

2016 Annual Report to the School Community



School Name: Oakleigh South Primary School

School Number: 4823

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Ron Cantlon _____
Name of School Council President:	Samantha Diplaris _____
Date of Endorsement:	26/4/2017 _____

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Oakleigh South Primary School is nestled in between Metropolitan and Huntingdale Golf Courses and is located approximately 15 kilometres south of the Central Business District of Melbourne. It prides itself in offering all students a wide range of success orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. We value and encourage high academic achievement with a strong focus on English and Mathematics.

In 2016, our student enrolment was 945 students. Our students draw from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL).

Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. Our highly successful sporting, arts and sustainability programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience. We utilise a range of Information and Communication Technologies to enhance our learning programs. The Year 2 Learning Centre allows for flexible teaching and learning programs in the early years of schooling. The school has a dedicated staff consisting of three Principal class leaders, 58 teachers and 14 Education Support staff. These are arranged as 41 classroom teachers with 17 specialist teachers.

We continue to revise and develop our approach to student wellbeing to ensure all students are engaged and connected with the school. Promoting the values of: excellence, respect, integrity, working together and resilience, we encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Focusing on family/school partnerships and developing the school as a community hub is a priority. Our excellent facilities enable us to host many after school activities and weekend sporting events. In 2016, our school was nominated for a Victorian School Sport Award. Oakleigh South Primary School was successful in receiving the award for 'Outstanding School and Community Partnerships'. This award is presented to one primary school in the state for developing partnerships with Local Council and/or Sporting Organisations to create healthy and active communities.

Framework for Improving Student Outcomes (FISO)

In 2016, the school entered its first year of the new School Strategic Plan (SSP, 2016-2019). This plan will focus on the four FISO (Framework for the Improvement of Student Outcomes) priorities identified for Victorian Government Schools; Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning and Community Engagement in Learning. Our whole school goals for this period are:

- To maximise student performance across all curriculum areas.
- To maintain the culture of high expectations of all learners at Oakleigh South Primary School.
- To support the ongoing health and wellbeing of every student.
- To strategically allocate resources to best support the priorities of the SSP.

During 2016, the school focused on Excellence in Teaching and Learning, specifically 2 initiatives, Building Practice Excellence and Curriculum Planning and Assessment. The school is committed to implementing a consistent whole school approach to the teaching of writing in all year levels and building teacher capacity in the teaching of writing. In term 4, staff attended professional learning on the 'VCOP' Writing Program for implementation in 2017.

Following professional learning related to the Victorian Curriculum, an audit of our current curriculum was undertaken in 2016 and integrated units were revised that were more closely aligned to the new Victorian Curriculum. Year Level teams have started to audit and review their current Spelling programs in preparation for the development of a whole school Spelling Scope and Sequence in 2017.

Achievement

Student learning and achievement is a priority at Oakleigh South Primary School. Our student performance data reflects excellent outcomes in English and Mathematics.

Our 2016 NAPLAN results for Year 3 and 5 indicate we are well above the median level for Victorian government schools in reading and numeracy. Our Year 3 and 5 four year averages for NAPLAN reading and



numeracy are also well above the median for Victorian government school comparisons.

NAPLAN reading results indicate 84% of Year 3 students and 65% of Year 5 students are performing in the top two NAPLAN bands. Overall, 99% of Year 3 and Year 5 students performed above the national minimum standard in reading.

Our results in numeracy indicate that 77% of Year 3 and 61% of Year 5 students are performing in the top two NAPLAN bands. Overall, 100% of Year 3 and 96% of Year 5 students performed above the expected national minimum standard in numeracy.

NAPLAN learning gain data illustrates high performances in all areas, especially in numeracy. The school will continue to work towards developing high growth in all areas, whilst continuing to decrease our relative low growth to below 15%.

A focus on literacy will be maintained with a focus on VCOP writing strategies and spelling throughout all year levels.

Student learning and achievement is monitored and measured across the school. A range of assessment and diagnostic tools are used to identify individual learning needs, improve student performance and develop learning programs. The strong focus on English and Mathematics, together with consistent teaching approaches has continued to positively impact upon student learning. Year level teaching teams continue to use performance data to inform planning and teaching to meet the students' individual points of need to differentiate their teaching.

