

2017 Annual Report to the School Community



School Name: Coatesville Primary School

School Number: 4712



- 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 2017 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 03 May 2018 at 04:56 PM by Michael Jones (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 2017 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 09 May 2018 at 08:17 AM by James Gray (School Council President)



About Our School

School Context

Coatesville Primary School is located in Mackie Road, East Bentleigh with a 2017 student population of 770. Our school is an authorised International Baccalaureate-Primary Years Programme World School and, as such, we are committed to the IBO principles of developing the 'whole child' through an inquiry approach to teaching and learning. Higher order thinking skills are taught from the early years and we focus on empowering our students to take responsibility for their learning by building their skills, knowledge and attitudes. A dedicated Literacy and Numeracy block is scheduled daily from Prep to Grade 6. Individual Education Plans (IEPs) are developed for students who are 'at risk' and for those who are achieving well above their expected grade level. Parental involvement at Coatesville PS is very high and evidenced in the commitment of parents to School Council, Subcommittees, Parent Classroom Friends, fundraising activities and many social events. Parents play a key role in helping our students to become caring, internationally minded citizens of the future. Our school underwent a DET Peer Review in 2017 and met all VRQA requirements. Coatesville has close links with our local kindergartens and early learning centres to ensure that the transition of new Preps is a happy and smooth one. We also value close relationships with our local government secondary schools and work with them to ensure a smooth transition from Grade 6- Year 7.

2017 Coatesville workforce composition was as follows:

Principal class: 3 Full Time Equivalent (FTE), Teaching staff: 42.4 FTE, ES Staff: 9.4 FTE.

Framework for Improving Student Outcomes (FISO)

In 2017 Coatesville Primary addressed the following improvement initiatives:

Excellence In Teaching And Learning- Building Practice Excellence

- Develop a new whole school approach to writing to more effectively link the creative side of the writing process with our current structure based approach which will grow student capacity to write independently in response to a stimulus
- Create structures to more effectively monitor student growth on a more regular basis in reading, maths and writing
- Improve teacher capacity to use data to inform teaching and learning
- Incorporate peer and self-assessment into all units of work
- Create a more rigorous staff induction program that explicitly targets teaching of Literacy and Numeracy
- Prepare students for NAPLAN socially, emotionally and academically
- Build the capacity of the T&L Leaders to positively impact student learning outcomes across their cohort and the school.

Positive Climate for Learning-Setting Expectations and Promoting Inclusion

- Ensure that curriculum plans includes social and emotional capability units which are taught as part of our Units of Inquiry
- Develop a whole school approach to positive education using the PERMA+H model
- Creating more opportunities for authentic student voice to inform teaching and learning, policy and school programs
- Co-creation of Individual Education Plans (IEP's) with student input for all priority cohorts and in particular students who are highly able, at risk, PSD funded or EAL.
- Develop international mindedness in students, staff and parents.

Achievement

Over the period of the current Strategic Plan (2014-2017) student achievement data generally has been trending upwards. Our 2017 focus was to continue to improve student learning outcomes in English and Mathematics from Prep to Grade 6. Across the school, in the area of English, 55% of students are working 6 months or more above their expected Victorian Curriculum level. In Mathematics 44% of students are working 6 months or more ahead in the area of number. Teachers engage in weekly, collaborative planning in their Grade teams, supported by Leading Teachers to ensure that student assessment data drives instructional practice, individual student needs are catered for, school wide consistent language and approaches are employed and that explicit teaching of key concepts is occurring at point of need. A whole school assessment schedule dictates when, where and why assessment occurs and this assessment data is moderated across levels through timetabled moderation sessions.

Engagement



In 2017 our major focus was to Improve student engagement and confidence in learning and to prepare each student socially, emotionally and academically for the next stage of his/her learning. This was done in the following ways:

- Implementing the school transitions program (Step Up) which gave students more confidence and knowledge when transitioning between year levels to set them up for success
- Making stronger connections to feeder kindergartens and secondary colleges to ease the anxiety around moving between stages of education (kinder- Prep & G6- Year 7)
- Continuing to build the profile of the Student Representative Council (SRC) subcommittees: Student Voice, Sustainability, Building Communities and Student Wellbeing. Our School Captains and Vice Captains led these subcommittees and promoted student engagement by working closely with each grade to ensure all students have avenues to provide input in an authentic way
- Updated the Student Engagement and Wellbeing policy to reflect changing student needs and DET and school requirements.

