

2015 Annual Report to the School Community

Edithvale Primary School

School Number: 3790



Name of School Principal:

James Whitla

Name of School Council President:

Stephen Smith

Date of Endorsement:

March 22nd 2016

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 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 2015.

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.

We provide a safe and secure learning environment, encouraging children to take risks and to engage in a diverse curriculum provided by a team of teachers committed to high quality instruction. We provide a supportive, engaging, active, and enjoyable environment that encourages all students to achieve their personal best. Our committed staff and dedicated parent community strive to provide a learning environment that encourages and fosters creative thinking and curiosity. We encourage each of our students to recognise their unique significance to our school community and support and guide them as they explore their interests and abilities.

Connecting with our Community, Working together, Doing the right thing and Aspiring Higher are core values that are the cornerstones of a strong culture of learning and development.

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 successes. A structured wellbeing program is provided across all levels of the school and is supported by our commitment to Restorative Practices. We actively educate students and practice the keys to developing resilience- Gratitude, Mindfulness and Empathy through our wellbeing program. Our school prides itself on identifying and supporting the leadership potential of our students and they are encouraged to participate in a range of additional extra curricula 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.

A mid-year change in Leadership during 2015 brought with it opportunity and a relatively seamless transition meant that, as a whole school community, we could continue on our way to becoming a truly great school.

During 2015 the school began to implement our 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 as well as the purchase of additional iPads helps to 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 2015 we welcomed 2.7 new staff members (all graduate teachers) to Edithvale. Our 2015 enrolment remained steady at 312 students, of which 3 students were enrolled as part of the Program for Students with Disabilities(PSD). Students were in 14 classes and attended 3 specialist classes (French, Art and Physical Education). The school's SFO (Students' Family Occupation) is 0.312.

Achievement

In 2015 Edithvale Primary School continued to focus on the development of teaching and learning particularly in the area of mathematics and writing

The overall performance of our students in the National assessment program (NAPLAN): results indicated that 95 % of our Year 3 students are working at or above the National Minimum Standards in Writing and Numeracy and 97% in Reading.

In Year 5, results showed that in Reading (98%); Writing (97%) 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 41% in 2014 to 50% in 2015. High relative growth was achieved in Spelling (43%) and Reading (25%) as well.

AusVels Teacher Assessments consistently showed students in Years F-5 achieved greater results than the state mean in the Number and Algebra dimension. As an entire school cohort in all Mathematics Domains our School Mean was higher than that of the State. 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 was a specific focus on the learning and teaching of Mathematics in the senior school.

As an entire school cohort in all English Domains- Reading and Viewing, Speaking and Listening and Writing- our School Mean was higher than that of the State. In 2015 the Words Their Way Spelling program was implemented and the Daily Five program began to get rolled out across all levels of the school. In 2016 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 highlighted we are tracking well above both State and Regional mean factor scores across all variables- Student Relationships, Wellbeing and Teaching and Learning. The Student Attitudes to Schools Survey continues to show that students are stimulated by the learning that is designed and implemented effectively by teachers at EPS.

Our attendance data showed that absences across most year levels were higher overall in 2015. 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 and communication apps.

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 participated 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 2015. 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. In 2015 we began work on embedding the 24 Character Strengths into the curriculum as we aim to improve student resiliency.

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. Teachers continued to refer to the SAFEminds program to support options for students at risk. Speech pathologists and external psychologists were employed to ensure families and students had access to services that assist them to learn and develop academically and socially.

Teachers continued to 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 2016 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.

Significant funding was allocated to professional learning for an expanded leadership team as we immersed ourselves in the 'Powerful Learning Project' that aims to foster creativity and curiosity. The work undertaken by the team focused on what excellent teaching and learning looks like and the first 'theory of action' was unveiled to all staff. This focused on Learning Intent and Success Criteria and the Pace of lessons. Our involvement in this project has been subsidized by the Myer Foundation.

Curriculum Days focused on staff professional learning in the effective use of the '7 Steps to Writing Success' Program and 'Peer Coaching'




A highly successful School fair and Concert raised money to help with the establishment of a Bike Shed, increased access to ICT and the upgrade of some school facilities.

For more detailed information regarding our school please visit our website at
<http://www.edithvaleps.vic.gov.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

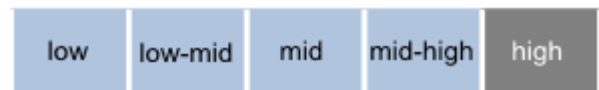
School Profile

Enrolment Profile

A total of 312 students were enrolled at this school in 2015, 160 female and 152 male. There were 5% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.




