2018 Annual Report to The School Community



School Name: Craigieburn South Primary School (5243)



- 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 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 2018 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 13 March 2019 at 12:22 PM by Donna Barrera (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 2018 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 20 March 2019 at 11:11 PM by Peter Brookshaw (School Council President)

About Our School

School context

STATEMENT of INTENT

Craigieburn South Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

We want our children to be safe, happy and empowered. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and in line with our policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety. We are committed to preventing child abuse and identifying risks early so as to remove/reduce these risks.

VISION

At Craigieburn South Primary School we strive to inspire a learning community where students will enjoy a productive, rewarding and fulfilling life, whilst contributing to their local, national and global communities. We support and respect all children, as well as staff and volunteers. We are inclusive of all students including Aboriginal and Torres Strait Islanders as well as students from culturally and/or linguistically diverse backgrounds and students with special needs. We believe all children can learn given the right time, support and resources.

MISSION

At Craigieburn South Primary School we believe that creating a safe and supportive school helps students to learn and grow. Students learn best when they feel safe and happy. Our school values of Respect, Personal Excellence, Inclusion and Cooperation, Honesty and Trust supports our vision and mission. These values are part of our daily language within our school community.

SCHOOL PHILOSOPHY

At Craigieburn South Primary School we have high expectations of all our students as we believe that all students can learn. We want students to be intrinsic learners and develop attitudes and skills to be self-motivated, responsible, active and life-long learners. We instil in our students the belief that they can make a difference. We believe that students should have an active role in their learning and participate in decision making processes within the school community.

Our teaching teams are thoughtfully and carefully constructed to combine experience, teaching styles, strengths and passion to ensure the delivery of a rich curriculum that effectively meets student needs. We embrace contemporary educational practices and ensure our staff are provided with a variety of professional development opportunities, with a special emphasis on continuous educational journeys which lead to student improvement.

We work collaboratively to deliver programs based on explicit instruction which scaffolds learning for students. Lessons have a specific class focus leading to whole class, mixed ability or like group activities followed by reflective discussion. Teams plan together lessons that cater for children at, above and below the expected level, including well above and well below if required. Each lesson has a learning intention, success criteria and reflective questions. We have a strong culture of delivering consistent practices and through collaborative planning teachers decide on the "what and how" for each lesson.

We have structures in place where we monitor all students' learning through the assessment schedule to direct and inform our teaching. Teachers are expected to be reflective of whole school and class data and plan lessons accordingly.

We have many programs to support the students' social and emotional development, including the Rights, Resilience and Respectful Relationships program and the implementation of positive psychology. The TAKE 5 model supports students to self-regulate their emotions and supports them to make more appropriate choices. The school runs a Family Based Homework Club for EAL students. Reaching for the Stars extension programs operate during terms 2 and 3 and are available to all students in Years 4 to 6.

At Craigieburn South Primary School we value the partnership we have with our parents and the wider community. Establishing networks and collaborating with our parents and the wider community has a positive impact on our

students and families.

Framework for Improving Student Outcomes (FISO)

In 2018 we focused on the FISO (Framework for Improving Student Outcomes) priorities of Excellence in Teaching and Learning and Positive Climate for Learning, with particular emphasis on the dimensions of Curriculum Planning and Assessment and Empowering Students and Building School Pride. We set three goals and key improvement strategies (KIS) to assist us to achieve our goals and targets. Although our NAPLAN data was not as good as we had hoped, we believe the initiatives we have implemented will help shift the data and improve outcomes for our students. The Key Improvement Strategies we focused on in 2018 were in the areas of Achievement, Engagement and Wellbeing.

Achievement: We were fortunate to have our Literacy Leader take part in Literacy Leaders Masters Training. She received extensive knowledge in the implementation of an effective reading program as well as DET's direction in supporting schools to raise the literacy standards in students. From this we have implemented reading conferences, which forms part of the daily reading program, and teachers implemented aspects of the Seven Steps Approach to Writing, with emphasis on the 'sizzling starts'. The biggest shift for us was the implementation of our Collaborative Teaching Teams where teachers collaborated around data. We participated in the Professional Learning Communities project and developed our capabilities in the use of the Key Improvement Cycle to improve student outcomes. This will continue to be a priority in 2019.

