

# 2018 Annual Report to The School Community



School Name: Croydon Hills Primary School (5255)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 March 2019 at 11:25 AM by Carol Wyatt  
(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 25 March 2019 at 11:41 AM by Narelle Collins  
(School Council President)

## About Our School

### School context

This year we celebrated our 30th birthday and it was a wonderful event bringing together the school community. Our school is set in extensive attractive grounds with modern buildings incorporating learning spaces where students can work cooperatively. Our school mission is -To provide a child safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility resilience, perseverance and independence so students can best need the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Our school values are responsibility, respect, resilience, integrity, care and compassion.

Our 723 students are organised in 31 classes. Our specialist programs included PE, Visual Arts, Performing Arts, Indonesian and Science where students experience high quality programs as well as many enrichment activities. Our newly appointed Student Learning coordinator coordinates our literacy support program and has input into the individual educational plans which are created for students with learning needs or those who require extension. We have 3 Principal Class, 42 teachers, including 2 Leading Teachers and 3 Learning Specialists and 14 Educational Support Staff supporting our 19 students funded through the Program for Students with Disabilities.

Our Student Welfare officer supports student well-being and families. She provides individual, small group support as well as support and advice to parents.

We believe the education process is a joint responsibility of the school and the home and seeks to involve parents in the school wherever possible. Including working alongside teachers in classrooms, attending excursions and camps and being part of parents groups including CHAPS and MOTHS. CHAPS organises great fundraising activities for the school with the Color Run being a real highlight. MOTHS goes from strength to strength and their camp out on the school oval with dads and their children was fantastic event.

### Framework for Improving Student Outcomes (FISO)

#### Building Practice Excellence

The school built on our writing program developing agreed approaches to teaching writing and building teacher capacities to differentiate practice to meet the needs of students. There were professional learning sessions for staff as well as leaders discussed best practice literacy teaching at team meetings. Our Literacy coordinator with her literacy team delivered several professional learning sessions to staff.

The introduction of three Learning Specialists allowed us to strengthen our peer observation processes which focused on High Impact Teaching Strategies and more effective use of data. The Learning Specialists also supported teachers during planning and modeled best practice. High Impact Strategies were also included into teachers Professional Development Plans.

#### Empowering students and building school pride

The school continued with the Resilience Project which was embedded into classrooms and the whole school community. Positive Education was introduced through professional learning and the development of shared beliefs amongst staff. It also ensured that social and emotional skills were built into curriculum plans. There was an emphasis on students taking ownership of their learning by identifying strategies that support them to attain their learning goals. Student learning goals and reflections were emphasised and students were encouraged to identify factors which helped them thrive and flourish.

The school joined the Maroondah plus 10 network of schools to develop Positive Education. Two teachers regularly attended network meetings. The school held an information night for parents on the Resilience Project and cyber safety

### Achievement

Our Performance Report for 2018 demonstrates pleasing results in student achievement in 2018.

In teacher judgement the percentage of students Prep to 6 working at or above age expected levels for English and Mathematics is above the medium for all Victorian schools and similar to like schools.

### **NAPLAN**

Year 3 Reading is well above median for Victorian schools and similar to like schools. This is the same for the 4 year average.

Year 3 Mathematics is well above median for Victorian schools and higher than like schools. The 4 year average is above median and similar to like schools.

Year 5 Reading and Mathematics are well above median and similar to like schools. This is the same for the 4 year average.

#### **Our Panoramic Report shows our reading achievement -**

% of students in the top two bands puts us in the Influence category as the level is very high and increased from the following year significantly.

% of students in the bottom two bands was maintained and the % of students with high to medium relative learning gain was maintained.

#### **Results in the Panoramic report for year 5 mathematics achievement -**

% of students in top two bands and bottom two bands maintained.

% of students with high to medium relative learning gain decreased so we have included Mathematics in our Annual Implementation Plan for 2019.

During 2018 we improved teacher capacity to implement a whole school approach to teach writing and implemented aspects of High Impact Teaching Strategies. We also discussed school processes for teaching spelling, grammar and punctuation.

Our approach to numeracy was also consolidated with a focus on explicit teaching of problem solving skills and open ended problems. Mathematics is related to everyday life and students are highly engaged.

### **Engagement**

Our Attitudes to School Survey results were very pleasing last year and are testament to the success of our school to engage our students. The Performance Summary that our absences are similar to like schools.

