

2017 Annual Report to the School Community



School Name: Creswick Primary School

School Number: 122

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Creswick Primary School is committed to gaining continuous learning for all students. The school strives to:

- Assist each child to achieve high standards in literacy and numeracy.
- Explicitly teach values and social competency skills (Respect, Responsibility, Cooperation, Personal Best, Safety, Resilience)
- Make links and strengthen our local community
- Find and develop individual strengths and areas of passion for each child

Our staff have engaged in on going professional development in the areas of Student Wellbeing, Literacy and Numeracy. This professional development has been through external and internal PD as well as our school wide coaching program. This learning has increased the capacity of all teachers to provide a Positive Climate for Learning and differentiate their curriculum programs to cater for the needs of every student.

The classroom programs are complimented by many extra-curricular activities. These activities enhance the community engagement in learning and support the development of individual student interests. Some of these activities include: Sporting Schools, Year 5/6 Extension activities, Leadership Training, Year 2-6 camps, Music Tuition, multi-aged Families groups, Lunchtime Legends, Fitness is fun and a variety of sporting pursuits.

There is a strong partnership between the school and the wider community and a high level of parent participation.

- Parents support the school program in many roles including classroom helpers, trained intervention assistants, coaches of sporting teams, volunteers at breakfast club, mentors in extension activities, volunteers in the canteen, fundraising and as members of the Parents Association and School Council.
- Community partnerships have been developed with the Lawn Bowling Club, RSL, Creswick Railway Workshops, Pavilion Arts Group, Creswick Library, Community Bank, Creswick Fire Brigade, Police, Second Bite, Ballarat Community Health, Hepburn Health and School Focused Youth Service and Hepburn Engaging Youth.

Creswick Primary School has quality facilities that provide a modern, safe and stimulating learning environment for the enrolment of 194 students. There is also an on-site Before and After School Care Program that families can access. The workforce composition contains a total of 12.7 EFT staff. This includes 1 Principal Class, 11 teachers and 2.7 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

In 2017 Creswick Primary School focused on the FISO areas of Excellence in teaching and Learning, Positive Climate for Learning and Community Engagement and Wellbeing. Our focus on the initiative of Agreed and Consistent Classroom practice was supported by ongoing PD in the areas of Literacy, Numeracy and Wellbeing. This Professional Learning was supported by appointing leading staff to drive their curriculum area, at a Whole School and PLT level and the Introduction of a Whole School Coaching Program. This supported the implementation of consistent high quality classroom practice in every classroom.

Quality assessment practices and the use of data were reviewed with continued Professional Development and use of Accelerus to gain consistency, accuracy and improved data storage.

We continued to focus on maintaining a high level of student wellbeing by undertaking Professional Development on the Department Initiative of a School Wide Positive Behaviour Framework, Circle Time, Restorative Conversations and Zones of Regulation. There was also a continued focus on student engagement and attendance. Attendance was celebrated at an individual level and class level and links were made with various agencies to support student engagement.

Achievement

The student learning NAPLAN data for Creswick Primary School for 2017 indicated that in Year Three Reading and Numeracy the percentage of students in the top 2 bands of testing was higher than similar schools and the state. In Year Five the student data showed the percentage of students in the top 2 bands of testing to be higher in reading than similar schools and the state. Results for Numeracy showed similar results in relation to similar schools and the state. Growth of the matched cohort of children from Year Three 2015 to Year Five 2017 highlighted that 92% of the matched cohort achieved medium to high growth in reading, 52% achieved medium to high growth in writing, 76% achieved medium to high growth in spelling, 56% achieved medium to high growth in Numeracy and 76% achieved medium to high growth in Grammar and Punctuation.

The four year average of students in NAPLAN for Creswick Primary School in both Numeracy and Reading is recorded as 'higher' than comparison schools in both Years 3 & 5.

According to the Victorian Curriculum Data, teacher judgements are gradually moving back in line with NAPLAN achievement data but there is still some variation. There will continue to be a need for moderation and professional learning for staff to gain a higher level of accuracy in reporting student achievement.

