

2018 Annual Report to The School Community



School Name: Caledonian Primary School (5384)



- 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 Registration 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 28 April 2019 at 08:24 PM by Brea Terris
(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 Registration 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 29 April 2019 at 02:12 PM by Melissa Watts
(School Council President)

About Our School

School context

Caledonian Primary School is located in Thompson Street, Brown Hill, Ballarat. The school is set on an attractive site of over six acres with excellent classroom spaces.

Caledonian Primary School is committed to developing positive relationships between students, teachers and families. Our teachers are both skilled and caring in their approach to students and aim to provide a happy and challenging learning environment for all children. We believe in developing each child's self esteem and resilience, and supporting everyone to reach their full potential. In 2018 there were two Prep classes, three 1/2 classes, three 3/4 classes and three 5/6 classes. Art, P.E and LOTE/Music are taken by specialist teachers. Our school enriches its curriculum program with special assistance programs, camps, excursions, visiting performers, leadership programs-Tribal Council, buddies, school concert/art show, Robotics, Reading Intervention, Science, Quicksmart and Tribes -Terrific Teams days.

The school has a strong technology focus, with Chromebooks and iPads throughout the school. All Grade 3 - 6 students have their own Chromebook to use at school, engaging with the Google Apps for Learning suite.

Camp Australia run an Out of School Care Program five days per week (Before School and After School). A Breakfast club and Playgroup also operate under the school banner.

Caledonian Primary School has a current enrollment of over 240 students and uses the School Wide Positive Behaviour framework to support student Wellbeing.

We are very much connected to the Brown Hill Community through The Brown Hill Partnership and the Brown Hill Community Newsletter.

The values of Caledonian Primary school are:

- Mutual Respect
- Personal Best
- Appreciations
- Attentive Listening

The school will continue to focus on Literacy in 2019 and will also have a external consultant working with the Maths Implementation team. We pride ourselves on our strong commitment to teaching Literacy and Numeracy, our continual striving towards best teaching practices and our engagement of students with our wide range of programs and initiatives.

The staff composition at Caledonian Primary School is:

2 x Principal Class members
14 x Teaching staff members
10 Education staff members.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focussed on the following FISO initiatives:

- Building practice and excellence
- Positive Climate in Learning

Listed below is a summary of how the school is working on these areas, which will provide a basis for school improvement.

Building Practice and excellence - Building the capacity of teachers to use evidence-based high impact strategies in classrooms to provide opportunities for students to learn. A new instructional model in reading has been developed to increase consistency across classrooms with the lesson structure. This has had an impact on student engagement and support student wellbeing. Bell times have also been changed to have time to practice mindfulness and zones of regulation strategies before the school day begins.

The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. There is a whole school professional learning schedule established at the start of the year

including times for teaching teams to meet

Positive Climate in Learning – Building a positive climate to empower students and build school pride. The school uses the School Wide Positive Behavior Framework to support student wellbeing.

Achievement

In 2018, our Student Achievement data showed very good results in most areas. Teacher judgement and NAPLAN results showed a 'similar' or 'higher' level to other schools on the school comparison measure in both literacy and numeracy. Caledonian PS is proud of its achievements in student learning and takes great pride in the 'value add' we provide for our students. In NAPLAN Learning gaining from Year 3-5 we have 32% of students making high growth in their reading data. A focus on continually developing the teaching capacity of our staff has contributed to success in achievement across all year levels. We recognise through data and evidence that Numeracy is an area we need to continue to focus on. The school will work with a Numeracy consultant in 2019. It will also be the focus of work in Professional Learning Communities for 2019.

In 2018, the whole staff explored a consistent approach to reading and developed an instructional model which promotes consistency of practice across all classrooms. The School Improvement Partnership with Mount Clear was very successful in supporting this work.

The highlights for the work in Literacy in 2018 were:

- *Literacy Leader has attended Bastow Literacy Leaders course and built the capacity of staff through ongoing professional learning
- *Involvement in SIP with Mount Clear and joint curriculum day on Independent reading, lesson structure and classroom libraries
- *A trial inquiry on independent reading for PLCs
- *Audit of current Literacy practice, which allowed us develop an instructional model based on research and feedback.
- *A clear professional learning plan
- *Visits to other schools to observe practice
- *Data improvement in 2018 School Performance Report
- *Resources purchased for classrooms
- *Consistency of practice with classroom libraries
- *Data wall being used by staff to track reading progress.

Caledonian Primary School was able to implement a variety of improvement measures through the use of Equity Funding to embed the work of building teacher capacity and content knowledge. If we continue to strengthen the capacity of our leaders and teachers to focus on, and build a culture of high expectations then learning outcomes will improve.

All students with program support disability funding showed progress at satisfactory or above levels in relation to individual goals.

Engagement

Caledonian Primary School promotes a positive environment in which all staff take responsibility for student health and wellbeing to ensure all students engage in successful learning experiences. At Caledonian Primary School students had a lower rate of absences compared to other schools with 'like' characteristics. Caledonian Primary School is committed to working on school attendance with the community.

