2024 Annual Report to the School Community

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](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 Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
* the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 03 April 2025 at 11:05 AM by Rohan Cooper (Principal) |

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| * As executive officer of the school council, I attest that this 2024 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.
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| Attested on 03 April 2025 at 11:05 AM by Rohan Cooper (Principal) |

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## School Name: Caulfield South Primary School (4315)

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).

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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.

**NDP and NDA**

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.

**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’).

Updates to the ‘*Performance Summary’* in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports%22%20%5Ct%20%22_blank)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

# About Our School

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| School context |
| Caulfield South Primary School (CSPS) is located in Caulfield South, ten-kilometres south-east of Melbourne’s Central Business District, and within the City of Glen Eira local government area. The school has a quiet suburban location away from main roads, with boundaries adjoining parkland and residential properties. The current enrolment is 498, with most families residing in the school’s zone. Students are taught in straight grades at each year-level, with our Prep to Year 3 classrooms located within and around the original 1928 building, and our Year 4 to Year 6 classrooms within and around our modern Senior Learning Centre. The original 1928 building is surrounded by attractive gardens, an extensive playground, play equipment and a synthetic turf oval. Parent fundraising has enabled the installation of a nature play space and bamboo forest.  The SFOE Index for the school is in the low band (indicating a highly-advantaged community) and 15% of students have English as an Additional Language. No students identify as Aboriginal or Torres Strait Islander. The school delivers the Victorian Curriculum, with a focus on delivering high-impact English and Mathematics instruction aligned with the school-developed ‘REED’ Instructional Model. This model focuses on four stages of a lesson; review, explicit teaching and engage (interchangeable in order) and discussion. These stages link to the High-Impact Teaching Strategies (HITS). The school is accredited to deliver the International Baccalaureate’s Primary Years Programme (PYP). This approach is guided by six transdisciplinary themes of global significance, within which students can broaden their learning by developing their conceptual understandings and strengthening their knowledge and skills across, between and beyond subject areas. The school delivers a specialist learning program that caters to the broad needs and interests of all students. Each student participates in weekly sessions in Languages Other Than English (LOTE, Italian), Music and Performing Arts, Physical Education and Science, Technology, Engineering and Mathematics (STEM) and Visual Arts. The use of digital technology to enhance learning is prioritised and includes tablets (iPads) available to students in Prep and Year 1, school-purchased Chromebooks available to students in Years 2 and 3, and a ‘Bring Your Own Device’ (BYOD, Chromebooks) program for students in Years 4, 5 and 6. Other school priority programs include:1.      ‘Buddy Program’ for students in Prep to be matched with a ‘buddy’ in Year 5.2.      ‘Green Machine’ program, with a focus on sustainability.3.      ‘Choir’ and ‘Orchestra’ programs, run for students with a passion for performing.4.      ‘Drum Corps’ program, where students in Years 5 and 6 learn to play in a marching band.5.      ‘Hebrew Immersion Program’ and ‘Jewish Life’; opportunities for our students to pursue language and culture programs outside of school hours onsite. |
| Progress towards strategic goals, student outcomes and student engagement |
| Learning |
| The learning goals in our Annual Implementation Plan for 2024 were:1. To maximise student learning outcomes in literacy and numeracy.
2. Develop and embed an agreed instructional model.
3. Develop, document and embed  high-impact teaching strategies.

The highlights related to the learning goals included:1. Embedding the 'Little Learners Love Literacy' program, a synthetic-phonics approach to Literacy, in Years Prep - 2
2. Implementation of the '6+1 Traits' of writing framework.
3. Refinement of the 'REED' instructional model as a structure for Mathematics lessons.
4. Development of 'quality tasks' and 'rich assessment tasks' (RATs) in Mathematics.

