

2022 Annual Report to the School Community

School Name: Coral Park Primary School (5292)



- 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 Registration 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 of the previous calendar year 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 30 March 2023 at 08:07 AM by Justin Blake-Thompson (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 March 2023 at 03:46 PM by Fiona Pennell (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Coral Park Primary School is the hidden gem of the South. We offer our 360 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 families within our community 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 0.70. Our student population averages around 360 and represents over 40 different nationalities, more than 50% of our students have been identified as EAL. We currently have 27 full-time and 13 part-time teaching staff and 10 Classroom-based Education Support Staff, comprising of a mix of experienced and graduate teachers.

Our priority areas include improving student outcomes in English, Mathematics, catering to the needs of our English as an Additional Language (EAL) learners and effectively incorporating these into our daily classroom practices. This is achieved through our PLC (Professional Learning Community Model) 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 building 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 The Arts, Physical Education and Sport, Science, AUSLAN and a self-nominated music program. Students with special learning needs are catered for with several programs including an effective and efficient Program for Students with Disabilities, Reading and Math's intervention, Tutoring Program and Language Support, and Speech Pathology Assistance programs. As the community has grown and changed, so has the need for additional assistance for students. Other programs include a daily breakfast club before school, Principals reading challenge Student Leadership Council, 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, improving numeracy outcomes was a high priority in our AIP. We implemented a school-wide numeracy strategy with the following actions put into place: a whole school assessment and data collection schedule for Number and Algebra, a revised Mathematics Instructional model for consistency of teaching across the school and a curriculum review of I can statements, making them more student friendly and ensuring a common understanding for teachers and students. As part of the FISO Inquiry cycle, PLC teams used deep dives to examine pre-test data to identify appropriate professional readings, starting points and learning sequences for each unit. Classroom based maths intervention (levelled groups and planning) as well as Tutor Learning intervention and extension groups were implemented to target gaps in learning as well as extending the knowledge of students. As a result of this focus, we have seen an increase in the percentage of Year 1–6 students achieving at or above expected growth according to teacher judgement in Number and Algebra from 65% (2021) to 83% (2022), Measurement and Geometry from 62% (2021) to 81% (2022) and Statistics and Probability from 74% (2021) to 84% (2022).

After several years in which Literacy has been the priority, our AIP reflected the need to consolidate previous improvements, especially in reading. PLCs remain the vehicle by which most of the work is driven, with a focus on collaborative planning, data analysis, and differentiation to meet the needs of students. We continued to implement the Tutor Learning Initiative to provide educational support for students in need of targeted academic support in reading and writing. We made home reading a priority with the Principal's Reading Challenge created as a reward for reading 100, 200, 300 nights (students chose a book to keep, presented at assembly and shared in newsletter). As a result of this continued focus, we have seen an increase in the percentage of Year 1–6 students achieving at or above expected growth according to teacher judgement in Reading from 73% (2021) to 74% (2022), Writing from 69% (2021) to 80% (2022), Speaking and Listening from 77% (2021) to 83% (2022). An increase in the percentage of Year 3

students in the top two NAPLAN bands for Reading from 52% (2021) to 55% (2022). An increase in the percentage of Year 5 students in the top two NAPLAN bands for Reading from 29% (2021) to 33% (2022) and writing from 13% (2021) to 29% (2022).

