

2022 Annual Report to the School Community

School Name: Camberwell South Primary School (4170)



- 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 28 March 2023 at 05:24 PM by Natasha Cummins (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 24 April 2023 at 09:59 AM by John Hynes (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

Camberwell South Primary School is located in the Eastern Metropolitan Melbourne suburb of Glen Iris in the City of Boroondara, 12km east of the Melbourne CBD. Established in 1925, the school has achieved its own unique identity in the local and wider community.

In 2022, there were 413 students enrolled, living in the suburbs of Glen Iris and neighbouring Camberwell. The enrolment trend shows a slow decrease since 2015 when student numbers peaked at 508. The school services a high socio-economic community, and in doing so, attracts a high expectation for student academic, social and emotional learning performance. We have a slightly increasing number of student enrolments with a background other than English with 57 in 2022.

The school is situated on a relatively large site and includes three playground areas, three basketball courts, three artificial turf areas and a large bitumen area known as Oak Tree Alley. Our central meeting point, Clark Square, was renovated and re-turfed in 2019.

At the end of 2022 we opened our Sensory Playspace which includes outdoor musical instruments and a water pump.

The grounds and facilities are neat, well maintained and provide a variety of spaces for both active and passive play. Our school consists of one heritage listed building, and permanent classroom structures that provide spaces for all aspects of the school's operations. The Barry Humphries Hall allows for a range of extracurricular activities and an additional space for Before and After School Care Programs. The heritage listed Charles Goode Building provides school office spaces for administration and leadership, and a newly renovated Resource Centre including the Library and STEM room. The Dorothy Laver Building comprises 14 classrooms with breakout spaces, withdrawal rooms and the Art room. As part of the Building Education Revolution the school was provided with 7 classrooms, a large communal breakout space, a Theatre, small kitchen and disability amenities.

The current Principal has been in the role since the beginning of Term 2, 2021. She is supported by one Assistant Principal, two Learning Specialists (Literacy and Mathematics), a High Ability Practice Leader and a Wellbeing Leader who comprise the School Improvement Team. Additionally, there is a team of 29 Teaching Staff, one Business Manager, one Administrative Assistant, one Community Liaison Lead, a First Aid Nurse, and 3 Integration Aides.

All classroom teachers work in Professional Learning Communities with 100 minutes of common planning time. This time is used to analyse student data and collaboratively plan to students' point of need. PLCs are allocated four planning days throughout the year to prepare for the term to come. We provide a differentiated curriculum based on the Victorian Curriculum, ensuring adequate coverage throughout the school year with a major focus on literacy and numeracy. Common assessment tasks and benchmarking tools are used from Prep-Year 6 to ensure consistency and the ability to track whole school data and growth. Additional Curriculum areas are covered through Challenge Based Learning and Inquiry Units each term with accompanying excursions, incursions and camps.

The school wellbeing program is grounded in our value statement "At CSPS we value community members who strive to be learners and leaders". Our eight attributes of Learners and Leaders are: Respect, Pride, Empathy, Gratitude, Open-mindedness, Curiosity, Resilience and Innovation. These attributes are explored through Circle Time activities, and embedded through the use of The Resilience Project and Respectful Relationships Curriculum. We are committed to the provision of high quality education including a variety of specialised programs which run each term from Prep-Year 6. These include: Art, Music, French, PE and STEM-Media Arts as well as weekly Library and Science classes run by classroom teachers. We have a Garden Coordinator who runs our Kitchen Garden and classroom cooking program with all students as well as running our lunchtime Gardening Club. The school has also engaged an external provider Born to Soar to engage and extend our gifted and talented students from Prep - Year 6.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we continued to focus on working collaboratively to provide all students with a consistently exceptional and differentiated learning program.

Throughout the year our staff were supported by Literacy consultant Danny Hyndman with a focus on embedding a consistent approach to the teaching and learning of Spelling. Four members of staff completed the Victorian Academy Leading Literacy Course with a spelling workshop and vocabulary elective focus to further refine our approach to teaching Spelling. The CSPS Literacy Curriculum Team then led the trialling and reviewing of new spelling activities and assessments.