Students in years 2-6 continue to be placed in learning groups appropriate to their level for mathematics and writing twice a week. Targeted and explicit learning activities are developed for these sessions.

All students on the Programs for Students with a Disability (PSD) showed highly satisfactory progress in achieving their individual learning goals.

In 2016, our year 5 students continued to be involved in the ILPIC program. Through the collection of Hiragana baseline data, the students have improved their knowledge and understanding of Japanese immensely.

It is the school's priority to continue to provide high quality instructional practice and to build teacher capacity in the teaching of writing and data analysis in 2017.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The school attendance data was above the state median for government schools. The school attendance rates vary from 92-94% across all year levels with student illness and extended family holidays being the main reason for non-attendance. Over the 4 year average, our results indicate a similar level to comparison schools. Our average absence days between 2012 and 2016 is 12, which is lower than similar schools.

In 2016, we continued to use eCases across the school as an accurate measurement of student attendance. The Principal, Assistant Principals and teachers continually monitored regular absenteeism promptly via phone calls and emails. In term 4, we trialled GradeXpert's Attendance package. We found that it was quicker and easier to use than eCases. It was easier to see attendance instantly and track poor attendance. Through consultation with the leadership team, we have decided to track attendance using GradeXpert in 2017.

Our Attitudes to School Survey results continue to be very impressive. Eighty-two percent of our students felt connected to school which is higher than comparison schools. Overall results indicated that our students feel engaged, motivated, connected and happy at school.



Student Engagement is continually promoted throughout the school through stimulating and motivating programs such as the Year 3 Sustainability Program, Year 2 and 6 Musical Productions, Choir, Running Club, OSPS Footy League, Year 1 Yoga, Swimming Squad Training, Code Club, Reading Recovery and our Year 6 Student Leadership program. In 2016, we reintroduced a Musical Production to our Year 4 students that was highly successful. We will continue this in 2017.

In 2016, through extensive planning and preparation from our Japanese language teachers, we delivered our first foreign language exchange program with Tamba Higashi Primary School in Japan. The tour consisted of 2 staff members and 6 children. The children were given the opportunity to experience real life Japanese lifestyle by living with a host family, attending school, learning about Japanese customs, practicing their Japanese language skills whilst developing resilience during their stay. The study tour was highly successful and we will be offering it in 2017. We were very lucky to host 16 students from Tamba Higashi Primary School on their study tour of Australia. The students were billeted to host families, attended school, learnt about Australian customs and lifestyle, as well as practice their English skills. They also visited many landmarks around Melbourne. The tour was a success and we look forward to hosting Tamba Higashi students in the future.

Our student representative group, 'Student Voice' continued to express their opinions on whole school decisions through organised forums throughout the year. In 2016, the student representative group continued to implement 'It's not okay to be away' initiative in relation to student attendance. They regularly reinforced this at assemblies and through the newsletter. One of their key focusses for 2017 is to reduce rubbish within the school.

Wellbeing

Oakleigh South Primary School has a whole school focus on supporting transition for all children at all stages of their education. We have a comprehensive Prep orientation program that operates during October through to December. During this time, a transition program operates for the current P-2 Levels. We have a Year 3 Village transition program where the Year 2 students spend an afternoon in the Village learning about Sustainability. Our early Year 5 transition to secondary college program with South Oakleigh Secondary College has an ongoing focus throughout the year. Our Year 5 students are involved in a number of academic and leadership activities such as Science Rotations, Mathematics Extension Classes, Television Studio Production and a Leadership Day. The Year 6 transition program includes supporting our Year 6 students by liaising with our feeder government, private and catholic secondary schools, school orientation visits, meet and greet secondary teachers and information forums with past students. We also support the transition within the school with students with special needs, including those on the Disability and Impairments Program, as well as decisions regarding secondary schools.

Student Wellbeing continues to be a priority at Oakleigh South Primary School. Our Playground Buddies Program in the Junior Playground to support our Prep to Year 2 students continued to provide a valuable layer of additional support and assistance for our junior students. Our whole school commitment to our guiding values of Respect, Integrity, Excellence, Working Together and Resilience continued to be reinforced throughout the school.

