

**Caulfield Primary School  
5489**

**2008 Annual Report to the  
School Community**



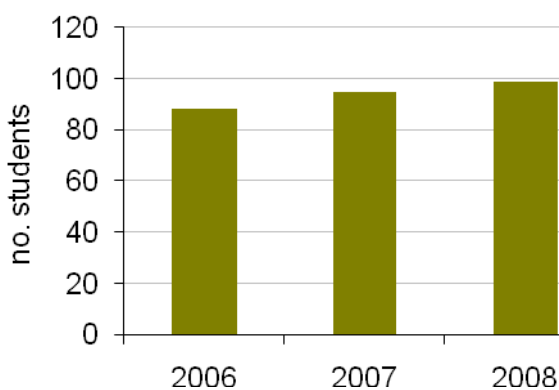
## School Overview

In 2008 Caulfield Primary School has continued to improve on its unique characteristics that are providing a path for future sustainability and growth. As a relatively newly reformed school we are proud of the rigorous learning environment, the school facilities, the opportunities for students to find their personal strengths and the culture of care and community that has developed.

Our Strategic Plan written in 2006 identified the strategies for improvement including stronger parental partnerships, an outstanding of the second language immersion program, a strong performing and visual arts program, capacity building for our teachers, differentiated instruction and continuous assessment of individual performance in the core subjects of language, maths and science to raise the standard of performance for all students. Added to this there was greater emphasis on class behaviour that facilitated and generated more exciting activities in the learning program and the Values Program is now firmly embedded in the classroom programs.

### Student enrolments

Total students enrolled in school

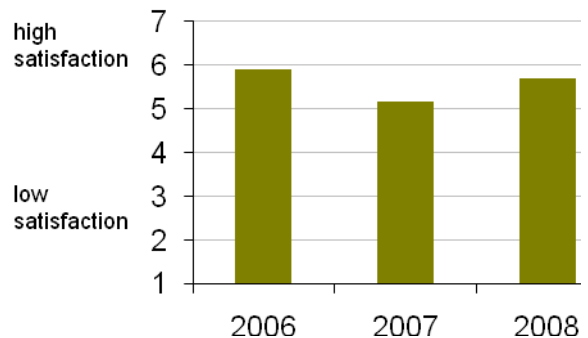


The demographics relating to Caulfield Primary Student enrolments School have changed considerably over the past 5 years. Younger families are moving into the area and there is less transience. 2008 marked a strong community interest in their local school, the emergence of greater knowledge and understanding around the advantages of second language acquisition and the culture of the school

changed considerably. The school community were actively involved in taking the school's unique opportunities out into the wider community and 2008 showed the increase in enrolments to be both positive and continuous. The smaller size of the school is still conducive to attracting students needing more specialised assistance and the programming was tailored to meet the needs of these students. However the immense value in challenging students to achieve well beyond their expected level has attracted families who share these high expectations.

### Parent Satisfaction

Parents' satisfaction with this school (average score on scale of 1 to 7, where 7 is best possible score)



Parent satisfaction remained very high, maintaining an average of 5.8 on a scale of 1 to 7 which is an improvement of .6 from last year. Areas where we noticed marked improvement were extra-curricular and student motivation - both areas that were identified as target areas.

There was a general up-turn in parent perception around school improvement, teacher morale, parent input, stimulating learning, reporting, learning focus, homework, student safety, classroom behaviour, connectedness to peers, social skills, school connectedness and general satisfaction.

The school and parents now have a much higher expectation of performance and are pleased with the range of curriculum we offer and the teaching and learning we deliver. Parent opinion at Caulfield Primary is strongly valued and provides platforms for continued improvement.

