



## 2014 Annual Report to the School Community

Edithvale Primary School  
School Number: 3790



**Name of School Principal:** Denise Webster

**Name of School Council President:** Martin Taylor

**Date of Endorsement:** 24 March 2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)). This school meets prescribed minimum standards for registration as regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 26kms 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, Aspiring Higher* and *Connecting with Our Community* form the foundation of our vision - which is to foster a love of learning throughout our school community. Our educational priority is to promote high quality teaching and learning practices in a safe and stimulating learning environment, catering for the individual needs of a diverse range of students. High expectations are held for every student at Edithvale Primary School and students are encouraged to become critical thinkers and problem solvers. Members of our staff regularly assess and reflect upon their own work practices in order to provide our students with opportunities to achieve learning successes. 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 identifying 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 school fosters close links with parents and the broader community and recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We see ourselves as partners in the creation of healthy learning environments and excellent educational and wellbeing outcomes. We are further supported by our parents through their enthusiastic participation on School Council, PFA and as classroom helpers.

During 2014 the school underwent its Self-Evaluation and Review process and a new Strategic Plan has been developed which will support the learning and teaching program over the next 4 years. The focus areas for improvement in student achievement are Mathematics and Writing. Our involvement in the Mathematics Specialist Initiative has provided exemplary professional development for teachers and has resulted in significant improvement in our teaching practices and in the development of our mathematics program. The successful engagement of students in their learning is of vital importance and to assist us in this endeavor we will be enhancing our fleet of equipment in ICT. The leasing of new computers for the resource centre as well as the purchase of additional iPads will cater for the needs of students across all levels of the school.

Our school has 23.4 equivalent full-time staff: 2 Principal class, 17.2 teachers and 4.2 Education Support staff. In 2014 we welcomed 2.7 new staff members (all graduate teachers) to Edithvale. All new staff (and students) are provided with a thorough induction and support program as they establish themselves as part of our vibrant community.

Our current enrolment remains steady at 312 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 0.312.

## Achievement

In 2014 Edithvale Primary School continued to focus on the development of teaching and learning particularly in the area of mathematics.

The overall performance of our students in the National assessment program (NAPLAN): results indicated that 96 % of our Year 3 students are working at or above the National Minimum Standards in Reading; 96% in Writing and that 98% of our students are at or above the Numeracy National Minimum Standards.

In Year 5, results showed that in Reading (96%); Writing (100%) and Numeracy (100%) were at or above the National Minimum Standards. Importantly Naplan trend data indicates that the most significant area of growth was in Numeracy with the percentage of students growing at a high rate from 15% in 2013 to 43.2% in 2014.

AusVels Teacher Assessments consistently showed students in Years 1 – 3 achieved greater results than the state mean in all Mathematics dimensions. All staff accessed Professional Learning opportunities provided by the Mathematics Specialist Program and were involved in 1:1 coaching as part of this initiative. In 2015 there will be a specific focus on the learning and teaching of Mathematics in the senior school.

AusVels Teacher Assessments in Reading and Writing highlighted success in Foundation and Years 2 and 3 which were all above state mean. In 2014 the Words Their Way Spelling program was introduced and the Daily Five program was implemented across all levels of the school. In 2015 our future work will be to embed these programs and implement the 7 Steps to Writing Success program in order to improve achievement and growth across all levels in all English dimensions.

The focus placed on examining individual student work through the 'student work protocol' continued successfully throughout the year enabling teachers to identify students' learning needs and participate in rich professional conversations about them.

## Engagement

We continued to focus on improving the engagement of students in their learning and the Student Attitudes to School survey indicated that there have been significant improvements in the areas of learning confidence, school connectedness and student motivation. The trend is that students are stimulated by the learning that is designed and implemented effectively by teachers at EPS. Furthermore we are tracking well above both state and region mean factor scores across all variables.

Although we were still below the state average, our attendance data demonstrates that absences were slightly higher overall in 2014. To address this trend we work directly with parents to support their understanding of the importance of regular attendance. A more general approach is also taken on a regular basis through the newsletters.

The Extra Curricula program is well embedded at the school and offers students a range of options for engaging in activities in performing arts, fitness, ICT and the Environment.

Our Student leadership program has continued to evolve and students at all levels are involved in leadership activities through the SRC and our whole school assembly program. Senior students participate in a structured leadership curriculum unit of work during term 4 and this was expanded this year to include a team work component.