Wellbeing

The social, emotional, and mental health of our students is a high priority. Our Attitudes to School survey (AtoS) Sense of Connectedness results of 91.4% shows our students are coming to school feeling safe, included and supported in their learning, compared to the state average which is 10% lower. AtoS Managing Bullying results echo the positive sense of emotional wellbeing here, reaching 90.5% in 2022, nearly 15% higher than the state average. In 2022 we continued to implement School Wide Positive Behaviour Support program (SWPBS). Our SAS data showed that 91% of SWPBS school wide systems are in place, an increase from 86% from 2021. This has given staff and students a common understanding of our school values of Respect, Responsibility, Determination and Resilience. SWPBS makes explicit to teachers, students and our wider school community appropriate and expected school behaviours, what these behaviours look like, how to acknowledge positive behaviours and how to respond to negative ones. Our Tiered Fidelity Inventory (TFI) results showed we are implementing SWPBS with 93% fidelity, and we were able to achieve Silver Level SWPBS certification for the first time. A part of this process also requires us sharing our major incident data with the SWPBS coaches each term. For the first time at the end of 2022, we shared Triangle Chart Data showing the percentage of students with 0-1 incidents as 78%, those with 2-5 incidents at 16% and more than 6 incidents was 5%. Unpacking this specific data continues both with our SWPBS coach and then with our staff. We will continue to track this Triangle Chart Data data throughout each term in 2023 to ensure we are decreasing the number of students involved in major behaviour incidents. As part of our Mental Health initiative, we are introducing The Resilience Project (TRP) at Coral Park this year. Teachers, students, and our parents will begin learning about TRP throughout the year, including their guiding principals of Gratitude, Empathy and Kindness and Mindfulness.

Engagement

Our Attitude to School Survey indicates that students at CPPS engage with their learning and feel connected to their school. Many enjoy the mid and end-year Principal's Breakfast Award celebrations, rewarding students who have had more than 98% attendance for semester 1 and then the full year. Each week a whole class attendance award is given out to the class with the best attendance percentage for the fortnight. Several students who have less than ideal attendance take extended holidays with their parents. These holidays are often taken during the school term. Given the socio-economic status and the cost of travel during school holidays, many families take their breaks during the term to minimize expense. The late arrival of students to school is an ongoing issue, which can be attributed to parenting rather than disengaged students. COVID has continued to cause a great deal of anxiety in the community, and this has led to parents being extra cautious about sending their children to school. To support student engagement focus has been put on student wellbeing with many learning tasks being designed to help students reengage with school Services, such as psychologists are an ongoing and integrated part of the suite of professional services provided by the school.

Other highlights from the school year

Our 2022 highlights include:

- Our music program and school band
- Our middle and senior school camps
- Achieving our Bronze award for School Wide Positive behaviour
- Achieving 'Excelling' in 10 of 11 wellbeing measures in the wellbeing supplementary school report.

Financial performance

Coral Park had a small surplus after a carry-over of funds in 2021 to 2022. In 2023 these funds will be used to support staffing. We have had a significant decline in student enrolments for 2023 which has a significant impact on our Student Resource Package. We have been financially responsible and have sufficient funds in our savings account to cover a deficit which is predicted at the end of 2023 however this is not sustainable moving forward. We have several staff returning from maternity later in 2023 and this will have an impact on our finances which will need to be carefully managed. We have once again committed extra funding outside of the

government's tutoring program money to assist students with their learning. Solar panelling is being installed in 2023 to reduce our ongoing energy costs and to become a more environmentally sustainable school.

For more detailed information regarding our school please visit our website at
<https://www.coralparkps.vic.edu.au>

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 366 students were enrolled at this school in 2022, 166 female and 200 male.

48 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

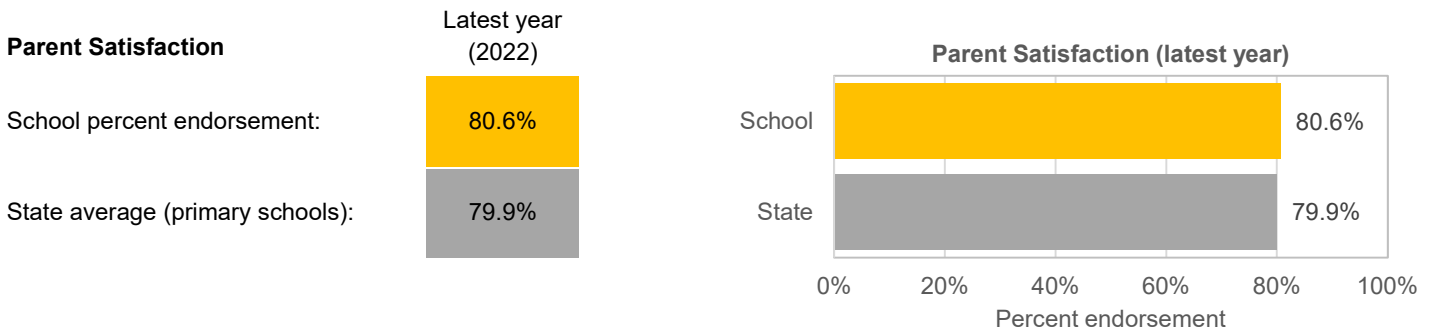
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

