

2017 Annual Report to the School Community



School Name: Camberwell Primary School

School Number: 888



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 15 May 2018 at 03:51 PM by Janet Gale (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 Regulation 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 2017 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 01 June 2018 at 05:10 PM by Elizabeth Molyneux (School Council President)



About Our School

School Context

Camberwell Primary School (CPS) offers a unique educational experience immersing students in an authentic French English bilingual learning environment. Our pedagogical approach maximises the inherent benefits of bilingualism by explicitly teaching metacognitive, meta-linguistic and problem-solving skills to further enhance learning in a challenging and engaging context. Our goal is to educate global citizens who can face challenges as critical, creative life-long learners keen to “make a difference” by having a positive impact on others.

A rigorous learning environment for both students and teachers, teaching and learning in a bilingual setting provides an extra cognitive load. Students spend at least 50% of their week being taught in each language and have a secondary school style timetable that provides time for teachers to meet together in Professional Learning Communities while the children access high quality specialist programs. The subjects taught in French in 2018 are French language and literacy, mathematics, science and physical education. In their first year of school the students receive lessons in oral production rather than science. English, visual arts and the performing arts are delivered in English.

Recognised by the French government for the high level of French attained by the students, CPS has been awarded the LabelFrancEducation since 2013. We have also become an active member of the Association of Australian French English Bilingual Schools which meets to share practice and come together for professional learning targeted for teachers in bilingual schools.

In 2017 our middle and senior students had the opportunity to visit L’Ecole Yvonne Dupont in Nouméa. Plans to visit our sister school in Suzhou, the Experimental Primary School in China, did not come to fruition but we did host their students. We continue to look towards a return exchange to our sister school in France, L’École de Cobbers in Fromelles, when possible, as the historical links provide profound and meaningful connections for our school and community. Our students attend annual events at the Shrine of Remembrance with the French community: ANZAC Day; Bastille Day; for the Battle of Fromelles on 19 July; and Remembrance Day on 11 November. These local and global events, both current and historical, are embedded in our curriculum to ensure meaningful, real world connections.

In recognition of the critical role of social, emotional and mental wellbeing to support healthy individuals in our ever more complex society, positive psychology underpins all teaching and learning at CPS. Now a KidsMatter school, the Bounce Back program is taught at all year levels to provide an explicit social and emotional curriculum from Foundation to Year 6. These activities provide a targeted approach to enhance social and emotional learning. Teaching and learning focuses on every class being an inclusive class where teachers meet the needs of all students including children with learning difficulties or exceptional abilities.

Camberwell Primary School enjoys an enthusiastic and engaged community. School Council contributes significantly to ensuring that the future needs of the school are attended to. In light of the accommodation restrictions and extremely limited play spaces – the highest student ratio to area in Boroondara, community support has been essential to achieving critical outcomes such as the lease for Our Lady of Victories (our Junior School Campus) and the council managed land that provides play space next to our Junior School. Parents’ Association (PA) is a vibrant forum that engages the parent and carer community and helps connect students to their school. In 2017, our 150th Anniversary was brought to life by five members of PA who engaged past students and staff, as well as our whole community, in a range of events culminating in a day of activities for the whole community.

A highly sought after school numbering 692 students, CPS is now accommodated in two campuses with the Senior Campus on the original Camberwell Primary School site on Camberwell Road and the Junior Campus on the previous Our Lady of Victories site on Reserve Road. The Junior Campus provides Foundation and Year 1 students with a gradual transition to school. The school has 54.6 equivalent full time staff, with three Principal Class Officers and 14.2 Educational Support staff working either in class or in administration. Thanks to specific funding for bilingual education, Bilingual Aides work alongside teachers in all French and Maths classes in Foundation and Year 1 as well as in the French Literacy classes from Year 2 to Year 6.

Situated in a busy commercial inner city suburb, the increasing prevalence of apartment blocks continues to increase the pressure on our site as well as leading to greater diversity in our demographics.

CPS recognises that high attendance at school has a positive impact on student learning outcomes and as such, is striving to establish a culture where attendance is the norm. Contacting parents daily for unexplained absences has had a positive impact on attendance data in 2017. Research demonstrates that high absence correlates directly to academic achievement, having an impact not only the current year but in future years as well. Every day counts and the effect of non-attendance not only accumulates over time but more importantly, establishing good attendance in Year 1 predicts attendance throughout schooling and academic success (Stephen Zubrick, University of Western Australia). CPS therefore actively encourages good attendance habits as part of the early years program.

