



2013 Annual Report to the School Community

**Coral Park Primary School
School Number: 5292**



Name of School Principal: Gill Gray

Name of School Council President: Michelle Hunt

Date of Endorsement: 31 March 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Coral Park Primary School provides a learning environment that strives to provide every student with opportunities to reach their full academic, social and physical potential. As a part of this students are encouraged to take responsibility for and manage their own behaviour. This is supported through a whole school student engagement and wellbeing approach that focuses on the promotion of accountability for learning, engaging learning and respectful relationships.

Coral Park Primary School is located in the south eastern suburb of Hampton Park, approximately 45 km from Melbourne CBD. The diverse student population averaging 395 students represents over 40 different nationalities, 50 – 60 % of students who speak a language other than English at home, approximately 50% of families in receipt of the Education Maintenance Allowance, 9 students funded through the Program for Students with Disabilities and 12 Koori students. There is a Language Centre located on the nearby grounds of Hampton Park Secondary College which gives initial assistance to students newly arrived in the country with them generally transferring to local schools in term 2. We currently have 23 full-time and 7 part-time staff comprising of a mix of experienced and graduate teachers with a good gender balance. All teachers are registered with the Victorian Institute of teaching.

Student outcomes in English and Mathematics sit in similar achievement ranges for the median of all Victorian Government Schools in teacher judgment but not in NAPLAN results. Our belief behind the partial reasoning for this is the many worded problems in the NAPLAN tests which present language and grammatical challenges for the many students who have come from non-English speaking backgrounds and those who have entered school with little or no pre-school support or limited language experience.

Our priority improvement areas include Literacy, Numeracy, catering to the needs of EAL (English as a Second Language) Learners and effectively incorporating ICT (Information and Communications Technology) into our daily pedagogical practices. Access to information technologies is an important aspect of teaching and learning at Coral Park and all classrooms incorporate a range of technologies into their teaching and learning experiences.

Coral Park's highest priority is continuing to improve student outcomes in Literacy and Numeracy and this is achieved through explicit teaching, having high expectations, goal setting, regular assessment tracking and teacher coaching and mentoring in both areas. At Coral Park, learning is personalised and there is a common understanding of what high quality personalised learning and teaching are. "Put simply, personalised learning and teaching means taking a highly structured and responsive approach to each child's learning in order that all are able to progress, achieve and participate". Students are active and responsible learners who can articulate what they are learning through the common language of learning intentions that are matched to their learning goals. Teachers work collaboratively to personalise student learning and provide the best possible learning opportunities.

In addition to this, the school implements a number of enhancement and intervention programs in the areas of Numeracy and Literacy to ensure that all students are supported in the achievement of their learning goals. Coral Park is dedicated to providing a wide variety of programs designed to ensure learning is engaging and relevant for all students. Students take part in weekly specialist programs of Visual and Performing Arts, Physical Education and Sport, Information and Communication Technologies and a variety of electives. Assistance is offered to our English as an Additional Language students both in classrooms and withdrawal support. Students with special learning needs are catered for with an effective and efficient Program for Students with Disabilities, Reading Recovery, Language Support and Speech Pathology Assistance Program. Other programs include camps, before school fun & fitness, a homework club one afternoon per week, lunchtime clubs, camps, concert/Arts Expo, athletics, cross country and swimming carnivals. Our programs reflect the schools focus on providing students with a broad range of experiences and opportunities.

Meetings are held mid term 1 between teachers, students and parents to discuss student progress early in the year and student learning goals for the first semester. At the end of term 2, mid year reports are produced and are accompanied by Student Led Conferences. Students lead the discussion of their goals to date with parents and teachers to show and celebrate their successes in learning, the achievement of their educational learning goals, their attendance rates and homework completion.

Our Student Attendance, Student Attitudes to School and Parent Opinion of the School data sets are all very positive. We work hard to ensure our students and their families feel safe and welcome at school with the knowledge that we are approachable and need to work together to resolve any issues or concerns. We ensure our students are motivated to learn through engaging and stimulating teaching and learning programs. Coral Park has a high focus on excellent student attendance with an average of 92% attendance rates. With a high rate of students from various countries, a number of families have overseas holidays throughout the year which has reduced our rate. In general, attendance is very pleasing with only a few families regularly needing reminders of the importance of attendance. If students aren't here they can't learn therefore attendance is our number one priority. Non-attendance is followed up by the classroom teachers with the aim of checking on the welfare of unwell students seeing them return to class as soon as they are well enough. Issues of frequent absences are followed up by the Principal.