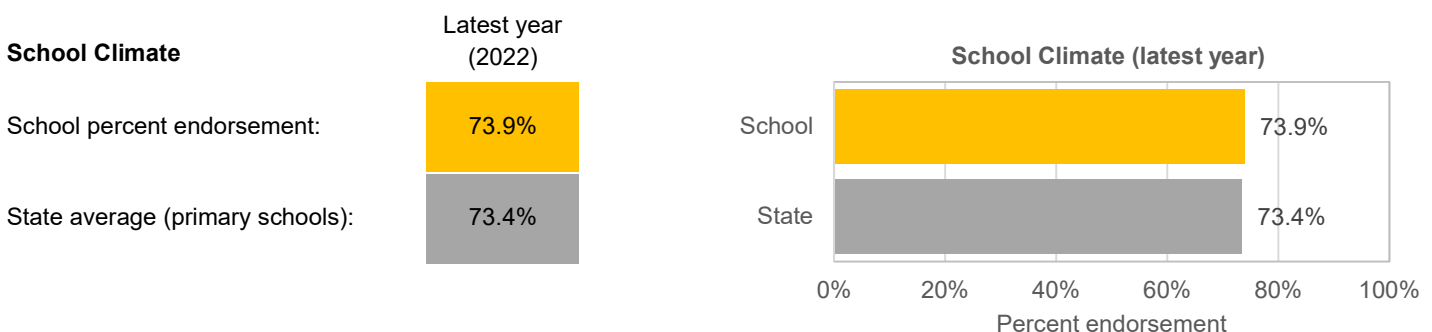


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

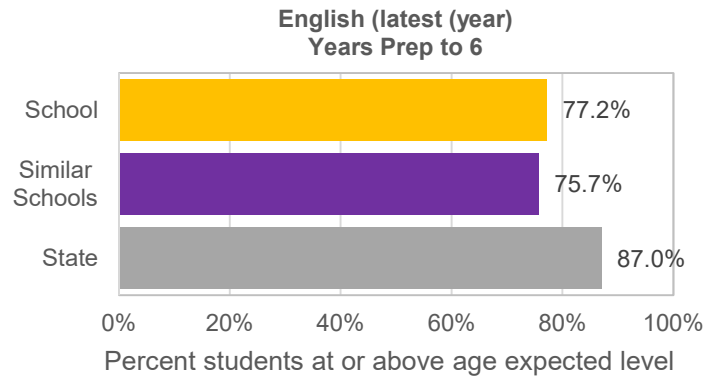
77.2%

Similar Schools average:

75.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

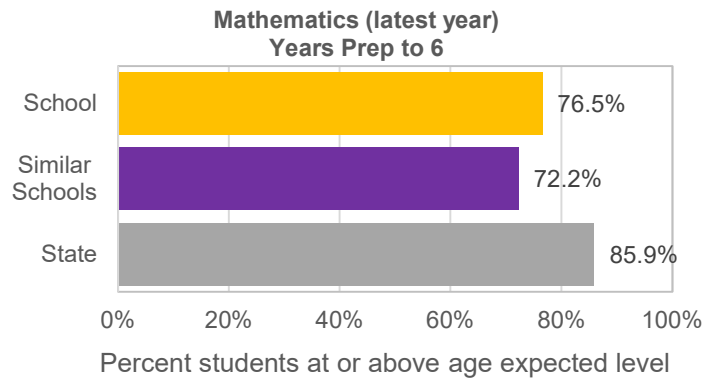
76.5%

Similar Schools average:

