



2015 Annual Report to the School Community

Coral Park Primary School
School Number: 5292



Name of School Principal:

Gill Gray

Name of School Council President:

Liz Huggins

Date of Endorsement:

27th April 2016

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 regulated 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 the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Coral Park Primary School is the hidden gem of the South. We offer our 420 students an attractive, safe and stimulating learning environment, nurturing their needs whilst expecting their best. Coral Park is a progressive school that is committed to the development of its staff and to the improvement of student learning. We welcome all families who believe in working alongside us in their child's learning journey to help them achieve their best.

Located in the south eastern suburb of Hampton Park, approximately 45 km from Melbourne CBD, the school community represents diverse cultural and economic backgrounds and has an SFO (Schools Family Occupation) Index of 0.72. Our student population averages at around 400 and represents over 40 different nationalities, more than 50% of students speak a language other than English at home. We currently have 25 full-time and 7 part-time staff comprising of a mix of experienced and graduate teachers with a good gender balance.

Our priority areas include improving student outcomes in English and Mathematics, catering to the needs of EAL (English as an Additional Language) Learners and effectively incorporating ICT (Information and Communications Technology) into our daily classroom practices. This is achieved through explicit teaching, having high expectations, setting learning goals for all students, regular assessment tracking and teacher professional learning and mentoring in these areas. We provide a rich and engaging curriculum with a continual focus on whole school student engagement and wellbeing that ensures the promotion of accountability for learning, engaging learners and respectful relationships.

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, ICT and a variety of specialist rotations.

Students with special learning needs are catered for with a number of programs including; an effective and efficient Program for Students with Disabilities, Reading Recovery, Language Support and Speech Pathology Assistance Program. As the community has grown and changed, so has the need for additional assistance for students. Other programs include a breakfast club, daily before school fun & fitness, a homework club one afternoon per week, Student Leadership Council, lunchtime clubs, concert/Arts Expo, camps, athletics, swimming, interschool sport and cross country events. Our programs reflect the school's focus on providing students with a broad range of experiences and opportunities.

Achievement

Our School Entry Assessments show that we have many students entering the foundation year (Prep) with high risk indicators in their general development, most of these being poor language skills as identified by their parents and Early Years Entry assessments. Results show that according to teacher judgment, our student achievement levels sit in similar alignment of schools with similar clientele, this increases as students travel through their learning path with us and maintain stability in enrolment. Our NAPLAN results show that we are achieving slightly below the level of similar schools, particularly in Reading.

We have identified the need for improvement in English areas and have placed particular emphasis on staff professional practice in the teaching and assessment of Reading, making this a whole school focus in 2016. NAPLAN items analysis also show that although our Numeracy results have improved significantly, worded problem solving in Maths is one of our main areas needing improvement, particularly for the many students from non-English speaking backgrounds at the school.

The data from NAPLAN is used to audit the curriculum and identify teaching content and strategies that need to be strengthened. 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. At Coral Park our highest priorities continue to be improving student outcomes in English and Mathematics.

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 for all students in these areas to ensure that students are aware of what they are working towards and have ownership and responsibility for their learning.
- Individual Learning Plans for all children significantly behind or ahead of their expected level and as required for all PSD, Out-of-Home-Care, International students and Indigenous students. The ILP process is extremely important to ensure that all children have access to the experiences they need to continue appropriate progress.
- Reviewing and revising curriculum documents to ensure that they facilitate sequential learning.

- The implementation of structured professional development to ensure common language and shared professional practice across the school.
 - Targeted teaching and intervention programs for Literacy, in particular reading and writing 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.

Engagement

Our students enjoy coming to school and wish to be here every day. This is demonstrated by our excellent attendance data for 88% of the students. Most students get to enjoy the mid and end year Principal's Breakfast Award celebrations, rewarding students who have had one or less day absent per term. A number of students don't have this choice with their family enjoying extended holidays each year however, given the socio-economic status and the cost of travel during school holidays, they make the most of their time it seems. Late arrival of students to school is a more disheartening issue, which is attributed to parenting rather than disengaged students.