For more detailed information and to gain greater insight into our school, please visit our website at

<http://www.coralparkps.vic.edu.au>

Achievement

At Coral Park our highest priorities continue to be improving student outcomes in Literacy and Numeracy. Strategies being implemented throughout the school to assist with these priorities include:

- The running of effective focused professional learning teams that review and evaluate student learning and achievement with the purpose of informing future planning and teaching.
- The development of individual learning goals and plans for all students in these areas to ensure that students are aware of what they are working towards and have ownership and responsibility over their own learning.
- Priority teams that focus on reviewing current practises within the school and implementing new initiatives that will have a positive impact on student learning.
- Reviewing and revising curriculum documents to ensure that they facilitate sequential learning.
- The implementation of structured professional development particularly in the planning and teaching of numeracy.
- Target teaching and intervention programs for EAL, literacy and numeracy that involve small group work and or extra assistance in the classroom.

Engagement and learning is enriched and enhanced through the incorporation of technology into all aspects of the curriculum. Particularly the use of iPads to support teaching and learning in classrooms.

What we are doing to continue to improve.

- Continue to develop effective team teaching practices within the school to assist with meeting the learning needs of all students
- Continue to build a school culture that effectively utilises coaching, mentoring and feedback.
- Continue to develop effective efficient methods of collecting and analysing student data.
- Continue to effectively use priority teams to implement and evaluate literacy and numeracy initiatives such as Daily5 / Café reading, VCOP and Back to Front maths.
- Ensuring all students have clear learning plans or goals that communicate their learning needs and give a clear point of reference to all involved in the learning process.
- Ensuring learning is clearly focused with; specific outcomes for all levels of ability and differentiation by outcome, support, task, learning style and ability is clearly evident in all learning spaces.
- Ensuring all staff are certain of students point of need and their potential and challenge them constantly within the culture of high expectation.
- Groupings are flexible and change to reflect ability, learning style, learning focus and degree of support or independence required.
- NAPLAN items analysis show that worded problem solving in maths is one of our main areas for improvement. With many students from non-English speaking backgrounds at the school, this continues to be a main focus for improvement.
- Ensuring parent learning sessions on how they can best support student learning at home to strengthen school-home partnerships and understanding of the learning process.
- Extending our Kinder to Prep transition to offer students greater access to learning opportunities that are being missed by frequent non-attendance at kinder which has many pre-entry students coming in well behind those who have attended a kinder program.




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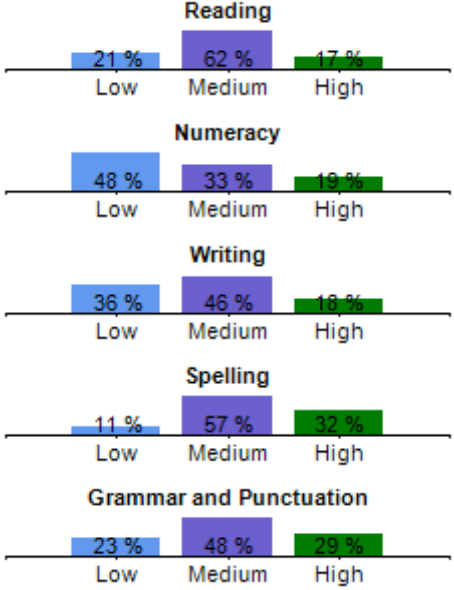
Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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> Similar</p>
<p>NAPLAN Year 5</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>

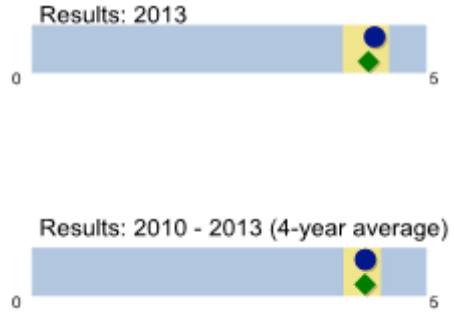


Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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%, their growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	 <table border="1"> <caption>NAPLAN Relative Growth 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>62%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>48%</td> <td>33%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>46%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>57%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	62%	17%	Numeracy	48%	33%	19%	Writing	36%	46%	18%	Spelling	11%	57%	32%	Grammar and Punctuation	23%	48%	29%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>		<p> Similar</p> <p> Similar</p>

Wellbeing

Coral Park students work with the motto: Coral Park STARS - Achieving SUCCESS. Our students are referred to as STARS who Stop, Think, and Act Responsibly. This is reinforced along with the aspects of Achieving SUCCESS – Safety, Understanding, Care, Community, Engagement, Student Wellbeing and Student Pathways.

