

2015 Annual Report to the School Community

Valkstone Primary School

School Number: 4778



Name of School Principal:

Marilyn Koolstra

Name of School Council President:

David Nowell

Date of Endorsement:

19th April 2016

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Valkstone continues to grow both in population and facilities. By Term 4, the student population was 620, increasing from 601 at February census. The 2015 school year had 43.4 full time equivalent full time staff: two principal class leaders, 38 teachers and 11 education support staff.

Twenty five classes are housed in well-maintained and resourced learning spaces.

All teachers use ICT as a learning tool and the computer ratio is 1:2.1, a mix of desktops, notebooks and iPads. Effective teaching teams plan and support highly engaging instruction. Students present their learning at expos of their educational research programs to their peers and school community.

Specialist programs are: Art, Music, Physical Education, EAL (English as Additional Language), L.O.T.E. – Japanese and ICT/Multi-media.

The L.O.T.E. program uses iPads and teleconferences are held regularly with our sister school, Tako Elementary, near Osaka.

Environmental education and student initiatives have established a vegetable garden, outdoor learning area, sensory garden and frog pond. We earned our first star in sustainability as a Resource Smart school in 2015. A well-stocked library, managed by a technician, is used by all classes weekly and is open at lunchtimes as a recreation option for the children.

Sporting facilities include: an indoor basketball stadium used for P.E. classes and whole school assemblies each Monday morning, outdoor netball and basketball courts, a full sized oval with cricket pitch, nets and football goal posts, a five hundred metre running track and multiple bat tennis courts. The levels of skill, fitness and engagement are high with strong performances in interschool competitions - swimming, cross country, athletics – Valkstone winning the District Carnival and winter/summer sports competitions. The Tennis team won the State title and was runner up at the National Title held at Melbourne Park.

Four playground installations provide multiple sources of fitness fun and an outdoor chess board with large chess pieces to challenge mental muscles.

Our strong values education program is embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behavior. Student leadership programs include buddies, Junior School Council and the Environment Team. Extra curricula programs included a whole school concert at Robert Blackwood Hall in September, Maths Olympiad, University of NSW Competitions, Little Scientists, Big Science at John Monash Science School, chess, instrumental music, choir and guitar, Camping Program Year 4 – 6 and Bike Education Years 4 -6.

The school chess team won the Premiers Cup, a national competition for primary students.

School Council is proactive and the parent community highly supportive of educational programs, fundraising and community events.

Out of School Hours Care. O.S.H.C. has attained a high standard of accreditation in Quality Assurance and has been granted a full licence under the Children's Services Act 1996. The NQA Assessment and Rating in April, 2015, ranked the service as overall meeting the seven standards and exceeding in three of the standards – a high level of achievement.

School Council is highly supportive in governance: policy, finance, fundraising, grounds and buildings.

Subcommittees are productive and practical in their activities and community involvement. New families are welcomed to the school at the beginning of the year at a barbeque and information evening.

Valkstone is a vibrant, equitable, inclusive and supportive learning community for students and teachers.

Achievement

Student achievement in the NAPLAN tests at years 3 and 5, show results well above the state average. The 4 year average in reading and numeracy for both cohorts is at least one band above the state average. Results are generally similar to those of like schools.

Learning gain for students from year 3 to 5 has indicated positive results. Over 30% of students have recorded a high level of improvement against numeracy and spelling. 39% of students have shown a high level of gain in writing. Less than 20% of students have recorded a low gain in results for all subject categories.

Teacher assessment is also above state averages, but continues to be lower than like schools. Teachers are reluctant to place students at an A or B grading, being cautious in the estimation of the student's capabilities. Teachers work closely with their teams in planning, assessing and moderating. Further work is required, through consultation, to develop clear and reasonable guidelines of the expected standards required for our students to receive grades above the expected grade level.

Explicit teaching strategies in literacy and numeracy are employed to ensure that learning is at the highest level. These core subjects are timetabled during the morning sessions at school, with integrated curriculum being covered in the afternoon sessions. The increased emphasis on the use of data to provide personalized learning and track student growth has been supported by the use of SPA.