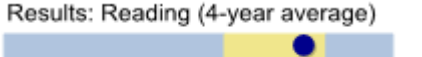



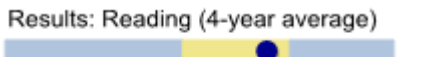

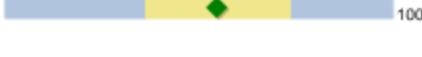
Performance Summary

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




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> Similar</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

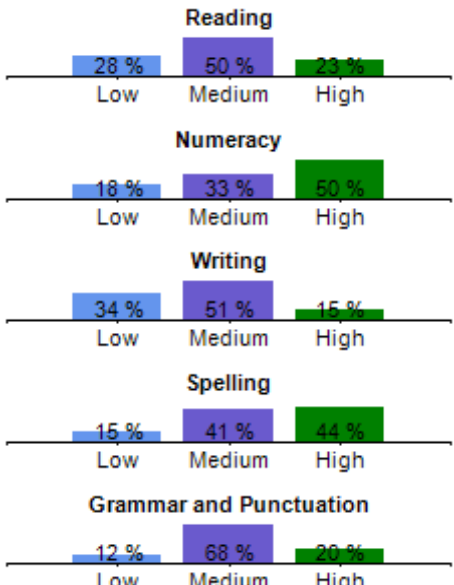
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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> Higher</p> <p> Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <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>50%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>33%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>41%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>68%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	50%	23%	Numeracy	18%	33%	50%	Writing	34%	51%	15%	Spelling	15%	41%	44%	Grammar and Punctuation	12%	68%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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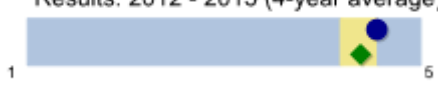



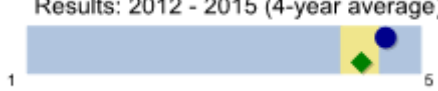


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	93 %	94 %	92 %	92 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	93 %	93 %	94 %	92 %	92 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

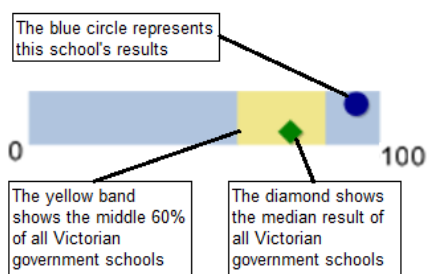
What are student outcomes?

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

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

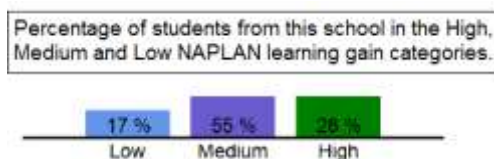
You can see these results for the latest year, as well as the average of the last four years (where available).

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

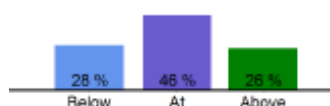


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

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

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

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



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

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

What is the meaning of 'Data not available'?

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

What is this school doing to improve?

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

Financial Performance and Position

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

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,081,408
Government Provided DE&T Grants	\$222,200
Government Grants Commonwealth	\$7,847
Revenue Other	\$11,318
Locally Raised Funds	\$302,938
Total Operating Revenue	\$2,625,712

Funds Available	Actual
High Yield Investment Account	\$118,884
Official Account	\$3,769
Other Accounts	\$107,435
Total Funds Available	\$230,088

Expenditure	
Student Resource Package	\$2,058,797
Books & Publications	\$4,114
Communication Costs	\$3,442
Consumables	\$29,767
Miscellaneous Expense	\$193,818
Professional Development	\$14,939
Property and Equipment Services	\$136,751
Salaries & Allowances	\$15,342
Trading & Fundraising	\$68,372
Utilities	\$22,859

Financial Commitments	
Operating Reserve	\$74,697
Asset/Equipment Replacement < 12 months	\$17,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$56,000
Revenue Received in Advance	\$20,823
Other recurrent expenditure	\$5,742
Asset/Equipment Replacement > 12 months	\$18,000
Capital - Buildings/Grounds incl SMS>12 months	\$11,124
Maintenance -Buildings/Grounds incl SMS>12 months	\$21,200
Total Financial Commitments	\$224,586

Total Operating Expenditure **\$2,548,199**

Net Operating Surplus/-Deficit **\$77,513**

Asset Acquisitions **\$6,973**

Student Resource Package Expenditure figures are as of 04 March 2016 and are subject to change during the reconciliation process.

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

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

Sound management of finances has continued at Edithvale Primary School throughout the course of 2015 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 2015. Local Fundraising- highlighted by a profitable School Fair and end of year concert, supported our curriculum program, an upgrade of our school oval as well as assisted in the purchase of new iPads for use throughout the school.