**2020 Annual Report to**

**The School Community  
  
School Name: Coldstream Primary School (5127)**

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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 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 29 April 2021 at 07:27 AM by Phillippa Adgemis (Principal) |

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| 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 29 April 2021 at 10:25 AM by Kazz Van Der Meer (School Council President) |

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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**

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| School context |
| The Coldstream area is undergoing rapid change, partly due to the changing demographic of the area. Originally built 44 years ago as a school to service a new estate in Coldstream, the original inhabitants are now moving on and a new wave of young people with young families are entering the area. Our 4 hectare site is adjacent to Margaret Lewis Reserve and offers another learning and recreational space for our school.  Our school currently has a school population of 80, and with new families in the area, is set for enrolment growth. Teachers are FTE of 5.2, one of whom is indigenous, one principal class member and 3.0 Education Support. This school’s socio-economic band value has been consistently rising over the last years and is currently rated as Medium. Our children benefit from all the advantages of being in a small school. Every child Is known to every staff member and we work collaboratively with families to ensure every child’s emotional and social well-being and their academic success.  With no long day care in the locality, we are enhancing the services we can offer families through our Out of School Hours Care where we pick up from and drop off at Coldstream Kindergarten and also accommodate preschool children at our Vacation Care. Together with our burgeoning Playgroup attendance, we work with the Maternal Health Centre, the new Lyrebird College autistic specialist school and Bookaburra to ensure a seamless transition from birth to Year 6. In collaboration with the Shire, we are promoting the Education Precinct and Coldstream as a wonderful place to live and to raise children. The school boasts high involvement of mentors who run lunchtime activities, Breakfast Club each morning and mentor individual students. A chaplain supports the wellbeing team comprising parents, staff and students.   In 2020 we consulted with the community and re-evaluated our school values to progress with our School Wide Positive Behaviours and Student Voice and Agency agenda. The values adopted were Respect, Compassion, Resilience and Personal Best.   RESPECT – We respect ourselves, each other and the environment, COMPASSION – We show care, understanding and kindness to others. RESILIENCE - We can ‘bounce back” after an upset or a challenge. PERSONAL BEST – We challenge ourselves and others to do our personal best at all times.  Rising to Great Heights is the motto that ties our values to our school logo. Some colourful and dynamic signage around the school is being constructed to support the adoption of the new values. Students have co-constructed a set of accepted expectations for the school and these are in the process of being formally displayed in the grounds and in the buildings. The school is also poised to implement a token system that acknowledges positive demonstrations of the school values in the student population. At all times, we value students striving to be their best.  Despite being a relatively small school, Coldstream Primary School maintains a very full curriculum. Specialist areas include the Visual Arts, Performing Arts, Physical Education, Indonesian, Reading Intervention, Library, STEAM and Robotics. We place a high importance on Digital Technologies and ensuring that our students are well positioned to take their places in a technologically advanced global workplace. Each child in 3-6 has a dedicated laptop and iPads are basic tools in the P -2 area. Our students are very active in a range of sporting communities and we are able to offer students activities such as gymnastics, kayaking, golf, tennis, hockey, archery, cross country skiing and running, athletics, football, cricket, netball, basketball, volleystars, table tennis, badminton, interschool sports amongst other specialist sports.  Our school is actively involved in community events and was inducted as a Junior Rotary school in 2017. The students are becoming more and more aware of global and social justice issues and take leadership roles to address these concerns. In 2020 senior students were involved in the Commonwealth Creativity & Innovation Challenge to solve a current and pertinent global issue.  Building works and murals around the school make the learning spaces attractive and we welcome community to respectfully share what we have created. |
| Framework for Improving Student Outcomes (FISO) |
| In 2020, our specific FISO areas of focus and related actions aimed to:  • maximise the achievement and learning growth of every student in Literacy by building teacher judgment consistency, embedding the Literacy Gradual Release of Responsibility instructional model and high quality consistent pedagogies and differentiating planning to cater for each child’s needs.  • maximise the achievement and learning growth of every student in Numeracy looking at teacher judgement consistency with NAPLAN, the implementation of a Scope and Sequence for every grade level (including Mathematics Instructional Model) and develop maths leadership.  • increase the active engagement of every student in their learning through co-constructing learning goals, extending children from their point of need and developing Student Voice and Agency. This last element gained priority to offer increased supports to students returning from remote learning.  Remote learning did not halt the active professional learning being undertaken by staff; the Small Schools Alliance (SSA) offered collaborative support to run school based and Communities of Practice active research.  Following the return from remote learning, staff were actively engaged to support the learning of students. |
| Achievement |