Our Literacy Learning Specialist worked with PLC teams to support consistency of practice and data informed planning with a particular focus on student conferences in Writing and Reading as we embedded our whole school approach to the teaching of Writing.

A Maths Learning Specialist was appointed to support teachers in using data to plan differentiated learning tasks and to embed the CSPS Maths Norms consistently throughout the school. During 2022 staff were further supported by Mathematics consultant Peter Sullivan with a focus on developing problem solving lessons and developing a new Maths Instructional Model. The Maths Learning Specialist participated in the Primary Maths and Science Specialist DET Initiative.

Six staff members completed the Victorian Academy Leading Curriculum and Assessment course, learning about student voice and agency. Based on these learnings, a plan was developed to implement a developmental Learner Dispositions rubric in 2023. Staff focused on consistency of practice in conducting conferences (Reading, Writing and Maths) to support students to have an authentic voice in their learning particularly in determining their next step learning goals.

Our Wellbeing Leader, began CSPS's Active Schools Committee. This group of students met regularly throughout the year and assisted in the running of Whole School Events.

Weekly assemblies continued to be run by students each week (rotating Whole School, Junior, Senior) to give voice to all students across the school.

Our NAPLAN results highlight that our students continue to outperform students at both Similar Schools and against the State Average.

Wellbeing

Camberwell South Primary School has developed a whole school approach to wellbeing that incorporates The Resilience Project, Respectful Relationships as well as our CSPS Learner and Leader Attributes. In 2022, all students continued to complete the CSPS Daily Wellbeing Check-In to enable teachers to proactively provide targeted support to individual students.

As a Lead Respectful Relationships school, staff participated in professional development with a focus on increasing student voice and agency throughout all areas of the school and supported other schools to upskill their staff.

Our transition to school (Foundation) program involves Kinder Kids Sports, Library Open Morning, Prep Parent Information Night, Term 4 Transition sessions and Orientation Day. This program ensures all students and their families are familiar with the school environment, staff and routines so that they can confidently navigate their Prep year. Our Prep/Year 6 Buddy Program provides another layer of support for our Prep students as they develop social connections within the school.

Our Term 4 Whole School Transition Program (Prep-Year 6) provides opportunities for all students to become familiar with the expectations and routines in the next year level.

The Principal and Assistant Principal worked closely with our Health & Wellbeing Key Contact (HWKC) to track student wellbeing and to ensure appropriate supports were provided to students and their families. Our OnPsych psychologist continued to work with individual students one day per week. Staff worked collaboratively with allied health professionals to ensure supports were in place for students with additional needs. The Assistant Principal continued to work closely with families and staff while facilitating termly Student Support Group (SSG) meetings, including those on the Program for Students with a Disability (PSD).

The Wellbeing Leader, in conjunction with students, formed an Active Schools Committee. This committee ran many events including lunch time sporting activities and a helmet design competition on Ride To School Day.

The High Ability Practice Leader supported staff to ensure Individual Learning Plans (extension) were in place for all students achieving well above the expected level. The High Ability Practice Leader ran small focus group activities to provide extension support to students when needed. They also facilitated Year 5 and 6 students participating in Learning Masterclasses.

The Attitudes To School Survey continued to demonstrate the strong sense of connectedness to school our students feel.

Engagement

Our student attendance rate was above those of Similar and State schools. Our students averaged 16.5 days absent and little variation between year levels (compared to Similar schools 19.0 days and the State average 23.3 days). This demonstrates the high level of student engagement at CSPS and the value placed on education within our community.

To engage our community we ran many whole school events including: The Welcome Picnic, School Disco, Mother's Day celebration, Father's Day celebration, Twilight Market, Open Morning, two Election Day BBQs and a Bogan Bingo parent night. We also partnered with the Fathering Project to run activities for children and their fathers/father figures as well as father/father figure only night events with guest speakers. We ran a Mission Respect Parent Information event with a focus on embedding gender equality. The Principal ran termly meetings with the Parent Class Representatives to share information and ensure all community concerns were heard and actioned.