### Commonwealth Requirements

- **Teacher Satisfaction** – The average score for teacher satisfaction at Caulfield Primary is 72.3 on a scale from 0-100. Although high and improving from last year in nearly every area there are excessive work demands which require exceptional commitment from all of our teachers. Establishing consistency through strong system controls and devolution of leadership has helped address this challenge.
- **Teacher Absence** – The average absence for non certificated sick leave was .82 for teachers well below the state mean of 1.79 and 1.71 for Education Support staff above the state median of 1.47. Our total sick leave was 2.23 for teachers well below the state median of 6.4 and 6.22 for ES considerably higher than the median of 4.63. As there have been changes in the way this data has been collected we can not compare these figures with previous years.
- **Teacher Retention** Of the 7 EFT teachers who were at Caulfield in 2008. One teacher left due to maternity leave and a second returned to his home interstate. These positions were filled with 3 full time teachers to accommodate the growing enrolments and continue our school's commitment to small classes
- **Teacher participation in professional learning** – All staff at our school benefitted from a strong year of Professional Development. With improvement of teacher capacity a high priority at our school was to attend many whole school, small group and individual professional development activities. 3 of our teachers participated in Teacher Professional Leave building their personal capacity and sharing their knowledge with all staff and the wider educational community. Added to this we were rewarded with a Teaching and Learning coach who, 2 days per week provided personalised coaching to enhance the delivery of Maths teaching in the classrooms.

**Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at;

- <http://www.vit.vic.edu.au/content.asp?Document ID-241>

## Principal's Report

In 2008 Caulfield Primary School was in its third year of our Strategic Plan with the aim to develop a rigorous learning environment in a climate of care and community.

The first 2 years of the plan set about to restructure the school by thoroughly assessing the direction of the school and aligning this with the change in character and requirements of the community. The plan included developing an early childhood centre in the heritage building and strengthening our transition procedures. The rooms were enlarged where possible to allow for activity based learning and a new resource area, complete with up to date technology, was put into the library. During the year it became obvious that the time was right to incorporate the kindergarten under the school's umbrella and so Caulfield Primary Early Childhood Centre was established under the joint management of Early Childhood Management Services and Caulfield Primary School.

The bilingual program was supported after a glowing report from independent auditors who recommended the immersion style as being outstanding by any criteria. The staff have been together for 3 years now and the high profile of second language acquisition have both added to the delivery and acceptance of the program.

Offering extra curricular opportunities for our students was a need to be addressed. We developed a high level sports program by using professional coaches in a wide variety of sports and continued our participation for all ethos in our Gala days. We introduced tuition in musical instruments of choice by outsourcing professional musicians, established a choir and involved the Victorian College of the Arts and other professionals in a dance program.

Caulfield Primary School has also started a public transport training and usage program giving our students greater access to the wider community

including the local community, sports venues and Federation Square while adding to the awareness of the environmental advantages.

This program has been very successful.

Sustainability and the environment is an ever increasing focus for the school and we have acquired 3 tanks to maintain our beautiful and thriving gardens which were added to in 2008. 2008 was an exciting year when the plans for the Safe Access and Play areas became a reality. The Investing in Schools project gave the school necessary funds to complete the project and the grounds were Regional winners in the State Garden Awards. This project lifted the profile of the school dramatically and has had an impact on safety, participation in sports, environmental awareness, general wellbeing and increased the positive outlook for the school in the future.

The year provided the teachers with an in-depth look at their teaching and learning programs, taking on self assessment programs and investigating options for improving student learning. Staff has conscientiously involved themselves in greater amounts of professional development and actioned this in their classrooms.

Assessment and reporting procedures that guide and assess continuous individual performance were a major focus of our Strategic Plan and this year we became more data driven, more strategic in our planning and succeeded in connecting our students to their learning.

The school continued to work throughout the year on their Performance and Development Culture. The focus on developing teacher capacity was also enhanced by this process.

Other areas of the blueprint for School Improvement were addressed by the school and all staff were committed to improving the outcomes for students.

## School Council President's Report

Caulfield Primary has had another progressive year during 2008, in many areas. The school population continues to rise, as more children enter the school in the early years compared to those leaving from year six.

School Council is pleased with the overall concept of the kindergarten at our school, but has been dissatisfied with the management of the kindergarten for some time. In 2008 we made the decision not to renew the licence agreement for the kindergarten premises with the committee of management.

School Council decided to take over the ownership of the kindergarten, and appoint Early Childhood Management Services Inc to operate the kindergarten on behalf of School Council, starting from 2009 onwards. The kindergarten is now known as the Caulfield Primary Early Childhood Centre. The staff, parents, and children at the centre have been welcomed into the school community, and School Council looks forward to a great future for the early childhood centre at our school.

The survey of the school community in 2008 showed good levels of student connection with the school, student morale, confidence, and a very high parent satisfaction score. The many social events in 2008 have helped strengthen the community spirit at our school, such as the annual visit of Japanese secondary students, and the Bush Dance.