CPS also recognises the detrimental impact of arriving late to class and either missing out or interrupting the most productive learning time during the day: the morning sessions. The nature of bilingual education, requiring greater cognitive load, means that CPS prefers to favour these optimal learning times. The school therefore requests parents to have children in class by 8:50am for Ready to Learn Time to ensure that learning can start promptly at 9:00am. The school will endeavour to reduce the number of families who routinely arrive late to class.



Framework for Improving Student Outcomes (FISO)

Camberwell Primary School has a continuing focus on establishing consistency in teacher practice schoolwide by embedding the CPS Instructional Model and an agreed pedagogical approach based on increased data literacy and differentiated planning for learning. A common Lesson Design is providing the basis for targeted professional learning to ensure greater learner agency in every classroom where each lesson has a clear learning intention and success criteria that students can use to determine their progress in learning. These elements sit alongside differentiated learning tasks with the goal of increasing student engagement in learning. A suite of documents are defining the Framework for Bilingual Education at CPS and how teaching and learning is delivered to ensure consistency in teacher practice: teacher knowledge underpinned by high expectations in every class.

To achieve our Annual Implementation Plan (AIP) goals of one year's growth for one year's learning for every students, our focus has been on building teacher capacity through a distributive leadership model gaining significant buy-in from teachers at all levels. The introduction of Instructional Leaders/Teaching and Learning Coaches (TaLCs) to coach Professional Learning Community leaders (focused on analysing student data and planning differentiated interventions) and the Year Level Coordinators has had the direct impact of increasing the capacity of their teams and the level of professional dialogue about student learning. In 2018, these Instructional Leaders will now also coach all classroom teachers with a focus on continual improvement.

Achievement

FISO Priority: Excellence in Teaching and Learning

Initiative: Building Practice Excellence and Building Professional Leadership

A school-wide focus on learning difficulties, spelling and the early stages of reading over the past two years has seen an increase in student learning outcomes in NAPLAN as well as increased teacher confidence in assessing these areas.

Learning has been resourced with dedicated programs to ensure consistency of practice in our bilingual setting: Conscience Phonologique in French and Letters and Sounds in English have been resourced from Foundation to Year 2. Professional learning and resources have been created for CAFÉ Reading and the Daily Five in both languages. All teachers engaged with the Seven Steps Writing program as a curriculum day and have planned a strategic approach to its introduction in 2018. Mini-Lit was identified as our intervention program and was trialled and adapted for our context.

To achieve our School Strategic Plan goals in Numeracy, an external consultant was engaged to work with all maths teachers in Term Four in preparation for a whole-school approach to be implemented in 2018. The focus is to improve curriculum knowledge, planning and assessment.

Increasing resources are being directed to both English and French as Additional Languages as students are entering our bilingual setting increasingly at year levels that are post Foundation.

Engagement

FISO Priority: A Positive Climate for Learning

Initiative: Empowering Students and Building School Pride

Teachers have been seeking student feedback through weekly Teacher Learning Journals which identify what students know about why they are learning a lesson, how they will know that they have been successful and what the next point on their learning journey is. This has been the first step in creating meaningful strategies for students to provide direct feedback as to the effectiveness of learning and teaching.

With an ever-increasing span of ability in each classroom, professional learning has been targeted to enable teachers to attend to every child's needs ensuring personalised learning in inclusive classrooms. Resourcing the teaching strategies to support students with challenges has been a focus at both ends of the spectrum. To support this, the Gifted and Talented Leader carried out an audit of students throughout the school who had been formally identified as gifted, or who demonstrated a range of gifted indicators.

Student Voice has expanded from the Student Representative Council who lead the sharing of Character Strengths at school assemblies to the Principal's Advisory Leaders who develop policy relating to students and provide feedback on ways to improve the school.

Responding to our changing community, teachers are incorporating cultural learning opportunities into our curriculum to celebrate diversity. In 2017 the celebration of Diwali was highlighted in Year 3 which was then enjoyed by all the community at assemblies.