Parents and carers were invited throughout the year to a variety of learning celebrations such as: our Whole School Poetry Slam, Education Week Open Afternoon, CSPS' Billy Carts Grand Prix, the Diversity Dash, Year Six Graduation and various Challenge Based Learning and Writing celebrations.

Parents continued to volunteer their time to help out in the classroom, on excursions and camps, during sporting and musical events and through participation on School Council and the sub-committees. Parents were involved in the design and planning of the new Junior Playground through the Junior Playground Working Party.

Other highlights from the school year

2022 saw the return of many favourite school activities including schools camps for Year 3-6 with our Year 6 students participating in a Study Tour of Canberra for the first time in three years.

We were once again able to celebrate onsite as a whole school community during our Welcome Picnic, Mother's and Father's Day events, Fathering Project Events, school Discos, Twilight Market, Education Week historic games afternoon, Music Soirees, Bogan Bingo parent evening and at many sporting events. A particular highlight of 2022 was our CSPA Diversity Dash (colour run) where many parents joined in the fun, celebrated the diversity within our school community and ended up covered in coloured paint.

Students were able to participate in many extra curricular leadership opportunities including the Boroondara Sustainability Summit, Boroondara Leadership Conference, Victorian School Garden Awards and Les Knight Memorial Service.

We continued to invest in our much loved Kitchen Garden Program to ensure all classes were able to participate in gardening and cooking classes each term. During 2022 we upgraded our Worm Farm to run on solar power.

Our Sensory Playground opened in Term 4, providing students with a nature based imaginative play area encompassing water musical play elements.

Financial performance

The school continued to maintain a healthy cash and credit surplus during the 2022 school year.

During 2022 many improvements were made to the school grounds. The school redeveloped the Quadrangle into a Sensory Playspace. This provided an accessible playground for all students. Play panels were installed in the Art Garden to facilitate cooperative play. A new drinking trough with artwork designed by students was installed so that students could not only drink from bubbler taps, but also refill their water bottles.

The school finalised plans for the redevelopment of the Junior Playground which is scheduled to be completed early in 2023.

The school finished the year in a strong financial position, allowing School Council to continue planning the redevelopment of the Senior Playground (sensory planting and ninja warrior climbing wall) and the Staffroom which will be turned into multi-use area and include a Science Kitchen to support our Kitchen Garden Cooking Program.

For more detailed information regarding our school please visit our website at

<https://www.cambsth.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 413 students were enrolled at this school in 2022, 189 female and 224 male.

14 percent of students had English as an additional language and NDP 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).

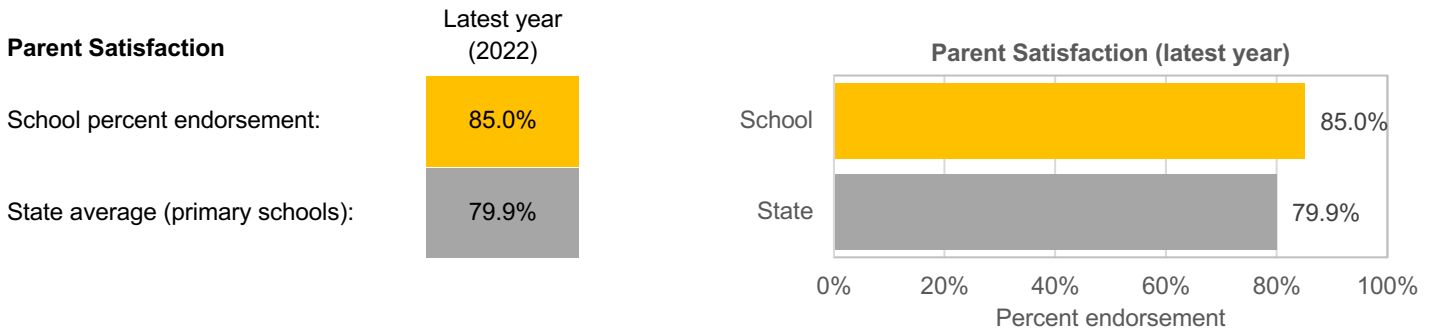
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