Expert teachers support the classroom programs and address learning needs for students who require extra help or those who need extension. We have two teachers at Prep to grade 2, one at Years 3 and 4 and one at Years 5 and 6. An EAL (English as an Additional Language) teacher is employed four days a week to support new arrivals in the area of English language acquisition.

Engagement

Student attendance ranges between 92% - 95%, slightly above the state average but similar to like schools. Common reasons for absence are illness and family holidays during term time. With a high multicultural enrolment, families visit relatives when fares are affordable.

A positive school culture of consistent expectations supports student engagement.

Teachers focus on strong connections with their students, getting to know them in the first term and setting clear guidelines for learning within their classes and specialist programs. In the first month of school, teachers offer 'Getting to Know You' interviews to parents. These are well attended and set the basis for strong home-school connections.

Programs such as environmental activities, multi media productions, education research projects, teleconferencing with Tako Elementary, our sister school in Japan and performing arts have a high level of involvement.

The 'Green Team' is active at lunchtimes in the garden, school grounds and in caring for the chickens. Student leaders play a major role in managing the activities.

Year 6 students develop communication and collaborative skills when they are involved in a Business Studies unit, researching the market for a product, then developing business and marketing plans. Funds raised from their businesses in 2015 were given to State Schools Relief.

The whole school concert at Robert Blackwood Hall was a polished performance of song, dance and multi-media.

In December, the Celebration Concert held in the school grounds was attended by families and friends, another highlight of a very successful year.

The expansion of the Science curriculum is strengthening teacher capabilities and student engagement. Science activities and demonstrations led by the Science Captain and teachers were held at lunchtimes. Effective and engaging transition programs for Preps, their parents, new students and year to year, support student confidence and abilities to cope with change.

The Attitudes to School Survey indicates high levels of scores in the three elements for Year 5 students: Student Relationships, Wellbeing and Teaching/Learning all being high in the third quartile. The Year 6 students indicate strong results in Teaching/Learning but lower in Student Relationships. Further investigation through focus discussion groups, indicated a strong influence of social media on student wellbeing. As a whole school and community, we will build resilience and responsible social media use into our programs.

Wellbeing

Valkstone rates highly in student outcomes in the Attitudes to School Survey 'Wellbeing' element. Student morale is high and distress is low, students have confidence in their teachers and feel safe at school. Junior School Council involves representation from Years 1 to 6. The Council is led by Year 6 Student Leaders, meets fortnightly to discuss issues and plan whole school events such as 'Valkstone has Talent' or fundraising for local or global organisations. A camping program Years 4 -6, strengthens students' independence and broadens their learning and social development. 'Buddies' program connects Year 5 students with Preps and is linked to the Allannah and Madeline Foundation philosophy and implementation. Teachers have handover discussions at the beginning of the school year and regular team discussions around student wellbeing. The Assistant Principal is responsible for student wellbeing, a facet that has grown with the expansion of the school. Our tiered approach to student wellbeing has supported students and teachers. This involves a wellbeing teacher at each level of the school, providing experience, physical and emotional assistance in all aspects of developing personal wellbeing and mental health. Program Support Group meetings are held each term to track the progress and needs of students on PSD. Specific programs such as the Glen Eira Council run 'Moving Up' are given in Year 6, to scaffold social maturity and the growth into adolescence. Sexuality education is run by Family Life Victoria for Years 4, 5 and 6 with parent briefings prior to the program.

Productivity

The school has focused its resources on areas of priority, as identified in the Annual Implementation Plan. Teacher professional development is presented at Staff Meetings as well as teams seeking their learning based on the students' needs, Strategic Plan and Annual Implementation Plan. Peer observation and mentoring support teacher development. In 2015, three graduate teachers obtained full registration with VIT. All school curriculum programs were fully funded to ensure adequate resources supported the teaching and learning programs. Planning for major Capital works continues through the AMP, detailed design plans will be ready by April 2016 for building to commence in July.