Our students work hard on ensuring everyone feels safe at school at all times, this understanding is transferred to being safe within our school community and when working online. Bullying is not tolerated and all welfare incidents are worked through to mediation. School rules are consistent across the school and both positive and negative consequences are consistently enforced. Coral Park has a very diverse community with many families moving into the area newly arrived to Australia. Understanding, Caring for and respecting each other is regularly discussed which transposes to positive feelings of connectedness across the school. The Community are invited in at all times and welcomed to be a part of the learning process with their children. Parent involvement is stronger in the junior school where parents often come and assist with reading, excursions and helping to produce school resources. A free weekly Play group allows 0-4 year old children to meet and play and become familiar with the school environment. It also allows parents to meet and get to know other parents and children from the local community.

Student Wellbeing is a priority across the school and is inclusive of many lunchtime clubs and activities to meet student interests. There is a school band that practices regularly at lunchtimes, a singing group, student running club, before school fun & fitness and a homework club after school. Many staff are first aid level 2 trained and all staff were trained in the use of Epipens for anaphylaxis management and our allergy Awareness Policy. All staff are trained in Mandatory reporting procedures and policies which are updated twice annually.

Student Pathways are an integral part of school life whether it be moving into prep, moving on to Secondary College or transitioning through the school. Pre-prep students attend sessions to become familiar with the transition to school life throughout terms 3 and 4. The transition process in term three involves strong links with the neighbouring kindergarten. Kinder groups visit the school and participate in PMP activities and attend library sessions where they listen to stories and borrow books. Student leaders assist with the running of these sessions. In term 4 enrolled preps come along to weekly sessions where they participate in activities with their future teachers. Allowing them to become confident and familiar with the school environment. Parent sessions are also run during this time. These sessions focus on techniques to assist smooth entry into school, regular attendance, providing healthy food for learning, children's needs and expectations of school. The year 5/6 teachers oversee the formal transition processes for students from years 6 to 7. Strong links exist with local secondary schools. Students participate in activities that give them the opportunity to visit local secondary schools and staff liaise with the Secondary Colleges to share and communicate about the students coming into their schools.

In addition there is a whole school transition program in term 4 where students move between grades in the school to become familiar with expectations and routines of their new grade and year level. Students spend the last few days of the school year in their new grades and classrooms working with their new class prior to the end of the year and allaying any anxieties regarding the upcoming new year.

We continue to work with Student Support Services staff including student counselling, psychologist and speech services. Since 2013 we have employed our own Speech Pathologist who works with us two days each week to assist with the many language needs.

We have OHS compliance and are regularly updating our procedures and facilities. We have completed whole school evacuation and „lockdown“ drills and updated the evacuation plans as necessary.

For more detailed information and to gain greater insight into our school, please visit our website at <http://www.coralparkps.vic.edu.au>

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1"> <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>93 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	91 %	93 %	94 %	93 %	95 %	<p>Results: 2013</p> <p>Results: 2010 - 2013 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	91 %	93 %	94 %	93 %	95 %										

Engagement

At Coral Park we believe that every child has the ability to learn and this best occurs in a flexible, happy and positive environment.

Our inclusive program personalises learning and is targeted to students' needs. It encourages creativity, risk taking, initiative and leadership. Strong emphasis is placed on positive behaviour choices, respecting others and taking responsibility for one's learning.

Student Attitudes to School data shows that our students find their learning time engaging and are therefore motivated to learn. They have a strong connectedness to the school, as do their families. Students are engaged in the learning and reporting process, helping to define their learning goals for the semester and demonstrate responsibility and accountability for their learning when they host Student Led Conferences mid year to celebrate and demonstrate to their parents how they are achieving their learning goals.