Engagement: Our Assessment and Reporting Professional Learning Team worked on developing steps to support students to achieve the individual learning goals set. These Steps to Success have had a positive impact, particularly on students who need to have their individual goals broken down. We will continue to embed the Steps to Success when developing and implement students' individual learning plan goals.

Our Attendance data is of concern. Although we have implemented many strategies to support student attendance we need to continue to make this a priority in 2019. A team of teachers took part in the Change Makers program and this year we will implement the strategies suggested through this program to help reduce the number of absences.

Wellbeing: We implemented many strategies to support our students and to ensure we maintain a positive climate for learning. We used a restorative approach and implemented many strategies and resources across the school to ensure consistency when managing student issues. Teachers developed a scope and sequence for the implementation of the Rights, Resilience and Respectful Relationships program, which will be implemented in 2019.

Achievement

In 2018 we set the following goal for Student Achievement with key improvement strategies to help achieve the set targets.

Goal 1: For all students to be supported and challenged to achieve high levels of learning growth in all curriculum areas with a focus on Literacy and Numeracy.

KIS 1: If we enhance the capacity of teachers to implement an effective reading block, including reading conferences, then students will develop the skills they need to be successful readers.

KIS 2: If we develop a whole school model for teaching writing then teacher capacity and confidence to deliver writing will increase and students will become better writers.

KIS 3: If we build teacher capacity through the participation of professional practice observations and the provision of explicit feedback on instructional practices then teaching and learning will be better and student outcomes will improve.

KIS 4: If we strengthen teachers' individual and collective capacity to use data to monitor progress and identify gaps in student learning then instruction will meet students' learning needs in all curriculum areas with a focus on Reading, Writing and Numeracy.

We provided professional learning on reading conferences and began implementing the program across the school. Classrooms libraries were set up to support the program. The Instructional model, which is based on the gradual release of responsibility, was also developed and is being implemented from the commencement of 2019. Writing

was also a focus for us in 2018. Teachers use aspects of the Seven Steps approach to teaching writing. From this we have seem improvement in the students' writing. Collaborative Teaching Teams were also implemented in 2018. This allowed teams to collaborate around data and use the information to improve student performance and outcomes. SPA (Student Performance Analyser) is being used to track and analyse student progress on a regular basis. In 2019 staff will use the Key Improvement Cycle to identify the strengths and areas of practice that need improving so that they can cater for the individual needs of the students.

Our results in the Achievement area of the School Performance Summary shows the percentage of students in Years Prep to Six working at or above the expected level. Our teacher judgements in English is similar to the median of Victorian Government Primary Schools, while in Mathematics it shows that we are higher than the median. Our target was for 90% of students to achieve at or above the expected level for English and Mathematic. We met these targets with 91.1% in English and 92.3% in Mathematics.

Our NAPLAN results show that students achieving in the Top 3 bands in Reading in Years 3 and 5 were similar to the median of like schools. In Mathematics in Year 3 our results indicate that we are lower than like schools. We are addressing this in 2019 with the implementation of the new Instructional Model, including daily practise in number fluency. In Year 5 our Mathematics result is similar to like schools. Overall, our NAPLAN learning gain shows more of our students making medium to high growth in all domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

Engagement

In 2018 we set the following goal for Student Engagement with key improvement strategies to help achieve the set targets.

Goal 2: To provide a stimulating learning environment where students are active, curious and collaborative learners who are connected to the local and global community.

KIS 1: If we refine processes for supporting students to develop challenging learning goals, plan steps to achieve them and evaluate their progress then student learning will improve.

KIS 2: If we implement strategies, including digital tools, to build teachers capacity to provide effective feedback to students and to regularly seek feedback from students about the extent of their learning then teaching and learning will improve.

KIS 3: If we are able to identify signs of disengagement then we can implement strategies to improve student attendance and performance.

