

2019 Annual Report to The School Community



School Name: Southern Cross Primary School (5235)



- 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 2019 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 24 April 2020 at 11:23 AM by Averil Nunn (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 April 2020 at 12:07 PM by Jeff Khan (School Council President)

About Our School

School context

Southern Cross Primary School is situated in the South Eastern Suburb of Endeavour Hills, 30 kms from Melbourne. Demographic change has seen our enrolments maintained at an average of approximately 220 students in 2019. Our school has a full time staff of 20.6 staff: 1.0 Principal Class, 16.6 Teachers, and 3 Education Support Staff.

We have a diverse community catering for approximately 42 nationalities. Amongst our several community assistance and interest programs, is our growing Community Harmony and Team Spirit Group (CHaTS Group). This group, made up of parents and lead by 3 members of staff, meets monthly and assists the school in a variety of ways including working with school staff to welcome and integrate new families into our School Community. This group enables parents to be active members of our school community and to be informed about our teaching and learning approaches. Many students begin at the school with little or no English, necessitating the need to modify teaching approaches in order to give them the best opportunity to learn and prosper.

Southern Cross Primary School is a friendly, caring school community that aims to facilitate a high standard of academic learning, nurture individuality, challenge, and understand all of our students. We provide intellectual tools that enable students to be inspired, creative, curious, optimistic and capable individuals who aspire to become lifelong learners and be responsible, resilient members of society.

We have a strong focus on the areas of Literacy and Numeracy supported by extensive professional development for teachers. Our Individual Learning Plans, accelerated learning programs, special support resourcing, along with our growth mindset research and study, caters for the abilities of all students. Our Learning Community provides an inclusive and accepting environment for all students, staff and parents. Our deeply embedded student wellbeing programs and our high expectation of daily behaviours focus on interactions that show mutual respect and attentive listening by all adults and children. This approach ensures our classrooms, playground and whole school environment are always happy and supportive for all.

Our school comprises a flexibly designed 12 classroom block, foundation centre, music room, library, hall, administration and staff work area. Additional spaces for ICT and LOTE also exist. We have a fully networked school with a bank of 28 laptops in the junior school classrooms, 60 notebooks for use in the senior classrooms and 40 new notebooks for use in the middle school and 20 new notebooks for use in ICT classes.

Extensive play areas include hard court, oval and 2 student adventure playgrounds. We also have an enclosed courtyard for quiet games, outdoor chess covered area, a closed rotunda for crafts, an enclosed sandpit and an open rotunda with power supply for more outdoors type activities.

All school curriculum is based on the outcomes approach Victorian Curriculum adopted by the Department of Education and Training but has been enhanced with emphasis on student learning. A thinking oriented curriculum is based on our research into 'growing the brain' and its positive effects on learning. Our flexible programming and an increasing knowledge of alternative learning approaches leads to innovative and highly successful classroom practice. We consistently aim for the development of a school curriculum based on teaching and learning pedagogies in line with Framework for Improved Student Outcomes, the Workshop model and the Problem Based Learning approach while ensuring we draw on school based, national and international best practice.

We have an inspired and well behaved multicultural student population with supportive parents. Our staff members work in sub-school teams arranged around Early Years and Middle/Senior Primary. We have close working relations with our local secondary college and preschools. Our School Council fully supports staff in their working life and aims to provide programs and support to enable the best balance between work and home. A successful Integration Program operates to support our students with a wide range of learning needs.

We employ enthusiastic, flexible and talented, team oriented staff members who have high expectations of themselves and of student learning approaches and who want to make a positive contribution to our learning community through ongoing professional development and a love of lifelong learning.

Framework for Improving Student Outcomes (FISO)

In 2019, SCPS's AIP focussed on implementation of Key Improvement Strategies related to the FISO dimensions of Excellence in Teaching and Learning, Professional Leadership and Positive Climate for Learning. This included:

- Building of staff capability to use an evidence based approach to consistently plan, teach and develop pedagogy around reading.
- Investigation and piloting of methods of teaching spelling in schools in order to find a whole school approach to spelling which suits SCPS's values and approaches.
- Researching and introducing the Visible Learning across the school including 'Learning Intentions' and 'Success Criteria' for inclusion within each classroom.
- Refining PBL tasks within the whole school planers to encompass community action/involvement.
- Refining our Student Leadership program to allow more explicit leadership training and greater student agency.
- Introducing the Rights Resilience & Respectful Relationships curriculum as outlined in the RR Action Plan.