| The school percentage of students at or above age expected standard in English was an excellent despite the negative impact of remote learning. 94.5% was well above both similar school score of 78.8% and the state average of 86.3%. Similarly, the percentage of students at or above age expected standard in Maths was an excellent 92% - well above both similar school score of 76.3% and the state average of 85.2%. The emphasis placed on attendance was impacted by C19 but was well below like and state school absence days with more students attending regularly. Coldstream Primary School traditionally shows high levels of Mathematical understanding and skill. As a part of the Small Schools Alliance (SSA), staff engaged in professional development with Dr Margarita Breed and sessions led by the Mathematics leaders. We began a Professional Learning Cycle (PLC) to improve subitising in the junior school and the concept of place value in the senior school. Both produced fantastic results in student growth. The PLC cycles enabled teachers to focus on the High Impact Teaching Strategies (HITS) to improve and reflect on teaching and learning. We will continue to work on this area with the Primary Maths and Science Specialist initiative enabling one staff member to further explore our potential.  The staff continue to evaluate documentation and processes within the school to ensure continuous improvement and to maximise student engagement. Active and continuous involvement in the Small Schools Alliance enables our staff to operate in collegiate collaboration with like-minded and positioned schools in professional learning and offers operational support.   Student sense of connectedness in Years 4 to 6 was 85% maintaining our strong 4 year average - and was well above and state average of 79.2%. Similarly the Management of Bullying was a high 84.4% and well above state and similar school levels that were equal to and lower than 78%. A slight dip in the 4 year average of 90.8% has led us to a cycle of improvement around ‘Speaking Kindly to Others’ which is impacting significantly with improved wellbeing in the school. |
| Engagement |
| Coldstream Primary School has a strong leadership ethos and we begin to focus students’ leadership skills from the moment they start school. Student Voice is extremely strong and senior students are actively involved in their education and in the management of the school. Both the Foundation students and their Grade 6 Buddies look forward to their learning time together. Junior School Council is represented at School Council meetings and students have an active role in deciding important aspects of their education and actively present to Council on school improvement and fundraising ideas.  Small business ventures to raise funds for graduation, support entrepreneurship and creativity and small business financial understandings. All senior student are actively involved in leadership projects that are presented at local leadership days - the Halogen state wide leadership conference is always a hit! Student well-being and connectedness to school has increased exponentially due to our work in building productive relationships in the school community. Students are actively involved in organising school events – such as Harmony Day and Sports events that are open to the Education Precinct and the general community. Engagement with school is further increased by the variety of extracurricular activities offered to engage students - including a wide range of sporting activities, working with indigenous leaders our exciting robotics program that resulted in our students winning LEGO awards in both 2017 and 2019, and our fantastic school productions. Film making projects saw the children walking the red carpet at the Belgrave Lantern festival where they were also script writers and on the judging panel. Student Leadership speaks confidently at all Coldstream community events and take an active interest in their community. During 2020/2021 children worked on an art installation to raise the spirits of the community and will be active in the community launch of the Melba Cultural Walk during 2021. Students host and present at school memorial services such as ANZAC ceremonies and often support our extremely popular facilitated Playgroup. In terms of their own learning, students co-construct learning goals, are supported to achieve those goals and often negotiate the content of the learning and assessment processes. Formative assessment innovations mean that students have a range of modes to draw on to demonstrate their knowledge and needs to their teachers. |
| Wellbeing |
| Well-being at Coldstream Primary School is a high priority and we understand that excellence cannot be achieved if children are not happy and valued. While all members of staff focus on student well-being, there is a dedicated well- being team comprising school leadership, students and parents led by our Chaplain, who work actively with allied health services and agencies to ensure that each student’s needs are accommodated.   Our Attitude to School Survey Sense of Connectedness has been consistently high and in 2020 was 85%- well above both state and similar schools averages. Similarly Management of Bullying has also remained high with 84.4% against similar and state schools averages. We will, nevertheless, redouble our efforts in 2021 to maintain positive wellbeing amongst the students supporting them and their families wherever possible. Ongoing work is being done in the School Wide Positive Behaviours agenda to increase all aspects of Student Voice. Data indicating that our children’s attendance is well above like schools and our much improved parent opinion data also support this comprehensive improvement in feelings of well-being throughout the school community.  Our community is actively involved in school programs. Our highly valued mentors operate the well-attended, vibrant Breakfast Club each day and they also support the school by offering lunchtime activities. Parents, grandparents and external trainee programs also support the classroom learning and teaching programs. Additional support is offered by allied health services and Department specialists, all collaborating to create a team around every individual child. In turn our students are showing greater responsibility to their direct and to the global community in their willingness to collaborate - in the construction of the community Frog Bog, the rubbish free Nude Food Initiative and their extraordinary energy in raising funds for wheelchairs in third world countries.  The atmosphere in the school is testament to the pervasive feeling of well-being in the school. There is a steady buzz of industry and on-task learning. Students are energised and motivated to learn. There is a growing sense of school pride and a definite increase in individual and collective efficacy in our school that augurs very well for the future. |
| Financial performance and position |
| 2019 saw the school finally pull into the black without any negative impact on programs and maintenance which positioned the school to employ a Learning Specialist to support Excellence and Student Voice in the school and to extend the school leadership team. Local funds were not able to be raised in 2020 and has affected budgeting. Equity funding has consistently been utilised for its purpose to support and extend students whose socio-economic status leaves them vulnerable. Intervention programs are closing the gap for disadvantaged students. Our success in obtaining small grants has allowed us to: • operate the TLI • gain the access to Music support for our specialist program.  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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.   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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised. |
| **For more detailed information regarding our school please visit our website at** [**https://www.coldstream.ps@education.vic.gov.au**](https://www.coldstream.ps@education.vic.gov.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 85 students were enrolled at this school in 2020, 39 female and 46 male.