The school will evaluate the attendance policy in 2019 and look at strategies to improve student attendance. All student attendance concerns are addressed by the Assistant Principal following school protocol and based on Ministerial Guidelines. In 2018, Compass will be used to report absences to parents/carers on a daily basis. The office manager makes daily phone calls to families who have not reported absences. Early in 2019 this has shown a reduction of the unexplained absences.

Caledonian Primary School is focused on improving engagement of all students in order to meet their diverse and individual needs. Our parents have confidence in our work with a positive parent satisfaction of 89% compared to the state median of 85%.

All staff have engaged in DET professional learning around responding to trauma needs. Staff from Lookout have been supporting the school in implementing strategies to continue to develop a safe and supportive environment. This partnership will continue with the introduction of Zones of Regulation to support Social and Emotional learning.

Caledonian Primary School has well-resourced digital technology resources and ICT infrastructure across the school that provides a range of alternative and engaging learning experiences, with Chromebooks available for students across the 3-6 areas. Our use of technology to support our students and compliment teaching and learning programs is supported by our School ICT plan. We continue to upgrade our school systems to ensure fast connectivity and effective management of digital technology. In 2018 the school priority was resourcing the P-2 area.

Science is implemented across the school and a strong link is formed with Woodman's Hill. Students in 3-6 take part in a science program at the College in addition to the school embedded program. Extra curricula activities such as Energy Breakthrough continue to provide high engagement for students.

Individual Learning Improvement Plans continued to be written for children with special needs, Koorie students, out of home care students and students with disabilities. In 2018 our school provided students and families with access to an After School Care program and a community Breakfast program. After-hours community groups also use our facilities

Wellbeing

Our School Global Budget and Equity funding is being used strategically to meet the diverse needs of our students. Programs such as the Kitchen Garden program have been designed to engage our students in a range of different experiences.

The sense of connectedness score based on students completing the Attitude to School Survey is similar to other like schools.

In 2018, the School Wide Positive Behaviour Framework was investigated to ensure students feel safe and supported. This will support the management of bullying scores, which is lower than other schools. The School Wide Positive Behaviour Framework is in early stages of implementation. This will be launched in Term 1 of 2019 with a matrix of expected behaviours. Whilst investigating this approach and trialing different elements, there was a reflected decrease in reflections for 2018.

The Wellbeing team have developed a scope and sequence of all the wellbeing programs we value at Caledonian Primary School. This includes Respectful Relationships, Zones of Regulation and Resilience Project. Staff will use this document alongside the expected classroom time allocation when explicitly planning wellbeing

session for students.

Financial performance and position

At Reconciliation of the 2018 budget, the school was in surplus of \$24,699. In 2018, in addition to the SRP, the school received \$9800.00 Inclusion Boost funding and approximately \$5000 of this was spent late in 2018 on Ipads for our support staff to work with students on an individual level and develop social stories.

All equity funds (cash and credit combined - \$328913 were spent on identified focus areas on building teacher capacity and increasing learning growth for all students linked to AIP goals and targets.

Funds for 2019 have also been allocated to grounds as there are some major works to be undertaken on the girls toilets.

Funds have also been allocated to Professional learning, for in-school coaching for staff on mathematics.

The school Principal, Business Manager and Finance Committee have maintained a strategic focus on successfully utilising all funds to enhance the outcomes for students.

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.

For more detailed information regarding our school please visit our website at
<http://www.caledonianps.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.

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 230 students were enrolled at this school in 2018, 96 female and 134 male.

np percent of students had English as an additional language and 3 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: Low

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)	89.1	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)	55.4	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	78.0	90.1	82.6	95.3	Similar
Mathematics	81.0	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)	60.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	57.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	72.0	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	46.2	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)	66.4	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	57.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	51.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	34.9	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	13.6	54.5	31.8
Numeracy	40.9	50.0	9.1
Writing	16.7	61.1	22.2
Spelling	30.0	40.0	30.0
Grammar and Punctuation	30.0	50.0	20.0

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)	20.5	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	19.1	15.2	13.2	17.8	Lower

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)	91	90	92	85	92	88	89

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)	73.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	72.7	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	
Percent endorsement (latest year)	71.4	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	70.5	81.8	73.7	89.7	Lower

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,040,771
Government Provided DET Grants	\$422,711
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$21,924
Locally Raised Funds	\$162,512
Total Operating Revenue	\$2,650,118

Equity ¹	Actual
Equity (Social Disadvantage)	\$328,913
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$328,913

Expenditure	Actual
Student Resource Package ²	\$2,016,072
Adjustments	\$580
Books & Publications	\$45
Communication Costs	\$4,564
Consumables	\$93,272
Miscellaneous Expense ³	\$153,901
Professional Development	\$15,444
Property and Equipment Services	\$105,818
Salaries & Allowances ⁴	\$207,411
Trading & Fundraising	\$28,369
Travel & Subsistence	\$0
Utilities	\$19,221
Total Operating Expenditure	\$2,644,698
Net Operating Surplus/-Deficit	\$5,420
Asset Acquisitions	(\$580)

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$162,162
Official Account	\$6,400
Other Accounts	\$0
Total Funds Available	\$168,561

Financial Commitments	Actual
Operating Reserve	\$100,050
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$2,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$12,238
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,074
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$168,561

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').