Attendance is a high priority and focuses on the importance of being at school all day every day. It is closely monitored and parents are contacted frequently to promote regular attendance. The importance of attendance is highlighted to students through weekly awards for grades with the highest attendance, semester awards for students with high attendance and a twice yearly Principal's Breakfast for students with outstanding attendance. Ensuring regular attendance has built strong connectedness ties with the school with students feeling valued and in turn being motivated to be at school and to learn.

The strong inclusion of technologies across the curriculum has assisted with student engagement and motivation with ipads and notebooks being regularly used for teaching and learning. The media centre has proven a big hit with students enjoying the online Coral News reports presented by the student leaders.

The formal curriculum is supplemented by a wide variety of programs that engage students in their learning. House teams (Lynx, Phoenix, Pegasus and Scorpions), regular Buddy Grade activities, lunch clubs, our electives program and whole school fun days that celebrate learning also develop a greater feeling of community and connection amongst students. Buddy grade and whole school cross age activities that run throughout the year also assist with strong feelings of engagement and connectedness across the school by enabling students to get to know staff and students outside of their own home groups.

In addition to these programs Coral Park also has a strong leadership program that allows students to develop personal leadership skills, have a voice within the school and actively contribute to the school community.

Student learning and achievement is celebrated and shared with the school community through our weekly newsletter, extensive displays throughout the school, expos, arts shows, assembly performances and school concerts.

How to read the Performance Summary 2013

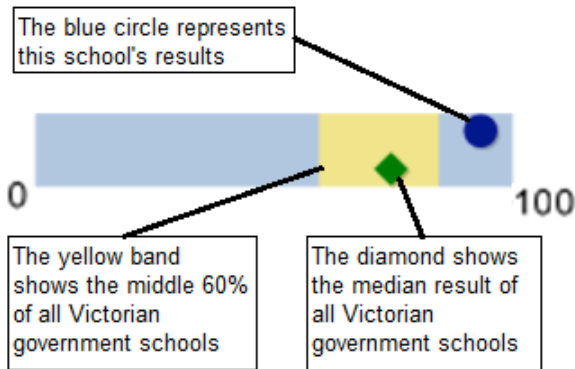
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous 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.

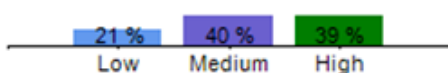
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

Additionally, NAPLAN relative growth charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31st December, 2013

Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$469,432
Government Grants Commonwealth	\$7,725
Revenue Other	\$22,750
Locally Raised Funds	\$132,988
Total Operating Revenue	\$632,895

Funds Available	Actual
High Yield Investment Account	\$306,814
Official Account	\$21,560
Total Funds Available	\$328,374

Expenditure	
Books & Publications	\$14,109
Communication Costs	\$6,228
Consumables	\$73,942
Miscellaneous Expense	\$93,418
Professional Development	\$18,965
Property Maintenance	\$204,271
Salaries & Allowances	\$200,273
Trading & Fundraising	\$41,318
Utilities	\$27,935
Total Operating Expenditure	\$680,458

Financial Commitments	
Operating Reserve	\$50,000
Asset/Equipment Replacement < 12 months	\$50,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$193,721
Revenue Receipted in Advance	\$22,896
School Based Programs	\$10,791
Region/Network/Cluster Funds	\$966
Total Financial Commitments	\$328,374

Net Operating Surplus/-Deficit (\$47,563)

Asset Acquisitions \$7,260

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The finances of Coral Park are well organised and managed. Previous audits have congratulated us on our efficiency of financial management and have found minimal areas for improvement.

In meeting the Department of Education and Early Childhood Development's (DEECD) requirements we present a summary of the School Council's financial performance for the 2013 school year and a summary of our financial position for the 2014 school year. Included in our financial performance is the revenue we receive consisting of grants to pay for items such as cleaning, maintenance and minor works, grounds allowances and utilities. Locally raised funds consists of all monies collected for camps, excursions, school based activities, special events, subject contributions and fundraising collections.

The Financial Position for 2013 shows the funds available as well as the financial commitments for the same period. Each year the budget is presented and ratified by School Council. Once approved the budget is then enacted. Accounts are ratified at each School Council meeting throughout the year.



Australian Government



National Partnerships Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013
Allocation

Low SES School Communities	\$65,810
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School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.
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Notes:

- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Enable and enhance the capacity of families to be engaged in learning

Improved monitoring of student performance information

Timely student intervention and support

National Partnership for Empowering Local Schools

Not Applicable