Our Panoramic Report puts us in the Influential Category showing the strategies we have put in improve student attendance have impacted positively. These included teachers contacting parents when students were absent and requesting reasons for those absences and meeting with parents to provide support. Our Student Welfare Officer also supported several families to help get their children to school.

The school worked to improve student voice and agency. This included creating opportunities for students to develop a growth mindset and be actively involved in their learning. Students were given many opportunities to practice empathy, mindfulness, gratitude and their emotional literacy. We built student's capacity to evaluate their own progress. Positive education was explored and teachers built positive relationships with students and built their self worth and abilities.

### **Wellbeing**

Our Performance Summary shows excellent results in our Attitudes to School Survey.

School Connectedness was well above the median and higher than like schools. The two year average was similar to like schools.

Management of Bullying was well above median and higher than like schools. The two year average was similar to like schools.

Our Panoramic Report puts us in the category of influence which means we made significant improvement- % of positive endorsement in Stimulating Learning (years 5/6) put us at the very high level and increased significantly.

& of positive endorsement in Sense of Confidence (years 5/6) was also at the very high level and increased significantly.

% of positive endorsement in Managing Bullying (years 5/6) was also at the very high level and increased significantly.

Our senior school teachers are to be congratulated on the excellent programs they provide for our students which are engaging and students are provided with real agency in taking responsibility for their learning. Our

Buddies program with the year 5 students and the preps continues to thrive with excellent relationships between the students developed. Our year 6 Clubs program has also been very successful and given students the opportunity to follow their own passions.

Our Student Welfare Officer has also supported many students and their families as well as facilitating programs such as Peaceful Kids as well as Parenting Programs. Our Student Welfare Officers also works closely with our Students Learning Needs Coordinator to support the needs of our students.

### **Financial performance and position**

We received an Inclusion boost of \$4800 and an Equipment Boost of \$5000. The money from these two grants was used to purchase iPads, intensive teaching tables/hokki stools, slant writing boards, decoding strategies, pedal bikes, cursive stencils, bouncy bands, sensory swing and pod chairs. Our Learning Needs Coordinator created an Inclusion room to store these resources. She then provided all staff with a list of resources and suggestions on how these resources could be used to support students.

There were several staffing changes throughout the year culminating in an end of year surplus. Such changes included - LT sick leave, Maternity Leave and LSL.

There was extra expenditure - Covered court - \$150,000, 8 new air conditioners in Block E and PAC, CCTV upgrade, glazed skylights, new canteen bench tops, new shade sails in canteen area and the 3/4 playground upgrade.

Our Equity funding was used towards the wages of our Learning Needs Coordinator and to purchase resources to support students.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 725 students were enrolled at this school in 2018, 370 female and 355 male.

9 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	92.4	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.1	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.1	90.1	82.6	95.3	Similar
Mathematics	94.7	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	91.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	88.3	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	78.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	71.0	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	85.0	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	81.6	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	76.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	68.0	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	19.5	52.3	28.1
Numeracy	21.4	45.2	33.3
Writing	21.7	43.4	34.9
Spelling	22.5	55.8	21.7
Grammar and Punctuation	11.6	51.2	37.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.7	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	95	94	93	94	93

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.6	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	87.2	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	92.1	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	88.8	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$5,097,317
Government Provided DET Grants	\$681,547
Government Grants Commonwealth	\$10,979
Government Grants State	\$0
Revenue Other	\$62,647
Locally Raised Funds	\$1,522,185
<b>Total Operating Revenue</b>	<b>\$7,374,676</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$16,981
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$16,981</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,040,964
Adjustments	(\$72,400)
Books & Publications	\$7,199
Communication Costs	\$16,755
Consumables	\$208,631
Miscellaneous Expense <sup>3</sup>	\$382,520
Professional Development	\$36,278
Property and Equipment Services	\$465,932
Salaries & Allowances <sup>4</sup>	\$882,173
Trading & Fundraising	\$230,734
Travel & Subsistence	\$29,059
Utilities	\$57,947
<b>Total Operating Expenditure</b>	<b>\$7,285,793</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$88,882</b>
<b>Asset Acquisitions</b>	<b>\$287,538</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$75,740
Official Account	\$67,212
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$142,952</b>

Financial Commitments	Actual
Operating Reserve	\$142,952
Other Recurrent Expenditure	\$5,767
Provision Accounts	\$13,638
Funds Received in Advance	\$2,400
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$164,757</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').