

2018 Annual Report to The School Community



School Name: Edithvale Primary School (3790)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 27 March 2019 at 07:20 AM by James Whitla
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 07:51 AM by Stephen Smith
(School Council President)

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 and staff 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, through a formal Peer Observation program, 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, and as classroom helpers. The percent endorsement by parents on their school satisfaction -Ethos and Environment- as reported in the annual Parent Opinion Survey was 91%. The School Staff Survey showed an overall endorsement of the School Climate of 89%, fifteen percent higher than the State Median. This suggests positive staff wellbeing.

2018 was the second year of our Strategic Plan and we continued to focus our work on improving student achievement in Mathematics and Writing and empowering students through having greater agency in their learning. The successful engagement of students in their learning is of vital importance and to assist us in this endeavor we enhanced our fleet of equipment in ICT with a view to introducing an expansive robotics program in 2019. The leasing of new computers as well as the purchase of additional iPads helped to cater for the needs of students across all levels of the school.

Our fabulous workforce is comprised of 25.6 equivalent full-time staff: 2 Principal class, 20.1 teachers and 5.1 Education Support staff. In 2018 we welcomed 3 new staff members (one a graduate teacher) to Edithvale. The retirement of a 2 experienced staff members as well as increased Foundation student numbers ensured our expanded workforce. Our 2018 whole school enrolment increased slightly to 354.4 students on census day of which 6 students were enrolled as part of the Program for Students with Disabilities (PSD) and a further 3 students shared their time between Yarrabah School and Edithvale Primary. In total students were in 16 classes and attended 3 specialist classes (French, Art and Physical Education). The SFOE (Students' Family Occupation and Education) is 0.2644

Framework for Improving Student Outcomes (FISO)

The Improvement Initiatives and Strategies implemented by Edithvale Primary School include: Building Practice Excellence and Curriculum Planning and Assessment through ongoing professional learning as part of the Curiosity and Powerful Learning work including through Peer Observations around the Theories of Action and Models of Practice. These were complemented by the DET's rollout out of their High Impact teaching Strategies (HITS). Our focus for the year was on Setting Goals, Feedback and Questioning.

An expansive Peer Observation structure has helped develop a community of practice that focuses on improved student learning through precision teaching and feedback on the HITS

Documented whole school programs (7 Steps to Writing Success, CAFÉ and Daily 5) have formed the nucleus of a strong Instructional Model and consistent approach to the explicit teaching of Reading and Writing in years F-6. Mathematics teaching is focused on the Booker sequence to ensure all students have a solid understanding of Place Value and Number fluency. A whole school assessment schedule with a mixture of standardised testing and formal observations have helped teachers monitor student progress and identify their point of need.

Professional leadership

Building the leadership capacity of our leaders through providing opportunities for staff to be part of an expansive Leadership team, in charge of Professional Learning Teams (PLTs) have been created and supported through professional development. The Staff Survey School Leadership module has shown growth in the Instructional Leadership domain- now 92% endorsement of this domain- on the back of regular feedback from team members about their effectiveness as leaders as well as consistent protocols, norms and values that form the structure of all learning meetings.

Our substantive Assistant Principal secured an Acting principal role at the end of 2018 whilst another current teacher was promoted to a Learning Specialist role for 2019 which highlights the support and development that is invested into the school's leaders across the board.

Positive Climate for Learning

Improved Health and Wellbeing outcomes through developing Resilience in students was achieved by creating a consistent approach to our 'wellbeing hour.' This included the teaching of the character strengths, growth mindset, circle time, restorative chats and taking our first steps with the "Resilience Project" resources.

Achievement

Through targeted professional learning and intervention for students, we have helped to create exceptional opportunities for students to learn and grow. Our student outcomes remain at a 'Similar' or 'Higher' level compared to other schools and our 4 year average in both Year 3 and 5 for Reading and Numeracy is clearly above the median for all Victorian Government schools.

The overall performance of our students in the National Assessment Program Literacy and Numeracy (NAPLAN) results have indicated that our Year 3 students are working at or above the National Minimum Standards in Writing (97%), Numeracy (100%) and Reading (97%). The percentage of students performing in the top 2 bands for each domain were 68%, 68% and 58% respectively.

In Year 5, results showed the percentage of students performing in the top 2 bands for each domain were Reading 51%, Writing 8% and Numeracy 37% respectively.

There was some great HIGH growth in our NAPLAN data. With the State average High Growth being 25%, Edithvale Primary exceeded our targets and managed High Growth for Reading (39%), Writing (21%) and Numeracy (36%) through providing challenging learning opportunities for our students.

To ensure further improvement we will continue to plan collaboratively in teams, engage in peer observations that build on Department High Impact Teaching Strategies of feedback, goal setting and questioning and focus on

Structuring Lessons, Explicit teaching and Worked Examples throughout 2019

Engagement

Deepening the extent to which students feel connected to and engaged with their learning has been a key driver for us throughout 2017. We continued to develop and implement a stimulating, motivating and engaging curriculum and learning environment to meet the needs of all our students. The average number of absence days in 2018 (and over a four year period) are less than the State Median.

The creation of a Creative Thinking and Curiosity Professional Learning 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. Extensive research into Project Based Inquiry Learning helped to integrate the Victorian Curriculum Capabilities into teachers' planning and help students to delve deeper into their own thinking. The result has been greater student engagement and interest in units of work and there have been more 'authentic' presentations of their learning.

The Student Attitudes to School Survey (AtoSS) has 88% of students with positive Student Motivation and Interest and 87% of students agreeing that they had a Stimulating learning environment.

