ▬▬▬▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬▬▬▬ 100	🟢 Similar 🟢 Similar
Towards Foundation Level AusVELS Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D). Data will not be displayed where less than 10 student assessments were provided.	English No Data Available Mathematics No Data Available	Towards Foundation Level AusVELS is not used for the School Comparison.

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Lower Lower Similar

Performance Summary

Achievement	Student Outcomes	School Comparison

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.

Reading

Low	Medium	High
27 %	38 %	36 %

Numeracy

Low	Medium	High
29 %	39 %	32 %

Writing

Low	Medium	High
18 %	46 %	36 %

Spelling

Low	Medium	High
25 %	54 %	21 %

Grammar and Punctuation

Low	Medium	High
14 %	49 %	37 %

NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

Results: 2015

0 ━━━━━━━━━━━━━━ 50

Results: 2012 - 2015 (4-year average)

0 ━━━━━━━━━━━━━━ 50

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	94 %	94 %	94 %	94 %	93 %	93 %

Similar

Similar

Performance Summary

| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Lower Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2015 Results: 2012 - 2015 (4-year average)	Lower Lower
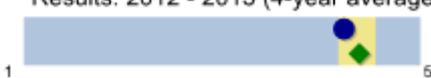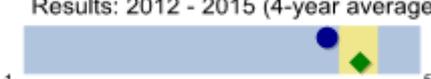
How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
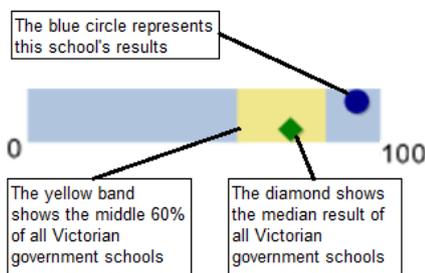

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.
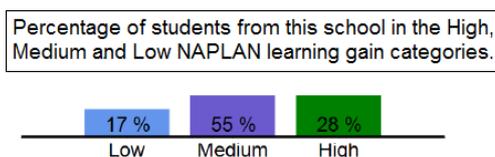
Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.
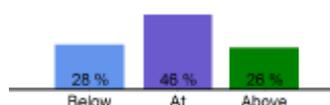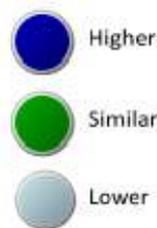

What is a *School Comparison*?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:
http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx

What is the meaning of '*Data not available*'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$3,114,193	High Yield Investment Account	$213,323
Government Provided DET Grants	$319,105	Official Account	$30,428
Government Grants Commonwealth	$1,215	Other Accounts	$165,916
Revenue Other	$17,926	**Total Funds Available**	**$409,667**
Locally Raised Funds	$569,548		
Total Operating Revenue	**$4,021,987**		

Expenditure		Financial Commitments	
Student Resource Package	$3,038,817	Operating Reserve	$30,000
Books & Publications	$25,289	Capital - Buildings/Grounds incl SMS<12 months	$104,000
Communication Costs	$10,898	Maintenance - Buildings/Grounds incl SMS<12 months	$64,133
Consumables	$68,202	Cooperative Bank Account	$5,700
Miscellaneous Expense	$422,750	Revenue Receipted in Advance	$87,908
Professional Development	$39,023	School Based Programs	$50,500
Property and Equipment Services	$201,519	Asset/Equipment Replacement > 12 months	$40,000
Salaries & Allowances	$1,069	Maintenance -Buildings/Grounds incl SMS>12 months	$27,427
Trading & Fundraising	$51,258	**Total Financial Commitments**	**$409,667**
Utilities	$25,739		

Total Operating Expenditure	**$3,884,565**

Net Operating Surplus/-Deficit	**$137,422**
Asset Acquisitions	**$13,565**

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Caulfield South Primary School maintained a healthy financial position in 2015. Sound financial management ensured that school expenditure was closely aligned to the school goals and priorities. Budgets and school finance reports were monitored by budget coordinators and School Council. The school community has a high rate of parent contributions, and solid fundraising efforts add to the financial position of the school. Funds have been astutely expended to enrich and improve school programs, maintain buildings and grounds and upgrade the ICT infrastructure and equipment, all of which contribute towards providing a safe, happy and supportive environment for excellent teaching and learning.