

2020 Annual Report to The School Community



School Name: Caulfield Primary School (5489)



- 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 2020 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 16 March 2021 at 04:56 PM by Peter Gray (Principal)

The 2020 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.

Attested on 23 April 2021 at 03:26 PM by James Macky (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

About Our School

School context

Vision: Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life.

Values:

Excellence – Always striving to do your best

Respect – Think about how what you say and do affects other people

Responsibility – Be in charge of your own thinking and actions

Honesty – Be truthful to yourself and others

Kindness – Be helpful and caring of others

Diversity – Appreciate all people and their differences

Caulfield Primary School is located in Caulfield South and has a rich and lengthy history. During 2020, Caulfield Primary School had a confirmed enrolment of 319 students reflecting the school's continued growth and community perception that it is a "school of choice". 20% of our students have English as an additional language.

Improving academic achievement, a highly successful Prep Transition program and a strategic approach to promoting the school are all contributing to this growth in enrolments. The school's bilingual education is also a major attraction for many families, with the community being culturally diverse. Caulfield Primary School is accredited to accept International Students.

Our grade structure in 2020 was three Prep classes, five composite Year 1 and 2 classes, four composite Year 3 and 4 classes, and three composite Year 5 and 6 class. The school had 25.97 equivalent full-time staff including 2.0 Principal class, 18.7 teacher class and 5.27 Education Support staff. No Aboriginal and Torres Strait Islander staff are employed however half our staff are of Japanese background.

Caulfield Primary School is bilingual, with Japanese being our target language. Our bilingual education is a significant part of our school, and all children participate in it. In 2020 Performing Arts and Visual Arts were taught in Japanese as part of our bilingual education. All classes from Prep to Year 6 were co-taught by English and Japanese teachers, with all Numeracy being delivered in Japanese. In addition, 4 hours per week of Literacy is taught in Japanese. Our school has a strong focus on Japanese awareness (culture, geography, language, history, etc) throughout the school. Visual Arts and Performing Arts are taught in Japanese while Physical Education is taught in English. It is important to note, though, that all our curriculum is based on the Victorian Curriculum, regardless of the language in which it is delivered.

Caulfield Primary School has a sister school relationship with Nakagawa Elementary School in Ogaki City, Japan. Unfortunately our biennial Year 5/6 Trip to Japan for Year 6 students, had to be cancelled due to the world-wide pandemic.

Instrumental music tuition was available, to supplement our Performing Arts program. Taiko drumming was included in the Performing Arts program for senior students, whilst our choir participated in public performances.

Our heritage listed building also houses the Caulfield Primary School Early Childhood Centre. In 2020 both three and four year old kindergarten groups operated. We also offer our students both before and after-school care programs, as well as school holiday care programs. This service, in partnership with Camp Australia, was also accessed by children from other local schools. In 2020, attendees were impacted severely by the periods of home learning although the service continued to operate.

School staff continue to build on the established qualities and traditions at Caulfield, whilst continuing to develop the positive culture within the school; a culture in which our unique qualities are capitalised upon, and in which Teaching

and Learning are at the centre. Whole school approaches are evident in the planning, implementation, organisation and assessment of Teaching and Learning, as well as in other aspects of school life such as the management of student wellbeing and behaviour management. As a result, we are see ongoing improvements in student learning. Staff continue to develop whole-school curriculum planning and implementation, with the current emphasis being on Literacy and Numeracy. Our current School Strategic Plan (2018-2021) has a focus on Numeracy, Literacy and Student Voice & Agency.

Caulfield Primary School has a high level of parent commitment. There is a strong sense of community and the parents actively contribute to many aspects of school life. The School Council operates effectively, including its subcommittees. Our Parents and Friends Club organises a range of activities with both fundraising and social emphases, including a biennial Fete

Long term planning is in place to cater for the continued growth in student enrolments whilst minimising the impact on our attractive school environment

Framework for Improving Student Outcomes (FISO)

Like all schools, our educational program was impacted upon, during 2020, by two extended periods of home learning. This presented many oportunities but also challenges, including our capacity to fully address all AIP Key Improvement Strategies.

Key Improvement Strategy: Curriculum planning and assessment - Embed a consistent approach to student assessment which is used to inform targeted, rigorous learning opportunities for all students:

- * Ability to fully implement Assessment Schedule was limited due to COVID-19 impact, as were opportunities to analyze the data in Area PLT meetings and to undertake professional learning
- * During home learning, teachers did access student data to inform teaching and differentiated activities
- * During home learning, students demonstrated greater levels of independence given the nature of remote learning
- * Teachers set up a variety of assessments in Numeracy; Pre and Post testing, Literacy-English; Spelling tests, Writing moderation tasks in English and Japanese,
- * Preps undertook PM running record testing, Literacy – Japanese; teachers and support staff used a series of tests to monitor and track student progress and/or growth

Key Improvement Strategy: Evidence-based high-impact teaching strategies - Embed a culture of high expectations for all learners within whole school approaches to instructional practice, and the use of high-impact teaching strategies which are mirrored in both English and Japanese classrooms:

- * Despite extended periods of staff not being on site, continued professional learning was able to take place in relation to meta-cognition, which staff had identified as a need
- * Professional development was also undertaken on peer observation protocols, although peer observations were unable to be completed due to staff not being on site.

