

# 2016 Annual Report to the School Community

School Name: Coldstream Primary School

School Number: 5127



Name of School Principal:

**Phillippa Adgemis**

Name of School Council President:

**Debbie Kollosche**

Date of Endorsement:

**22/3/17**

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





## About Our School

### School Context

Coldstream Primary School is the doorway to the Yarra Valley and is situated in the Gateway housing estate. It has a proud history of being the centerpiece of the Coldstream Education Precinct and is active in and has strong ties to the Coldstream community. The school engenders a strong sense of place in its children and the school motto, **Leaping into Learning through Respect, Responsibility and Teamwork** encapsulates the school focus of developing the whole child.

The school has spacious grounds, classrooms and well appointed facilities and has strong historic links to the adjacent Margaret Lewis Reserve. In 2016 the enrolment was 97 and that will decline for another year before the enrolments begin a growth that reflects the changing demographic of the area. This is advantageous in that it allows us to track the progress of EVERY child, even more that the school usually does and to provide detailed intervention and extension to the children who require it. All children are supported to develop Leadership opportunities and benefit from the other advantages that come with small school enrolment. Families have strong connections with the school with many parents having attended the school in their formative years. There is a strong sense of community support in the school with a large mentor program, a wide range of extra-curricular activities and strong connections with local sporting groups.

The collaborations with the Maternal Health Nurse, Coldstream Kinder ensure that children are well supported from birth to the children's secondary years. Student progress is closely tracked and personalised. This is further supported by the school involvement in the local playgroup and pre-schooler education programs.

Attendance is high and the school works very closely with families to ensure that there is a team around each learner that supports the growth and development of each child's social, emotional and academic wellbeing. The programs however do not reflect a small school mentality. The school has the equivalent of 5 full-time teachers who offer a strong academic program supported by Physical Education, Digital Technologies, Indonesian and Arts specialists programs. We are fortunate to be a part of the Scientists and Mathematicians in Schools Program, the Lego competitions and the children do very well in film and photographic competitions that support our STEAM focus.

### Framework for Improving Student Outcomes (FISO)

The enclosed Attitude to School, Parent Opinion data other information collected in 2016 indicated that wellbeing and community perception was being affected by student behavior and this has been addressed effectively and in a timely fashion with School Wide Positive Behaviours Program. Also during 2016 there was a strong focus on revisiting school protocols in building respectful relationships which was underpinned by the TRIBES and Restorative Practices processes of building communities and responsive learning environments.

These created an almost immediate and positive impact on the toe of the school and this positive climate for learning has enhanced student time on task and students are settled in class and taking ownership in setting their learning goals.

### Achievement

Student achievement continues to be strong in NAPLAN and teacher judgments against like schools and the focus is not only on our value adding but in extending children through activities like the Lego Challenge and Science Club that will see children entering the NATA National Science Competition. Literacy is being supported by CAFÉ, Reading Workshops and the Levelled Literacy Program and Numeracy is a combination of both concrete and abstract functions according to student need.



**Curriculum Framework implemented in 2016**

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

**Engagement**

Coldstream PS has always had a strong student voice with student leaders running assemblies, sports events, community activities, Yarra Valley Radio sessions and professionally managing the school office during breaks. They are proud participants in the Buddy Program and are involved in extensive peer cross age activities within the school, the kinder and the playgroup. Coldstream Primary School curriculum offers multiple entry points according to ability. The 2016 AusVELS curriculum is transitioning to the personalisation that is a key focus in the new Victorian Curriculum which enhances engagement and the development of higher order thinking and entrepreneurial skills.

A broad range of extracurricular activities include sporting clinics, school production, Lego Club, Craft Club and with Choir, Kids Club, Science and Reading Clubs beginning in 2017. The 2016 School Production saw high levels of student engagement and school community support. Strengthening links with the community has begun in 2016 with the Coldstream Voice Story Telling Project and will be further explored in 2017. Plans for the 2017 Harmony Day and the Coldstream Festival and 40th Birthday festivities will further open the school to our community. Our school is blessed to have high levels of engagement from our church based mentors with more than 10% of our children enjoying connections with older members of our community.

We have a dedicated ICT studio, whiteboards and televisions with a high ratio of devices per head of student population which is an engagement tool in this demographic where relatively few families have devices at home other than their telephones.

