

# 2018 Annual Report to The School Community



School Name: Ceres Primary School (1602)



- 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 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 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 26 March 2019 at 10:19 AM 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 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 28 March 2019 at 06:27 PM by Jade Potton (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 been informed of Capital Works funding for a new permanent double classroom and administration area. 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, Waurn 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 Music, Art, PE & Health, STEM 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, 7 full time teaching staff, 3 education support staff and 2 non-teaching staff (administration). 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 was in Excellence in Teaching & Learning (Evidence-based high impact strategies, building practice of excellence & curriculum planning and assessment). We have also had the focus on Positive climate for learning (setting expectations and promoting inclusion), Effective teaching in every classroom was achieved through collaborative learning, and a focus on Critical & Creative thinking through questioning to elicit deep thinking. Feedback was a focus, through conferencing for individuals and clinic groups, with particular emphasis for regularity for our "At risk" students. Raising teacher capacity was achieved through targeted Professional Learning in THRASS, Feedback, Explicit Teaching and Critical and Creative Thinking and Number (Mick Ymer & MAV), ensuring a consistent approach to practice, across the whole school.

### Achievement

Student Learning Performance was strong at Ceres Primary School, evident from our Teacher Judgements and our pre and post assessments; demonstrating fairly similar levels to other Primary Schools in English and Mathematics (with the exception of Statistics & Probability). When looking at the Naplan Learning Gain (the gain of learning students achieved between their data from Year 3 to their data again in Year 5) we have shown pleasing results. Reading, Spelling and Numeracy is at 58% for medium gain, Writing data shows 47% of medium gain for students, with Grammar & Punctuation having 32% of medium gain but with a 21% for high gain. Our focus in 2019 will be on reading, particularly comprehension, in order to lessen the gap for the few students who have shown low gain in this area. Our data does however already show a significant increase within the % in the top two bands, with an increase in the students outcomes within the bottom two bands. Our outcomes for Year 3 & Year 5 in Numeracy were similar in comparison to other schools. All student's learning needs are continuing to be monitored and prioritise through daily conferencing, individual goal setting and teaching to the point of need through our fluid grouping. The Curriculum Framework implemented in 2018 was Vic Curriculum.

## 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 showed the highest level of achievement within the School climate domain, measuring staff endorsements of collective efficacy and academic emphasis achievement well above All Primary Schools data. Strongest data achieved was within 'collective focus on student learning' and 'collective responsibility' at 93%. The Parent Satisfaction Survey demonstrated the overall satisfaction of 100%, we conducted Parent Information sessions, further implemented Compass to facilitate open-communication and relevant, timely and pertinent student achievement via their ongoing assessment. Very pleasing improvements were evident in our Attendance data which showed that in 2018 our results were similar to the results for primary schools with similar characteristics; achieved through stronger student and community connectedness, more accurate data collection and the use of Compass to follow up immediately on non-attendance. This is a success to celebrate as historically it has been a highlighted area of focus. While our community continue to have extended holidays, the students are attending school regularly outside of these times, with less students being absent for longer periods of time. As our student attendance is lower than other schools It will still be a focus for 2019, using further development of student voice and agency to promote engagement. The Attitudes to School Student Survey (Year 4,5 & 6 students) showed Differentiated learning challenge at 97% (State was 86%) and Effective teaching time 90% (86% State). Specifically for Year 4, 100% achievement was gained for "differentiated learning challenge", "stimulated learning" and "high expectations for success". Our Year 5 had strong results for "differentiated learning challenge" at 97%, "sense of confidence" at 98% and "high expectations for success" at 93%. Our Year 6 students were also strong in "high expectation for success" at 95%. 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