Student non-attendance has continued to trend down over the past 3 years and is currently at 11.5 days per student (13.88 in 2013) which is below the traditional state mean of 14.62 (14.54 in 2013). On average 2.47 days per student are due to family holidays, which with many students whose families reside overseas, this is to be expected.

The school no longer considers student absences an area for improvement however, we still need to continue to focus on reducing the number of unexplained absences (average of 1.29 per student) from particular families ensuring parents are accountable to their students missing school.

Our Student Attitudes to School Survey indicates that our students are generally very happy at school with School Connectedness being our highest performing area above State level. Teacher Effectiveness, Student Motivation and Student Morale are our next highest performing areas at or above State level. Almost all areas are extremely positive performing in line with State mean.

The school will continue to focus on Classroom Behaviour and students' perceptions of Student Safety, which although close to State Mean, are our lowest achieving areas. Students show that they feel the behavior of classmates could be better so we are working on them encouraging friends to be better behaved, rather than laughing at inappropriate behaviours. Specialist Rotation Activities have had a large focus on student safety in the school, the classroom, on the way to and from school and at home, how students can behave safely and think safely. To help combat our low feelings of safety, we have implemented KidsMatter across the school and are taking a no tolerance approach to violence, ensuring students are aware that violence is not acceptable at any time and in any form. We have also become a White Ribbon School to help combat the increasing violence we are seeing in our immediate community.

Wellbeing

The social, emotional and mental health of our students is a high priority. We aim to ensure all of our students enjoy coming to school, feel safe, included and supported in their learning. The school began implementation of KidsMatter as a whole-school approach to improving student's mental health and wellbeing in 2015. KidsMatter has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties and has provided strategies for teachers to more easily identify with student needs.

All classrooms have implemented the Zones of Regulation, working on strategies with students to help them identify their zone of emotional health for learning and dealing with issues. Both our Speech Pathologist and Psychologist work with particular students in social skills groups to help improve their social levels. Both also work with some of our Education Support staff on increasing their professional knowledge and understanding, improving their strategies in dealing with these students.

Regular interaction with parents, either verbally or via our online communication system, Sentral, ensures any concerns regarding student welfare and wellbeing are discussed and followed up and ensure parents feel that staff are approachable. Parents feel very welcome to approach the school Wellbeing Officer or Principal Class Officers to discuss any concerns and know they will be followed up on and reported back to.

Productivity

The school has effectively allocated its resources to meet the needs of the school. The School Resource Package (SRP) for Coral Park ran in surplus leaving money for additional classroom support for the many students with additional learning needs and English as an Additional Language (EAL) needs. Our resource allocation strategy is based on the premise that education and wellbeing programs for students come first.

The school has strategically used its personnel, funding, facilities, professional learning, class structures and timetables to ensure a balance between classroom structures, specialist programs, support programs and whole school teaching and learning initiatives.

Staff Professional learning sessions were attended weekly using a combination of internal staff expertise and external providers. Significant numbers of our staff accessed professional learning opportunities in their own time through the programs provided by the Casey Central Network which many of them are members of and through our affiliation with the Teacher Learning Network. Curriculum days through the year were utilized to improve staff knowledge and teaching practices in English and Numeracy, along with moderation of learning tasks and assessment practices.

The school attracted Equity Funding in 2015 of \$654 575. During the 2015 school year we continued our school based Speech Pathologist position of 0.4 time fraction and employed a school based Psychologist (0.2) to add to our wellbeing team. Both staff members ran proactive programs while also taking on the additional case load that supplements the School Support Services hours provided by DET at cost to the school. These staff members take responsibility for assisting staff and parents with strategies for students in need of speech and psychologist support on an individual basis as well as assisting team and whole staff professional learning sessions. We have been able to maintain Speech services for 2016 and will look to employ a school based Psychologist again.

Although only a small percentage of students who require additional assistance receive funding through the Program for Students with Disabilities, we endeavour to ensure that all affected students are supported through the extensive use of Educational Support (ES) staff. As a result we allocate a significant amount of our financial resources to this area, exceeding the amount we receive in funding. Our ES staff provide invaluable assistance in learning areas.