All students develop personal goals and the school has individual learning programs for students above and below expected level and for students working on social skills. The ILP's highlight what the school, home and the student can do to make sure each student is working at their personal best and striving to reach their potential.

The focus will continue in developing Literacy and Numeracy Skills. The school continues to focus on consistent classroom practice in the core learning areas with PLT's focusing on student data to inform planning. A whole school coaching program was implemented to support the trialling and implementation of strategies to improve teacher practice and impact on students. It has a focus on helping teachers to learn and provides opportunities to adjust practise in



response to feedback based on direct observation. Staff skills were also supported and extended through the collaborative approach at Professional Learning Team meetings and year level staff collaboratively planning together on a weekly basis to ensure consistency in the delivery of the curriculum. In 2018 staff will continue with Professional learning including the use of the HITS (High impact Teaching Strategies) in all core learning areas and growing their knowledge and understanding around data literacy.

Student will have at least 10 hours of Literacy and 5 hours of Numeracy per week. Intervention programs such as Quick Smart Mathematics in Years Four to Six as well as Literacy Interventions of Multi Lit and Reading Recovery operate in the school.

In 2017 the move from AusVELS to Victorian Curriculum was completed school wide and across all areas of the curriculum.

Engagement

The 2017 Attitude to School Survey completed by Year Five and Six students, indicated that the School Connectedness percentage of 87% was higher than similar schools (79%), the network (80%) and the state (82%)

The student attendance mean for the school was 93% which was higher than similar schools (76%), network schools (77%) and the state (75%). A school comparison rating of 'higher' indicates we have LESS absences than expected given the background characteristics of our students. Average data by year level shows a similar average from years Prep-4 with the attendance dropping slightly in years 5 & 6. Students identified as "At risk" in relation to attendance were placed on Individual Learning Plans and the school worked with families and associated agencies to support them. Some of the strategies currently in use to encourage attendance include:

- Contacting all families via text message if students are absent and parents have not notified the school.
- Encouraging school attendance via the newsletter and website.
- 100% attendance awards given out at assembly each term and yearly.
- Monthly average attendance trophy given to winning class at assembly.
- Well-being coordinator to follow up with families where needed to support them with attendance.
- The school works with outside agencies and follows Department of Education and Training guidelines to encourage families to get their children to school.

As part of the student engagement program the school implements 'Extension Activities' for students in Year 5 & 6.

Cooking, lawn bowls, mountain bike riding, woodwork, photography, sport and brass band were all highly engaging and assisted the students in making links with their peers and local community organisations.

Student voice and student leadership is promoted through regular activities arranged by Junior School Council. School Captains, Playground Mentors and House Captains lead weekly assemblies where student efforts in relation to school values are publicly acknowledged through Student of the Week Awards and playground positive behaviour raffle awards. Personal achievement and involvement in extra-curricular activities are recognised and promoted via the newsletter and assembly. Student leaders are supported by regular meetings with the principal and also with explicit leadership training to grow their abilities.

Wellbeing

The school has many initiatives and programs in place that support student wellbeing. These programs begin prior to students starting school and continue through to the end of year 6 and beyond.

- A comprehensive Kinder to Foundation transition program consisting of half and full practice days as well as parent information sessions.
- All new foundation students are assigned a year 4 buddy who writes them a welcome letter, meets them on transition days and helps to monitor them during their initial term of schooling
- A partnership with the local secondary school that involves visits to and from to support students in their Year 6 to Seven transition.
- School Focused Youth running their LIFT transition program with Year 6 students who we identify as needing more support with Secondary School transition.
- A strong student leadership program with School Captains, House Captains, Playground Mentors and Junior School Council representatives from all classrooms.
- Breakfast Club is run by staff and volunteers Tuesday and Thursday mornings.
- Our multi-age families program builds student connectedness from Foundation to Year Six
- In 2017 we began our journey to becoming a School Wide Positive Behaviour School. We reviewed our School values with community input and began working towards reviewing our Code of Conduct and developing Positive Behaviour Matrices. These will be further developed by staff and students in 2018 to use a teaching tool and a framework for expected behaviours school wide. These will be used to support rewarding positive behaviour and the teaching of social skills programs within classrooms.
- The explicit teaching of social skills has also been supported by the following programs and tools– Zones of Regulation, The problem solving wheel, Circle Time and Restorative Conversations.