The learning data from the performance summary can be summarised as follows:1. Teacher judgements for students working at or above the expected level in English increased from 97.3% to 97.7%. This was above similar schools and state average.
2. Teacher judgements for students working at or above the expected level in Mathematics increased from 96.1% to 96.2%. This was above similar schools and state average.
3. NAPLAN Year 3 Reading for students working at the 'strong' or 'exceeding' proficiency decreased from 87.5% to 86.7%. This was above similar schools and state average.
4. NAPLAN Year 5 Reading for students working at the 'strong' or 'exceeding' proficiency decreased from 91.3% to 87.9%. This was below similar schools and above state average.
5. NAPLAN Year 3 Numeracy for students working at the 'strong' or 'exceeding' proficiency decreased from 90.3% to 81.6%. This was below similar schools and above state average.
6. NAPLAN Year 5 Numeracy for students working at the 'strong' or 'exceeding' proficiency decreased from 89.9% to 87.9%. This was above similar schools and state average.
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| Wellbeing |
| The wellbeing goals in our Annual Implementation Plan for 2024 were:1. To maximise wellbeing outcomes in all students
2. To effectively mobilise available resources to support students’ wellbeing and mental health, especially the most vulnerable

The highlights related to the wellbeing goals included:1. Completing the School-Wide Positive Behaviour Support SWPBS) training
2. Working with an Inclusion Outreach Coach (IOC) from the Department
3. Delivering Professional Learning sessions to staff
4. Employing a school Social Worker

The wellbeing data from the performance summary can be summarised as follows:1. The percentage of positive responses on the ‘Sense of Connectedness’ factor, as reported in the ‘Attitudes to School Survey’, completed annually by Victorian Government School students (Years 4 to 6 in Primary School), increased by 8%. This was above similar schools and state averages.
2. The percentage of positive responses on the ‘Management of Bullying’ factor, as reported in the ‘Attitudes to School Survey’, completed annually by Victorian Government School students (Years 4 to 6 in Primary School), increased by 10.3%. This was above similar schools and state averages.
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| Engagement |
| The highlights related to student engagement included:1. The implementation of the 'breakfast club' initiative.
2. The implementation of 'absence learning plans' to address long-term absence.
3. The formation of the student wellbeing leadership team, consisting of the Assistant Principal, Learning Specialist (Wellbeing), Social Worker and Education Support Team Leader.

The engagement data from the performance summary can be summarised as follows:1. The average number of absence days per student for all students from Prep to Year 6 was 16.6 days. This was an increase of 1.9 days on the previous year. The school has less average days of absence per student than similar schools and state averages.
2. The attendance rates are also broken down into average of proportions of formal school days students in each year level attended. At the school in 2024, Year 5 and 6 students had the lowest average attendance rate, 90%, whilst Prep and Year 1 had the highest average attendance rate, 93%.
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| Financial performance |
| In 2024, total operating revenue was higher and total operating expenditure was lower than the previous year. The net operating surplus was $394,326.00, higher than the surplus from the previous year. The school acquired assets totalling $15,237.The school has more total funds available than the previous year ($375,711, compared to $253,769) and has committed funds for a new senior playground, as well as the Department-set operating reserve. The school receives a small (and declining, year-on-year) amount of equity funding ($6,183) and this supports students who experience social disadvantage. In 2024, extraordinary revenue and / or expenditure items included:1. Shade sail purchase and installation.

The school Parents’ Association contributes to the school through a variety of fundraising activities. Funds raised in 2024 contributed to the new senior playground, to be installed in mid-2025.  |
| **For more detailed information regarding our school please visit our website at <https://www.caulfieldsthps.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 498 students were enrolled at this school in 2024, 244 female and 254 male.

15 percent of students had English as an additional language and 0 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: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

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| **Parent Satisfaction** | Latest year (2024) |
| School percentage endorsement: | 60.5% |
| State average (primary schools): | 81.6% |

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.

