

2017 Annual Report to the School Community



School Name: Ceres Primary School

School Number: 1602



- 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 28 March 2018 at 12:50 PM by Lissa Young (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 30 May 2018 at 05:36 PM by John Kilcullen (School Council President)



About Our School

School Context

Ceres Primary School is an exciting, stimulating and vibrant school located 10km from Geelong, in the picturesque surrounds of the Barrabool Hills. Our school has modern facilities, which includes 2 brick classrooms, 2 new environmentally controlled double portables, as well as a large classroom and resource room. We have also be informed of Capital Works funding for a new permanent double classroom. Our spacious and attractive grounds give students the opportunity to be environmentally conscious. We are committed to continuous improvement and attaining distinction in teaching and learning at every level. We have an enrolment of 117 with our students coming from our immediate area and a wide catchment area including Moriac, Waurm Ponds, Highton, Newtown, Geelong West, Barrabool, Batesford and as far away as Lara. We provide quality-learning programs in all other curriculum areas. Specialist programs encompass LOTE, Music, Art, PE & Health, Science and Library programs to ensure student strengths and talents are addressed. Our programs are designed to cater for the individual needs of a diverse range of students, with prominence on catering for the whole child, provision of a nurturing environment and challenging students to do their best. Emphasis is on inquiry-based learning and explicit teaching to the point of need through fluid groupings, with a strong commitment to Values Education (Super 7). Technologies are embedded within the curriculum to facilitate exciting and engaging learning programs to meet students' individual needs with an innovative "Bring your own" program. We currently have 9 staff members, which includes a Principal, 6 full time teaching staff (2 CT2:6, 2 CT2:2, 1 CT1:4, 1 CT1:3), 4 education support staff and 2 non-teaching staff (administration). Once a week we employ a LOTE, PE, Art, Music and Science teacher for our Extra Curricula programs. Our current leadership structure includes 1 Principal, Leaders for each section of the school (Junior, Middle & Senior) and Leaders for English, Maths, Student Wellbeing, Staff Wellbeing, Assessment & Reporting and ICT. We continue to promote student voice and participation in which Grade 5 and 6 students have leadership responsibilities; Junior School Council, Student Leaders and House Captains. There is a strong relationship between parents, staff and students, with a high level of parent participation on School Council, as classroom helpers, in fundraising, buildings and grounds development and community social activities.

Framework for Improving Student Outcomes (FISO)

Within the Framework for Improving Student Outcomes our main area of development and focus is in Excellence in Teaching & Learning (building practice of excellence & curriculum planning and assessment). We have also had the focus of Positive climate for learning (setting expectations and promoting inclusion) Effective teaching in every classroom is achieved through managing response rates during questions, use of open and closed questions in writing conferences and the use of individual goals. Students were also exposed to a range of strategies to elicit deep thinking. Conferencing for individuals and clinic groups are used, with particular emphasis for regularity for our "At risk" students. Raising teacher capacity is being achieved through targeted Professional Learning in Thrass and use of concrete aids.

Achievement

Student Learning Performance is strong at Ceres Primary School, evident from our Teacher Judgements and our pre and post assessments; demonstrating Similar levels to other Primary Schools in English and higher results to other schools in Mathematics. Our Naplan data shows our school achieving similar to other schools in 2017 in all areas; Year 3 & 5 Reading and Numeracy. When looking at the Naplan Learning Gain, the gain of students from Year 3 to year 5, once again we have shown pleasing results. Reading, Numeracy and Writing data shows 56% of medium gain for students, with the highlight of Grammar & Punctuation having 56% for high gain and Spelling close with a 44% high gain (both being a focus for the year). The data also has a gain of 33% in both reading and numeracy in the high gain areas. Our focus will continue to be on Writing, and Grammar & Punctuation in order to lessen the gap for the few students who have shown low gain in these two areas. All student's learning needs are continuing to be monitored and prioritise through weekly data conversations, individual goal setting and teaching to the point of need. The Curriculum Framework implemented in 2017 was AusVELS.

