**2019 Annual Report to**

**The School Community  
  
School Name: Valkstone Primary School (4778)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2019 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 30 June 2020 at 03:11 PM by Marilyn Koolstra (Principal) |

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| The 2019 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| To be attested by School Council President |

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**About Our School**

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| School context |
| Valkstone has a student population of 720, SFOE of 0.1315, with 62 full and part-time time staff. Located in residential East Bentleigh, Valkstone is a member of the Stonnington and Glen Eira Schools Network.The Leadership Team has two Principal Class members, three Leading Teachers and three Learning Specialists. Seven Education Support Staff - Integration assist funded students acroos the school. Five Education Support Staff work in Administration and Library. Twenty eight classes, four at each level P -6, are housed in well-maintained and resourced learning spaces, alongside dedicated learning spaces for ICT/Multi-media, Library, EAL, Japanese, Music and Art. A four year building program of $7.6m dollars has rebuilt or refurbished all our permanent buildings along with significant landscaping and play areas. A maintenance/grounds person works two days a week. School Council manages working bees seven times a year for minor gardening and community grounds projects.  Strategic Plan goals are focused on increasing student learning growth, developing student voice, agency and inquiry learning.Professional Learning Teams collaborate to plan and implement highly engaging instruction based on the Victorian Curriculum, FISO and the High Impact Teaching Strategies.  All teachers use digital technology as a learning tool. 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, frog pond and encourage sustainable practices by the students. 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, mini grass soccer pitch and bat tennis courts. Five playground installations provide multiple sources of fitness fun, whilst an outdoor chess board with large chess pieces challenges mental muscles. Proximity to Glen Eira Sports and Aquatic Centre and Duncan McKinnon Reserve enables Valkstone to run swimming programs and sports carnivals effectively.  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 behavior. Student leadership programs include buddies (Year 5 – Prep), Peer Mediators (Year 6), Junior School Council (1- 6), Green Team (1 – 6), Multi Media, House Captains and School Captains.  Extra curricula programs include musical performances, instrumental music, choir and guitar, Maths Olympiad, ICAS 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 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) |
| Excellence in teaching and learning, with specific targets for literacy and numeracy, formed the basis of our 2019 Annual Implementation Plan. One key improvement strategy was to increase annually high growth in writing. Through curriculum planning and building practice excellence we have established consistent and proven practices to improve the delivery of writing. Many professional development sessions were allocated across the year and these strategies have resulted in targets being realised. In numeracy we aimed to have an increase in learning for highly able students. NAPLAN results were positive.  Empowering students and building school pride, supported our push for a positive climate for learning. A variety of programs have been used across the school to develop a sense of belonging and to ensure that students enjoy positive experiences at school. |
| Achievement |
| High growth indicators, from NAPLAN testing have shown that students are progressing well from year 3 to year 5. One key improvement strategy was to increase annually high growth in writing. We exceeded our target, with 35% of students achieving high growth. Numeracy: high growth of 34%. Reading: High growth 38%. Spelling: High growth 39%. Grammar and Punctuation: High growth 27%. We are above similar schools for our Year 3 results in NAPLAN, with Year 5 indicating similar results for similar schools. All of our results are well above 60% of Victorian schools. Teacher judgements show that we are above similar schools in Mathematics and comparable to similar schools in English. On the current data, our future direction should be in grammar and punctuation. This was the element that showed the lowest growth and will be the focus for the intensive work and explicit instruction in writing, |
| Engagement |
| The data indicates that Valkstone has similar attendance results to like schools. With a diverse community, many families take overseas trips to visit relatives. We have a strong commitment to 'It is not ok to be away' and provide an inclusive and supportive environment for all students. Wellbeing co-ordinators follow up absences to support students, families and teachers.This is evidenced by an average of 93% attendance rate across all grade levels.The Students Attitudes to School Survey shows that students at Valkstone indicate the 'Management of Bullying' factor is effective, above like schools and the sense of connectedness is similar to like schools. Students have a strong sense of connectedness, zero tolerance of bullying contributes to a sense of safety, students are highly engaged and do well at their learning and personal development. |
| Wellbeing |
| The Resilience Project established common language across all grades and supported teacher development in the application of explicit teaching practices. Growth Mindset complemented the Resilience Project and the school’s values program. In 2019 the Wellbeing Committee completed a scope and sequence document that addressed all these areas, and included Respectful Relationships. Some additional programs promoting student wellbeing have included Peer Mediation, Family Life, Click Against Hate and student led weekly assemblies. Student Attitudes to School Survey (2019) evidenced the positive effect that these programs have had on student wellbeing.  Positive climate for Learning:  80% of students responded positively to school connectedness 87% of students responded positively to a Sense of Inclusion Excellence in Teaching and Learning: 80% of students responded positively to Resilience 88% of students responded positively to Attitudes to Attendance |
| Financial performance and position |
| Valkstone School Council, guided by the Finance Committee sets the annual budget, approves projects for the year ahead and monitors monthly expenditure against income. Equity funding contributes to learning support programs/staff in literacy and numeracy. Commonwealth Grants support the O.S.H.C. program. State government grants through the Student Resource Package had a boost in 2019 for grounds and maintenance with an additional $110,000 over 2019/20. Salaries and allowances at school-level payroll included the O.S.H.C. staff, additional ICT support and grounds maintenance. Locally raised funds include parent payments, voluntary contributions and fundraising. Fundraising income has contributed to ongoing grounds improvements: bubbler taps around the perimeter of the playgrounds, garden edging, planting and landscaping. |
| **For more detailed information regarding our school please visit our website at** [**www.valkstoneps.vic.edu.au**](file:///C:\Users\01010936\AppData\Local\Microsoft\Windows\INetCache\IE\2JVJ6MFE\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.