Our Assessment and Reporting PLT (Professional Learning Team) developed the Steps to Success to support students to achieve their individual learning goals. These steps to success are currently being trialled by some teachers across the school with the intention to fully implement by 2020. Feedback, to and from students, continued to be a priority. Feedback was also part of the staff's PDP (Performance Development Process). Student surveys were also implemented in Terms 1 and 4 to provide teachers with feedback on their own performance. A team of teachers also participated in the Change Makers program to address the concerns with our high absenteeism. In 2019 we will implement strategies from the Change Makers to educate our community on the importance of attending school everyday in an attempt to reduce our student absences. On average our number of absences days is 19.3 compared to the state median of 15.1 days.

Wellbeing

In 2018 we set the following goal for Student Wellbeing with key improvement strategies to help achieve the set targets.

Goal 3: To develop a safe and inclusive learning community which supports the academic, social and emotional development of all students.

KIS 1: If we develop a whole school approach for the management of student behaviour with a focus on Restorative Practice then there will be consistency when managing student issues.

KIS 2: If we develop and implement strategies to support students to build resilience and strengthen their social skills then students will be better able to manage their emotions during difficult situations and build positive relationships with their peers.

KIS 3: If we strengthen partnerships with parents and the community then student learning and wellbeing will be better supported.

In 2018 we implemented the Restorative Approach to manage student behaviours. This approach focuses on the repairing the relationship between people when harm has been done. We also continued to embed strategies to help our student manage their emotions and make better choices. Some of these included the Take 5 approach and the School Wide Positive Behaviour matrix. Students Attitudes to School - Sense of Connectedness in Year 4-6 was above state; 85.6% compared to 81.1%. Similar results was seen in the Students Attitudes to School - Management of Bullying with our school result at 91.2% compared to the state median of 81.2%.

In 2019 we will continue to build resilience in students and strengthen their social skills through the implementation of the 4Rs program (Resilience, Rights, Respectful Relationships) and various mindfulness activities, such as Smiling Minds and calming music.

Financial performance and position

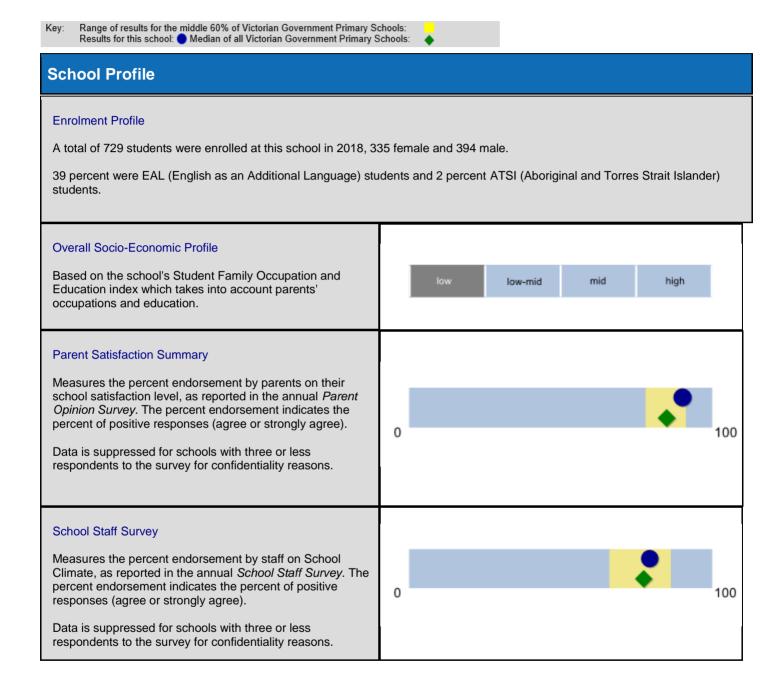
In 2018 the school managed its finances in line with School Council and Department of Education & Training processes. Income for 2018 was up from 2017 due to increased SRP funding (including equity funding) as a direct result of an increase in student numbers from 683.9 in 2017 to 730 in 2018. Expenditure for 2018 was up from 2017 due to a number of factors, including increased resources for additional classes, additional staffing for Professional Practice days and for special needs students. The financials include expenditure and a reimbursement of \$217,639 for renovation works for what was to the be combined Administration area for the complex. We continued to receive grants to fund the running of the Community Hub. The 2018 surplus was higher than the 2017 surplus because in 2017 we upgraded multiple facilities such as our telephone system, toilets, coverways etc. Salaries & property maintenance accounted for 61% on non-SRP expenditure. We continue to invest in staff professional development to improve student outcomes. The school maintained the DET requirement to have an operating 'safety net' of at least \$10,000.