Engagement

The school has a solid transition program in place for our Foundation students, Year 6 students and students who enrol throughout the year, with whole school transition days and data hand-over days for staff. The School Survey, completed by staff, shows achievement well above All Primary Schools data, with Collective Focus on student learning data being 97.22%, Guaranteed & Viable Curriculum 90.56%, 81.48% for parent & community involvement, 80% for academic emphasis and 84.07% for collective efficacy; all strong achievements. These areas will continue to be driven. The Parent Satisfaction Survey is within the average range for Victorian schools, with communication being an element we will be addressing in 2018; through the implementation of Compass and direct access for parents and staff to communicate. All staff continue to be available for regular meetings. The Attitudes to School Student Survey showed the minimum of 86% for teacher concerns and 91% for advocate at school, with stimulating learning and motivation & interest coming in at 88%. We have a robust Student Voice at the school, with student's accessing many and varied ways to have their say and input into the school and their learning. In particular, our Year 5 students are proactive within their J.S.C; promoting and raising funds for social service. Our Year 6 Leaders have roles tailored to their strengths and share their ideas and drive their responsibilities throughout the year. Our Values system is based around our "Super 7" and permeates across the whole school. Our Year 6 exiting students enrolled at a range of government and independent schools.

Wellbeing

In the students Attitudes to School Survey, completed by our Year 5 & 6 students showed our data for sense of Connectedness similar to other Victorian schools, as did the measures for Management of Bullying. Both showing pleasing increases since the previous year. While this was excellent data, we will continue to implement and monitor our staged response across all classrooms, and this will remain a focus in 2017. While showing some improvements throughout the year, our average number of absences is higher than similar schools and we will again be continually addressing this in our newsletter & Assemblies. Students absent for extended holidays receive homework from their teachers. We will also be recognising the grades who have a mean of 95% attendance per week and per Term in a variety of ways in 2018. Fine tuning our recording and procedures should also see an improvement in the accuracy of the data.




For more detailed information regarding our school please visit our website at
[\[www.ceresps.vic.edu.au\]](http://www.ceresps.vic.edu.au)




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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 117 students were enrolled at this school in 2017, 59 female and 58 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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> Higher</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</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> Similar</p> <p> Lower</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>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>22%</td> <td>56%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	56%	33%	Numeracy	11%	56%	33%	Writing	22%	56%	22%	Spelling	11%	44%	44%	Grammar and Punctuation	22%	22%	56%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	11%	56%	33%																							
Numeracy	11%	56%	33%																							
Writing	22%	56%	22%																							
Spelling	11%	44%	44%																							
Grammar and Punctuation	22%	22%	56%																							



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="555 913 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>91 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	90 %	90 %	90 %	92 %	86 %	<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> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	90 %	90 %	90 %	92 %	86 %										



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)

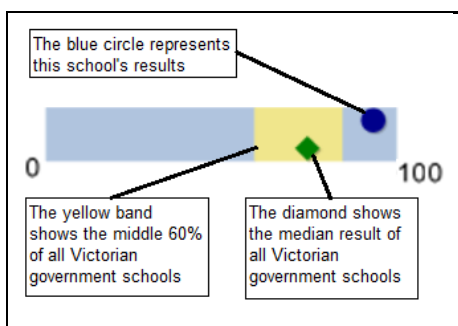
Engagement

- 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).

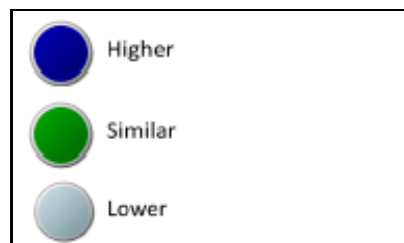


What does *School Comparison* refer to?

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

[Please refer to the 2017 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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	\$944,762	High Yield Investment Account	\$515
Government Provided DET Grants	\$135,729	Official Account	\$3,595
Government Grants Commonwealth	\$1,700	Other Accounts	\$15,450
Government Grants State	\$10,566	Total Funds Available	\$19,559
Revenue Other	\$39,543		
Locally Raised Funds	\$93,409		
Total Operating Revenue	\$1,225,709		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$892,776	Operating Reserve	\$19,559
Books & Publications	\$2,929	Total Financial Commitments	\$19,559
Communication Costs	\$3,138		
Consumables	\$29,869	*Grants:	
Miscellaneous Expense ³	\$43,617	-Victorian Curriculum-\$2929.16 for staff attendance at Professional Learning and for Vic curriculum planning	
Professional Development	\$8,648	-WiFi expansion-\$1636.50	
Property and Equipment Services	\$65,275	-Integration student additional support-\$8213.00 for support staff, staff professional development and behavioural management expert staff mentoring	
Salaries & Allowances ⁴	\$103,657	*Other accounts-Fixed Term High Yield has \$15000 to cater for staff increments.	
Trading & Fundraising	\$9,035		
Travel & Subsistence	\$35		
Utilities	\$8,157		
Adjustments	(\$11,851)		
Total Operating Expenditure	\$1,155,286		
Net Operating Surplus/-Deficit	\$70,423		
Asset Acquisitions	\$11,851		

- (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.