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

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

School Profile

Enrolment Profile

A total of 601 students were enrolled at this school in 2015, 277 female and 324 male. There were 23% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

Parent Satisfaction Summary

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.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



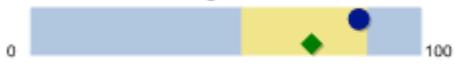
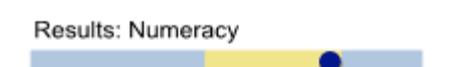
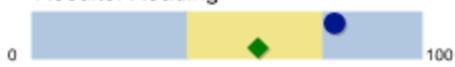
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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> Lower</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>

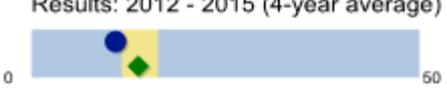
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>47%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>48%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>56%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>60%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	55%	25%	Numeracy	17%	47%	36%	Writing	14%	48%	39%	Spelling	13%	56%	30%	Grammar and Punctuation	19%	60%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	55%	25%																							
Numeracy	17%	47%	36%																							
Writing	14%	48%	39%																							
Spelling	13%	56%	30%																							
Grammar and Punctuation	19%	60%	21%																							

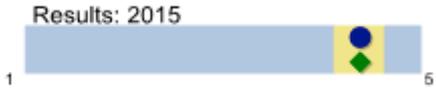
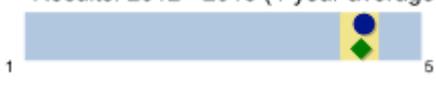
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p>  <table border="1" data-bbox="566 824 1040 922"> <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>92 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	95 %	94 %	94 %	95 %	94 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	95 %	94 %	94 %	95 %	94 %	93 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

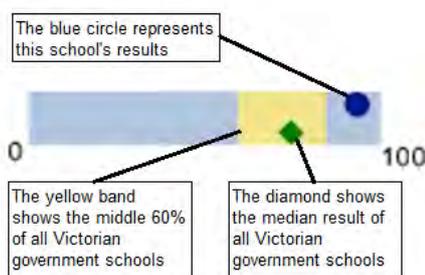
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show 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 Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

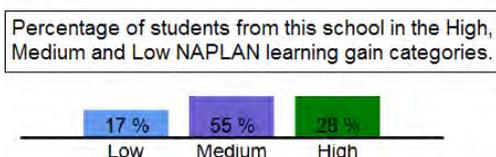
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that 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 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* 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: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,941,705	High Yield Investment Account	\$481,944
Government Provided DET Grants	\$383,873	Official Account	\$26,645
Government Grants Commonwealth	\$187,111	Other Accounts	\$37,742
Revenue Other	\$21,351	Total Funds Available	\$546,330
Locally Raised Funds	\$813,718		
Total Operating Revenue	\$5,347,759		
Expenditure		Financial Commitments	
Student Resource Package	\$4,001,941	Operating Reserve	\$219,847
Books & Publications	\$36,801	Asset/Equipment Replacement < 12 months	\$20,000
Communication Costs	\$3,843	Capital - Buildings/Grounds incl SMS<12 months	\$20,000
Consumables	\$103,263	Maintenance - Buildings/Grounds incl SMS<12 months	\$131,214
Miscellaneous Expense	\$310,859	Revenue Received in Advance	\$39,270
Professional Development	\$20,159	Asset/Equipment Replacement > 12 months	\$16,000
Property and Equipment Services	\$307,427	Maintenance -Buildings/Grounds incl SMS>12 months	\$100,000
Salaries & Allowances	\$436,074	Total Financial Commitments	\$546,330
Trading & Fundraising	\$116,734		
Utilities	\$24,475		
Total Operating Expenditure	\$5,361,576		
Net Operating Surplus/-Deficit	(\$13,817)		
Asset Acquisitions	\$21,760		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

We started the year with the expectation of spending down the surplus through contributions to the building works. However, due to the timeframe of the Asset Management Plan, and the building works not commencing until 2016, this expenditure was deferred until 2016/17. We finished up with a small surplus for the year of around \$25,000. That included \$54,000 of major purchases during the year, including softfall matting under all play equipment and new shade sails over play equipment. Fundraising was organized by class convenors, with each level taking on an activity either for students or parents. The Trivia Night, Walkathon, Raffle, Students' Disco, Icy Pole sales and Cake Stall were well supported, enjoyable and profitable.

The student resource package deficit was approximately \$60,000, which will be deducted from 2016 grants.