

2019 Annual Report to The School Community



School Name: Creekside K-9 College (8909)



- 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 18 March 2020 at 10:48 AM by Gary Eckersall (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 30 October 2020 at 05:08 PM by Sini Margaritis (School Council President)

About Our School

School context

Creekside Kinder – 9 College is located in the west of Melbourne, approximately 20km from the CBD. In the 2019 February census the College had an enrolment of 1431 students, including 3 international students and the school's Student Family Occupation (SFO) density was medium. At present there are 1431 students enrolled at the school, including 10 international students. Our families come from over 60 different nationalities, and we provide support to approximately 35% of students who have English as an Additional Language. In 2020 the College is supporting 40 students who are on the Program for Students with Disabilities. The workforce consists of 143 equivalent fulltime staff. This comprised 4 Principal class officers, 107 teachers and 36 Education Support personnel. The College supports learning from Kinder through to Year 9, using the Victorian Curriculum and the Early Years framework to ensure programs and practice meet the required benchmarks.

The College uses the Creekside Instructional Model (CIM), to ensure consistency between classes and to strengthen lessons through the use of high impact teaching strategies, promote data analysis and to develop a differentiated program. The College continues to utilise the PLC model which focuses on developing a guaranteed and viable curriculum through yearly overviews, term planners, units of work and individual learning plans, assessment and reporting and moderation of work samples. Moderation has been a focus to ensure consistency of data across the College. The College has engaged Vivian Arbaci (Literacy) and Chris Coombes (Numeracy) to drive improvement. Leading Teachers combine modelling and classroom visitation/feedback to enhance individual and team coaching opportunities. Leadership meetings provide the forum for shared discussion and PL around coaching technique and priorities.

School Wide Positive Behaviour Strategy has supported our staff to ensure a safe and orderly learning environment. Students are explicitly taught the behaviours that enhance student learning which are underpinned by our school values of Respect, Responsibility, Acceptance and Honesty. In all classrooms all students have the right to feel safe and the right to learn.

Framework for Improving Student Outcomes (FISO)

Teaching staff developed their capacity through targeted professional learning and coaching in focus areas of differentiation, and student engagement and wellbeing. The impact this had on student learning was gauged through the collection of data, which indicated that students were working more consistently at their point of need. Creekside's Guaranteed and Viable Curriculum has been established across the college, with staff referencing the Essential Learnings in their learning areas when planning. This has ensured that students are spending their learning time on what we've deemed to be the important skills, knowledge and understandings.

Creekside has continued to develop a consistent approach to student behaviour management through the use of SWPBS matrices. The matrices outline expected behaviours in all areas of the school and are reinforced with students on a daily basis. Student Voice, Agency and Leadership will continue to be a priority at Creekside. A Learning Specialist has worked with students on ensuring two way feedback is a part of all lessons, as well as having students take more responsibility for their learning.

Achievement

Student achievement data from 2019 would suggest that the school continues to meet many of the growth benchmarks set by the state. Further to this, the school outperforms many 'similar' schools and schools within the Brimbank Melton Network. As with any year the data revealed areas of strength and improvement. Students in Year 5 completing the NAPLAN numeracy test grew at an excellent rate. The same can be said for reading results in 7-9. Students are continuing the trend of high growth in this area of the school. Areas to improve on include writing achievement data across the school. Whilst there have been some successes in earlier years, unfortunately secondary student data reflects a decline in writing achievement that is occurring across the state.

Staff at Creekside have worked with high levels of collaboration with a relentless focus on improving learning outcomes for students. This work has been supported through the engagement in professional learning, the development of a guaranteed and viable curriculum and implementation of the teaching and learning cycle. Establishing the environment for learning has also been a priority, where reinforcement of effort and feedback on learning are fostered in the classroom.

The improvement in student achievement across the assessments can be attributed to a number of factors, including:

- Embedding the school's Guaranteed and Viable Curriculum.
- Development of data literacy through PLC Cycle.
- High levels of teacher collaboration.
- Peer observation and coaching programs.
- Formalised 'Tier 2' interventions.

Accuracy of judgement and teacher knowledge of assessment practices improved as the school invested more time into the moderation of student work. Moderation occurred both vertically and horizontally so teachers could develop whole school resources to support future practice. Further to this the school leadership team helped put faces to the data through consistent SIT meetings across the school. Sections of the school also trialled the use of data walls.

In 2019, the School further developed and formalised it's 'tier 2' interventions in both literacy and numeracy. Teaching teams analyse student performance data against essential learnings. Teaching practice is then critically analysed in order to tailor interventions at specific groups of students. This has had the effect of ensuring a consistent data driven approach to teaching and learning.

Throughout the year we continued to focus on building the capacity of teachers through dedicated professional learning sessions and curriculum days, with clear direction for ongoing improvement and embedding the teaching and learning strategies within our instructional model. Planning strategically allows us to put in place processes to support teachers and students to engage in continuous improvement to achieve high levels of learning. To support this the College engaged both Literacy and Numeracy consultants who have helped the Leadership team to develop further action plans to help build teacher capacity over the next 3-4 years.

Engagement

Through assemblies, attendance rewards and acknowledgement, the school newsletter and conversations with parents, the College has worked hard with families to promote attendance at school every day. At all Year Levels, the percentage of student absences was rated similar relative to the like schools, this indicates that the absence rates are as expected. Furthermore, the development and implementation of a systematic attendance policy that outlines the role and responsibility of all staff across the college has further supported the initiative. There was a decrease in Prep to Year 9 unexplained absences. This decrease is in response to the school making attendance a priority as outlined in the Annual Implementation Plan. Regular phone calls home and text messages for the first day of any absence has ensured that all absences are accounted for and the importance of being at school is reiterated.

Wellbeing

Well-being programs continued to connect students with school. These included a range of clubs and lunch time activities such as the Science Club, Book Club, and RAP (Recess Activity Program) have supported students to feel connected to their peers and school. The Hands On Learning Program has been effective in providing disengaged students in across the school to participate in real life learning opportunities. Through articulating the school values in the SWPBS matrices, staff and students have a common language around school expectations and their consistent application. The College structure has supported student management concerns to ensure all issues are dealt with in a timely manner. This is evident in the attitudes to school survey, where we are now similar in the school comparison in the primary years. In the secondary years, we continue to see growth across a number of areas.

Financial performance and position

The College is in a good financial position with surpluses from previous years, as a result of good management practices regarding

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