72.2%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

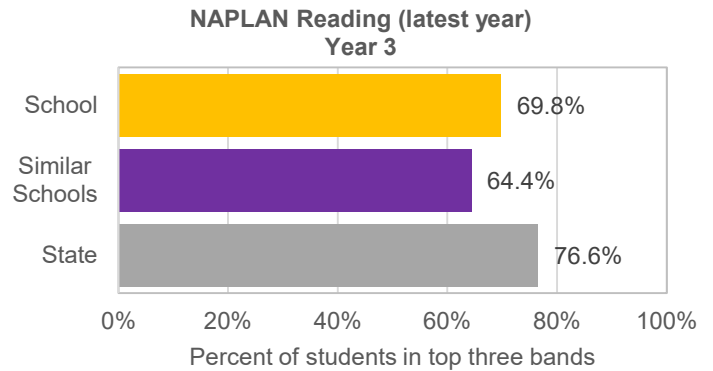
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

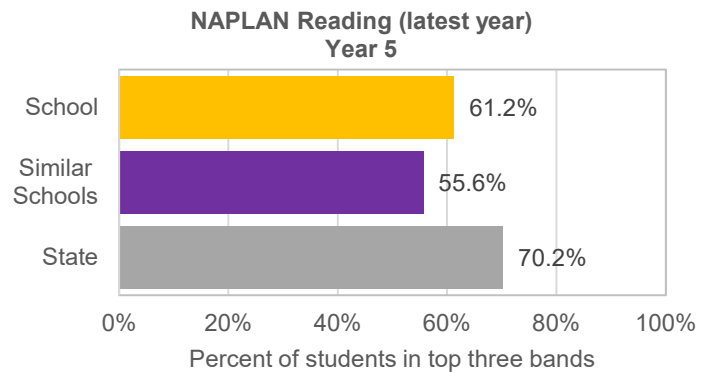
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	71.3%
Similar Schools average:	64.4%	64.0%
State average:	76.6%	76.6%



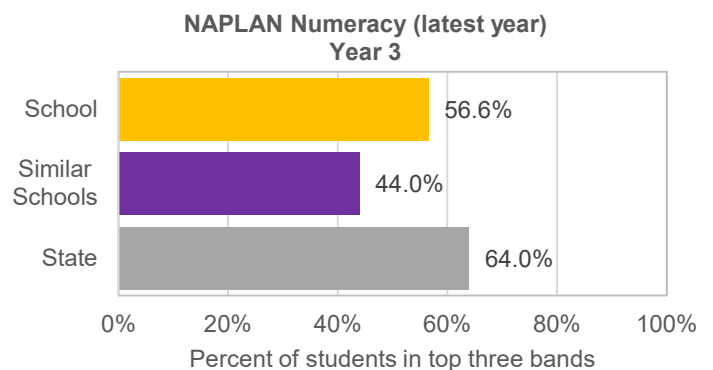
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.2%	58.0%
Similar Schools average:	55.6%	55.9%
State average:	70.2%	69.5%



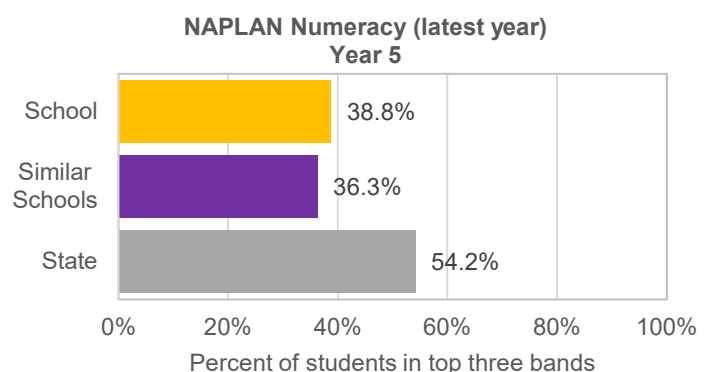
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.6%	54.5%
Similar Schools average:	44.0%	48.1%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	38.8%	38.5%
Similar Schools average:	36.3%	42.2%
State average:	54.2%	58.8%