For more detailed information regarding our school please visit our website at http://craigsth.vic.edu.au

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.



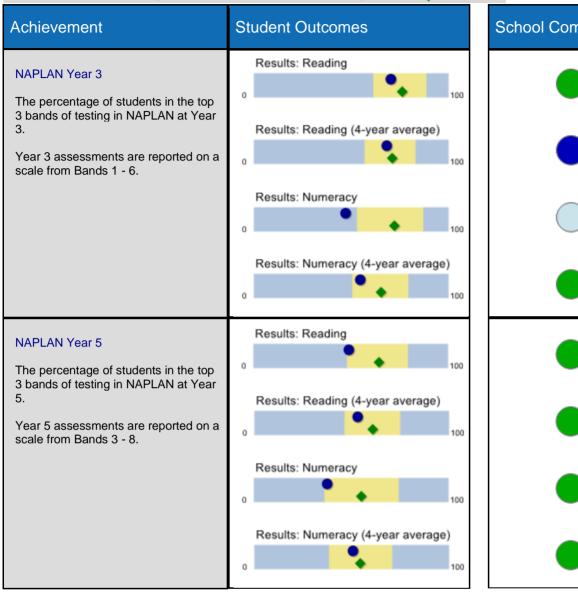


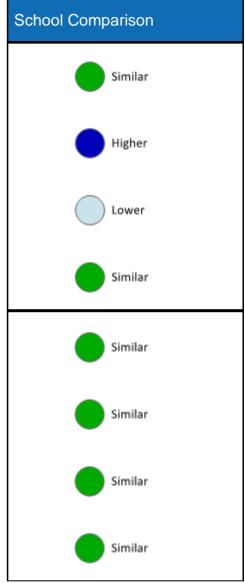
Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Achievement | Student Outcomes | School Comparison |
|---|--|------------------------------------|
| Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: English Mathematics For further details refer to How to read the Annual Report. | Results: English Results: Mathematics | School Comparison Similar Higher |
| | | |



