

# 2017 Annual Report to the School Community



School Name: Valkstone Primary School

School Number: 4778



**VALKSTONE**  
PRIMARY SCHOOL

- AIMING FOR EXCELLENCE -

- 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 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 27 April 2018 at 02:04 PM by Marilyn Koolstra (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 15 May 2018 at 02:51 PM by David Nowell (School Council President)



Education  
and Training



## About Our School

### School Context

During 2017, Valkstone continued to grow both in population and facilities. By Term 4, the student population had risen to 676 (660 at February census), with 61 full and part-time time staff: twenty eight classes, four at each level from Prep to Year 6. Our students have diverse family backgrounds, a large proportion for whom English is an Additional Language, with an overall Student Family Occupation and Education index of 0.1513. Attendance rate is at 94% with no long term absence concerns.

Building works continued, with Stage 1, \$3.4m completed in May. Four Year 1 classes moved into the new wing, along with the administration, leadership, and specialist support teachers. Deputy Premier, Minister for Education, James Merlino officially opened the new facilities at Assembly, Monday 29<sup>th</sup> May. These facilities are being used to their full potential. Work on Stage 2 began late in November, with relocation of portables in readiness for the building of the new learning area (four classroom spaces and student toilets). Significant ground works, staff carpark and landscaping also began. Anticipated completion is November 2018.

The Victorian Curriculum eight Learning Areas and four Capabilities are shaping the planning and implementation of the school's teaching and learning programs, assessment and reporting practices. Specialist teaching is provided in Art, Music, Physical Education, English as an Additional Language (EAL), Japanese Language and Information Communication Technologies/Media Arts. Student teleconferences are held with the sister school, Tako Elementary, near Osaka. A focus upon Science, Technology, Engineering and Mathematics (STEM) is included in classroom programs and coding through dedicated resources. Environmental education and student initiatives have established a vegetable garden, frog pond, chicken house and an outdoor learning area.

Valkstone has high expectations of its students, teachers and parent community.

We promote respect, co-operation, courtesy, fairness, honesty, tolerance and appreciation.

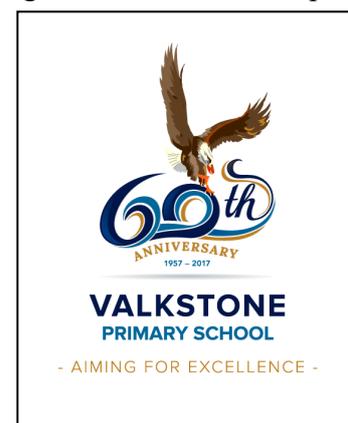
Our learning environment fosters resilience and supports our students in becoming respectful and responsible citizens. The Resilience Project was introduced in 2016 as a school and community strategy to support students' social and emotional development focused upon skills and practices of empathy, gratitude and mindfulness. A growth mindset in learning and behaviour underpins teaching programs and structures. Student leadership opportunities include: Junior School Council, the Green Team, Science activities, Multi Media and Buddies.

Our school aims to provide a challenging and supportive learning environment that engages all students, equipping them with the appropriate skills and knowledge to be active and successful members of society. As a learning community, we endeavour to develop motivated, independent, lifelong learners who are globally and environmentally aware.

Teaching team leaders, as advocates for implementing the strategic plan, guide staff in innovative approaches and evidence based practices. They share their passion for high expectations of positive impact on student progress. Leaders coordinate the curriculum across year levels to support student learning and transitions between levels. School Climate has staff opinion at 87% positive. 91% of parents surveyed, overall satisfied. Learning is shared with parents through COMPASS, the newsletter, webpage and student/school presentations.

In November, Valkstone celebrated 60 years of education with:

- films written, produced, acted and edited by our Year 6 students then screened at Village Cinemas, Southland;
- a whole school concert in a 50s theme, on the school oval
- and a 'Back to Valkstone' afternoon. Each event showcased the vibrant, diverse learning community, 21<sup>st</sup> century facilities, teaching and learning programs.





## Framework for Improving Student Outcomes (FISO)

In Term 1, Valkstone participated in a Peer Review of the 2013-2016 Strategic Plan.

From this, the new Strategic Plan goals over the next four years are:

- *To develop student capacity as agile learners, problem solvers and researchers, addressing real world problems.*
- *To increase the learning growth of all students with a focus on highly able students.*
- *To enhance students' capacity as curious, motivated and resilient learners.*

These goals link to FISO in the areas of:

- Excellence in teaching and learning
- Building practice excellence
- Community engagement in learning and
- Positive climate for learning.

As teachers and students work together, with student voice heard and respected, students' confidence, sense of self-efficacy and connectedness will grow and they will be engaged as educational decision-makers.

## Achievement

### Teacher Judgment

Student results (prep-6), shown through teacher judgments in English and Mathematics are on par with similar schools and network schools. 97% of students are at or above level.

The number of students in the top level (above level) is approximately 20% less than similar schools in English and mathematics.

The school has low percentages of students below level in all learning areas.

Speaking and listening indicated that only 14% of students across all grades were above level; 82% were at the level.

Number and algebra indicated higher numbers, with 34% above level.

NAPLAN results indicated greater numbers achieving above the level. In 2017, 60% of year 3 students and 51% of year 5 students were at the top 2 bands in Numeracy. 70% of year 3 students and 55% of year 5 students were in the top 2 bands in reading. 70% of year 3 students and 14% of year 5 students were in the top 2 bands for writing.

