2016 Annual Report to the School Community

THE EDUCATION STATE

School Name: Edithvale Primary School

School Number: 3790

VICTORIA State Government | Education and Training

Name of School Principal:	James Whitla
Name of School Council President:	Steve Smith
Date of Endorsement:	March 21, 2017

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

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, 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 success. 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.

During 2016 the school continued its focus on our Strategic Plan. 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 endeavour 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 2016 we welcomed 1.4 new staff members (one a graduate teacher) to Edithvale. Our 2016 enrolment increased slightly to 327 students on census day but by the end of the year our student numbers were closer to 340, of which 5 students were enrolled as part of the Program for Students with Disabilities(PSD). Students were in 15 classes and attended 3 specialist classes (French, Art and Physical Education). The school's SFO (Students' Family Occupation) is 0.325 and its SFOE (Students' Family Occupation and Education) is 0.2778

Framework for Improving Student Outcomes (FISO)

Our Leadership team decided upon making 'Building practice excellence' and 'Building leadership teams' our two focus areas for 2016

'Building practice excellence' was selected as we believe that effective schools are learning communities and that we have a collective responsibility to develop and deliver effective and consistent practices to our students. Professional learning- including cycles of Peer observation and Feedback- focused on Higher Order Questioning, Learning Intent and Success Criteria- provided professional challenge and reflection opportunities to grow as a community of practice. High-performing schools are learning organisations that recognise the importance of working together to achieve their collective purpose of learning for all. To do this, schools develop a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation.

Research has shown that collaborative approaches to teacher development, including peer-to-peer observation, shared teaching and learning program development, and team-teaching are most effective in improving student and school outcomes.

Our 2015 School Staff Survey (SSS) indicated that Staff Trust in Colleagues (85.16), Teacher Collaboration (82.75) and Collective Responsibility (90.78) were all highly rated and combined with a low Feedback rating in the Professional Learning module (77.00) is an indication that we could embed our cycle of observation, feedback and basic coaching of classroom teaching in 2016. This was successfully achieved after undertaking professional learning in establishing protocols around each of the components to the cycle, creating a schedule and providing extra time to all staff. The time effort and energy invested into this sharing of practice helped raise our School Staff Survey data so that it now indicates Staff Trust in Colleagues (93.29), Teacher Collaboration (86.74) and Collective Responsibility (90.00). The Feedback rating in the Professional Learning module (94.53) had a significant leap

'Building leadership teams' was a strategy that we engaged with as a result of our teaching demographic showing we have a young and experienced staff – 15 out of 25 with 7 or less years teaching experience and we need to plan ahead with possible retirements in the next 2 years. In strengthening our succession planning and developing the capabilities of our young leaders to use data and coaching and feedback we have been able to build a culture that is focused on school improvement.

An expanded leadership team consisting of the Principal, Assistant Principal, Leading Teacher and 5 other classroom teachers all participated in professional learning opportunities provided through Bastow Institute. Our leaders had the chance to plan, and deliver whole school professional development on Curriculum days that examined Curiosity and Powerful learning as well as investigating the new Victorian curriculum.

Promoting teacher learning and development is the leadership activity most associated with achieving student learning outcomes. Strong leaders create a safe environment for teachers to develop their practice with others. Great leaders also develop a culture of communication and collaboration with a focus on distributed leadership and in 2016 we took giant strides to becoming a great leadership group.

Achievement

In 2016 Edithvale Primary School continued to focus on the development of teaching and learning particularly in the area of Mathematics and Writing.

Naplan data indicated that High relative growth was achieved in Writing (30%), Numeracy (13%) and Reading (32%). This combined with the percentage of our year 5 students in the top two bands in writing and Reading had us being considered as a high performing School in 2016.

The overall performance of our students in the National assessment program (NAPLAN): results indicated that the percentage of our Year 3 students are working at or above the National Minimum Standards in Writing, Numeracy Reading were 90, 86 and 86 respectively and that the percentage of students performing in the top 2 bands for each domain were 45, 38 and 50 respectively.

In Year 5, results showed that in Reading (92%); Writing (94%) and Numeracy (92%) were at or above the National Minimum Standards. The % of students performing in the top 2 bands for each domain were 54, 32 and 38 respectively

AusVels Teacher Assessments consistently showed students in Years F-5 achieved greater results than the state mean in the Reading dimension and the same could be said for our F-2 students in Number and Algebra.

