

# 2016 Annual Report to the School Community



School Name: Oakleigh Primary School

School Number: 1601



Name of School Principal:

Jack Fisher

Name of School Council President:

Jimmy Mastrandonakis

Date of Endorsement:

[Enter date here]

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.



Education and Training



## About Our School

### School Context

Oakleigh PS and Kindergarten is a school with a history of over 130 years and is part of a thriving, bustling, multicultural community. The school population reflects this cultural diversity with approximately 32 different nationalities. Over 30% of students come from a language background other than English (LBOTE). In 2017 enrolment is expected to be approximately 430 and has been increasing steadily over the past 4 years. Enrolments are expected to continue to increase over the next few years. A kindergarten is located on the premises with a consistent enrolment of 75 children.

Oakleigh Primary School and Kindergarten is recognised for our commitment to academic success, complemented by a holistic approach to the needs of each child. Our Framework for Improving Student Outcomes (FISO) focused on fully establishing and employing agreed assessment practices, integrated with teaching and learning, for greater whole school consistency of differentiation and increased rigour. A second and complementary focus was to build leadership capacity across the school for professional growth and succession planning.

Inherently we understand that an individual's wellbeing is the foundation on which success in life is built. If students are able to develop healthy levels of personal wellbeing then they will be more likely to achieve academic potential; more likely to establish supportive relationships; more likely to make a meaningful contribution to their community and more likely to lead a fulfilling life. Our commitment to Positive Education underpins every aspect of our school.

The school provides a stimulating and broad based education program to a student body that is socially, economically and culturally diverse: a facet valued and celebrated by the community. The new Australian Curriculum (AusVELS) is used to develop an integrated approach to curriculum planning, teaching and assessment. The school has a strong focus on Literacy and Numeracy. Specialist subjects include Visual Arts, Performing Arts, Japanese, Information Technology and Physical Education. Support and enrichment programs are offered. There are many extra-curricular opportunities, including swimming, interschool sport, instrumental music and choir, tennis coaching and a chess club. Children are able to participate in a variety of excursions, incursions and annual camps.

A focus on student centred learning, emphasising risk taking, problem solving and independent, creative and divergent thinking as well as increased student engagement have been identified as a priority.

### Framework for Improving Student Outcomes (FISO)

This year as part of the Regional FISO initiative, our collegiate focused on improving staffs' ability in the use of data to inform practice. The group felt that Mathematics was an area where teachers' effective use of data to drive teaching and learning should be the priority. A major area of concern was that staff were not effectively using the data from assessment items, in particular paper tests, to identify future learning needs and analyse school wide trends, strengths and areas for improvement.

After investigation and a presentation from the company to the group, and then the teachers, we decided to trial the use of Essential Assessments in 2017. This differentiated assessment and curriculum model will facilitate diagnostic assessment of each student/cohort and the creation of an individualised program to grow students' knowledge from their current understanding. The structure of the program will facilitate better use of data to assess learning programs and adjust them to suit individual learning needs. Long term we believe that the underpinnings components of this comprehensive data source will be transferred to other curriculum areas.

We linked to PRP process to the FISO priorities and initiatives and staff gained an understanding of how these priorities when implemented drive improved learning outcomes. In 2017 we will conduct our school review using the FISO priorities.



## Achievement

Our school achievement data continues to be high and indicates the success of our teaching and learning practices, focus on continuous improvement and the use of data to drive Professional Development. Teacher assessments against AusVELS indicate that our comparative results are similar for Numeracy but marginally lower for English. This however, does not reflect trend data and will be monitored this year.

NAPLAN results were above both State and comparable to similar schools for English in Year 3 and Year 5. In particular, our Writing results were excellent.

However, our results for Numeracy did not reflect the four-year trend, and indicated that the percentage of student with high relative growth was low. This anomaly will require careful monitoring. We believe that our FISO initiative will support teachers in differentiating the Mathematics program and teaching to point of need. In 2016 whilst the percentage of children in the top two bands for reading was higher than similar schools the relative growth was lower.