Key Improvement Strategy: Empowering students and building school pride - Activate student voice, leadership and agency to empower students and enhance school pride:

- * Pivot Survey was not undertaken, nor was the Student Attitude to School Survey
- * Extended periods of home learning did provide opportunities for increased Student Voice, Agency & Leadership in terms of opportunities for students to guide and direct their own learning, especially for older students
- * Principal & Assistant Principal participated in SAGE SVAL Community of Practice group

Achievement

Despite the challenges associated with two extended periods of home learning in 2020, it provided many opportunities which were seized upon to enhance both student and staff skills and knowledge, especially in the effective use of technology to enhance teaching and learning.

2020 was the third year of the school's 2018 - 2021 School Strategic Plan in which the academic priorities were Reading, Writing and Numeracy, with Student Voice, Agency & Leadership the other focus . Student learning at Caulfield Primary School continued to show improvement reflecting the ongoing development and refinement of our curriculum and pedagogy, despite home learning. Many of our standard assessment measures were not completed in 2020 as NAPLAN was not undertaken while many school-based assessment tasks that would normally have been undertaken were also unable to be completed.

Despite the lack of NAPLAN data, teacher judgement of Prep to Year 6 student achievement showed that our school was well above the state average, and at the same level as schools deemed similar to ours in aspects such as school size and location, and socioeconomic and non-English speaking backgrounds,

Engagement

Attendance data in 2020, often seen as a measure of student connectedness with school, was very positive with an average per child of 9.9 days absence compared to a state average of 13.8 days absence, and an average in similar schools of 9.9 days absence. The positive rate of attendance was consistent across all year levels. Caulfield Primary School did not participate in the Student Attitude to School Survey in 2020 nor were students able to complete the Pivot survey as had been planned.

Surveys of children during periods of home learning reflectd the positive impact of children being able to connect online with their peers and teachers, despite not being on-site. Generally children engaged very positively with home learning although individual family circumstances had an impact on this.

The use of IT platforms for both the setting and submission of work, as well as for live interaction between students and teachers also asupported student engagement.

Non-teaching staff connecting with children online, also contributed to the students' sense of connectedness.

With a return to on-site learning and the easing of some restrictions in Term 4, children starting school in 2021 were able to participate in a modified Transition program, as were our Year 6 children transitioning to secondary school.

Wellbeing

Student Wellbeing became a particular priority in 2020 due to the impact of extended periods of home learning and the isolation that many children experienced, as well as the changes in family circumstances. The positive feedback from parents and shildren, via surveys, indicated a general sense of appreciation for how home learning was being managed and the support that they were receiving from the school. General parent satisfaction was at 87% compared to a state average of 81%.

With students returning to school in Tern 4, several were experiencing emotional challenges resuting from the readjustment to onsite learning and the separation from family members. Due to the expansion of staffing in our Wellbeing program, the individual needs of these children and their parents were able to be successfully managed. Further to this, our whole-school focus in Term 4 was Wellbeing, and the successful re-adjustment to onsite learning for all children.

During the second half of the year, the school Wellbeing Team resumed regular meetings, enabling a strong and consistent approach to mental health and wellbeing within the school curriculum.

Financial performance and position

The overall financial position of the school continued to improve, reflecting the growth in student numbers and sound financial management. Expenditure was made on the basis that rather than stockpiling funds, they should be used for the benefit of the students and school community, whenever possible. The surplus achieved and the higher than normal funds on hand at the end of the year reflected several factors linked to the COVID 19 pandemic. These included:

* Money paid by parents early in the year for use later in the year, such as for camps, was not used, with many parents requesting that this be held over for use in 2021

* A number of operating costs were lower than expected due to the very low numbers of children and staff on site for over half the year

* The extended periods of home learning also meant very little fundraising took place in 2020

Other factors to be considered in an examination of the school's financial position include:

* Deposits totalling \$37 000 for grounds and building works to be carried out in 2021 were paid in 2020

* A backdated workcover claim of \$70 000 was paid in late 2020, and while impacting on the school's credit (staffing) budget, may have implications longer term for the school's cash budget

* Locally raised funds were also carried forward, including in the School Building and Library funds for use in 2021.