All students, from all backgrounds, are supported and encouraged in an inclusive environment every day. To recognise the many diverse cultures within our school, we continued to celebrate Harmony Day as a whole school. All Year levels focussed on a range of activities celebrating our multicultural population.

For more detailed information regarding our school please visit our website at <http://oakleighsouthps.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.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.


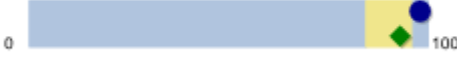


Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 945 students were enrolled at this school in 2016, 464 female and 481 male. There were 28% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>42%</td> <td>48%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>39%</td> <td>54%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>43%</td> <td>43%</td> </tr> <tr> <td>Spelling</td> <td>5%</td> <td>37%</td> <td>58%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>40%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	10%	42%	48%	Numeracy	7%	39%	54%	Writing	13%	43%	43%	Spelling	5%	37%	58%	Grammar and Punctuation	17%	40%	43%	<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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	93 %	92 %	92 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	93 %	92 %	92 %	94 %										



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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Higher</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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

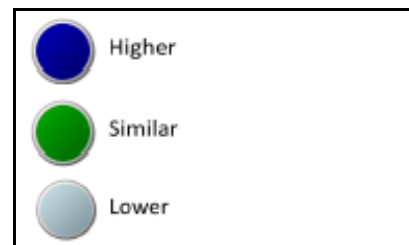
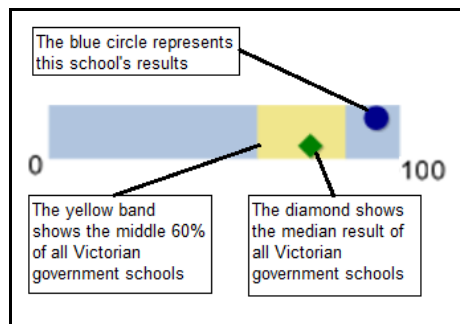
What are student outcomes?

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, P-12 and specialist schools, 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.

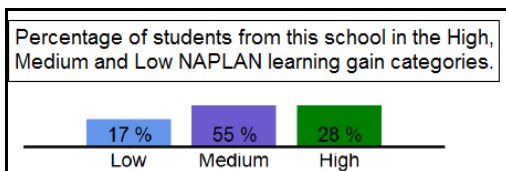
You can see these results for the latest year, as well as the average of the last four years (where available).

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.



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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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>

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 and position commentary

Oakleigh South Primary School is in a strong financial position with spending matching budget projections. Funds collected locally have been allocated to school projects and continued school improvement.

In 2016 we had some major areas of expenditure which included:

- Year 1 Learning Centre building works
- Construction of an undercover area over the outside tennis/basketball courts
- The installation and construction of three new computer labs to support our ICT program

Future plans for 2017 include:

- resurfacing the junior playground oval with Tiger Turf
- extension and refurbishment of the staffroom
- school entrance signage
- construction of an undercover Friendship Square

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$6,055,564
Government Provided DET Grants	\$946,906
Government Grants Commonwealth	\$6,556
Government Grants State	\$6,266
Revenue Other	\$34,430
Locally Raised Funds	\$958,883
Total Operating Revenue	\$8,008,605

Expenditure	
Student Resource Package	\$5,878,069
Books & Publications	\$4,699
Communication Costs	\$10,642
Consumables	\$186,579
Miscellaneous Expense	\$441,240
Professional Development	\$1,986
Property and Equipment Services	\$771,098
Salaries & Allowances	\$248,767
Trading & Fundraising	\$62,986
Travel & Subsistence	\$27
Utilities	\$75,810
Total Operating Expenditure	\$7,681,902

Net Operating Surplus/-Deficit **\$326,703**

Asset Acquisitions **(\$5,272)**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$450,395
Official Account	\$10,590
Other Accounts	\$48,363
Total Funds Available	\$509,348

Financial Commitments	
Operating Reserve	\$210,717
Revenue Received in Advance	\$72,934
Total Financial Commitments	\$283,651



Student Resource Package Expenditure figures are as of 06 March 2017 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.