Strengthened student connectedness and resilience in an inclusive setting was achieved in 2018. This was done by explicitly teaching RRRR curriculum, mindfulness and the values of empathy and gratitude. Staff attended a wide variety of Professional Learning on the Disability standards and Respectful relationships. The whole-school planner ensured targeted and focused values lessons were conducted weekly, alongside our Super 7 values, friendship circles and mindfulness times. In the students Attitudes to School Survey completed by our Year 4, 5 & 6 students, data for classroom behaviour was 93% (State 80%), High social engagement data was achieved with 95% for Sense of inclusion; Sense of connectedness was at 89%. Within school safety, Respect for diversity was at 95% and Managing bullying was at 90%. Our Student voice and agency was at 81% with the State coming in at 71%. While our data is well above expected, we will continue to develop this aspect as it is a low % for our school. The Year 6 achieved a pleasing data level for "respect for diversity", "sense of confidence" and "resilience"; all coming in at 95%. The most positive improvement for all Year levels was for "high expectations for success" and "not experiencing bullying". 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 2019.

## Financial performance and position

We received \$1,253,000 for major capital works. This is targeted to building two classrooms and a staffroom, with refurbishment for the administration area. We also received a special grant for \$9800 which assisted in involving the students in incursions based on a variety of cultures, purchasing of a variety maths concrete aids, STEM supplies, providing professional learning based on the Disability standards and Respectful Relationships for staff and TRASS equipment. School Council also raised \$8602.88 to purchase a variety of new furniture and equipment for the new classrooms




For more detailed information regarding our school please visit our website at  
<https://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

#### Enrolment Profile

A total of 117 students were enrolled at this school in 2018, 58 female and 59 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## 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><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>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>




## 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><b>NAPLAN Learning Gain</b> 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>58%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>32%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	58%	21%	Numeracy	32%	58%	11%	Writing	26%	47%	26%	Spelling	26%	58%	16%	Grammar and Punctuation	47%	32%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>88 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	93 %	92 %	93 %	91 %	90 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	93 %	92 %	93 %	91 %	90 %	90 %										

## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$968,181	High Yield Investment Account	\$18,902
Government Provided DET Grants	\$210,548	Official Account	\$17,973
Government Grants Commonwealth	\$3,600	Other Accounts	\$0
Government Grants State	\$4,411	<b>Total Funds Available</b>	<b>\$36,875</b>
Revenue Other	\$21,707		
Locally Raised Funds	\$53,744		
<b>Total Operating Revenue</b>	<b>\$1,262,191</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$938,862	Operating Reserve	\$36,875
Communication Costs	\$1,451	Funds Received in Advance	\$6,016
Consumables	\$37,124	School Based Programs	\$17,237
Miscellaneous Expense <sup>3</sup>	\$43,993	Asset/Equipment Replacement > 12 months	\$13,622
Professional Development	\$8,310	<b>Total Financial Commitments</b>	<b>\$73,750</b>
Property and Equipment Services	\$54,276		
Salaries & Allowances <sup>4</sup>	\$128,435		
Trading & Fundraising	\$20,323		
Travel & Subsistence	\$72		
Utilities	\$10,264		
<b>Total Operating Expenditure</b>	<b>\$1,243,111</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$19,079</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 15 March 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)

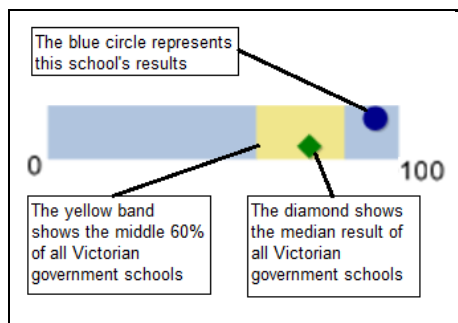
### Engagement

- student attendance and engagement at school
- 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).

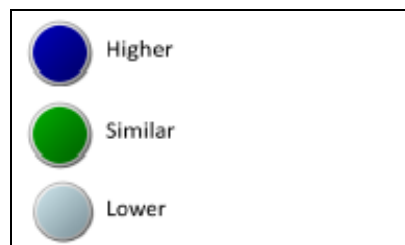


## What does *School Comparison* refer to?

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*' or '*ND*' 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').