* Cleaning costs were reduced compared to previous years due to window and carpet cleaning being included in the service provided by the contract cleaners whereas previously they were charged as additional items

For more detailed information regarding our school please visit our website at
<https://www.caulfieldps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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

Enrolment Profile

A total of 319 students were enrolled at this school in 2020, 166 female and 153 male.

20 percent of students had English as an additional language and NDP 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.

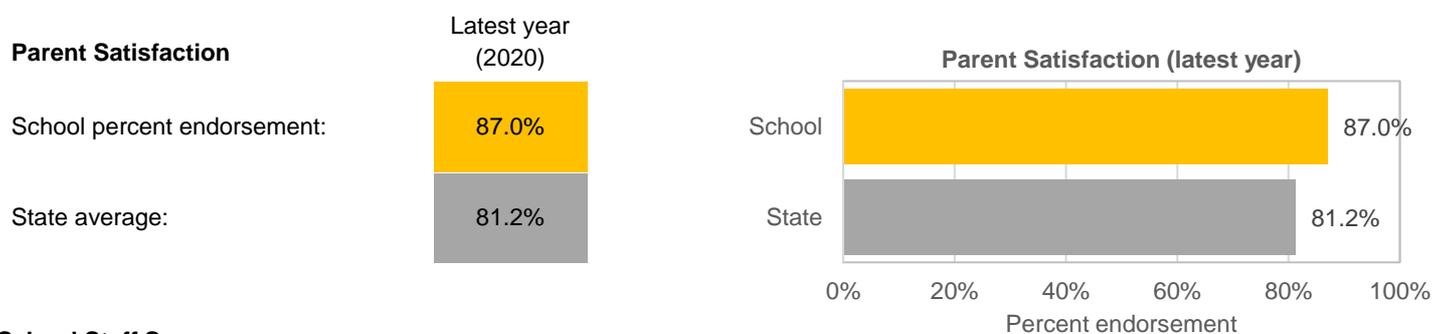
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

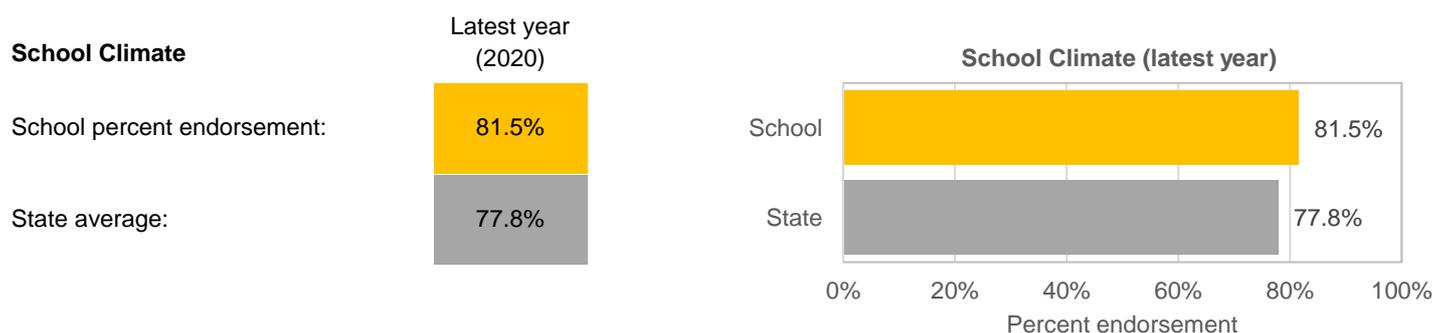


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

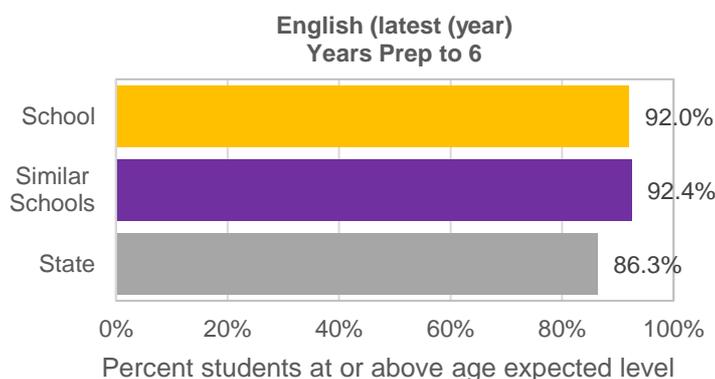
92.0%

Similar Schools average:

92.4%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

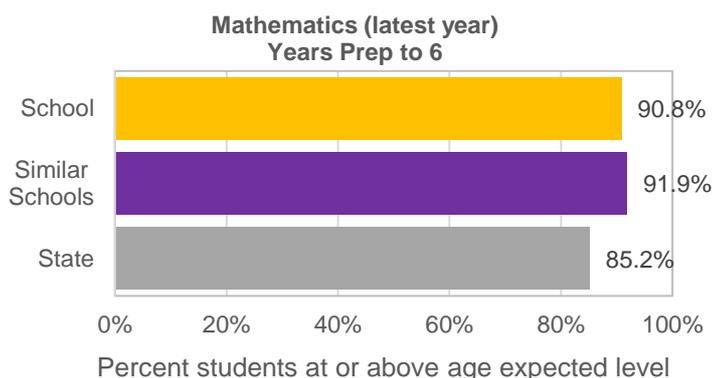
90.8%

Similar Schools average:

91.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

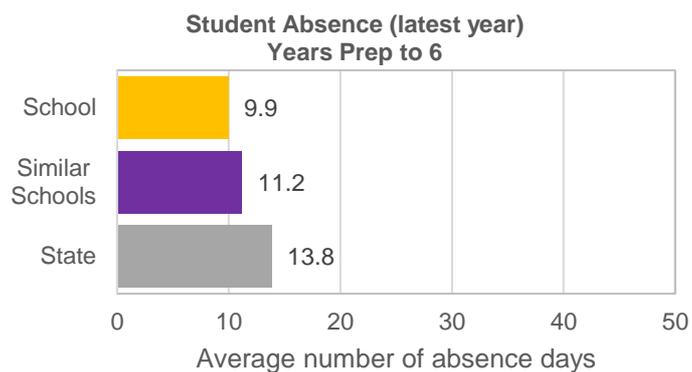
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.9	12.7
Similar Schools average:	11.2	13.4
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	96%	96%	94%	96%	96%	92%	93%

WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

NDA 74.2%

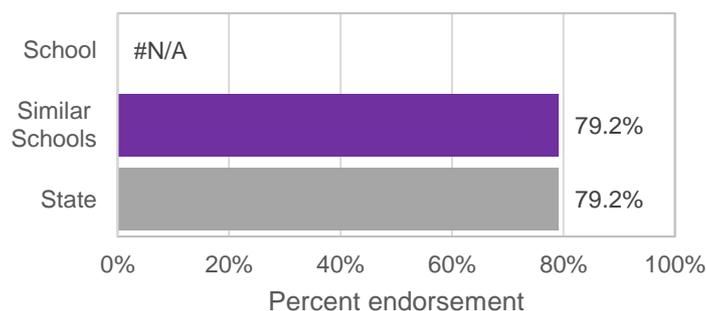
Similar Schools average:

79.2% 80.5%

State average:

79.2% 81.0%

Sense of Connectedness (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

Latest year (2020) 4-year average

School percent endorsement:

NDA 72.1%

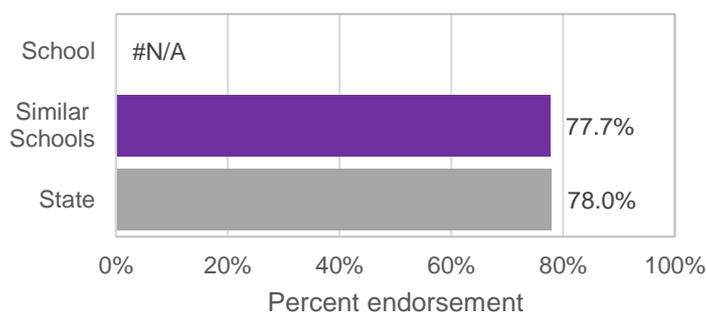
Similar Schools average:

77.7% 79.1%

State average:

78.0% 80.4%

Management of Bullying (latest year) Years 4 to 6



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,615,118
Government Provided DET Grants	\$431,699
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$21,745
Locally Raised Funds	\$198,195
Capital Grants	NDA
Total Operating Revenue	\$3,266,756

Equity ¹	Actual
Equity (Social Disadvantage)	\$7,794
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$7,794

Expenditure	Actual
Student Resource Package ²	\$2,642,029
Adjustments	NDA
Books & Publications	\$1,997
Camps/Excursions/Activities	\$22,826
Communication Costs	\$6,655
Consumables	\$125,171
Miscellaneous Expense ³	\$13,598
Professional Development	\$8,597
Equipment/Maintenance/Hire	\$80,182
Property Services	\$160,108
Salaries & Allowances ⁴	\$42,323
Support Services	\$87,800
Trading & Fundraising	\$11,259
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,452
Total Operating Expenditure	\$3,224,996
Net Operating Surplus/-Deficit	\$41,760
Asset Acquisitions	NDA

- (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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$191,305
Official Account	\$39,560
Other Accounts	\$11,227
Total Funds Available	\$242,092

Financial Commitments	Actual
Operating Reserve	\$77,484
Other Recurrent Expenditure	\$879
Provision Accounts	NDA
Funds Received in Advance	\$52,572
School Based Programs	\$60,656
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$25,500
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$25,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$242,091

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.