Our parents continued in their fund raising efforts, which this year mainly contributed to adding sports equipment for use during recesses and many new books for reading programs.

Our Student Leadership group initiates fund raising events for various charities throughout the year. Fundraising has been an important area to ensure our students are civic minded and demonstrate an understanding that there are many people in great need throughout our (and the broader) community. Funds were raised for causes such as cancer research and State School's Relief.

For more detailed information regarding our school please visit our website at
[http:// www.coralparkps.vic.edu.au](http://www.coralparkps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 412 students were enrolled at this school in 2015, 195 female and 217 male. There were 40% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.















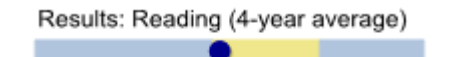
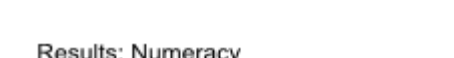
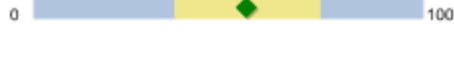




Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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> Similar</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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>

Performance Summary

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




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>37%</td> <td>42%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>47%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>43%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>71%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>58%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	42%	21%	Numeracy	8%	47%	45%	Writing	32%	43%	24%	Spelling	11%	71%	18%	Grammar and Punctuation	18%	58%	24%	<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 year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>92 %</td> <td>93 %</td> <td>94 %</td> <td>96 %</td> <td>95 %</td> <td>96 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	94 %	96 %	95 %	96 %	95 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	94 %	96 %	95 %	96 %	95 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

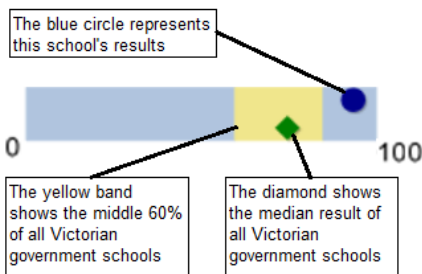
What are student outcomes?

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 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* 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.

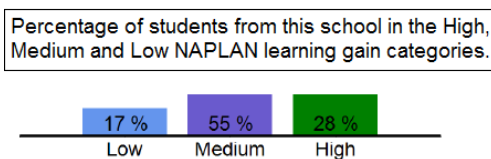
Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

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

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

Additionally, NAPLAN learning gain 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).

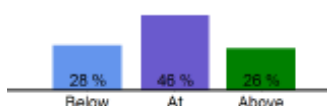
If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



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.

Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,152,612	High Yield Investment Account	\$213,913
Government Provided DET Grants	\$582,484	Official Account	\$75,689
Government Grants Commonwealth	\$8,558	Total Funds Available	\$289,602
Revenue Other	\$10,168		
Locally Raised Funds	\$89,672		
Total Operating Revenue	\$3,843,494		
Expenditure		Financial Commitments	
Student Resource Package	\$2,803,276	Operating Reserve	\$50,000
Books & Publications	\$6,735	Asset/Equipment Replacement < 12 months	\$40,000
Communication Costs	\$9,086	Maintenance - Buildings/Grounds incl SMS<12 months	\$148,377
Consumables	\$66,980	Revenue Received in Advance	\$36,575
Miscellaneous Expense	\$175,660	School Based Programs	\$12,569
Professional Development	\$21,568	School/Network/Cluster Coordination	\$2,082
Property and Equipment Services	\$262,709	Total Financial Commitments	\$289,602
Salaries & Allowances	\$93,228		
Trading & Fundraising	\$23,754		
Utilities	\$30,392		
Total Operating Expenditure	\$3,493,389		
Net Operating Surplus/-Deficit	\$350,105		
Asset Acquisitions	\$5,383		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

In meeting the Department of Education and Training's (DET) requirements we present a summary of the School Council's financial performance for the 2015 school year and a summary of our financial position for the 2016 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 Finance committee believes it has successfully managed school funds to meet the learning needs of students, whilst providing a range of learning and wellbeing programs. 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.

The Financial Position for 2015 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.