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 2016 the CAFÉ and Daily 5 programs were rolled out across all levels of the school with all staff receiving professional learning in how to effectively use these programs to enhance students' reading skills. In 2017 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 peer observations continued successfully throughout the year enabling teachers to identify students' learning needs and participate in rich professional conversations about them.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

| ☐ Victorian Early Years Learning and Development Framework | ☐ AusVELS | ☐ Victorian Curriculum | X A Combination of these |

Engagement

Our goals for 2016 included deepening the extent to which students feel connected to and engaged with their learning AND

Developing and implementing a stimulating, motivating and engaging curriculum and learning environment to meet the needs of all students.

The creation of a Creative Thinking and Curiosity team that focused on Including critical thinking, problem solving and curiosity skills in the curriculum had a positive impact with a successful curriculum day planned and delivered. The work of Professor John Munro "Curiouser and Curiouser' was the catalyst for this work and we followed this up with a whole days learning with Professor Munro that looked at the art of questioning. The Student Attitudes to School Survey (SATS) has 76% of students with positive Student Motivation and 97% of students agreeing that they had a Stimulating learning

environment.

We created a number of creative and curious spaces for students to work in as we reconfigured classroom spaces and furnished these with bright articles. Stimulating paintings of 'Alice in Wonderland' now adorn our corridors- thanks to one parent who has shared her creative gifts with us.

Further work as part of the Curiosity and Powerful Learning program was undertaken by a cross section of our staff as we sought to ask our students rich and challenging questions designed to trigger deeper thinking in all aspects of the curriculum. A focus on getting the timing of each lesson right and ensuring that students knew what success at the end of the lesson looked like was complemented by our professional learning in Inquiry based teaching. The result was a concentrated Inquiry focus on the Olympics that included an opening ceremony and a whole school celebration and presentation day was a great way to engage with all members of our school community and authentically show students' learning.

This was built upon with a series of open nights for Maths and English and a 'Passion' day where staff and parents alike banded together to teach a range of topics, subjects and classes that they are most passionate about which may have contributed to the Parent Survey data which showed an increase in Stimulating learning 5.69 to 5.81

A highly successful 'Yellow Brick Road' Art Show that highlighted the many and varied talents of our students (and some staff) received glowing praise from all those who attended as our Senior School Learning center became a 'gallery of stars' for the night. The engagement of all members of our extended school community in the night again showed the great spirit and strong culture that abounds at Edithvale Primary School.

Wellbeing

Creating and maintaining a positive learning environment continued to be a key focus for Edithvale Primary School over the course of 2016.

In 2016, the Student Attitudes to School Survey dipped across all factors. On reflection, the administering teachers felt there was a lack of student understanding of the 'big picture' in relation to the survey and that greater preparation should take place in 2017. We believe this will have a marked impact moving forward.

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 2016 we continued to work on the 24 Character Strengths with a focus on resilience, growth mindset and links to the school values. Year 3 and 4 baseline resilience data was collected using Helen McGrath's Bounce Back Resilience Survey. This will be re-administered in 2017 using the same cohort (now year 4 and 5) to help monitor the effectiveness of our wellbeing programs. The Risk Assessment and Management Process (RAMP) was also introduced in 2016. Each teacher completed the monitoring google form for every student in their class. This identified risk and protective factors at a school-wide, cohort and individual level, providing a platform for planning intervention and prevention programs.

Students at risk are supported by an extensive network of DET and external agencies that address specific needs. 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. Naomi Newton (Clinical Psychologist) was accessed by many families in 2016. Families received a referral from their GP to access this service, which supported students and families with issues such as grief and loss, behavioural concerns and anxiety.

Teachers continued to provide opportunities for parents to attend sessions designed to increase their understanding of the programs we run in maths, English and 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.

Overall;
- The average days absent from school from 2012-2016 is 13 days. This is 1 day below similar schools (14 days)
- 66% of students felt connected to school in 2016. This will be an area of focus in 2017
- 89% of staff were positive about our school climate
- 94% of parents were satisfied with the school overall.