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| **School Climate** | Latest year (2024) |
| School percentage endorsement: | 61.9% |
| State average (primary schools): | 77.7% |

**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 against the Victorian Curriculum

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

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| **English****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 97.7% |
| Similar Schools average: | 96.0% |
| State average: | 86.4% |

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| **Mathematics****Years Prep to 6** | Latest year (2024) |
| School percentage of students at or above age expected standards: | 96.2% |
| Similar Schools average: | 95.6% |
| 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

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| **Reading****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 86.7% | 87.1% |
| Similar Schools average: | 85.6% | 85.5% |
| State average: | 68.7% | 69.2% |

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| **Reading****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 87.9% | 89.8% |
| Similar Schools average: | 89.3% | 90.5% |
| State average: | 73.0% | 75.0% |

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| **Numeracy****Year 3** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 81.6% | 85.3% |
| Similar Schools average: | 83.4% | 84.0% |
| State average: | 65.5% | 66.4% |

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| **Numeracy****Year 5** | Latest year (2024) | 2-year average |
| School percentage of students in Strong or Exceeding: | 87.9% | 89.0% |
| Similar Schools average: | 84.8% | 85.7% |
| State average: | 67.3% | 67.6% |

**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 2022

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

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| **Reading****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 96.5% |
| Similar Schools average: | 89.8% |
| State average: | 76.6% |

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| **Reading****Year 5** |  (2022) |
| School percentage of students in the top three bands: | 79.6% |
| Similar Schools average: | 86.2% |
| State average: | 70.2% |

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| **Numeracy****Year 3** |  (2022) |
| School percentage of students in the top three bands: | 88.9% |
| Similar Schools average: | 79.6% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | (2022) |
| School percentage of students in the top three bands: | 72.9% |
| Similar Schools average: | 72.6% |
| State average: | 54.2% |

**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 percentage 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 82.6% | 79.7% |
| Similar Schools average: | 80.4% | 79.5% |
| State average: | 76.8% | 77.9% |

Student Attitudes to School – Management of Bullying

The percentage 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2024) | 4-year average |
| School percentage endorsement: | 79.8% | 76.2% |
| Similar Schools average: | 77.7% | 77.4% |
| State average: | 75.5% | 76.3% |

**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.

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| **Student Absence****Years Prep to 6** | Latest year (2024) | 4-year average |
| School average number of absence days: | 16.6 | 14.1 |
| Similar Schools average: | 18.1 | 15.9 |
| State average: | 21.8 | 20.1 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2024): | 93% | 93% | 92% | 92% | 92% | 90% | 90% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2024

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $4,808,277 |
| Government Provided DET Grants | $609,002 |
| Government Grants Commonwealth | $5,747 |
| Government Grants State | $0 |
| Revenue Other | $29,752 |
| Locally Raised Funds | $579,136 |
| Capital Grants | $0 |
| Total Operating Revenue | **$6,031,914** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $6,183 |
| Equity (Catch Up) | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$6,183** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $4,523,405 |
| Adjustments | $0 |
| Books & Publications | $414 |
| Camps/Excursions/Activities | $237,018 |
| Communication Costs | $4,433 |
| Consumables | $148,693 |
| Miscellaneous Expense 3 | $46,970 |
| Professional Development | $19,430 |
| Equipment/Maintenance/Hire | $66,812 |
| Property Services | $120,097 |
| Salaries & Allowances 4 | $0 |
| Support Services | $388,986 |
| Trading & Fundraising | $46,651 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $3,148 |
| Utilities | $31,532 |
| Total Operating Expenditure | **$5,637,588** |
| Net Operating Surplus/-Deficit | **$394,326** |
| Asset Acquisitions | **$152,237** |

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 16 Feb 2025 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 2024

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $333,119 |
| Official Account | $42,592 |
| Other Accounts | $0 |
| Total Funds Available | **$375,711** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $167,384 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $187,988 |
| School Based Programs | $118,771 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$474,143** |

*All funds received from the Department of Education, 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.*