To support the implementation of these KIS, SCPS implemented a whole school Teaching & Learning Plan and began the formal DET training for the PLC program to establish a collaborative approach to improving student learning outcomes.

Achievement

In 2019, Southern Cross Primary School continued to embed/consolidate new programs and train staff, ensuring more accurate teacher judgement and an increase their use of evidence based approaches in the classroom.

Staff at SCPS have completed large amounts of professional development in relation to understanding data, moderation and setting achievable goals for their students. Many students have been identified as requiring Individual Learning Plans and staff have implemented personal learning goals for all of their students.

SCPS met their 12 month goal that each student would achieve 12 months academic growth in Reading, based on individual benchmarks set or one Victorian Curriculum Level of learning progress. Whilst the percentage of students who achieved 'below expected growth is still high, students were set with individual bench marks that were all achieved- allowing the goal to be met.

In 2019, SCPS worked hard to realign assessment data with NAPLAN results-using the SANKEY Charts. Teacher judgement was also improved through Professional Development and improving teacher's understanding of the Victorian Curriculum. In depth work on moderation has ensured more accurate triangulated results. This improvement in judgement has resulted in many students requiring Individual Learning Plans in order to correct Victorian Curriculum Progression Points and ultimately realign data.

The NAPLAN goal of increasing students in the top two bands in NAPLAN Reading from 60% to 65% for year 3 and 39% to 44% for year 5 was only partially met. The realignment of data, the high turnover of students between years 3 and 5, high absence rate and family/social issues have all contributed to this goal being partially met. In 2020, SCPS will continue to improve absence rate, through text messages to parents and follow up phone calls from teachers. High turnover due to students moving in and out of the area continues to be an issue.

In 2020, the implantation of Fountas and Pinnell and Professional Learning Communities will support staff in implementing evidence based, high impact, targeted teaching based on student data.

Engagement

SCPS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, responsibility and respect. In 2019, the School Wide Positive Behaviour Support program allowed students across the school to engage more deeply in their schooling and community, as demonstrated through our AToSS results which remained above state average in positive endorsement levels in the target areas of Learning Confidence, School Connectedness, Motivation and Interest.

In addition to the implantation of the SWPBS program, the following KIS's were completed to ensure success in the domain of Student Engagement.

- Researching and introducing the Visible Learning approach across the school including 'Learning Intentions' and 'Success Criteria' for inclusion within each classroom.
- Refining PBL tasks within the whole school planers to encompass community action/involvement as evidenced through our whole school community involvement tracker.

- Refining our Student Leadership program to allow more explicit leadership training and greater student agency. Our student attendance policy was updated and internal training was held with all staff to ensure their thorough understanding of their accountability in regard to their student's attendance. Each classroom teacher was responsible for tracking their class's attendance and following up unexplained absences with parents. They were also required to refer students to our Assistant Principal, who held formal attendance meetings as required. We have been able to marginally shift the number of students in the 20-29.5 and 30+ days absent and increase the number of students falling in the 10-19.5 days absent bracket. Families taking extended overseas holidays during school term continues to be a problem for our school attendance data and something we hope to be able to work towards improving in 2020 via remote learning opportunities.

Wellbeing

SCPS has continued to refine and improve upon the RR curriculum with the amalgamation of the program with the School Wide Positive Behaviour Support program. Professional Learning has taken place around the new well being curriculum and the Positive Behaviour Support matrix. Students are familiar with the matrix and the expectations associated. The token system has been implemented in all classrooms and early indications, within the Attitude To School Survey suggest positive outcomes.

Sense of Inclusion

SCPS - 2018 96% positive, 2019 96% positive
State - 89% positive

School Safety

SCPS - 2018 94% positive, 2019 93% positive
State - 83% positive

Additional, supporting sessions on the 'Zones of Regulation' - which is now being used in every classroom across the school and 'Creating Effective Individual Learning Plans', have been run by both a private and DET Child Psychologists and a DET Speech Therapist. These areas will continue to be a focus moving into 2020 to continue to support this goal.

