

2018 Annual Report to The School Community



School Name: Valkstone Primary School (4778)



- 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 18 March 2019 at 12:07 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 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 26 March 2019 at 10:00 AM by David Nowell
(School Council President)

About Our School

School context

Valkstone reflects DET vision - all students are empowered to learn and achieve, experiencing high quality teacher practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for life long learning and shaping the world around them.

Valkstone is built in a residential street in East Bentleigh and continues to grow both in population and facilities. At census in February, Valkstone was funded to educate 681 students, SFO Index of 0.1941 and an SFOE Index of 0.1488.

By the end of the year, the student population had reached 712, with 61 full and part-time time teaching and support staff. 33% of our students speak a language other than English at home, the basis of funding for a teacher of EAL.

The capital works program continued throughout 2018. The carpark was completed for the start of the school year, along with a new play area in the south west corner of the school. Mid year, the Prep learning centre was opened and the Art room, Library, ICT and Multi Media centre upgraded. By November, eight learning spaces had been refurbished. Twenty eight classes are housed in modern well resourced facilities. Landscaping is still a work in progress, supported significantly by Grounds and Buildings Sub Committee of School Council, year level working bees and the handyman/gardener.

All teachers use digital technology as a learning tool. Effective teaching teams plan and support highly engaging instruction based on the Victorian Curriculum/FISO and an e5 instructional model. COMPASS is the administrative/learning portal.

Student achievement is at or above the expected level in all areas of English and Maths, with students demonstrating above average growth.

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 and frog pond.

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, an oval with cricket pitch, nets and football goal posts and multiple bat tennis courts. Five playground installations provide multiple sources of fitness fun and an outdoor chess board with large chess pieces challenges mental muscles. A sensory garden engages children in developmental and creative play.

Our strong values education program, along with Respectful Relationships, The Resilience Project and Growth Mind Set are embedded in daily practice, producing a positive school culture that has consistent and clear expectations for high achievement and respectful behaviour. Student leadership programs include buddies, Junior School Council, Green Team, Science, Performing Arts and Multi Media.

Extra curricula programs include musical performances, instrumental music, choir and guitar, Maths Olympiad, University of NSW Competitions, chess and coding.

School Council is proactive and the parent community is 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 for 97 places under the Children's Services Act 1996.

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

Framework for Improving Student Outcomes (FISO)

In the 2018 Annual Implementation Plan, The FISO foci were:

1. Excellence in teaching and learning - building practice excellence, curriculum planning and assessment.
The goal to increase by 10% the proportion of students achieving 12 months or more above the expected level on the 2016 benchmark in Speaking and Listening was met.
Across all curriculum areas, speaking and listening opportunities were documented, students were explicitly taught appropriate listening (whole body) and presentation skills and given multiple forums to demonstrate and refine their skills. Student led assemblies, performances and multi media events highlighted their skills and achievements.
Writing outcomes, maintaining the same students in the top two bands continues to be a challenge.
Continued professional learning, collaboration with Network Communities of Practice to strengthen teaching strategies, moderation and assessment protocols will aim to maintain learning growth for highly able students.
2. Professional leadership - building leadership teams.
Leadership roles have been extended within professional learning teams and curriculum teams, as well as the appointment of learning specialists. Bastow programs, coaching and DET documentation - Literacy and Numeracy Strategies, Amplify and High Impact Teaching Strategies are being used to develop leadership. Succession planning and leadership development is ongoing.
3. Positive climate for learning - empowering students and building school pride along with setting expectations and promoting inclusion.
Incorporating Capabilities - Critical and Creative Thinking elements was a focus for staff professional learning throughout the year, with the goal of increasing student voice and agency in learning. DET resources were used extensively: mapping tools, provocations across the curriculum. Students are expected to discuss concepts, set goals and targets then evaluate their learning progress. As increase in the element of Learning confidence is a continued target.
4. Community engagement - parents and carers as partners.
The target to improve communication with parents was met in the Parent Opinion Survey, increasing from 61% satisfaction to 81% in the element of 'Teacher Communication'. Expanding the use of Compass to share students' progress with learning tasks, as well as regular class bulletins through this medium has been effective.