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 717 students were enrolled at this school in 2019, 342 female and 375 male.

38 percent of students had English as an additional language and np 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: High

**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) | 88.9 | 85.8 | 79.2 | 92.0 |

**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) | 74.8 | 79.5 | 68.5 | 87.9 |

***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.***

***“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.***

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 | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
| Domain | Percent | Percent | Percent | Percent |  |
| English | 96.8 | 89.7 | 81.7 | 95.0 | Similar |
| Mathematics | 97.8 | 90.3 | 81.8 | 95.8 | Above |

**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 | Similar School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (latest year) | 92.2 | 76.5 | 60.0 | 90.0 | Above |
| Year 3 | Numeracy (latest year) | 89.3 | 67.7 | 50.0 | 84.6 | Above |
| Year 5 | Reading (latest year) | 84.8 | 67.6 | 50.0 | 83.1 | Similar |
| Year 5 | Numeracy (latest year) | 83.8 | 59.3 | 41.2 | 76.4 | Similar |

| NAPLAN top 3 bands  (4 year average) |  | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (4 year average) | 89.1 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 87.0 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 82.7 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 80.5 | 56.3 | 40.7 | 71.7 | - |

**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’.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain | Medium Gain | High Gain |
| --- | --- | --- | --- |
| Domain | Percent | Percent | Percent |
| Reading | 14.1 | 47.5 | 38.4 |
| Numeracy | 10.1 | 55.6 | 34.3 |
| Writing | 13.1 | 51.5 | 35.4 |
| Spelling | 14.1 | 46.5 | 39.4 |
| Grammar and Punctuation | 18.2 | 54.5 | 27.3 |

engagement

**Average Number of Student Absence Days**

Absence from school can impact on students’ learning. A Similar School Comparison rating of ‘Above’ indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ 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 | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Number | Number | Number | Number |  |
| Average number of absence days (latest year) | 13.2 | 16.3 | 13.9 | 19.4 | Similar |
| Average number of absence days (4 year average) | 13.1 | 15.5 | 13.5 | 18.2 | - |

**Attendance Rate**

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 94 | 93 | 93 | 94 | 93 | 94 | 92 |

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 | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 80.1 | 80.9 | 71.8 | 88.9 | Similar |
| Percent endorsement (3 year average) | 82.0 | 81.4 | 73.9 | 88.1 | - |

**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 | Similar School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 81.8 | 81.6 | 72.2 | 90.0 | Above |
| Percent endorsement (3 year average) | 80.5 | 81.7 | 74.4 | 89.1 | - |

**Financial Performance and Position**

**Financial Performance - Operating Statement Summary for the year ending 31 December, 2019**

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $5,092,886 |
| Government Provided DET Grants | $457,741 |
| Government Grants Commonwealth | $328,102 |
| Government Grants State | $0 |
| Revenue Other | $80,329 |
| Locally Raised Funds | $983,113 |
| Capital Grants | $0 |
| Total Operating Revenue | $6,942,172 |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $10,986 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | $10,986 |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,006,754 |
| Adjustments | $0 |
| Books & Publications | $3,492 |
| Communication Costs | $4,311 |
| Consumables | $179,701 |
| Miscellaneous Expense 3 | $634,605 |
| Professional Development | $28,896 |
| Property and Equipment Services | $290,843 |
| Salaries & Allowances 4 | $490,195 |
| Trading & Fundraising | $144,839 |
| Travel & Subsistence | $0 |
| Utilities | $47,909 |
| Total Operating Expenditure | $6,831,546 |
| Net Operating Surplus/-Deficit | $110,626 |
| Asset Acquisitions | $0 |

**Financial Position as at 31 December, 2019**

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $329,190 |
| Official Account | $77,660 |
| Other Accounts | $0 |
| Total Funds Available | $406,850 |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $295,966 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $52,745 |
| School Based Programs | $20,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $220,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | $588,711 |

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 26 Feb 2020 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 *SIMILAR School Comparison* refer to?**

The SimilarSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.

The comparison measure takes into account the school’s socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparisonwill identify if a school’s result is ‘**Similar**’, ‘**Above**’, or ‘**Below**’ relative to the similar schools group with similar characteristics and is available for latest year data only.

**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, Community Schools and schools that changed school type recently, 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’).