The relevant scores from the Student Attitude to School survey showed the following scores :

- Social engagement – School connectedness(sense of belonging) 87% and Sense of Inclusion 90%
- Student safety which includes the areas of Advocate at school, Managing Bullying and Respect for Diversity had a mean of 87%



For more detailed information regarding our school please visit our website at
www.creswickps.vic.gov.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 194 students were enrolled at this school in 2017, 103 female and 91 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8%</td> <td>58%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>52%</td> <td>4%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>44%</td> <td>8%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	8%	58%	33%	Numeracy	44%	52%	4%	Writing	48%	44%	8%	Spelling	24%	60%	16%	Grammar and Punctuation	24%	44%	32%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>93 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	95 %	95 %	94 %	92 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	95 %	95 %	94 %	92 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

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

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

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

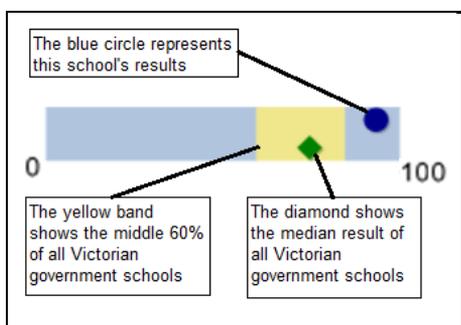
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

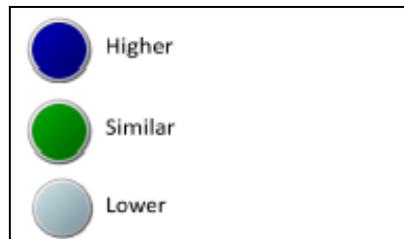


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



Financial Performance and Position

Financial performance and position commentary

The annual financial performance for Creswick Primary School shows a surplus of \$126,508. This surplus will be used in 2018 to offset our expected deficit for 2018 in our SRP. This deficit is due to a range of factors including a decrease in enrolments for 2018. The school received equity funding in 2017 and used this to:

- Employ staff to support the learning needs of individual students and cohorts.
- Improve the tools available in each classroom to allow students to reach their learning potential
- Support our coaching program to gain consistent high quality practice in every classroom

We received a grant from Bendigo Bank for \$2,000 for our Parents Association that was used for various activities including our Blue Light Disco. Our Government Grants consisted of money from Sporting Schools to conduct an AFL program and monies paid by Universities for Teacher Supervision placements. Parents Association funding went towards subsidising our camps and swimming programs, Father's and Mother's Day Stalls and our Friday Fruit program.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,544,674	High Yield Investment Account	\$67,848
Government Provided DET Grants	\$293,332	Official Account	\$29,452
Government Grants Commonwealth	\$6,412	Other Accounts	\$87,767
Revenue Other	\$26,831	Total Funds Available	\$185,067
Locally Raised Funds	\$84,278		
Total Operating Revenue	\$1,955,527		
Equity¹			
Equity (Social Disadvantage)	\$88,901		
Equity Total	\$88,901		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,434,518	Operating Reserve	\$60,661
Books & Publications	\$2,525	Asset/Equipment Replacement < 12 months	\$16,000
Communication Costs	\$4,203	Capital - Buildings/Grounds incl SMS<12 months	\$30,508
Consumables	\$31,650	Maintenance - Buildings/Grounds incl SMS<12 months	\$32,987
Miscellaneous Expense ³	\$49,244	Revenue Received in Advance	\$12,225
Professional Development	\$8,825	School Based Programs	\$25,986
Property and Equipment Services	\$110,221	Provision Accounts	\$3,500
Salaries & Allowances ⁴	\$124,940	Other recurrent expenditure	\$3,200
Trading & Fundraising	\$43,400	Total Financial Commitments	\$185,067
Utilities	\$19,492		
Total Operating Expenditure	\$1,829,019		
Net Operating Surplus/-Deficit	\$126,508		
Asset Acquisitions	\$0		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.