Achievement

Student achievement in Reading remains very high with 60% of Year 5 students in the top two bands and 94% with medium to high relative gain from Year 3 to Year 5.
In Numeracy, achievement was high and maintained at 52% in the top two bands. 78% of the cohort from Year 3 to Year 5 had medium to high relative gain.
Future directions will focus on student outcomes in writing, aiming to maintain the percentage of students in the top two bands between Years 3 and 5.

Engagement

Student attendance is high and maintained at 93% although families continued to take children overseas during school term time. Learning tasks are encouraged through reading and journal writing and any appropriate mathematical applications.
Unexplained absences are followed up by teachers. Significant absences are tracked and followed up by the wellbeing team, supporting families to have students attend school regularly and on time.

A whole school focus of Growth Mind Set language and thinking was documented and implemented, including students' presentations articulating the concepts, along with setting their goals and targets and evaluating progress

Wellbeing

Student attitude is high in the elements of High expectations for success, Stimulated Learning, Effort and Resilience. In Years 5 & 6, 86% of students endorsed Stimulated Learning, 83% a strong sense of confidence and 87% a positive endorsement of the management of bullying which is a significant increase. Peer mediation was introduced as a leadership responsibility for Year 6 students. All students were given an outline of the program, with training open to any interested. 35% of the Year 6 cohort undertook the training which was held during lunchtimes. Enthusiasm and commitment remained high as peer mediators were rostered on a rotating timetable. Students' communication and problem solving skills were enhanced as the mediators assisted with playground disputes. The mediation process has assisted students at all levels and reduced the number of incidents in the playground. Year 6 students led the 'Zero Tolerance to Bullying' action program for the whole school.

Financial performance and position

Valkstone received an additional grant from School Sport and Pride fund to replace the southern boundary fence, 320 metres, a considerable security and aesthetic improvement. Less than \$10,000 is provided in equity funding but the workforce plan is committed to providing EAL, Literacy and Numeracy support from expert teachers to support students P - 6. Locally raised monies from fundraising and the Building Fund have been spent to replace and install new air-conditioning units in the new and refurbished classrooms as well as replace the last of the old interactive whiteboards. As a result, the Building Fund is almost deplete. School Council Finance Sub Committee is committed to completing the landscaping that was cut from the building program after additional costs in asbestos removal. The O.S.H.C. program is self sufficient and contributes to the maintenance of its facility which is over entitlement and a School Council responsibility.

For more detailed information regarding our school please visit our website at
<https://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: 

School Profile

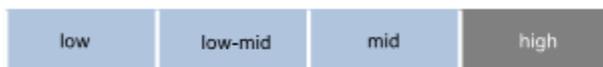
Enrolment Profile

A total of 684 students were enrolled at this school in 2018, 311 female and 373 male.

37 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6%</td> <td>59%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>57%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>60%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>60%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	6%	59%	34%	Numeracy	22%	49%	29%	Writing	16%	57%	27%	Spelling	16%	60%	24%	Grammar and Punctuation	15%	60%	26%	<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>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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	93 %	94 %	94 %	93 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (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 %	93 %	94 %	94 %	93 %	92 %										

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,701,306
Government Provided DET Grants	\$546,146
Government Grants Commonwealth	\$263,328
Government Grants State	\$30,087
Revenue Other	\$89,904
Locally Raised Funds	\$869,055
Total Operating Revenue	\$6,499,826

Funds Available	Actual
High Yield Investment Account	\$327,965
Official Account	\$16,138
Other Accounts	\$13,487
Total Funds Available	\$357,590

Equity ¹	
Equity (Social Disadvantage)	\$9,433
Equity Total	\$9,433

Expenditure	
Student Resource Package ²	\$4,739,551
Books & Publications	\$3,691
Communication Costs	\$4,175
Consumables	\$144,059
Miscellaneous Expense ³	\$554,319
Professional Development	\$47,245
Property and Equipment Services	\$375,280
Salaries & Allowances ⁴	\$401,978
Trading & Fundraising	\$129,059
Utilities	\$43,512

Financial Commitments	
Operating Reserve	\$271,699
Funds for Committees/Shared Arrangements	\$24,332
Maintenance - Buildings/Grounds < 12 months	\$61,558
Total Financial Commitments	\$357,590

Total Operating Expenditure	\$6,442,869
Net Operating Surplus/-Deficit	\$56,957
Asset Acquisitions	\$326,770

- (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 15 March 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
- 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' or 'ND' 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').