The financial position of the school has been maintained at its usual high standard during 2008. We have received another extremely favourable audit report for 2008, confirming our excellent financial recording systems and sound financial management.

The school yard safety upgrade completed in 2007 has greatly increased safety within the grounds. The visual appearance of the grounds and gardens has also improved because of this project, as the many trees and bushes become established.

Caulfield Primary continues to grow, thanks to hard work and dedication of so many from the school community, the School Council and sub committees, the Principal, the staff, the parents, and the volunteers.

## Student Progress & Achievements

### Student Learning

As the focus has been on improvement of student achievement, data has become very important in assessing student performance and documenting improvement.

The assessment of Reading Early Years data P-2 showed a marked improvement in the reading from Prep to Year 2. It appears our dedication to improvement for all by providing an activity based curriculum is particularly valuable for boys and those who require more time to develop competencies. The activity based program also allowed for students working well above the expected level and the SFO range to be continually challenged and extended.

The activity based curriculum also produced some exciting results in writing where 75% of our students, in both Year 3 & Year 5, performed above the expected levels.

The teaching and learning of maths was given an extra boost this year and this resulted in 100% of our students in Year 3 performing at or above expected levels.

The staff has recognised the importance of a solid broad base onto which students can build their learning as being a vital ingredient of sustained, confident development. Each child's progress is constantly monitored to ensure continued improvement and special assistance is given for minimum standards to be reached for all students.

The data shows that all but one student were above or well above the national benchmarks, but due to small numbers there is no graphical data.

In analysing the data we concluded that the focus on achievement in the Strategic Plan improved the student learning by

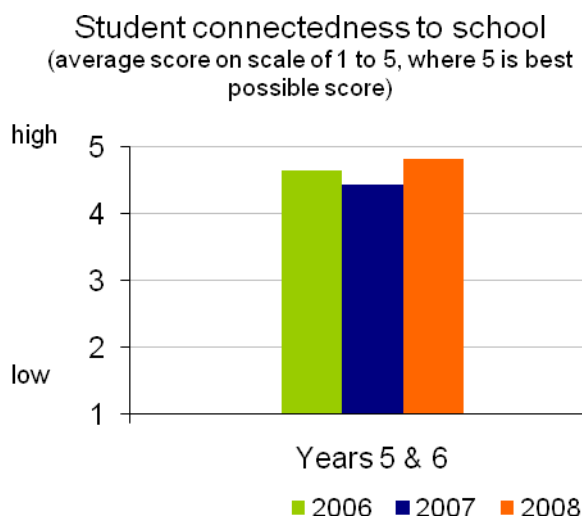
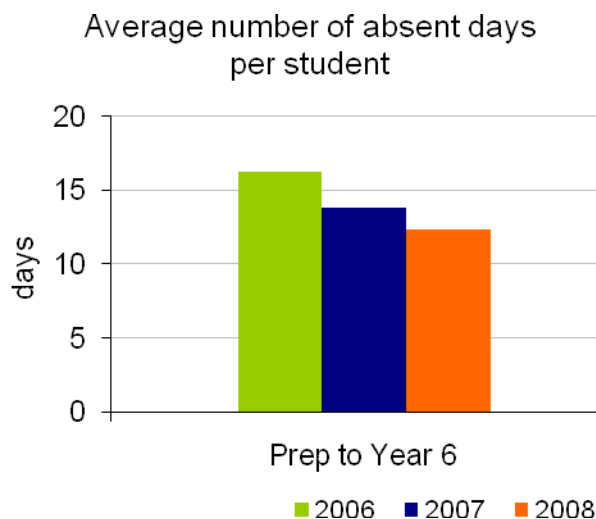
- Engaging in explicit, targeted teaching
- Improving teacher capacity through Teacher Professional Leave and coaching
- Maintaining a high teacher/student ratio. 1 teacher for every 12 students
- Monitoring teacher planning and program delivery
- Setting up special assistance timetables for all identified students for support or challenge.
- Continuing to develop our Performance and Development culture

## Student Engagement and Wellbeing

Caulfield Primary is advantaged by its high teacher to student ratio in its establishment of strong student engagement and wellbeing.