**Wellbeing**

Our chaplain leads a school staff who are highly committed to the wellbeing of our children and our 'Team Around the Learner' supports the notion that it takes a village to raise a child. We have established links with the Maternal Health Centre, the kinder and the playgroup to ensure that children are the centerpiece of all our dealings and transition through to secondary school with all the support they require. This is further supported by services provided by a counsellor, a psychologist, a speech therapist and a range of services supported by EACH that include occupational therapists. Student Support Group and Care Team meetings are an integral part of the support offered with Individual Learning Plans in place to support and extend most of our students. There is a strong focus on Respect – for self, for others and for then environment.

For more detailed information regarding our school please visit our website at <http://www.coldstreamps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 97 students were enrolled at this school in 2016, 40 female and 57 male. There were &lt; 10% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>64%</td> <td>9%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>42%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>42%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	64%	9%	Numeracy	25%	50%	25%	Writing	25%	50%	25%	Spelling	8%	42%	50%	Grammar and Punctuation	25%	42%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p style="text-align: center;"><span style="color: blue; font-size: 2em;">●</span> Higher</p> <p style="text-align: center;"><span style="color: green; font-size: 2em;">●</span> Similar</p>														
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>96 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	96 %	93 %	95 %	95 %	94 %	94 %	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	96 %	93 %	95 %	95 %	94 %	94 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

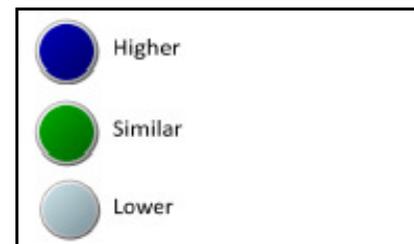
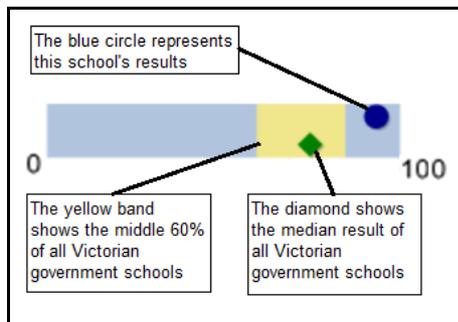
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

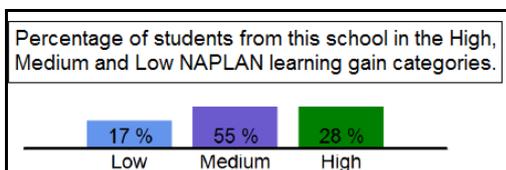
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.



## Financial Performance and Position

### Financial performance and position commentary

Because of declining enrolments and the movement of the younger staff over the last few years, the school has been over represented by expert teachers. The accumulation of funds has been steadily drawn down and has resulted in a deficit for the last 2+ years. Equity funding has allowed us to employ a graduate and some more ES time to implement strategic interventions, rather than pay down the deficit that has been exacerbated by the need for maintenance around a 40 year old school.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$873,160
Government Provided DET Grants	\$117,514
Government Grants Commonwealth	\$7,302
Government Grants State	\$690
Revenue Other	\$13,381
Locally Raised Funds	\$128,925
<b>Total Operating Revenue</b>	<b>\$1,140,972</b>

Expenditure	
Student Resource Package	\$913,021
Books & Publications	\$40
Communication Costs	\$3,483
Consumables	\$44,956
Miscellaneous Expense	\$68,207
Professional Development	\$4,345
Property and Equipment Services	\$64,740
Salaries & Allowances	\$78,862
Trading & Fundraising	\$17,324
Utilities	\$15,618

**Total Operating Expenditure**      **\$1,210,595**

**Net Operating Surplus/-Deficit**      **(\$69,623)**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$48,364
Official Account	\$12,125
Other Accounts	\$62,753
<b>Total Funds Available</b>	<b>\$123,242</b>

Financial Commitments	
Operating Reserve	\$18,506
Asset/Equipment Replacement < 12 months	\$30,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$5,820
Revenue Received in Advance	\$24,087
Repayable to DET	\$40,190
Other recurrent expenditure	\$4,639
<b>Total Financial Commitments</b>	<b>\$123,242</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.