

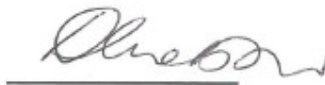
2013 Annual Report to the School Community

Edithvale Primary School

School Number: 3790



School Principal: Denise Webster



School Council President:
Martin Taylor



Date of Endorsement:

17.3.14

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 20kms south of Melbourne. Environmentally aware, and with an academic focus, Edithvale Primary School boasts committed, experienced teachers; friendly, hard-working students and a supportive parent community.

Our core values: *Doing the Right Thing, Working Together and Aspiring Higher* form the foundation of our vision - fostering a love of learning throughout our school community. The entire school community works diligently to ensure that these values underpin everything that we do and they provide a framework for the work we undertake together.

Our educational priority is to promote high quality teaching and learning practices in a safe and stimulating learning environment. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices. Our school prides itself on recognising and supporting the leadership potential of our students. Students are encouraged to participate in a range of additional activities that the school provides in sport, the arts and caring for the environment.

The focus of our current Strategic Plan has been to strengthen, for all stakeholders, their knowledge and understanding of mathematics. This has been supported by our involvement in the Mathematics Specialist Initiative which has included 2 staff members accessing intensive professional learning over 3 weeks that they can share with the entire staff. The ultimate aim being to improve student learning outcomes through improved teaching practices. We are committed to enhancing our professional learning program across all disciplines to develop our skills and knowledge as educational practitioners. Our Learning Centre, completed in September 2011 along with our current Technologies program, reflects and promotes current educational practices; inspiring and challenging our students to achieve their potential.

Our school has 20.9 equivalent full-time staff: 2 Principal class, 17.4 teachers and 3.5 Education Support staff. In 2014 we welcomed 2.4 new staff members (1 graduate teacher) to Edithvale as a result of an increased number of Prep enrolments and our involvement in the Mathematics Specialist initiative. All new staff (and students) are provided with a thorough induction and support program as they establish themselves as part of our wonderful community.

Our current enrolment remains reasonably steady at 310 students, of which 3 students are enrolled as part of the Program for Students with Disabilities (PSD). Students are in 14 classes and attend 3 specialist classes (French, Art and Physical Education). The school's SFO (Students' Family Occupation) is 0.36.




Achievement	Engagement	Wellbeing
<p>In 2013 Edithvale Primary School continued to focus on the development of teaching and learning particularly in the area of mathematics and Inquiry based learning. The overall performance of our students in the National assessment program (NAPLAN) highlighted the continued improvements made by our Years 3 students in Numeracy, Reading (both achieving well above State mean) and Writing. Results indicated that 96-98 % of our Year 3 students are working at or above the National Minimum Standards in Reading and Writing and that 100% of our students are above the Numeracy National Minimum Standards.</p> <p>In Year 5, results showed that in Writing (98%), Reading (89%) and Numeracy (96%) students are performing working at or above the National Minimum Standards. Importantly the average growth that students had between Years 3 and 5 was greater than the State growth in the areas of Reading, Writing and Numeracy.</p> <p>All staff accessed Professional Learning opportunities provided by the Kingston Network of schools, to improve their knowledge and understanding of mathematics and the pedagogy around it.</p> <p>A focus was placed on examining individual student work through the introduction of a 'student work protocol' that encouraged teachers to identify students' learning needs. Whole staff Professional Development was provided on the topic of Inquiry learning as staff developed their skills and knowledge of how to engage and extend students through creating deep and rich questions for students to explore.</p> <p>All staff were provided ongoing support and professional learning in the use of Interactive Whiteboards. Netbooks, flip cameras and ipods were provided for students and their use is routinely incorporated in all lessons.</p>	<p>In 2014 we will remain focused on showing continued improvement in the Student Attitudes to School survey in the target areas of Stimulating Learning and Teacher Effectiveness- areas that we made giant strides in during 2013</p> <p>The results of the 2013 Student attitude to School Survey were outstanding as for the first time ever we were above the State Mean in EVERY variable. Most pleasing were the upward trends in Learning Confidence, Stimulating Learning and Student Motivation in both year 5 and year 6 students</p> <p>Attendance patterns are established early and encouraged throughout a student's time with us. Accurate record keeping and open communication through the newsletter, parent notes and assembly items that support the "Every Day Counts" initiative allow us to monitor closely, attendance records. The data for 2013 reflected improved attendance rates in all levels except year 3. Particularly pleasing was the drop from 17.01 days to 13.54 days within the year 6 level.</p> <p>A suite of Extra Curricula activities were provided to students across all year levels during 2013. Some of these included the ever popular School Choir, ICT and Cheerleading (whose members became State Champions during the year). This has become an extremely valuable part of our curriculum and engages students across all levels of the school.</p> <p>Student leadership was again a focus for 2013 and students across all levels continued to develop skills in leadership, cooperative group work and civics and citizenship. Student school leaders attended the National Young Leaders day to hone their skills and they assisted in the organisation and running of the school's major fund raiser of the year- a whole school fun run. Students took</p>	<p>The teachers at Edithvale Primary School have a strong commitment to student wellbeing and work collaboratively with students and their families to foster a supportive and engaging learning environment.</p> <p>A values education program which runs throughout the school year focuses on building students' understanding of the school values and the student code of conduct as well as enhancing skills such as resilience, confidence, collaboration and goal setting. Restorative practices underpin our student management process and students and staff work together to solve issues and concerns. The success of these programs are evident in the Wellbeing variables of the Student Attitudes to School survey which have improved from 5.74 to 6.42 (Student Distress) and 5.65 to 6.15 (Student Morale)</p> <p>Edithvale Primary School has a well-structured and effective prep transition program which includes school tours, parent information nights, transition sessions for incoming students and visits to the local preschools. Our focus is to develop strong and productive relationships with the students and begin our learning partnership with their parents.</p> <p>The Year 6-7 transition program involves school visits to a number of local secondary colleges as well as the provision of information sessions. We aim to support students and their parents to make informed decisions about their educational future. We have established a shared Science program with one local secondary school where our students take lessons given by the older students in their laboratories.</p> <p>At another local secondary school we participate in student leadership programs and extra orientation sessions</p> <p>Past students continue to return to</p>