Financial performance and position

The Financial Performance and Position report shows an end of year surplus of \$70,899. This surplus occurred through receipt of funds for 5 Overseas Fee Paying Students. Fundraising included Disco, Pancake Day, Mothers' Day Stall, Fathers' Stall, and Harmony Day.

extraordinary revenue or expenditure items –

- o Expenditure –
- o Transition of MMC to Foundation Learning Centre – (building works, furniture, carpet) - \$45,185.46
- o Refurbish Library and F&P Office (Tables, chairs, shelving, seats, building works) - \$10,877.14
- o Guiding Reading tables/chairs/Teachers stools – Whole school - \$10,838.51
- o Meeting Room furniture - \$2,231.10
- o Rooms 9 & 10 – furniture (tables,chairs) - \$8,250.00
- o Rugs for Classrooms - \$2,183.50
- o Leasing of Notebooks for Senior Students –
- 62 Notebooks (including Trolleys) in March, 2019 - \$19,651.40
- 60 Notebooks (including Trolleys) in November, 2019 - \$3,791.12
- o Swivl camera & stand - \$1,672.70

Revenue

- o 5 Overseas Fee Paying Students - \$40,203.61
- o Respectful Relationships – SRP- to enable school to run SWPBS providing better support and understanding

of student and family needs - \$5,000

sources of funding the school received; for example, equity funding, special grants or fundraising initiatives

- o Revenue – Woolworths Landcare Grant to create and work Vegie Garden - \$1,200.00
- o Revenue – Fundraising – Disco, Mothers' Day Stall, Fathers' Day Stall, Pancake Day, Harmony Day - \$3,181.44

o

additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning –

- o Revenue - Sporting Schools Australia Grant – applied for sports to encourage students to participate in various sports. The Grants were acquitted by sport coaching and purchase of sport equipment- \$2,700.00

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

<https://www.sthcrossps.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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

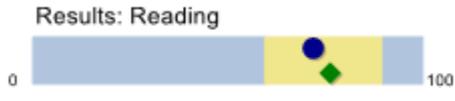
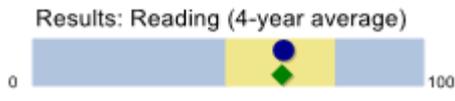
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 220 students were enrolled at this school in 2019, 104 female and 116 male.</p> <p>44 percent were EAL (English as an Additional Language) students and ND 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Below </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </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>Above </p> <p>Below </p>		

Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>88 %</td> <td>90 %</td> <td>84 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	88 %	90 %	84 %	90 %	91 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	88 %	90 %	84 %	90 %	91 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,035,979	High Yield Investment Account	\$76,956
Government Provided DET Grants	\$336,037	Official Account	\$20,275
Government Grants Commonwealth	\$3,498	Other Accounts	\$11,531
Revenue Other	\$12,315	Total Funds Available	\$108,762
Locally Raised Funds	\$84,319		
Total Operating Revenue	\$2,472,148		
Equity¹			
Equity (Social Disadvantage)	\$152,801		
Equity Total	\$152,801		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,965,121	Operating Reserve	\$61,346
Books & Publications	\$6,652	Funds Received in Advance	\$6,622
Communication Costs	\$6,919	School Based Programs	\$27,200
Consumables	\$44,724	Beneficiary/Memorial Accounts	\$500
Miscellaneous Expense ³	\$169,682	Asset/Equipment Replacement < 12 months	\$25,000
Professional Development	\$2,561	Total Financial Commitments	\$120,668
Property and Equipment Services	\$153,614		
Salaries & Allowances ⁴	\$38,341		
Trading & Fundraising	\$5,294		
Utilities	\$25,268		
Total Operating Expenditure	\$2,418,176		
Net Operating Surplus/-Deficit	\$53,972		
Asset Acquisitions	\$7,500		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

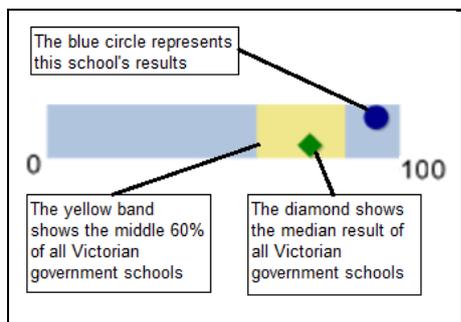
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

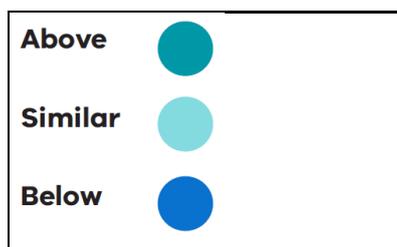


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').