For more detailed information regarding our school please visit our website at
www.edithvaleps.vic.edu.au

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 327 students were enrolled at this school in 2016, 161 female and 166 male.
There were 8% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

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

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary.*	Results: English 0 — 100 Results: Mathematics 0 — 100	Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Lower Lower Lower Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Similar Similar Similar

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Performance Summary

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 19 % — 49 % — 32 % Low — Medium — High **Numeracy** 38 % — 49 % — 13 % Low — Medium — High **Writing** 19 % — 49 % — 32 % Low — Medium — High **Spelling** 21 % — 57 % — 21 % Low — Medium — High **Grammar and Punctuation** 17 % — 53 % — 30 % Low — Medium — High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. 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. Average 2016 attendance rate by year level:	**Results: 2016** 0 ————————— 50 Low absences <------> high absences **Results: 2013 - 2016 (4-year average)** 0 ————————— 50 Low absences <------> high absences	🟢 Similar 🟢 Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	92 %	94 %	93 %	93 %	93 %	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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	⬤ Similar ⬤ Higher
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	⬤ Similar ⬤ Higher

Edithvale Primary School

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, P-12 and specialist schools, 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.
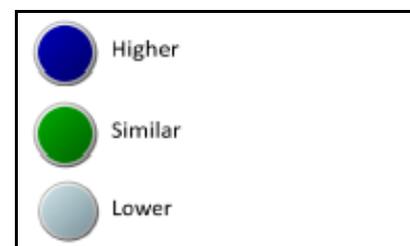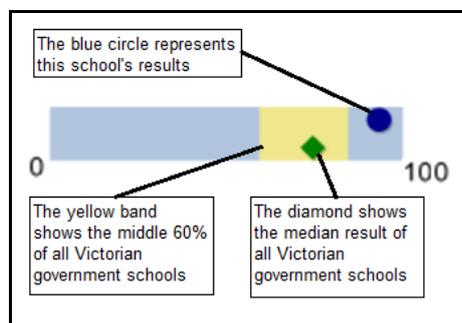
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
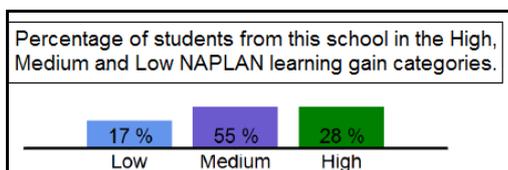
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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/manage ment/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.

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Financial Performance and Position

Financial performance and position commentary

A surplus was achieved as a result of an increase in Student enrollments and a change in our staff profile that saw a number of Classroom range 2 staff take family leave. They were replaced by less experienced (and less expensive) staff. A strong and vibrant Fundraising arm of our School Council raised more than expected through a number of events, raffles and promotions. Other passive income from things such as Hall hire also contributed to a stronger than expected bottom line

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$2,134,464
Government Provided DET Grants	$236,286
Government Grants Commonwealth	$16,226
Revenue Other	$12,255
Locally Raised Funds	$270,421
Total Operating Revenue	**$2,669,652**

Expenditure	
Student Resource Package	$2,126,598
Books & Publications	$2,431
Communication Costs	$4,509
Consumables	$34,851
Miscellaneous Expense	$204,777
Professional Development	$16,654
Property and Equipment Services	$142,536
Salaries & Allowances	$16,230
Trading & Fundraising	$53,367
Utilities	$21,549

Total Operating Expenditure	**$2,623,501**
Net Operating Surplus/-Deficit	**$46,151**
Asset Acquisitions	**$10,000**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$159,399
Official Account	$6,688
Other Accounts	$110,309
Total Funds Available	**$276,396**

Financial Commitments	
Operating Reserve	$76,513
Asset/Equipment Replacement < 12 months	$32,500
Maintenance - Buildings/Grounds incl SMS<12 months	$73,000
Revenue Receipted in Advance	$11,883
Provision Accounts	$3,500
Repayable to DET	$25,000
Other recurrent expenditure	$8,000
Asset/Equipment Replacement > 12 months	$22,000
Maintenance -Buildings/Grounds incl SMS>12 months	$24,000
Total Financial Commitments	**$276,396**

Student Resource Package Expenditure figures are as of 06 March 2017 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.