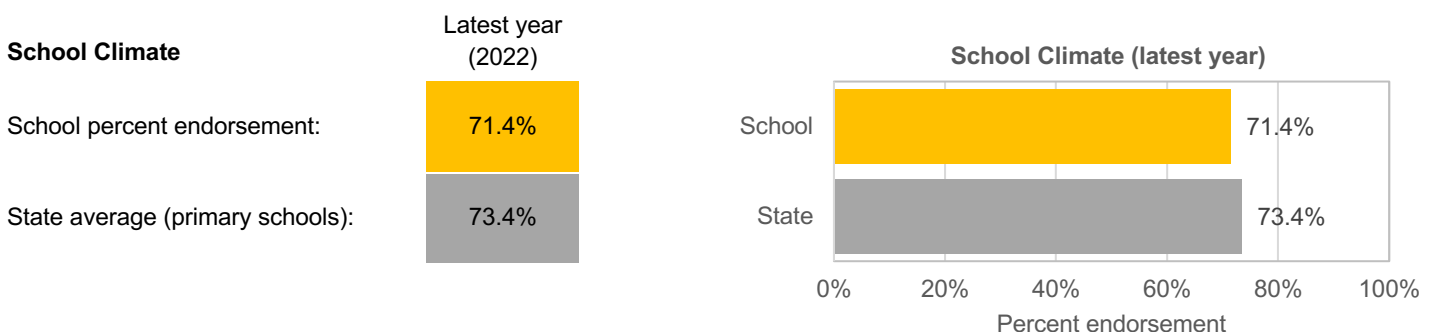


School Staff Survey

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:

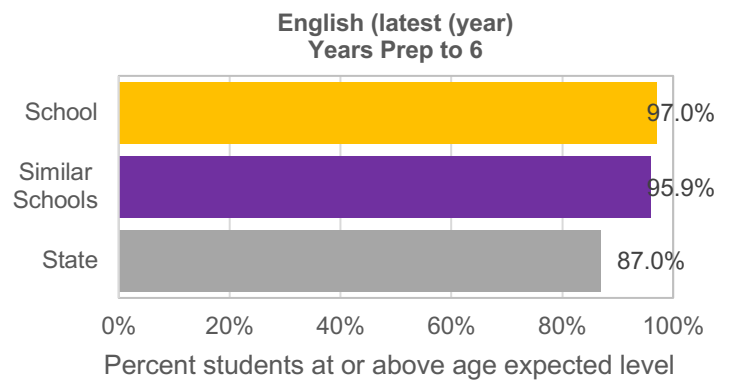
97.0%

Similar Schools average:

95.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

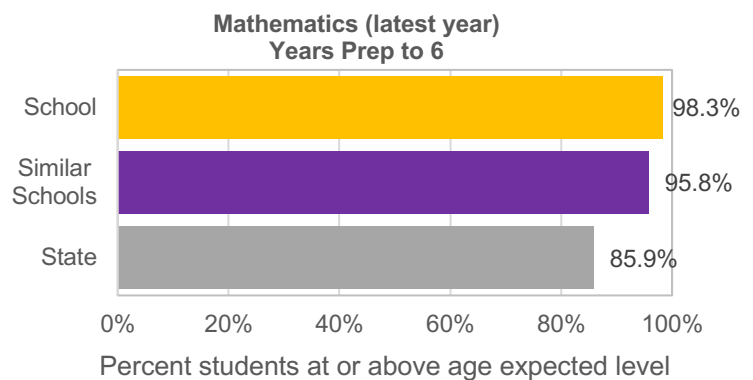
98.3%

Similar Schools average:

95.8%

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.