WELLBEING

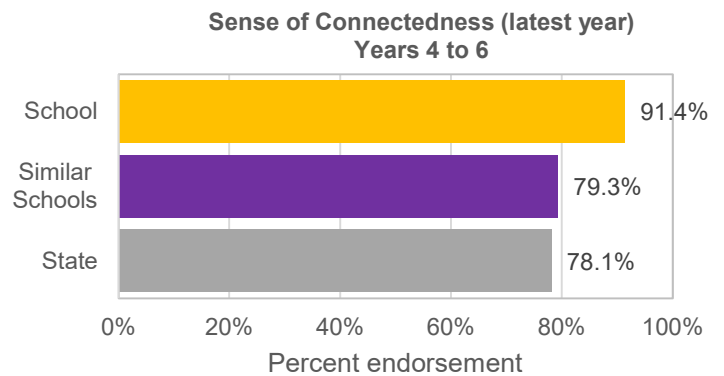
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.4%	87.1%
Similar Schools average:	79.3%	80.8%
State average:	78.1%	79.5%

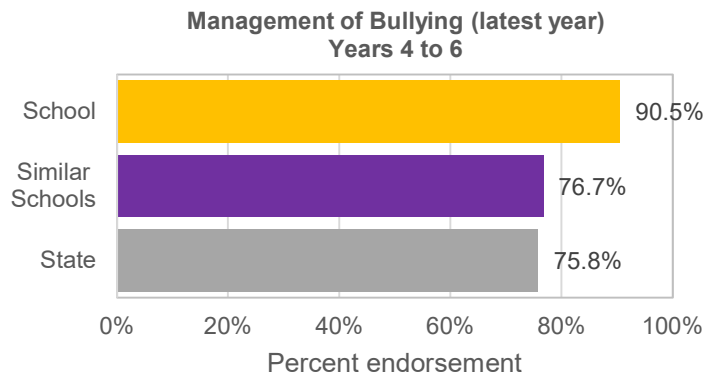


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	90.5%	88.6%
Similar Schools average:	76.7%	78.7%
State average:	75.8%	78.3%



ENGAGEMENT

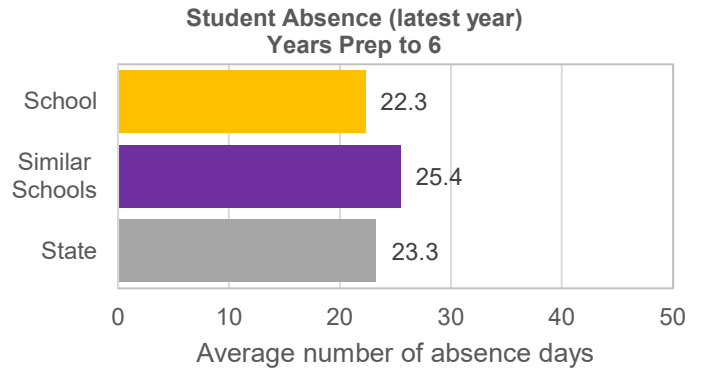
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.3	19.1
Similar Schools average:	25.4	20.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	87%	89%	87%	91%	89%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,477,750
Government Provided DET Grants	\$764,684
Government Grants Commonwealth	\$30,615
Government Grants State	\$0
Revenue Other	\$23,919
Locally Raised Funds	\$62,296
Capital Grants	\$22,422
Total Operating Revenue	\$5,381,687

Equity ¹	Actual
Equity (Social Disadvantage)	\$861,149
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$861,149

Expenditure	Actual
Student Resource Package ²	\$4,422,709
Adjustments	\$0
Books & Publications	\$1,711
Camps/Excursions/Activities	\$31,305
Communication Costs	\$4,686
Consumables	\$120,769
Miscellaneous Expense ³	\$29,668
Professional Development	\$21,644
Equipment/Maintenance/Hire	\$33,566
Property Services	\$86,067
Salaries & Allowances ⁴	\$28,321
Support Services	\$185,797
Trading & Fundraising	\$14,050
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,071
Total Operating Expenditure	\$5,016,362
Net Operating Surplus/-Deficit	\$342,903
Asset Acquisitions	\$155,674

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$1,198,882
Official Account	\$97,536
Other Accounts	\$0
Total Funds Available	\$1,296,419

Financial Commitments	Actual
Operating Reserve	\$86,174
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$520,244
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$190,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,296,419

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.