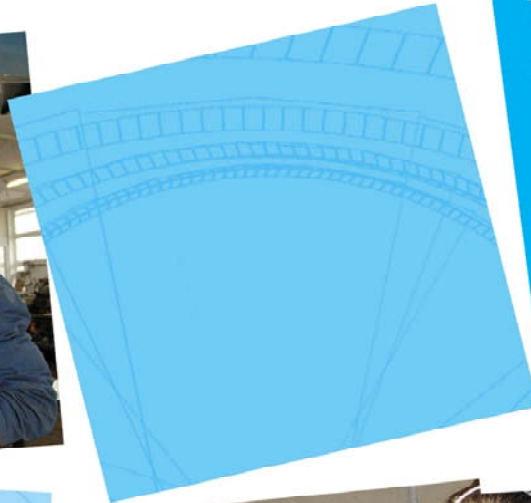


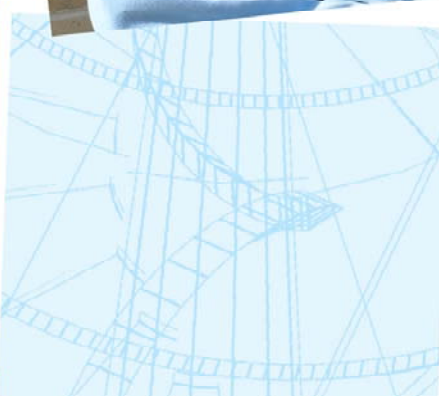
2009 Annual Report to the School Community

Edithvale Primary School

School Number: 3790



Every
child,
every
opportunity



Edithvale Primary School

Edithvale Primary School was established in 1913 and is situated in a unique area between Port Phillip Bay and the Edithvale Wetlands, 20kms south of Melbourne. Environmentally aware, and with an academic focus, Edithvale Primary School boasts committed and experienced teachers, friendly and hard-working students and a supportive School Council and parent community. The school has a rich history and well-established links with local pre-schools, network schools and community agencies.

In 2009 the whole school community was involved in a process of self-evaluation and review, culminating in the development of our new Strategic Plan. Our comprehensive curriculum is designed to cater for the individual needs of a diverse range of students. Our educational priority is to promote high quality teaching and learning practices in a safe and stimulating learning environment. This school has 24.5 equivalent full time staff: 2 Principal Class, 18.1 teachers and 4.4 Education Support staff. A new Learning Centre, to be completed in 2010, along with our current Information and Communication Technologies program, will promote current educational practices, inspiring our students to achieve their potential and develop skills that will enable them to become productive, global citizens.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Overall, student data from a range of sources has shown our students to be progressing at a reasonable level. However, specific data such as median scores achieved against the NAPLAN Numeracy tests indicate that results were lower than predicted given our student cohort.</p> <p>Edithvale Primary School has developed a strong agenda for improvement which focuses on building the capacity of teachers and addressing the differentiated learning needs of individual students. The use of a Teaching and Learning coach; increased allocated teaching time for core subjects; and the facilitation of a robust Professional Development program will assist in improving student outcomes particularly in Mathematics.</p> <p>In 2010 our school will be participating in the Literacy and Numeracy National Partnership. A strong focus on both Assessment and Data Analysis will also be a significant part of our Annual Implementation Plan. Improved technology and a commitment to Inquiry based learning will also support our goals to improve levels of student achievement.</p>	<p>Edithvale Primary School has a strong commitment to student welfare and works collaboratively with staff and families to foster a supportive and engaging learning environment.</p> <p>A positive school tone is evident through a well-structured, consistently implemented student code of conduct and a whole school emphasis on our over-arching values: Doing the Right Thing, Working together and Aspiring Higher. On-going professional development for staff focuses on Restorative Practices in student management and engaging teaching practices in the classroom. A new Student Leadership program in 2010 will encourage more students to take up roles with responsibility contributing to the decision-making processes.</p> <p>Attendance is monitored closely -non attendance is followed up after 2 days.</p> <p>The school continues to promote whole school activities and communications that will improve parent/teacher/student/school relationships and engender greater parent and student connectedness. Our bi-annual Visual Arts/Performing Arts events are highly acclaimed and also strengthen community spirit and pride.</p>	<p>Edithvale Primary School is proud of the whole school transition program that has been established and refined over recent years.</p> <p>Strong links are maintained with our local preschools and Prep students begin their transition in August when they have the first of six visits to our school. Parent Information sessions are always well attended and give an excellent overview of the programs that we offer and the ways in which they can develop a productive partnership with their child's school. Our year 6 students enrol in a number of local secondary schools. Transition visits are organised to assist students and parents make informed decisions about their educational future. An emphasis on the development of social skills throughout the year assists students during this period of transition.</p> <p>We have strengthened the program by introducing 'transition week' in December where all students are supported as they move into the next level. This has been extremely well received by students, parents and teachers and has been instrumental in improving our students' connectedness to school.</p>