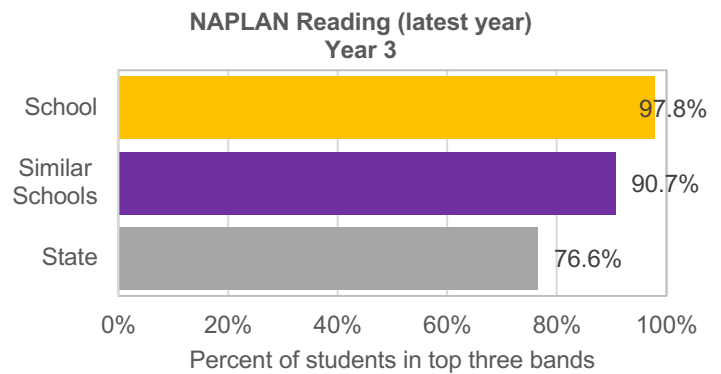
NAPLAN

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.

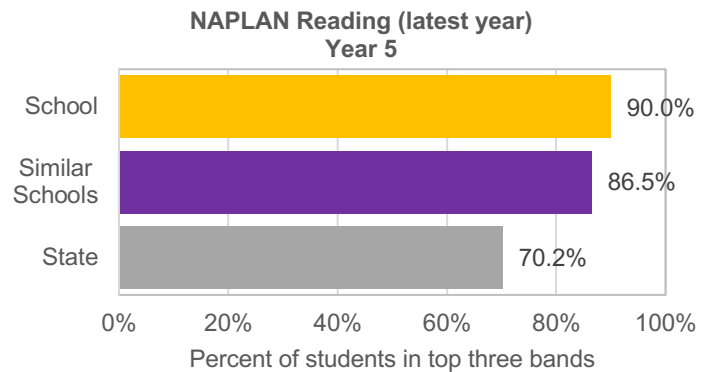
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	97.8%	93.7%
Similar Schools average:	90.7%	90.0%
State average:	76.6%	76.6%



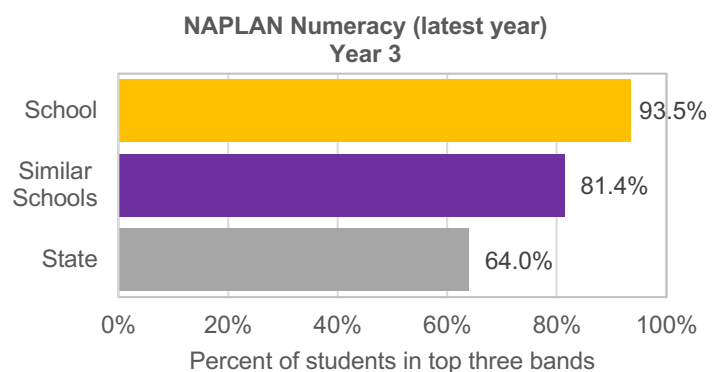
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.0%	88.9%
Similar Schools average:	86.5%	85.2%
State average:	70.2%	69.5%



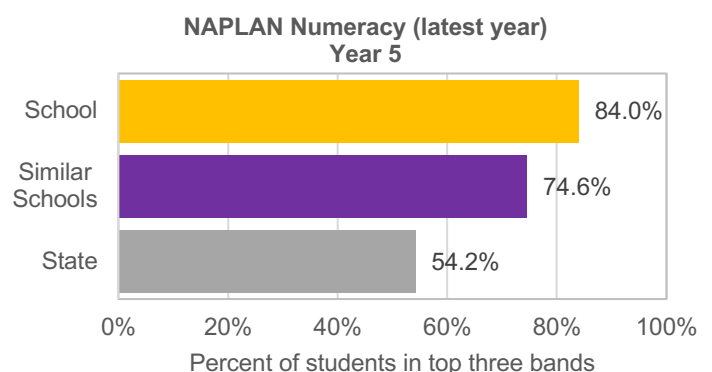
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.5%	93.2%
Similar Schools average:	81.4%	83.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	85.7%
Similar Schools average:	74.6%	78.3%
State average:	54.2%	58.8%