NDP 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: Medium

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 84.0% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 72.6% |
| State average: | 77.8% |

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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 94.5% |
| Similar Schools average: | 78.6% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 92.0% |
| Similar Schools average: | 76.3% |
| 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.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 12.6 | 13.7 |
| Similar Schools average: | 16.0 | 16.9 |
| State average: | 13.8 | 15.3 |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 91% | 89% | 95% | 96% | 98% | 97% | 86% |

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.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 85.0% | 85.5% |
| Similar Schools average: | 75.2% | 77.7% |
| State average: | 79.2% | 81.0% |

*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.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | 84.4% | 90.8% |
| Similar Schools average: | 75.7% | 78.5% |
| State average: | 78.0% | 80.4% |

*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 | $1,018,744 |
| Government Provided DET Grants | $235,732 |
| Government Grants Commonwealth | $650 |
| Government Grants State | $32,000 |
| Revenue Other | $13,150 |
| Locally Raised Funds | $149,271 |
| Capital Grants | NDA |
| Total Operating Revenue | **$1,449,547** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $73,703 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$73,703** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,173,194 |
| Adjustments | $643 |
| Books & Publications | $124 |
| Camps/Excursions/Activities | $6,865 |
| Communication Costs | $3,787 |
| Consumables | $19,877 |
| Miscellaneous Expense 3 | $4,163 |
| Professional Development | $3,445 |
| Equipment/Maintenance/Hire | $68,120 |
| Property Services | $14,130 |
| Salaries & Allowances 4 | $194,961 |
| Support Services | $7,775 |
| Trading & Fundraising | $22,192 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $17,695 |
| Total Operating Expenditure | **$1,536,972** |
| Net Operating Surplus/-Deficit | **NDA** |
| Asset Acquisitions | **$38,002** |

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 | $101,595 |
| Official Account | $26,352 |
| Other Accounts | NDA |
| Total Funds Available | **$127,947** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $59,007 |
| Other Recurrent Expenditure | $738 |
| Provision Accounts | NDA |
| Funds Received in Advance | $15,572 |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | NDA |
| Repayable to the Department | $40,000 |
| Asset/Equipment Replacement < 12 months | $5,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | NDA |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$120,317** |

*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.*