For more detailed information regarding our school please visit our website at www.edithvaleps.vic.edu.au
or view our Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>



Edithvale Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

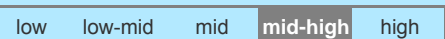
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

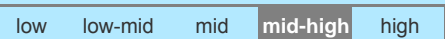


- Overall socio-economic profile



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

- Proportion of students with English as a second language



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

- 372 students (194 female, 178 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

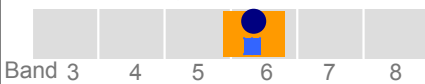
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

Results: Reading 2009



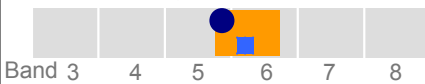
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009






Results: Numeracy 2008-2009 (2-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

Student Engagement and Wellbeing

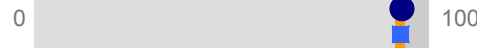
6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2008 attendance rate by year level:

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93%	94%	94%	93%	94%	93%	92%

School Comparison



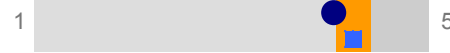
7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



How to read the Government School Performance Summary 2009

The Victorian 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 acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

Government School Performance Summary 2009

ABC Secondary College

How this school compares to all Victorian government schools

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

Overall Measures

1. Student Learning
Comparing teacher assessments from the Victorian Essential Learning Standards (VELS) to results from the National Assessment Program - Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).

2. Student Engagement and Wellbeing
Comparing student attendance rates and results from the annual student attitude at school survey.

3. Student Pathways and Transitions
Comparing the number of students continuing at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

School Profile

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

Quintile socio-economic profile

Proportion of students with English as a second language

Based on the school's Student Profile Occupation Index which takes into account parental occupations.

424 students (284 female, 240 males) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vic.gov.au/school

ABC Secondary College

How this school compares to all Victorian government schools

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

1. Student Learning

1.1 NAPLAN Year 7

Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting and that their learning is on track.

Results: English and Mathematics 2009 (2007-2009 3-year average)

Results: All other subjects 2009 (2007-2009 3-year average)

1.2 NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the national benchmark is Band 6.

Results: Reading 2009 (2-year average)

Results: Reading 2008-2009 (2-year average)

Results: Numeracy 2009

Results: Numeracy 2008-2009 (2-year average)

1.3 NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May 2009.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the national benchmark is Band 8.

Results: Reading 2009 (2-year average)

Results: Reading 2008-2009 (2-year average)

Results: Numeracy 2009

Results: Numeracy 2008-2009 (2-year average)

2. Student Engagement and Wellbeing

Year 7 NAPLAN is not used for the School Comparison.

2009 Government School Performance Summary

ABC Secondary College

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

ABC Secondary College

ABC Secondary College's fundamental purpose is to enable every student to reach the or over 84 academic, social and personal potential.

A balanced range of Year 12 studies is available to meet the varied needs of students. We have a strong and successful career program that has received several awards for excellent student work. Students may also learn a musical instrument and complete sports activities, such as athletics, swimming, netball, basketball and others.

We are home to a dedicated International Students program with more than 20 students from China studying in the school and staying with Australian families. ABC Secondary College is entering the second year of its partnership with PISA, and the College looks forward to successful improvement during 2009 as we define direction for improved student outcomes.

Student Learning

Our school is proud that our students perform above the Victorian average in school learning.

This level of performance is above the national average, given the background and characteristics of our students.

Our students are performing higher than national benchmarks in reading and numeracy tests, as well as VCE.

Improvement in literacy continues as a priority in 2009, the introduction of a Library Coach and Library Coordinator within the Year 9 program.

Student learning will be further supported by:

- Developing whole school literacy strategies.
- Implementing a rigorous, imaginative school curriculum, particularly for Years 8 and 9.

Student Engagement and Wellbeing

Our students have a good understanding of their own learning and are able to identify how they can improve their learning.