Transition across the school is comprehensive and assists all students as they move between year levels. Kinder to Foundation transition is thorough and the 6-7 transition activities include visits to and from local secondary school as well as the introduction of a new learning experience - 'A Week in the Life of a Secondary Student' - which the students, teachers and parents deemed to be highly successful.

## Wellbeing

Creating and maintaining a positive learning environment has been a key focus for Edithvale Primary School over the course of 2014. Student survey data reflects that in general, students are happy and that morale is high. In all measures of student wellbeing and relationships our students rated their learning environment in the top 25% of the state.

Our whole school approach to wellbeing is supported by a weekly program which is designed to explicitly teach social and emotional skills to students across every level.

The wellbeing of individual students is monitored and students at risk are supported by an extensive network of DET and external agencies that address specific needs. A small group of teachers attended training for the SAFEminds program which will enhance our range of support options for students at risk.

Parent partnerships and involvement are key components of our school culture. Parent information sessions that

outline the curriculum and important dates and events are conducted annually. Teachers provide opportunities for parents to attend sessions designed to increase their understanding of the programs we run in maths, cyber safety and how parents can be involved in reading and PMP throughout the school. In 2015 we will continue to encourage parents to be involved in their child's learning through open afternoons and evenings where student work can be showcased and celebrated.

## Productivity

The effective allocation and use of resources continued throughout the year. Organizational structures were introduced or refined in order to support key improvement strategies particularly in the learning areas of English and Mathematics. Time was provided for planning and a high level of funding was allocated to the professional learning budget to support the development of all teachers and support staff. The Mathematics Specialist grant enabled the introduction of school based professional learning provided by exemplary external providers as well as by our own specialists. Funding was provided to all year levels for the purchase of materials to support the curriculum programs that they had planned. The physical learning spaces are conducive to the implementation of co teaching opportunities as well as the development of flexible groupings for collaborative learning.

For more detailed information regarding our school please visit our website at  
<http://www.edithvaleps.vic.edu.au>

## 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 310 students were enrolled at this school in 2014, 160 female and 150 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

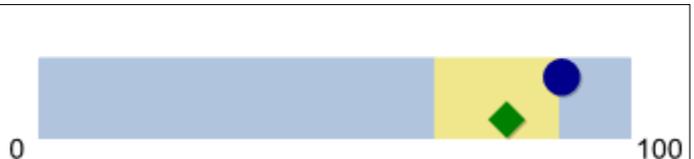
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### 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

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

### Performance Summary

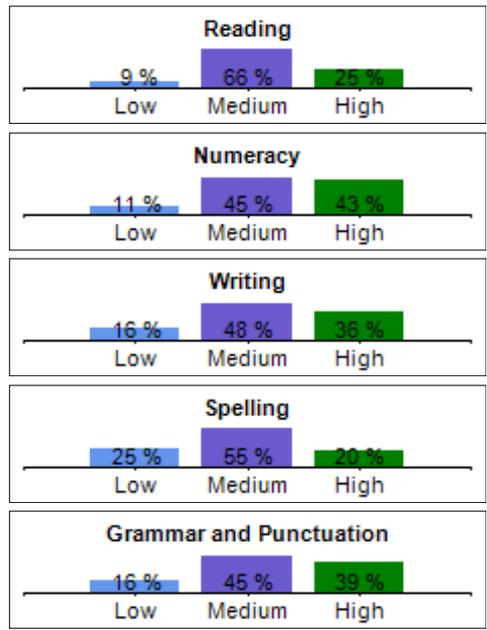
Key: Range of results for the middle 60% of Victorian government schools: [Yellow bar] Result for this school: [Blue bar] Median of all Victorian government schools: [Green bar]

Achievement	Student Outcomes	School Comparison
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**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.

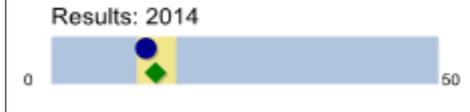
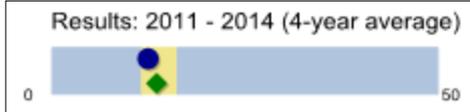
NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.



NAPLAN Learning Gain does not require a School Comparison.