Employment of a staff member 3 days per week to help support and extend our students (using our equity funding) helped to pitch student learning at their point of need.

Further work as part of the Curiosity and Powerful Learning program was undertaken by 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.

This was built upon with a series of open nights for English as well a successful STEM evening were well attended by parents and students and we're keen to run these again in 2018 which may have contributed to the Parent Survey data which showed 84% of parents agreeing that Stimulating Learning opportunities are being provided.

Wellbeing

Creating and maintaining a positive learning environment continued to be a key focus for Edithvale Primary School throughout 2018. As a result, we saw a significant improvement across all factors of the Student Attitudes to School Survey compared to the previous year. Overall student Sense of Connectedness and Management of Bullying was approximately ten percent higher than the State median for both factors.

The percent endorsement in our Student Attitude to School Surveys indicates the percent of positive responses (agree or strongly agree) in the domains of Sense of Connectedness and Management of Bullying showed a HIGHER rating in Comparison with other schools

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 24 Character Strengths with a focus on resilience, growth mindset and links to the school values continued to be a priority. The Risk Assessment and Management Process (RAMP) was administered across the school at the end of term one allowing us to identify risk and protective factors at a school-wide, cohort and individual level, providing a platform for planning intervention and prevention programs. We also introduced the Resilience Project resources, in 2018 with all students accessing their reflective journals to help them appreciate and understand the importance of gratitude, empathy and Mindfulness.

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 2018.

We employed our own Speech pathologist one day per week to complete initial screening assessments as well as provide targeted group and individual interventions throughout the year.

Financial performance and position

There was an overall surplus of \$63 304 (down from \$85 505 in 2017). The drop in surplus was in part due to some credit to cash payments made to help fund our own speech pathologist and help pay for a new playground. The retirements of some staff during the year as well as some Family leave and Long Service Leave being taken as well as extra PSD funding that cam in throughout the year meant that we had a larger surplus than anticipated. Equity funding (\$15, 864) was used to employ a support teacher over 3 days per week
2018 was the first year that we operated under the new Industrial Agreement. Part of this agreement is that all teachers receive 4 days of leave for Professional Practice (pro rata for part time staff) and this proved to be a bit of a challenge.- hence the blowout in Salaries for Casual Relief Teachers (CRTs). This was all funded through the SRP, and we needed to top up the professional learning and CRT budgets throughout the year to help provide these days.




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 contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

Enrolment Profile

A total of 354 students were enrolled at this school in 2018, 164 female and 190 male.

8 percent were EAL (English as an Additional Language) students and ND 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.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.









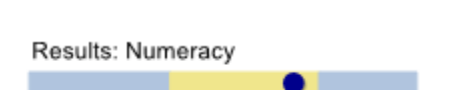
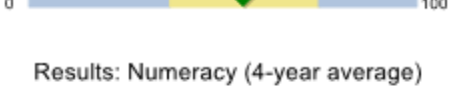
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<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>● Similar</p> <p>○ Lower</p> <p>● Higher</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>● Higher</p> <p>● Higher</p> <p>● Similar</p> <p>● Higher</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, 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>9%</td> <td>52%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>40%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	52%	39%	Numeracy	21%	43%	36%	Writing	19%	60%	21%	Spelling	33%	40%	27%	Grammar and Punctuation	33%	56%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1018 1003"> <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>92 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	93 %	94 %	91 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	92 %	93 %	94 %	91 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,603,883
Government Provided DET Grants	\$345,489
Government Grants Commonwealth	\$11,853
Revenue Other	\$10,692
Locally Raised Funds	\$323,140
Total Operating Revenue	\$3,295,057

Equity ¹	
Equity (Social Disadvantage)	\$15,824
Equity Total	\$15,824

Expenditure	
Student Resource Package ²	\$2,542,444
Books & Publications	\$1,914
Communication Costs	\$3,280
Consumables	\$39,127
Miscellaneous Expense ³	\$184,924
Professional Development	\$16,682
Property and Equipment Services	\$216,632
Salaries & Allowances ⁴	\$135,769
Trading & Fundraising	\$59,099
Utilities	\$31,885

Total Operating Expenditure	\$3,231,753
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Net Operating Surplus/-Deficit	\$63,304
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Asset Acquisitions	\$7,205
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$149,867
Official Account	\$2,772
Other Accounts	\$74,338
Total Funds Available	\$226,978

Financial Commitments	
Operating Reserve	\$96,290
Other Recurrent Expenditure	\$1,961
Provision Accounts	\$1,009
Funds Received in Advance	\$30,596
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$51,469
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$9,654
Total Financial Commitments	\$226,978

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

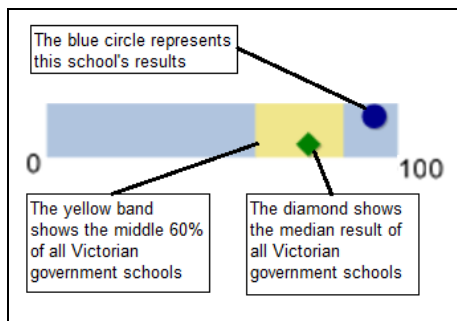
Engagement

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

Wellbeing

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

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

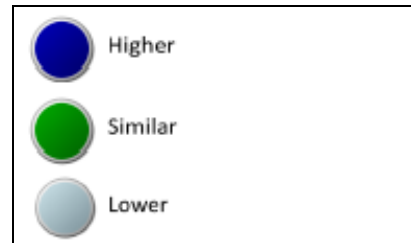


What does *School Comparison* refer to?

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

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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