Wellbeing

In 2017 our goal was to develop students who are healthy, safe, resilient and willing to contribute to the wellbeing of others, we did so in the following ways:

- Employed principles of academic honesty and cyber safety by achieving e-Smart accreditation
- Rebranded the Ready, Set Learn 2016 program to Jumpstart which was then redesigned and expended to strengthen the focus on wholes school values education and create student driven expectations and Essential Agreements
- Updated the Student Engagement and Wellbeing policy to reflect changing student needs and DET and school requirements
- Reviewed and revisited adherence to the Child Safe Standards through policy and program review
- Addressed non-attendance on a daily basis through phone calls on the first day of absence. Attendance rates are excellent across the school.

For more detailed information regarding our school please visit our website at
www.coatesps.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	
<p>Enrolment Profile</p> <p>A total of 771 students were enrolled at this school in 2017, 352 female and 419 male.</p> <p>16 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> 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 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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>59%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>48%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>51%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	59%	19%	Numeracy	22%	51%	27%	Writing	25%	48%	27%	Spelling	26%	54%	20%	Grammar and Punctuation	20%	51%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	59%	19%																							
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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:

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 2017 attendance rate by year level:</p> <table border="1" data-bbox="550 913 1040 1010"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	94 %	93 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	94 %	93 %	93 %										



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: 2017</p>	Similar
<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: 2017</p>	Similar

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*' 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').

Financial Performance and Position

Financial performance and position commentary

The 2017 Annual Report shows a surplus of \$239,416 due to larger enrolments than predicted. The school's bank account balance, as at 31/12/17 was \$453,846 inclusive of funds in the official account and investment accounts. Funding has been received from various government sources in conjunction with locally raised funds, such as, sponsorship, donations, hire of facilities, commissions and parent supported materials and services. This has allowed the school to deliver maximised resource allocations to each learning area as a priority, followed by the continued enhancement of the school's facilities and grounds. In 2017 we had above average expenditure in ICT due server upgrades, new wireless access points and leasing 110 more devices for student use.

The Finance subcommittee oversaw the management of the credit allocation through the Student Resource Package, enabling the school leadership to maximise the staffing profile which incorporated additional support for learning programs and the maintenance of low class sizes.

The Canteen aimed to be self-funded and in 2017 showed a pleasing profit of \$10,000.

The Fundraising subcommittee is to be commended on its efforts in 2017. The subcommittee, together with Parent Classroom Friends, organised successful events, such as the Carnival, Walkathon, Mother's Day activities and Father's Day event, to foster community spirit and attract the substantial funds that were received.

The Grounds subcommittee diligently monitored and actively assisted with a range of maintenance tasks throughout the year. This volunteer assistance saves the school thousands of dollars.

The 2017 financial report is consistent with previous years and reflects the financial position of the school. Expenses have been supported with the appropriate invoice/receipt and purchase order. All expenses have been signed off by the Principal, Business Manager and School Council nominee. The Finance subcommittee, in consultation with the School Council, has been diligent in monitoring and overseeing the 2017 Cash Budget and is acknowledged for its work.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,012,917	High Yield Investment Account	\$151,834
Government Provided DET Grants	\$633,866	Official Account	\$32,854
Government Grants Commonwealth	\$8,461	Other Accounts	\$269,159
Revenue Other	\$46,355	Total Funds Available	\$453,846
Locally Raised Funds	\$1,075,630		
Total Operating Revenue	\$6,777,229		
Equity¹			
Equity (Social Disadvantage)	\$20,930		
Equity Total	\$20,930		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,846,728	Operating Reserve	\$262,065
Books & Publications	\$4,275	Asset/Equipment Replacement < 12 months	\$33,000
Communication Costs	\$5,587	Capital - Buildings/Grounds incl SMS<12 months	\$11,023
Consumables	\$204,764	Revenue Received in Advance	\$118,890
Miscellaneous Expense ³	\$507,636	School Based Programs	\$79,565
Professional Development	\$42,501	Other recurrent expenditure	\$4,791
Property and Equipment Services	\$431,663	Capital - Buildings/Grounds incl SMS>12 months	\$202,229
Salaries & Allowances ⁴	\$286,830	Total Financial Commitments	\$711,562



Trading & Fundraising	\$157,869
Travel & Subsistence	\$0
Utilities	\$49,961

Total Operating Expenditure	\$6,537,813
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Net Operating Surplus/-Deficit	\$239,416
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Asset Acquisitions	\$75,660
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- (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 05 March 2018 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.