In 2016 the Assistant Principal attended 'The Principles As Literacy Leaders' course run through the VPA and Bastow. Following this program staff undertook Professional Development in the components of vocabulary and oral language. In 2017 teachers in Prep and Year 1 will be implementing a Phonological Awareness Program. Staff will undertake Professional Development in the other components. Staff will plan using the principles of the Big 6 to ensure that our teaching practices reflect best pedagogy.

Explicit programs such as the Multi-Lit Reading Tutorial Program continued to be utilised to assist EAL and students with language difficulties. Our ES staff administered the Program to identified students for Year 1 – 6. Results indicated that most of these students Reading skills improved significantly and reading growth was >1 year. Our Prep students, with language difficulties, undertook an intervention program in Term 4 leading to most students reaching the benchmark, including our EAL students.

Professional Development on the Victorian Curriculum took place throughout the year, and was used for planning and teaching in Semester 2. Students were benchmarked against these outcomes. We further developed our assessment and reporting mechanisms using Common Assessment Tasks, which clearly identified the Learning Intention and Success Criteria. This process will be further developed in 2017 where CATs in portfolios will demonstrate growth over time, student achievement against the standards and link to student report statements and achievement.

### 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

Data indicates that student absence data is comparable to similar schools and has been improving. However, the percentage of students absent for more than 10 days is still higher than desirable. These students are closely monitored and parents rung if they are absent for more than 3 days. Persistent late arrivals and early departures are now monitored through the use of an app Pass Tab. This app has improved our ability to identify trends and take action.

The engagement of students in the Japanese language was enhanced through fostering closer links with our sister school in Japan. This included sharing art projects, work tasks and skyping with students of a similar age. Our Japanese teacher visited these schools in 2016 and a student from the school visited us later in the year. Relationships between the two schools will be strengthened in 2017.

We held a Technology Expo in Term 3 which was very well attended. The expo showcased students digital and technology projects, including a focus on Digital Coding and student led learning. Student engagement was also enhanced through a Robotics Program in Term 4.



Oakleigh Primary School continues to offer a program in place to support the various transitions our students make. Strong communication links with our feeder preschools, in particular our own kindergarten, have been maintained and enhanced, including our current Prep staff going to our kindergarten to meet, work with and observe 2017 school enrolments before transition. Staff and children at our kindergarten continued to use our facilities and form positive relationships with the students in Years 4 – 6 through our 'buddy' program.

Data from the Attitudes to School Survey indicates that the mean score in the Student Attitudes to School Survey variables for Teaching and Learning are still below regional means and generally below our 2016 targets. However, mean scores for Learning Confidence have improved for both Year 5 & 6 students. This can be attributed to enhancing our use of goal setting, learning intentions and success criteria. Increasing student voice and student led learning will be a focus in 2017.

## Wellbeing

Oakleigh Primary School continues to offer a program in place to support the various transitions our students make. Strong communication links with our own kindergarten, together with a structured and well planned transition program, have ensured students coming into the prep year are confident and familiar with the school environment. Involvement of students and staff in our 'buddy' program in Years 4 – 6 ensure the formation of positive relationships with the students in both school and kindergarten.

Data from the Attitudes to School Survey indicates that our Years 5 and 6 students' sense of connectedness to the school and perceptions of safety is satisfactory and similar to other Victorian Government Schools. However, results indicate that students in Year 5 are less satisfied, including their sense of safety. These results have been analysed by the Year 5/6 team and appropriate modifications made to the teaching and learning program. We also took part in the Monash Council, Student Focused Youth Services Resilience Survey for students in Year 3 to 6. Staff spent time at our staff conference analysing data and considering how programs may be modified.