**Average number of absent days per student** – Students at Caulfield Primary have again reduced their absent days per student to an average of 12.3. Every year level except for the year 4's is on a downward trend and below the state mean. Both students and parents report that coming to school is an enjoyable and valuable event and that staying away is an unfortunate event

**Students' school connectedness** – The Attitudes to School survey is an excellent reflection of the Student relationships, Teaching and Learning and Wellbeing that the students in Years 5 & 6 feel. The survey indicates that our students are at the 80% -90% range in all but one area and that every area has improved over the year. Our targeted areas of Student Motivation and School Connectedness have improved by about 15%. There has been a concerted effort to improve feelings of safety for all students even though our school rates above the state mean. Our school believes that although these concerns are restricted to only a couple of students it must be actively seeking to have strategies to alleviate any impact these students might have.



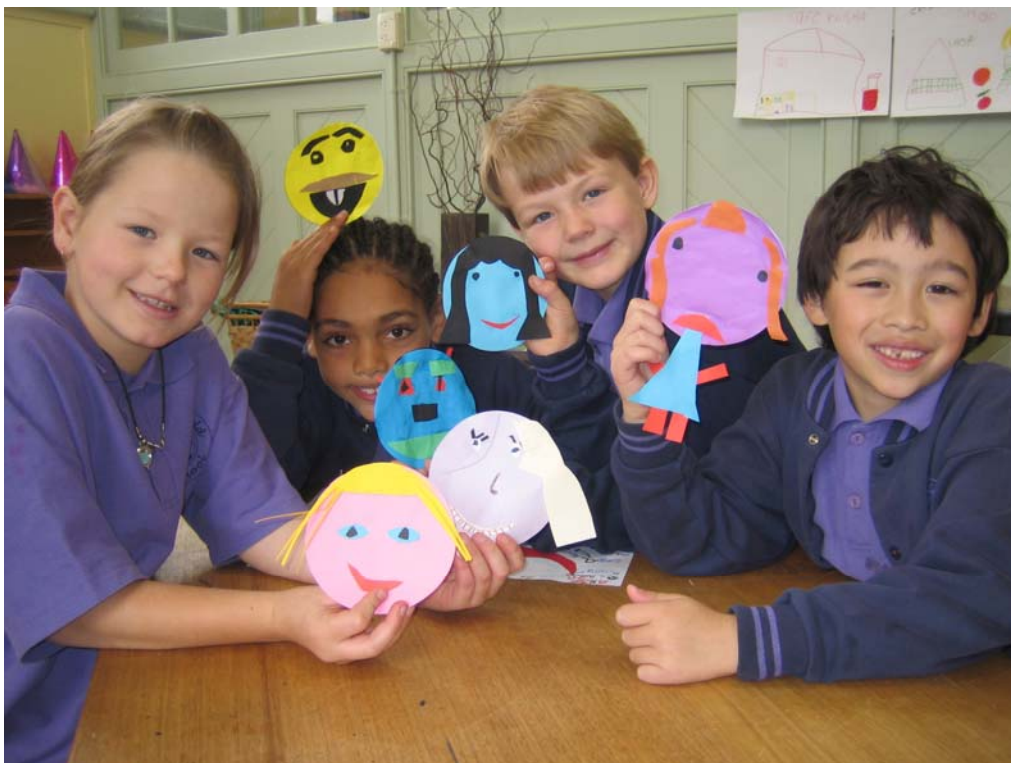


## Student Pathways and Transitions

Transition between Pre-school education and the preparatory year at Caulfield Primary has always been an emphasis in making sure the students and parents are prepared for their next educational journey. Our transition programs are well received by the families who often remark on the inclusive nature and the strong community feel.

In 2008 it became increasingly obvious that it was the right time to incorporate our kindergarten into the Caulfield Primary community and we have been excited by the advantages it has already shown.

Our Year 6-7 transition has been highly successful in placing students in the best possible environment for their continued success. Feedback from all schools who have enrolled our students and the students themselves tells us that the students were highly prepared, confident and excited about their future learning.



## Future Directions

Plans for our future are reflected in our Annual Implementation Plan for 2009.

Added to this we will be in a year of self evaluation and review which will result in a new Strategic Plan for the next 3 years.

For student achievement we will be focussing on

- **Improved teacher capacity** through coaches, Teacher Professional Leave, access to professional development, development of assessment criteria, differentiated instruction and changes in their performance reviews to reflect student achievement

- **Assessment and reporting procedures** that monitor, guide and assess continuous individual performance.

