

# 2018 Annual Report to The School Community



School Name: Creswick Primary School (0122)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2018 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 23 March 2019 at 06:18 PM by Melanie Stewart  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 30 April 2019 at 09:59 AM by Kerri Burt (School  
Council President)

## About Our School

### School context

Creswick Primary Schools vision is to cater for the needs of students in the pursuit of excellence. Creswick Primary School's mission is to provide an excellent education in a vibrant, safe and caring environment that challenges all students to achieve their personal best.

Creswick Primary School's objective is to ensure the staff, students, parents and wider community, work cooperatively to form strong partnerships in order to build a culture of lifelong learning for all students.

Creswick Primary School's values are Respect, Resilience, Safety and Personal Best

- Respect – Treating people and property with consideration and manners
- Safety – Moving and playing carefully in the school and community
- Resilience – Able to persevere with challenges and disappointments
- Personal Best –Applying ourselves fully in all tasks and situations

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 our values and social competency skills through our School Wide Positive Behavior Framework
- Make links too 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 learning in the areas of Student Wellbeing, Literacy and Numeracy. This professional development has been through external and internal PD as well as our in school coaching program and our Professional Learning Communities. This learning has developed 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.

Our 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 172 students at the beginning of the year which grew to 194 students by the end of 2018.

There is also an on-site Before and After School Care Program that families can access. The workforce composition contains a total of 13.7 EFT staff. This includes 1 Principal Class, 12 teachers and 2.7 Education Support Staff.

### Framework for Improving Student Outcomes (FISO)

In 2018 Creswick Primary School focused on the FISO areas of Building Practice Excellence by further improving teaching and learning practices to gain high levels of student achievement in literacy in particular writing. Staff Identified elements of planning and teaching and learning currently being used in VCOP and the Big Write that could be enhanced by minor changes to assessment descriptors to ensure there was alignment with the Victorian Curriculum and also the NAPLAN assessment guide. To further ensure the development of creativity and love of writing, Writers Notebook was trialled and implemented to further build stamina and enjoyment.

The other area of FISO that was in Curriiculum planning and Assessment with a focus on building the capacity of

all staff to use evidence-based targeted planning and teaching across the school. Quality assessment practices and the use of data were reviewed with continued Professional Development, moderation and use of Accelerus to gain consistency, accuracy and improved data storage. There was also a continued focus on student engagement and attendance. 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 Trauma Informed Practices. Attendance was celebrated at an individual level and class level and links were made with various agencies to support student engagement. 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.

## Achievement

The student learning NAPLAN data for Creswick Primary School for 2018 indicated that in Year Three Reading and Numeracy our results for the top 3 bands were similar to the median of all government schools and higher than the average results over a four year period. Year Five Reading results for the top 3 bands were similar to government school and higher in the area of Numeracy. Over a four year period year 5 results were similar in both areas of reading and numeracy.

Growth of the matched cohort of children from Year Three 2016 to Year Five 2018 highlighted that 83% of the matched cohort achieved medium to high growth in reading, 75% achieved medium to high growth in writing, 67% achieved medium to high growth in spelling, 87% achieved medium to high growth in Numeracy and 87% achieved medium to high growth in Grammar and Punctuation.

According to the Victorian Curriculum Teacher Judgment Data, teacher judgments align with Naplan data with little variation. There has been a lot of work on moderation and professional development on Naplan.

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 and developing student voice and agency in their learning. The school continues to focus on consistent classroom practice in the core learning areas with PLC work focusing on teacher collaboration and analysis of 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 with the view of introducing Peer Observations in the future. Staff skills were also supported and extended through the collaborative approach at Professional Learning Community meetings and year level staff collaboratively planning together on a weekly basis to ensure consistency in the delivery of the curriculum. In 2019 staff will continue with Professional learning including the Department Professional Learning Community initiative, building their data literacy, developing teacher knowledge and capacity around Student Voice, Leadership and Agency and continuation of the use of the HITS (High impact Teaching Strategies) in all core learning areas.

In 2019 Students will have at least 10 hours of Literacy and 5 hours of Numeracy per week. Intervention programs such as Quick Smart Mathematics in Years Five and Six, G.R.I.N (Getting Ready in Numeracy) in Years 3&4 as well as Fountas and Pinnell Levelled Literacy Intervention.

## Engagement

The student attendance mean for the school was 94% which was higher than similar schools. 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 all year levels having an average percentage 93% or above. 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.
- Development of a whole school approach to absence management through a documented plan
- 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 2018 Attitude to School Survey completed by Year Four, Five and Six students, indicated that the Sense of Connectedness percentage of 68.7% was lower than similar schools although our 2 year average percentage was similar to network schools.

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
- We are a School Wide Positive Behaviour School
- A designated well being co-ordinator who works with students, families and external agencies to support student wellbeing
- 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.

In 2019 to further support student wellbeing we will have a social worker 2 days a week through the department chaplaincy program. We have also developed a partnership with The Save the Youth foundation and will be working with them in implementing a hands on learning program for some of our students.

## Financial performance and position

The annual financial performance for Creswick Primary School shows a surplus of \$51,589. This surplus will be used in 2019 to offset our expected deficit for 2018 in our SRP. The school received equity funding in 2018 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

- Implement Quick Smart Maths Intervention in Years 4-6

We received a grant from Bendigo Bank for \$1500 which was used to purchase a school defibrillator and also a \$2000 grant 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 hockey and volleyball 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.

# 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 172 students were enrolled at this school in 2018, 84 female and 88 male.

0 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.2	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.3	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.2	90.1	82.6	95.3	Similar
Mathematics	86.4	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	63.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	63.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	71.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	70.4	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	79.1	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	71.8	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	74.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	64.3	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	16.7	54.2	29.2
Numeracy	13.0	52.2	34.8
Writing	25.0	58.3	16.7
Spelling	33.3	50.0	16.7
Grammar and Punctuation	12.5	58.3	29.2

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	11.9	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	13.1	15.2	13.2	17.8	Higher

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	95	93	95	94	95	93

## WELLBEING

### 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 in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	68.7	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	77.6	81.7	73.8	88.7	Similar

### 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 in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.2	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	78.4	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,515,726
Government Provided DET Grants	\$229,446
Government Grants Commonwealth	\$8,460
Government Grants State	\$0
Revenue Other	\$20,499
Locally Raised Funds	\$89,526
<b>Total Operating Revenue</b>	<b>\$1,863,657</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$63,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$63,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,403,725
Adjustments	\$0
Books & Publications	\$3,596
Communication Costs	\$2,724
Consumables	\$30,660
Miscellaneous Expense <sup>3</sup>	\$69,108
Professional Development	\$11,472
Property and Equipment Services	\$121,157
Salaries & Allowances <sup>4</sup>	\$110,186
Trading & Fundraising	\$37,948
Travel & Subsistence	\$0
Utilities	\$21,493
<b>Total Operating Expenditure</b>	<b>\$1,812,069</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$51,589</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$22,347
Official Account	\$8,602
Other Accounts	\$89,949
<b>Total Funds Available</b>	<b>\$120,898</b>

Financial Commitments	Actual
Operating Reserve	\$59,820
Other Recurrent Expenditure	\$100
Provision Accounts	\$3,659
Funds Received in Advance	\$5,116
School Based Programs	\$13,287
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,265
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$116,248</b>

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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').