<p>Professional Learning teams in Mathematics, English and Wellbeing continued to drive school improvement and met regularly.</p>	<p>control of running whole school assemblies and improved their confidence in public speaking. Leaders represented our school and participated in ANZAC and Remembrance Day ceremonies. We continued to promote acceptable use of Information Technologies across the school as part of the eSmart program. As a result, our school community learnt more about Cyber safety. We continued to forge strong ties with local community organisations as students and staff attend events held at the Edithvale wetlands and local sporting clubs as we celebrated our Centenary.</p>	<p>school and speak with our senior students as they prepare themselves for Year 7 and we regularly have ex-students return to school for work experience placements. The whole school transition program in December continues to support all students as they move from one level of the school to the next. Students have the opportunity to work with their new classmates and teachers in preparation for the year ahead. We are very proud of this program which has been instrumental in improving our students' connectedness to school. Staff are assisted in this transition period by having professional discussions with each student's previous teacher to determine the learning needs for their new students. Staff are also provided with the previous year's student achievement data so that curriculum can be personalised to meet the needs of every student. Parent information meetings are conducted in February and these have been highly successful in establishing productive and supportive relationships with parents that will support the learning of their children. Parent information sessions on how we teach mathematics have also been ear marked for 2014</p>
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Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
 Result for this school:  Median of all Victorian government schools: 

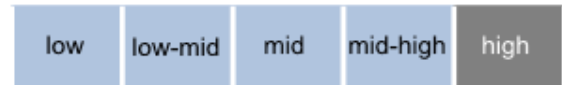
School Profile

School Enrolments

A total of 306 students were enrolled at this school in 2013, 159 female and 147 male.

Overall socio-economic profile

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



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools:
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>43%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>45%</td> <td>40%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>38%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>58%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	43%	30%	Numeracy	45%	40%	15%	Writing	33%	38%	30%	Spelling	23%	45%	33%	Grammar and Punctuation	25%	58%	18%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="587 741 1042 831"> <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>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	93 %	94 %	94 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	93 %	94 %	94 %	93 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

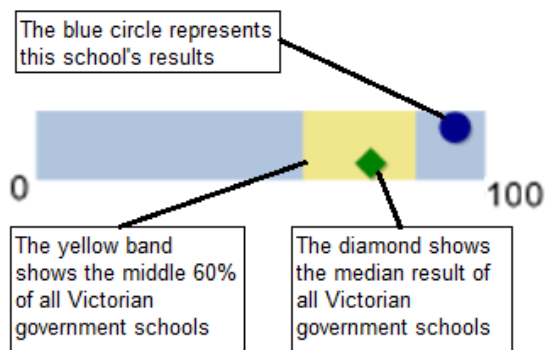
What are student outcomes?

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.



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 Indigenous 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.

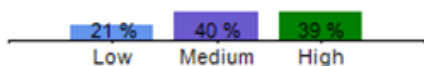
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$196,564	High Yield Investment Account	\$72,489
Government Grants Commonwealth	\$19,049	Official Account	\$12,970
Revenue Other	\$9,542	Other Accounts	\$76,893
Locally Raised Funds	\$240,418	Total Funds Available	\$162,352
Total Operating Revenue	\$465,573		
Expenditure		Financial Commitments	
Books & Publications	\$5,671	Operating Reserve	\$65,742
Communication Costs	\$4,564	Asset/Equipment Replacement < 12 months	\$8,000
Consumables	\$24,470	Maintenance - Buildings/Grounds incl SMS<12 months	\$32,000
Miscellaneous Expense	\$137,757	Revenue Receipted in Advance	\$4,525
Professional Development	\$8,057	School Based Programs	\$16,185
Property Maintenance	\$143,300	Repayable to DEECD	\$24,000
Salaries & Allowances	\$50,025	Other recurrent expenditure	\$11,900
Trading & Fundraising	\$48,821	Total Financial Commitments	\$162,352
Utilities	\$23,000		
Total Operating Expenditure	\$445,665		
Net Operating Surplus/-Deficit	\$19,908		
Asset Acquisitions	\$0		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

Through careful management practices and attention to internal controls we have once again completed the year in a financially sound position. The school is pleased with the way in which finances were administered and classrooms and programs were adequately resourced to meet the needs of the school's goals and targets. The provision of locally raised funds including voluntary contributions from families assisted in meeting our commitments particularly in high cost programs such as Curriculum and Information, Communication and Technology (ICT).