For student wellbeing we will be focussing on

- **Team teaching** for greater flexibility and student attention.

- **High Expectations** that encourage responsibility and persistence to achieve.

- **Involvement in student passions and talents** by forming clubs and access to professional instructors

- **Development of leadership capabilities and opportunities** by lifting the profile of whole school activities, teams, cross-age activities and representation in the wider community.

- **Healthy living, recreational and sporting opportunities** where looking after themselves is highly encouraged.

- **Junior School Council to act as a voice of the students.**

For Student Transition we will

- **Improve the connection with our local Kindergartens.**

- **Take over the management of our on-site kindergarten**

- **Survey the community on the marketing strengths of the school**

- **Plan for Open days and Tours to be more strategic**

- **Increase the number of classrooms open to the public first Monday of each month**

- **Use of facilities to include the local community.**

For the long term our vision and plans include a fully integrated Early Childhood Centre that reflects the plans of the Department of Education and Early Childhood Development in their new Blueprint; working with the department to provide improved facilities and structures to ensure a high quality, coherent birth to adulthood learning and development system.

Our second long term plan is to continue the development of the immersion program for second language acquisition and encourage the growth and recognition of these programs across the wider school communities.

Explicit programming and teaching for individual development will continue to be high on our agenda as this has proven to be the prerequisite for student achievement and wellbeing.

To complement our amazing cross cultural performing arts program, the emphasis on music in all its forms and the development of healthy lifestyle activities, this school would benefit from a Performing Arts/Sports centre. At this stage the vision is in its infancy, but we can all imagine what a fabulous addition this would be for our students.

## Financial Performance and Position

Financial Performance – Operating Statement Summary for the year ending 31st December, 2008	
Revenue	2008 Actual
DE&T Grants	\$48,043
Commonwealth Government Grants	\$61,178
State Government Grants	
Other	\$29,516
Locally Raised Funds	\$120,412
<b>Total Operating Revenue</b>	<b>\$259,184</b>
<b>Expenditure</b>	
Salaries and Allowances	\$69,042
Bank Charges	\$1,079
Consumables	\$28,265
Books and Publications	\$3,837
Communication Costs	\$5,180
Furniture and Equipment	\$36,055
Utilities	\$5,949
Property Services	\$75,039
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	\$5,434
Health and Personal Development	\$410
Professional Development	\$12,636
Trading and Fundraising	\$29,636
Support/Service	\$15,712
Miscellaneous	\$26,760
<b>Total Operating Expenditure</b>	<b>\$315,034</b>
<b>Net Operating Surplus/- Deficit</b>	<b>-\$55,886</b>
<b>Capital Expenditure</b>	<b>\$81</b>
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package	

Financial Position as at 31st December, 2008	
<b>Funds Available</b>	<b>2008 Actual</b>
High Yield Investment Account	\$98,066.45
Official Account	\$1374.49
Other Bank Accounts( listed individually)	
<i>(insert)</i>	
<i>(insert)</i>	
<b>Total Funds Available</b>	<b>\$99,440.94</b>
<b>Financial Commitments</b>	<b>2008 Actual</b>
School Operating Reserve	\$10,000
Co-operative Bank Account	
Assets or Equipment Replacement < 12 months	\$19,999.94
Revenue Received in Advance	\$12,975.00
Building/Grounds including SMS < 12 months	\$3417.00
Region /Clusters Funds/School Based Programs < 12 months	\$53,049.00
Provision Accounts < 12 months	
Repayable to DEECD	
Other Recurrent Expenditure (Accounts Payable)	
Assets or Equipment Replacement > 12 months	
Building/Grounds including SMS > 12 months	
Region /Clusters Funds/School Based Programs > 12 months	
Provision Accounts > 12 months	
Co-operative loan >12 months	
Beneficiary/Memorial Accounts	
<b>Total Financial Commitments</b>	<b>\$89,440.94</b>

## School Contact Information

Address:	724 Glen Huntly Road, Caulfield South
Principal:	Suzanne Muir
School Council President:	Chris McMillan
Telephone:	9523-7932
Email:	caulfield.ps@edumail.vic.gov.au
Web site:	<a href="http://www.caulfieldps.vic.edu.au">www.caulfieldps.vic.edu.au</a>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Suzanne Muir at Caulfield Primary School.