Our academic engagement of student and sense of belonging is at a higher level than that of other schools.

The complete revision of discipline strategies has enabled a consistent approach which combines the development of a positive attitude of respect with the development of a strong sense of responsibility to the school and community.

Student engagement and wellbeing will be further supported through the following actions:

- Strategies to improve staff, student wellbeing.
- Recognition and encouragement of student leadership and student voice.

Student Pathways and Transitions

Our ability to assist students to the 10 is higher than other Victorian secondary schools.

The number of students willing to further studies and full-time employment are above the result for other schools.

The establishment of our Out of School Care program has been successful in providing a safe and secure environment for students during school holidays and weekends.

Student pathways and transitions will be further supported through the following actions:

- Further development of our Out of School Care for re-engaging students.
- Comprehensive use of Managed Individual Pathways for all Year 10, 11 and 12 students.

For more detailed information regarding our school please visit our website at www.vic.gov.au/school

The **front page** summarises your school's performance

The **second and third pages** provide a detailed breakdown of each of the result areas.

The **fourth page** outlines what your school is doing to improve its results.

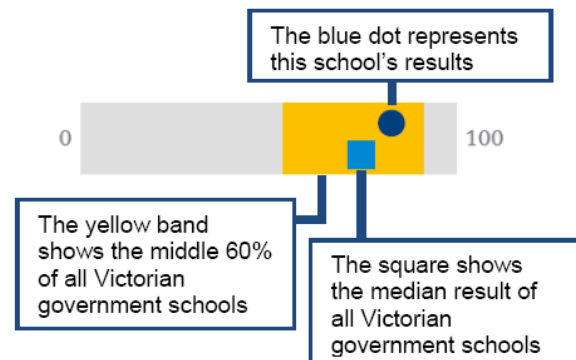
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also shows 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 Government School 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 Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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:

www.education.vic.gov.au/aboutschool/

School Comparison



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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Edithvale Primary School

School Number: 3790

Financial Performance – Operating Statement Summary for the year ending 31st December, 2009

Revenue	2009 Actual
Departmental Grants	\$261,304
Commonwealth Government Grants	\$137,970
State Government Grants	\$0
Other	\$26,348
Locally Raised Funds	\$228,485
Total Operating Revenue	\$654,107

Expenditure

Salaries and Allowances	\$83,122
Bank Charges	\$912
Consumables	\$35,990
Books and Publications	\$654
Communication Costs	\$14,138
Furniture and Equipment	\$48,018
Utilities	\$12,710
Property Services	\$226,733
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$5,650
Health and Personal Development	\$917
Professional Development	\$7,785
Trading and Fundraising	\$42,436
Support/Service	\$34,192
Miscellaneous	\$70,195
Total Operating Expenditure	\$583,452

Net Operating Surplus/-Deficit	\$70,655
Capital Expenditure	\$7,387

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

Financial Position as at 31st December, 2009

Funds Available	2009 Actual
High Yield Investment Account	\$167,166
Official Account	\$14,372
Other Bank Accounts(listed individually)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$181,539

Financial Commitments	2009 Actual
School Operating Reserve	\$43,076
Assets or Equipment Replacement < 12 months	\$30,541
Capital – Building/Grounds including SMS < 12 months	\$60,000
	\$0
Maintenance – Building/Grounds including SMS < 12 months	\$27,000
	\$0
Beneficiary/Memorial Accounts	\$0
Co-operative Bank Account	\$0
Revenue Receipted in Advance	\$2,000
School based programs	\$0
Region/Network/Cluster Funds	\$0
Provision Accounts	\$0
Repayable to DEECD	\$0
Other Recurrent Expenditure (Accounts Payable)	\$4,923
Assets or Equipment Replacement > 12 months	\$5,000
Capital – Building/Grounds including SMS > 12 months	\$5,000
Maintenance - Building/Grounds including SMS > 12 months	\$4,000
Total Financial Commitments	\$181,539

Financial performance and position commentary

Additional funding of \$150,000 was received from the Commonwealth as part of the National School's Pride initiative. Approximately half of this had not been spent by December 31, 2009. The school is pleased with the way in which finances were managed and is able to provide adequate levels of funding for program budgets again in 2010. Our recent audit has shown that our administrative procedures are exemplary. In 2009 the program budget for Information and Communication Technology did not meet the requirements of the curriculum program. Extra finances were required to support the provision of hardware and to meet the costs of service providers. School Council agreed to increase the Voluntary Contributions in this area in order to meet rising costs.