

2019 Annual Report to The School Community



School Name: Pleasant Street Primary School (Ballarat) (0695)



- 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 11 March 2020 at 12:22 PM by Mark McLay (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 16 April 2020 at 01:21 PM by Adam Henderson (School Council President)

About Our School

School context

Pleasant Street Primary School is a F-6 school with 356 students located on the shores of Lake Wendouree in Ballarat. The school's enrolment increased slightly from 2018. The school's social characteristics includes a 'high' socio-economic profile. The school has some students with English as their second language. The school has 21 equivalent full time staff: 2 Principal Class, 18 teachers and 5 Education Support Staff. We also employ part-time staff through WDEA. The school aims to provide a nurturing and challenging environment that promotes enthusiasm for learning and prepares individuals to become reflective and valued members of society. Our values of respect, honesty, excellence, resilience and creativity are on display around the school and an integral part of our school culture. Our four year average student absence rate was well below the state median. Child Safety is a priority and the school has a range of Child Safe policies and procedures in place. Staff and School Council received either an induction or refresher in Child Safety in 2019.

We are actively engaged in providing our students with an education rich in content that adheres to the Victorian Curriculum and is accelerated by technology. Our strengths include providing learning depth and breadth to cater for diverse learning needs and to ensure everyone has the opportunity to experience success. We encourage the development of strong relationships to support learning and social-emotional wellbeing. Mindful practices are incorporated into the school timetable.

Our students participate in a variety of specialist programs including Physical Education, Visual Arts, Performing Arts and Japanese. In 2019 there were brief interruptions to these programs due to staff changes. Our curriculum is enhanced by a variety of extra-curricular activities including excursions and camps, special events days, sports programs, arts events, debating, international competitions and student leadership programs. Every student in our school has an iPad to assist in their learning. Pleasant Street Primary School is currently an accredited school through the International Schools program.

Framework for Improving Student Outcomes (FISO)

In 2019 Pleasant Street Primary School focused on two FISO improvement initiatives ; building practice excellence and curriculum planning and assessment. The building practice initiative involved a 2019 focus on writing based on formative assessment data . This focus addressed a need highlighted through 2018 Naplan data. This focus included the use of internal PD and the embedding of an instructional model for writing lessons. The second area of focus was on curriculum planning and assessment. Key areas of success included refining the assessment schedule and assessment guidelines, the introduction of a new framework to enhance the writing project and a move to collaborative on-line planning. The school had a Learning Specialist in the area of writing for the 2019 school year and a part time Leading Teacher to deliver intervention programs across the school.

Achievement

Pleasant Street Primary School has continued to achieve very positive results in the area of Student Learning. Our teacher assessments indicate that our students are achieving at a level above similar schools (other schools with students with comparable background characteristics) in English and Mathematics. The results in Year 3 Naplan were similar to teacher judgement data with the school recording results above that of similar schools. Our student learning data indicates that our school performance results in Year 5 Naplan assessments are consistently better or similar to the State median. Our NAPLAN learning gain results demonstrate that over 60% of our students from Year 3 to Year 5 had medium to high growth across all areas, with spelling being an area of strength with 73% achieving medium or high growth. In 2020, our school is focussed on building our Literacy results through embedding a targeted approach to writing and a transparent, collaborative on-line planning process. The school is in the initial stages of preparing the school resources, staff and students for a 2021 whole school focus on numeracy.

Engagement

Our Student Attendance results are below the average absence rates for Victorian Government schools. Pleasant Street Primary School has a strong record of regular attendance. In 2019 we had an average attendance above ninety percent for all year levels. We encourage attendance by providing an engaging learning environment and following up non-attendance through the use of a student management tool. Further monitoring and support for the area of student absence occurs through the work of the well being support committee. This committee meets fortnightly to discuss a range of student well-being issues including attendance.. A structured learning conference and reporting process, accompanied by weekly class bulletins assisted in school-parent communication.

Wellbeing

The three year trend data demonstrates that the student 'Attitudes to School' survey data indicates a high degree of satisfaction from the school students with data slightly above the state median. Pleasant Street Primary School supported families through partnering with Camp Australia to host a before and after school care facility on site. Pleasant Street Primary School taught mindfulness practices in every room, provided professional development to staff and incorporated activities into planning documents. . Respectful relationships was taught in every classroom in 2019. The Student Well Being support team met fortnightly to discuss strategies for all students deemed 'at risk' throughout the school.

Financial performance and position

The overall annual result for revenue against expenditure for Pleasant Street Primary School in 2019 was one of deficit. This was due to an expenditure of committed funds for projects where funds had been accumulated over a number of years The school received additional fundraising dollars through one major fundraising event in December. Parent voluntary contributions increased in 2019 compared to the previous year. A minimal amount of Equity funding provided the opportunity for the school to support students with additional learning needs. A leading teacher had the role of overseeing the intervention programs delivered.. The school also received funds to support the international students enrolled at the school.

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

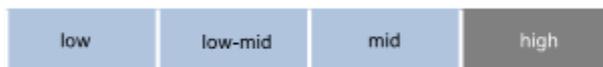
Enrolment Profile

A total of 356 students were enrolled at this school in 2019, 175 female and 181 male.

3 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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>Above </p> <p>Above </p>

Performance Summary

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>Above </p> <p>Above </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>Below </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>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>Key: Similar School Comparison ● Above ● Similar ● Below</p> <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>45%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>48%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>45%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>45%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	45%	23%	Numeracy	38%	48%	15%	Writing	35%	50%	15%	Spelling	28%	45%	28%	Grammar and Punctuation	40%	45%	15%	<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> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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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>Above ●</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>94 %</td> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	92 %	94 %	91 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● 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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</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	\$2,528,581	High Yield Investment Account	\$96,669
Government Provided DET Grants	\$412,201	Official Account	\$19,653
Government Grants Commonwealth	\$5,800	Other Accounts	\$0
Revenue Other	\$36,177	Total Funds Available	\$116,321
Locally Raised Funds	\$286,213		
Total Operating Revenue	\$3,268,973		
Equity¹			
Equity (Social Disadvantage)	\$9,898		
Equity Total	\$9,898		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,467,873	Operating Reserve	\$116,321
Books & Publications	\$2,014	Other Recurrent Expenditure	\$22,455
Communication Costs	\$5,494	Funds Received in Advance	\$2,900
Consumables	\$84,736	School Based Programs	\$1,900
Miscellaneous Expense ³	\$218,840	Funds for Committees/Shared Arrangements	\$53,000
Professional Development	\$16,695	Total Financial Commitments	\$196,576
Property and Equipment Services	\$194,861		
Salaries & Allowances ⁴	\$238,122		
Trading & Fundraising	\$42,359		
Travel & Subsistence	\$13,275		
Utilities	\$34,781		
Total Operating Expenditure	\$3,319,050		
Net Operating Surplus/-Deficit	(\$50,077)		
Asset Acquisitions	\$0		

- (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)

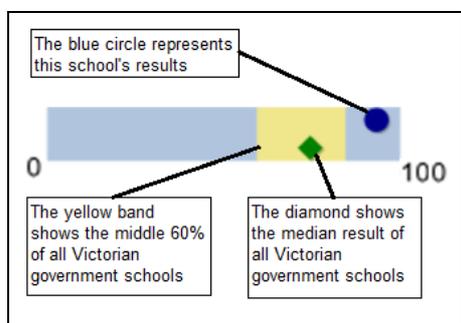
Engagement

- 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').