

# 2017 Annual Report to the School Community



School Name: Caulfield South Primary School

School Number: 4315



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 02 May 2018 at 04:13 PM by Gayle Yardley (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 May 2018 at 11:07 AM by Melanie Gordon (School Council President)



## About Our School

### School Context

Caulfield South PS is located in a high socio-economic (SFO index 0.1428) area in the South East Melbourne. The school has maintained a population of almost 500 children over the past 5 years. In 2017, there were 21 grades.

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

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

### Framework for Improving Student Outcomes (FISO)

In 2017 the school's FISO priorities were Excellence in Teaching and Learning: Building Practice Excellence and Community Engagement in Learning: Building Communities. Key improvement strategies implemented to build practice excellence included investing in teacher capacity by strengthening the link between Professional Learning and Development of SMART goals to influence daily practice. This led to targeted professional learning to strengthen consistency in the use of instructional models across the school. This included the VCOP writing framework, play-based learning in the early years and concept-based numeracy planning. External whole staff professional development was provided for developing a consistent approach to teaching reading, as well as whole staff support for planning concept-based numeracy, provided by the Numeracy PLAT members. The Literacy PLAT investigated a whole school approach to spelling, leading to a whole school curriculum day for the SMART Spelling approach in 2018.

In the area of Building Communities, the key improvement strategy was: Orient students towards their future through real life learning experiences in family, community and global contexts. This year, the focus was on improving family and community connections. As such, the school's policy around the use of student work portfolios was enhanced to encourage increased dialogue between students, families and the school, around student progress. This, coupled with research into appropriate digital platforms for enhanced home/school communication will see the Seesaw app in use for student portfolios across the school in 2018 and the Sentral School management system introduced to consolidate other communication systems.

### 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. As in 2016, 2017 Reading achievement in NAPLAN showed 25% of students made "high growth" (more than 18 months). Although still below the expected 25% threshold, there was a slight increase in "low growth" (less than 12 months growth) students, when compared to 2016. It is expected that, as the school consolidates its approach to teaching reading, through use of the Fountas and Pinnell continuum of learning, high growth students will increase to above 35% as per our target in the 2017-2020 Strategic plan. In the area of Writing, 30% of students achieved "high growth". While this was above the expected level of 25%, it was less than the 40% achieved in 2016. It is expected that continued emphasis on consistent use of the VCOP approach to writing will stabilise high growth above 35%, in the coming years. As in 2016, Numeracy results were particularly strong, with over 40% of students achieving 'high growth', and low growth well below the 25% expected threshold. While NAPLAN numeracy results have been pleasing, the school will use external consultants to provide professional learning around concept-based numeracy teaching, in order to ensure this level of high growth is sustained.

### Engagement

In 2017 the focus was on developing school-based measures to assess and monitor student engagement. These school-based measures will be used to supplement the results gained from the DET mandated annual Student Attitudes to School Survey. A school-based student survey was developed and implemented in 2017, with baseline data collected to track student engagement over the coming years and help the school set goals. Data collected from this survey was used to both set student engagement targets, and inform the actions to be implemented by the school, to achieve its strategic objectives in the 2018 Annual Implementation Plan. Of note, the results of the school-based student engagement survey were a contributing factor to the school selecting its focus on increasing opportunities for student innovation and creativity, through the Programme of Inquiry in 2018.

### Wellbeing



In 2017 we built on the Strategic Plan goal of strengthening students' personal and social learning skills, including growth mindset and resilience. To establish some in-depth baseline data, Years 3-6 students completed the Resilient Youth Survey, in addition to completing a school-based survey and a number of students from years 2-6 participated in collection of data through focus groups. These wellbeing data collection tools are aimed at building on the very narrow snapshot of wellbeing that is provided through the Student Attitudes to School Survey. The baseline wellbeing data collected in 2017 has fed into growth targets for 2018 and beyond. The school continued to develop its approach to Restorative Practices through its partnership with consultant Adam Voigt. In 2017 this partnership included a whole school professional learning day, a parent information session and team teaching activities with classroom teachers. In addition to this, the school also became a partner school in the Department's Respectful Relationships initiative, with wellbeing representatives attending external professional learning on the program and making connections with area lead school, Kilvington Grammar.

For more detailed information regarding our school please visit our website at [caulfieldsthps.vic.edu.au](http://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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 503 students were enrolled at this school in 2017, 235 female and 268 male.</p> <p>14 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>52%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>43%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>52%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>68%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>65%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	52%	25%	Numeracy	16%	43%	41%	Writing	19%	52%	30%	Spelling	18%	68%	14%	Grammar and Punctuation	15%	65%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1010"> <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>92 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	94 %	92 %	94 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	94 %	92 %	94 %	93 %	93 %										



## 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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	Similar

# 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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,348,363	High Yield Investment Account	\$237,024
Government Provided DET Grants	\$355,408	Official Account	\$28,502
Government Grants Commonwealth	\$788	Other Accounts	\$175,135
Revenue Other	\$18,826	<b>Total Funds Available</b>	<b>\$440,661</b>
Locally Raised Funds	\$577,170		
<b>Total Operating Revenue</b>	<b>\$4,300,554</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,801		
<b>Equity Total</b>	<b>\$5,801</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,336,747	Operating Reserve	\$30,000
Books & Publications	\$1,462	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$13,373	Capital - Buildings/Grounds incl SMS<12 months	\$60,000
Consumables	\$94,741	Maintenance - Buildings/Grounds incl SMS<12 months	\$41,000
Miscellaneous Expense <sup>3</sup>	\$470,001	Cooperative Bank Account	\$5,700
Professional Development	\$35,118	Revenue Received in Advance	\$126,067
Property and Equipment Services	\$195,267	School Based Programs	\$43,000
Salaries & Allowances <sup>4</sup>	\$945	DET Central Coordination	\$6,550
Trading & Fundraising	\$35,856	Repayable to DET	\$7,340
Utilities	\$24,864	Capital - Buildings/Grounds incl SMS>12 months	\$61,218
		Maintenance -Buildings/Grounds incl SMS>12 months	\$19,786
		<b>Total Financial Commitments</b>	<b>\$440,661</b>
<b>Total Operating Expenditure</b>	<b>\$4,208,374</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$92,180</b>		
<b>Asset Acquisitions</b>	<b>\$25,787</b>		

Caulfield South Primary School maintained a healthy financial position in 2017. 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, with the installation of a bamboo 'forest' in 2017 and continued upgrading of the ICT infrastructure and equipment, all of which contribute towards providing a safe, happy and supportive environment for excellent teaching and learning.

(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 05 March 2018 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.*