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



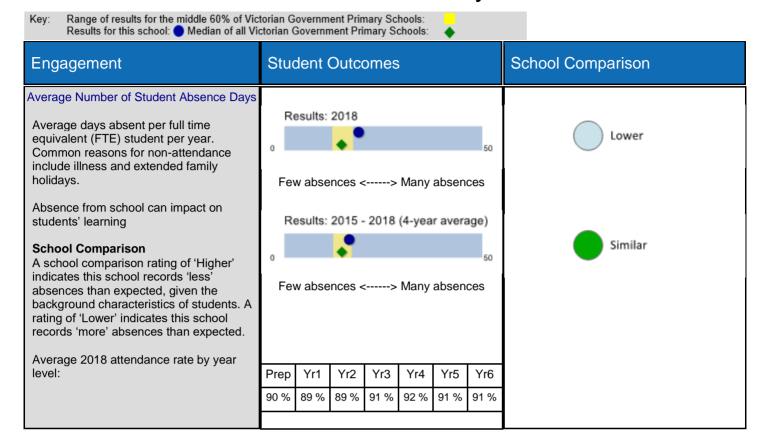




Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

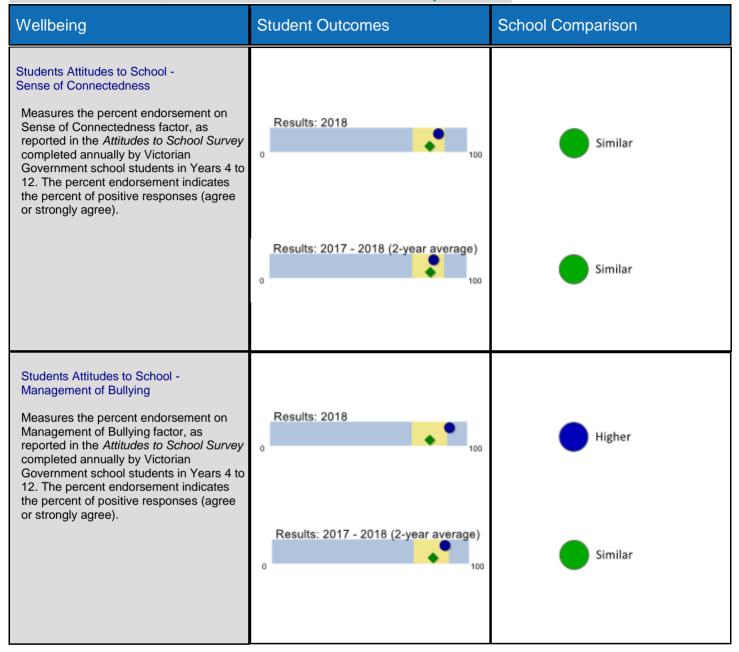
| Achievement | Student Outcomes | School Comparison |
|--|------------------|--|
| NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'. | Reading 35 % | NAPLAN Learning Gain does not require a School Comparison. |







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





Financial Performance and Position

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

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | | | |
|--|-------------|--|--|--|
| Revenue | Actual | | | |
| Student Resource Package | \$5,797,036 | | | |
| Government Provided DET Grants | \$1,668,830 | | | |
| Government Grants Commonwealth | \$13,249 | | | |
| Revenue Other | \$317,199 | | | |
| Locally Raised Funds | \$285,600 | | | |
| Total Operating Revenue | \$8,081,914 | | | |
| Equity ¹ | | | | |
| Equity (Social Disadvantage) | \$936,956 | | | |
| Equity Total | \$936,956 | | | |
| Expenditure | | | | |

| Financial Position as at 31 December, 2018 | |
|--|-----------|
| Funds Available | Actual |
| High Yield Investment Account | \$545,293 |
| Official Account | \$71,934 |
| Other Accounts | \$82,363 |
| Total Funds Available | \$699,590 |

| Equity Total | φοσο,σσσ | | |
|---------------------------------------|-------------|---|-----------|
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$5,708,528 | Operating Reserve | \$271,6 |
| Books & Publications | \$4,602 | Provision Accounts | \$4,9 |
| Communication Costs | \$4,992 | Capital - Buildings/Grounds < 12 months | \$800,0 |
| Consumables | \$148,129 | Total Financial Commitments | \$1,076,5 |
| Miscellaneous Expense ³ | \$182,189 | | |
| Professional Development | \$38,545 | | |
| Property and Equipment Services | \$333,307 | | |
| Salaries & Allowances⁴ | \$847,661 | | |
| Trading & Fundraising | \$83,433 | | |
| Travel & Subsistence | \$3,094 | | |
| Utilities | \$75,241 | | |
| Adjustments | \$217,639 | | |
| Total Operating Expenditure | \$7,647,359 | | |
| Net Operating Surplus/-Deficit | \$434,555 | | |
| Asset Acquisitions | \$80,816 | | |

- (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 04 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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







How to read the Annual Report

What does the About Our School section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

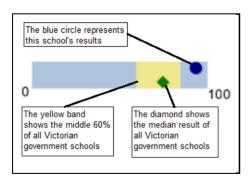
Engagement

- student attendance and engagement at school
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

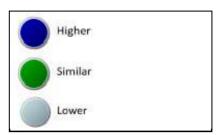


What does School Comparison refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the Victorian Curriculum?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').