Wellbeing

FISO Priority: A Positive Climate for Learning

Initiative: Empowering Students and Building School Pride

2017 saw our second year of becoming a KidsMatter School with continued professional learning for all staff. As a step towards making the school a more welcoming environment, signage was improved to help families and visitors navigate the dual campus and welcome banners were made at each campus reception. Educating students to be healthy well rounded citizens has led to the introduction of explicitly teaching social and emotional skills. Bounce Back, trialled in Years 3 and 4 in 2016, was chosen to be delivered school wide.

To support our growing community, all stakeholders were involved in developing a consistent and agreed approach to behaviour with the development of the CPS Positive Behaviour Matrix and the CPS Consequences Flow Chart.

A continued focus on positive psychology saw year level teams focusing on developing a growth mindset for students in every aspect of their learning. A school nurse has had a significant impact on tracking wellbeing cases and administration staff are following up on absences which has seen an improvement in our attendance data.

For more detailed information regarding our school please visit our website at
www.camberwellps.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 648 students were enrolled at this school in 2017, 321 female and 327 male.</p> <p>19 percent were EAL (English as an Additional Language) students and < 10 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> Similar</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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Similar</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>49%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>60%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>12%</td> <td>58%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>51%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>38%</td> <td>53%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	49%	39%	Numeracy	13%	60%	27%	Writing	12%	58%	31%	Spelling	15%	51%	35%	Grammar and Punctuation	9%	38%	53%	<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="550 913 1037 1010"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	95 %	94 %	94 %	94 %	95 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	95 %	94 %	94 %	94 %	95 %										



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>	<p>○ Lower</p>
<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>	<p>○ Lower</p>

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)

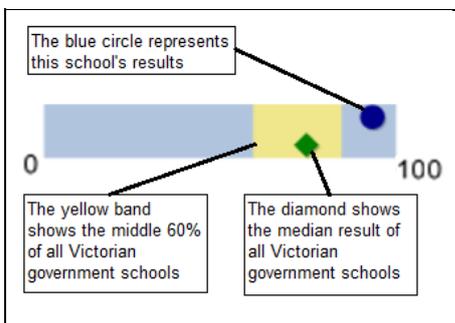
Engagement

- 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).

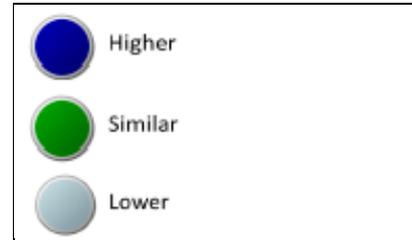


What does *School Comparison* refer to?

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

Camberwell Primary School has ended the 2017 school year within anticipated budget including a moderate surplus in the staffing allocation and a pleasing return from the community run French Fete. These funds have been raised specifically to enhance the school play spaces, the first project of which is currently under construction. Available funds in our bank accounts reflects monies budgeted for 2018 capital works.

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	\$4,667,118	High Yield Investment Account	\$1,141,239
Government Provided DET Grants	\$594,427	Official Account	\$10,729
Government Grants Commonwealth	\$7,892	Other Accounts	\$74,543
Revenue Other	\$38,390	Total Funds Available	\$1,226,511
Locally Raised Funds	\$988,206		
Total Operating Revenue	\$6,296,033		
Equity¹			
Equity (Social Disadvantage)	\$5,980		
Equity Total	\$5,980		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,595,127	Operating Reserve	\$242,430
Books & Publications	\$5,653	Asset/Equipment Replacement < 12 months	\$199,674
Communication Costs	\$11,409	Capital - Buildings/Grounds incl SMS<12 months	\$558,112
Consumables	\$93,322	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,000
Miscellaneous Expense ³	\$820,596	Revenue Received in Advance	\$33,620
Professional Development	\$44,034	School Based Programs	\$82,152
Property and Equipment Services	\$408,331	DET Central Coordination	\$40,524
Salaries & Allowances ⁴	\$143	Total Financial Commitments	\$1,226,511
Trading & Fundraising	\$131,861		
Travel & Subsistence	\$4,418		
Utilities	\$41,814		
Total Operating Expenditure	\$6,156,709		
Net Operating Surplus/-Deficit	\$139,324		
Asset Acquisitions	\$6,449		

(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.