Our whole school focus on Positive Education continues and is an important aspect of our school culture. All our teams continue to embed the PERMA Principles, eg. Positive Emotion, Relationships, Mindfulness, Resilience, Accomplishments and Character Strengths into their classroom practice. The Positive Psychology Team conducted regular Professional Development opportunities for both staff and parents. An important feature of our PD plan is ensuring Positive Education is a key component of our Induction Program.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## 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

#### Enrolment Profile

A total of 387 students were enrolled at this school in 2016, 192 female and 195 male. There were 30% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.





## 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>Teacher judgment of student achievement</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> Lower</p> <p> 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 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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>63%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>62%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>37%</td> <td>48%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>48%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	63%	15%	Numeracy	15%	62%	23%	Writing	15%	37%	48%	Spelling	15%	48%	37%	Grammar and Punctuation	11%	44%	44%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	63%	15%																							
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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> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	92 %	94 %	93 %	94 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	92 %	94 %	93 %	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> Similar</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

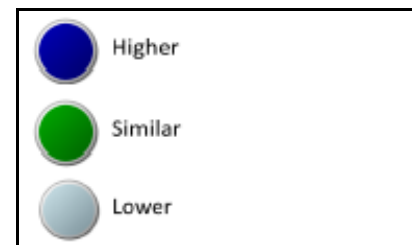
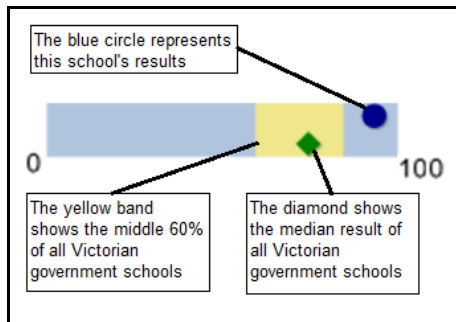
## What are student outcomes?

*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.

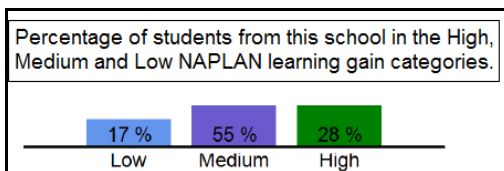
You can see these results for the latest year, as well as the average of the last four years (where available).

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

The administration of Oakleigh PS have used funds extensively to support the teaching and learning program of students. Our Finance Sub Committee work diligently to ensure internal controls are stringently applied. Due to an unviable financial situation School Council decided to close the school based operation of the canteen. The Out Of School Hours Program continues to be operating in a financially sound manner. Future provision needs to be maintained for long service leave for School Council employees. School Council will continue to use any available funds to improve the facilities and learning environment of students and staff. The commitments listed above include \$83,873 for the Oakleigh PS Kindergarten.

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

Revenue	Actual
Student Resource Package	\$2,639,929
Government Provided DET Grants	\$575,945
Government Grants Commonwealth	\$90,062
Revenue Other	\$14,801
Locally Raised Funds	\$632,411
Capital Grants	\$81,599
<b>Total Operating Revenue</b>	<b>\$4,034,746</b>

Expenditure	
Student Resource Package	\$2,655,901
Books & Publications	\$5,139
Communication Costs	\$6,433
Consumables	\$87,065
Miscellaneous Expense	\$225,518
Professional Development	\$20,903
Property and Equipment Services	\$328,025
Salaries & Allowances	\$519,939
Trading & Fundraising	\$61,759
Utilities	\$31,159

**Total Operating Expenditure**      **\$3,941,840**

**Net Operating Surplus/-Deficit**      **\$92,906**

**Asset Acquisitions**      **\$14,582**

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

Funds Available	Actual
High Yield Investment Account	\$276,865
Official Account	\$23,832
Other Accounts	\$96,451
<b>Total Funds Available</b>	<b>\$397,148</b>

Financial Commitments	
Operating Reserve	\$203,041
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds incl SMS<12 months	\$97,796
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Beneficiary/Memorial Accounts	\$700
School Based Programs	\$25,000
School/Network/Cluster Coordination	\$611
Provision Accounts	\$30,000
<b>Total Financial Commitments</b>	<b>\$397,148</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.*