### Relative Growth

In 2017 our results were well above similar schools for numeracy and reading whilst being comparable for writing.

### School Performance Report

School achievement in Reading and Numeracy places us in the 'Influence' Domain Performance Group, indicating performance is high or very high. This level of performance is maintained consistently over three years or is on a positive improvement trajectory.

## Engagement

Student attendance is a lead indicator for achievement and engagement outcomes.

In 2017, 56% of students had less than 10 days absent. 4% were absent more than 30 days and this is attributed to family trips overseas. There are no concerns for chronic absence.

Represented in Students' Attitude to School Survey positive response to school attendance is high at 88% with 9% neutral and 3% negative.



‘Sense of connectedness’ is 82% and ‘Sense of confidence’ 83% positive, both lead indicators for achievement in reading and numeracy.

Specialist programs – Visual Arts, Music, Phys Ed, L.O.T.E. – Japanese and ICT/Multi media provide wider learning opportunities, engaging and extending children’s talents. All children participate in these programs weekly, their skills and progress acknowledged in their reports, the newsletter and school assemblies.

Inter school sport in summer and winter, along with District competitions in swimming, cross country and athletics provide team opportunities and fitness/healthy lifestyle development.

Extra curricula activities – camps Years 4 - 6, environmental events and a whole school concert engage and encourage children and teachers, highlighting talents and teamwork.

Self-regulation and goal setting sits at 87% positive responses which indicates a significant level of student initiative and independence.

## Wellbeing

Valkstone continued with the Resilience Project in 2017, documenting and implementing further curriculum tasks to develop the personal growth of all students. A strong commitment to the school values and a tiered approach to wellbeing, has supported all staff and assisted students to develop strategies to deal with issues. Students are encouraged, through JSC, Team Green and leadership roles to contribute to the school direction.

School assembly provides weekly purpose for students perform, present and disperse information to the whole school community. Year 6 students, with guidance, plan and lead the assembly. This develops public speaking skills and opportunity for collaboration and organisation.

A sense of connectedness, a lead indicator for the level of resilience, shows that 82% of students gave positive responses in the Attitudes to School Survey. High expectations for success was the most highly rated category, with 96% of students responding positively.

Student voice and agency, with 64% positive responses, is possibly an area that we have considered for future direction. Teachers have encouraged student voice through setting learning goals and circle time discussions. Further opportunities will be implemented through the term of the current Strategic Plan.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 660 students were enrolled at this school in 2017, 307 female and 353 male.</p> <p>35 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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><b>NAPLAN Learning Gain</b> 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>55%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>49%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>58%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>59%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	55%	34%	Numeracy	12%	49%	39%	Writing	22%	51%	28%	Spelling	14%	58%	29%	Grammar and Punctuation	11%	59%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="549 913 1035 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>94 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	95 %	93 %	93 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	95 %	93 %	93 %	93 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Students Attitudes to School - Management of Bullying</b></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)

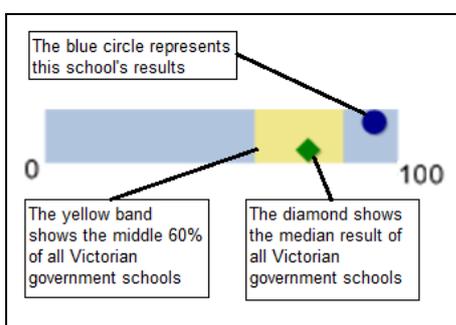
### Engagement

- 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).

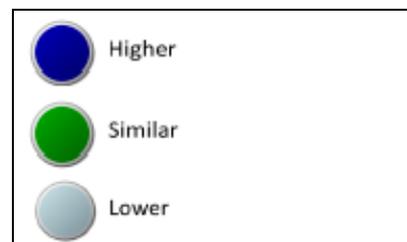


## What does *School Comparison* refer to?

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

(1) Four teachers, experts in literacy, numeracy and wellbeing are employed for targeted support P – 6.

(4) Salaries and Allowances includes school-level payroll of Out of School Hours Care run by School Council and is self-funding.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,467,907	High Yield Investment Account	\$433,384
Government Provided DET Grants	\$443,808	Official Account	\$57,030
Government Grants Commonwealth	\$201,579	Other Accounts	\$98,364
Government Grants State	\$94,089	<b>Total Funds Available</b>	<b>\$588,779</b>
Revenue Other	\$29,267		
Locally Raised Funds	\$952,059		
<b>Total Operating Revenue</b>	<b>\$6,188,708</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$10,166		
<b>Equity Total</b>	<b>\$10,166</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,540,429	Operating Reserve	\$265,493
Books & Publications	\$4,756	Asset/Equipment Replacement < 12 months	\$3,285
Communication Costs	\$5,971	Capital - Buildings/Grounds incl SMS<12 months	\$275,000
Consumables	\$151,925	Maintenance - Buildings/Grounds incl SMS<12 months	\$40,000
Miscellaneous Expense <sup>3</sup>	\$518,620	Maintenance -Buildings/Grounds incl SMS>12 months	\$5,000
Professional Development	\$12,024	<b>Total Financial Commitments</b>	<b>\$588,779</b>
Property and Equipment Services	\$406,344		
Salaries & Allowances <sup>4</sup>	\$366,324		
Trading & Fundraising	\$122,993		
Utilities	\$35,634		
<b>Total Operating Expenditure</b>	<b>\$6,165,019</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$23,689</b>		
<b>Asset Acquisitions</b>	<b>\$17,651</b>		

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.*