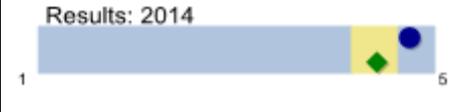
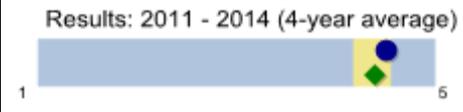
### Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</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. 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.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="564 869 1034 958"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	93 %	94 %	<p>Results: 2014</p> 	 Similar
	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6									
	94 %	93 %	93 %	93 %	93 %	93 %	94 %									
<p>Results: 2011 - 2014 (4-year average)</p> 	 Similar															
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## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2014</b></p> 	 Higher
	<p><b>Results: 2011 - 2014 (4-year average)</b></p> 	 Similar

# How to read the Performance Summary

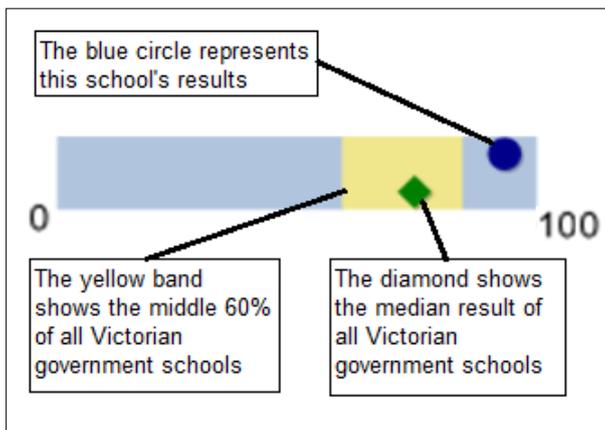
## What are student outcomes?

*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.

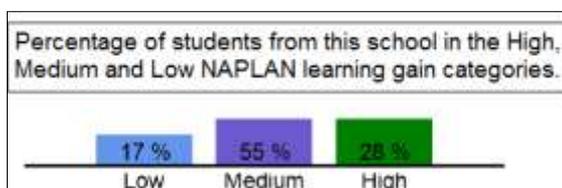
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.

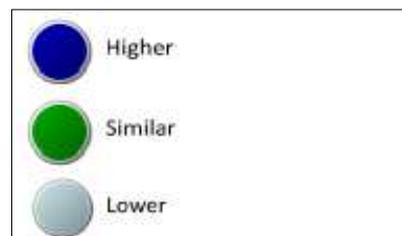


## What is a School Comparison?

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.

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, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,022,636	High Yield Investment Account	\$79,638
Government Provided DE&T Grants	\$208,970	Official Account	\$10,096
Government Grants Commonwealth	\$3,736	Other Accounts	\$79,568
Revenue Other	\$10,193	<b>Total Funds Available</b>	<b>\$169,303</b>
Locally Raised Funds	\$239,080		
<b>Total Operating Revenue</b>	<b>\$2,484,615</b>		

Expenditure		Financial Commitments	
Student Resource Package	\$2,023,584	Operating Reserve	\$66,388
Books & Publications	\$3,857	Asset/Equipment Replacement < 12 months	\$7,766
Communication Costs	\$4,434	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Consumables	\$28,565	Revenue Received in Advance	\$6,882
Miscellaneous Expense	\$179,777	School Based Programs	\$15,000
Professional Development	\$7,503	Repayable to DEECD	\$26,167
Property and Equipment Services	\$131,742	Other recurrent expenditure	\$11,100
Salaries & Allowances	\$15,410	Asset/Equipment Replacement > 12 months	\$6,000
Trading & Fundraising	\$48,610	Maintenance -Buildings/Grounds incl SMS>12 months	\$5,000
Utilities	\$25,393	<b>Total Financial Commitments</b>	<b>\$169,303</b>

<b>Total Operating Expenditure</b>	<b>\$2,468,875</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$15,740</b>
<b>Asset Acquisitions</b>	<b>\$6,808</b>

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.

### Financial performance and position commentary

Sound management of finances has continued at Edithvale Primary School throughout the course of 2014 and we were able to conclude the year with a small surplus. Funds were directed to support the key improvement strategies outlined in the Annual Implementation Plan. Additional resources for Professional Learning were provided by the grant for the Mathematics Specialist Program, a two year program beginning in 2014. Local Fundraising supported our curriculum program as well as assisted in the purchase of new iPads for use throughout the school.