WELLBEING

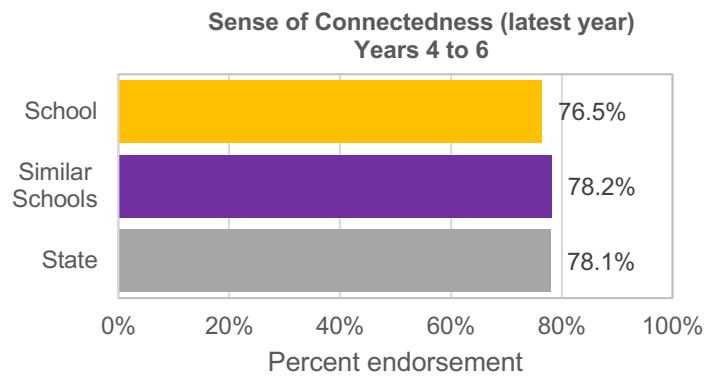
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	76.5%	82.5%
Similar Schools average:	78.2%	79.2%
State average:	78.1%	79.5%

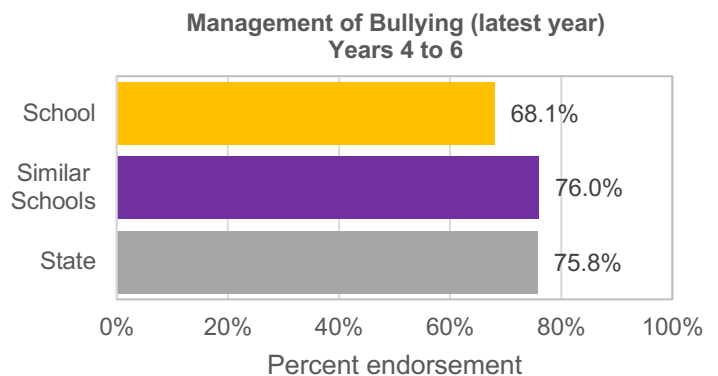


Student Attitudes to School – Management of Bullying

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:	68.1%	78.9%
Similar Schools average:	76.0%	77.6%
State average:	75.8%	78.3%



ENGAGEMENT

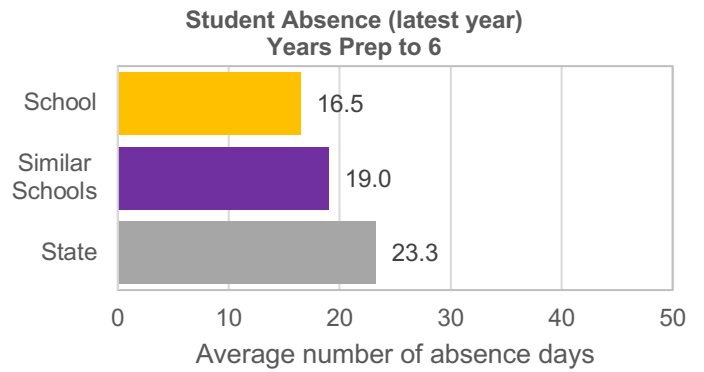
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.5	11.8
Similar Schools average:	19.0	13.0
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):	92%	92%	91%	94%	91%	92%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,948,460
Government Provided DET Grants	\$343,906
Government Grants Commonwealth	\$20,619
Government Grants State	\$0
Revenue Other	\$16,790
Locally Raised Funds	\$735,939
Capital Grants	\$0
Total Operating Revenue	\$5,065,715

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,785,013
Adjustments	(\$409)
Books & Publications	\$4,573
Camps/Excursions/Activities	\$168,408
Communication Costs	\$745
Consumables	\$95,628
Miscellaneous Expense ³	\$28,874
Professional Development	\$32,398
Equipment/Maintenance/Hire	\$78,674
Property Services	\$56,210
Salaries & Allowances ⁴	\$232,812
Support Services	\$37,416
Trading & Fundraising	\$109,006
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$155
Utilities	\$44,537
Total Operating Expenditure	\$4,674,041
Net Operating Surplus/-Deficit	\$391,674
Asset Acquisitions	\$111,462

- (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	\$473,495
Official Account	\$133,356
Other Accounts	\$126,997
Total Funds Available	\$733,848

Financial Commitments	Actual
Operating Reserve	\$140,454
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$11,620
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,350
Capital - Buildings/Grounds < 12 months	\$114,599
Maintenance - Buildings/Grounds < 12 months	\$92,010
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$51,438
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$425,471

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.