2018 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 Regulation 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 2018 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 22 March 2019 at 12:47 PM by Rosa Marchionda (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2019 at 04:34 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 2018 February census the College had an enrolment of 1470.2 students, including 6 international students and the school's Student Family Occupation (SFO) density was medium. 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 2018 the College also supported 48 students on the Program for Students with Disabilities. The workforce consisted of 138.4 equivalent full time staff. This comprised 5 Principal class officers, 119 teachers and 44 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 has fostered consistency in planning through the development and implementation of a teaching and learning cycle. Teams work collaboratively through a cycle of improvement focusing on the year level essential learnings. Learning tasks are differentiated so that all students achieve high levels of learning. Formative assessment is an integral part of the cycle where teachers reteach skills, knowledge and understanding for mastery. This has underpinned the improvement in student learning that is evident our NAPLAN and teacher judgement data.
Learning Specialists and Leading Teachers combined modelling and classroom visitation/feedback to enhance individual and team coaching opportunities. Leadership meetings provided the forum for shared discussion and professional learning around coaching techniques and priorities.
The School Wide Positive Behaviour Strategy has continued to be a priority that aims to ensure a safe and orderly learning environment. Students are explicitly taught the behaviours which enhance student learning which are underpinned by our school values of Respect, Responsibility, Acceptance and Honesty. The College processes around attendance have ensured that absences are explained and that extended absences are minimised.

Framework for Improving Student Outcomes (FISO)

Curriculum planning and assessment
1.   Build teacher's instructional capacity through coaching and professional development in PLCs.
2.   Develop a GVC in Reading and Writing to extend all students learning.
Teacher instructional capacity was enhanced through the coaching program where every staff member engaged in a 6 week student focused coaching cycle. Professional development was also supported through the PLC meetings where staff collaborated and had the opportunity to discuss teaching pedagogy. In 2018 the College developed our guaranteed and viable curriculum (GVC) in Reading, Writing and Number, which was sequential from Foundation to Year 9 and outlined our essential learnings.

Empowering students and building school pride
1.   Implement a consistent whole school approach to behaviour management aligned with School Wide Positive Behaviour Strategy, and is communicated and understood by students, staff and parents.
2.   Students will be given the means to provide staff with feedback on their learning, thereby giving students an authentic student voice and ownership of their own learning
The School Wide Positive Behaviour Strategy continued to be a focus with the development of a P-6 and 7-9 behaviour matrix. The matrices outline expected student behaviour in all areas of the school. Gold coins acknowledging positive behaviour were awarded to students, these were also acknowledged at assemblies.
Student voice and agency continues to be a focus.

Achievement

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.

Our NAPLAN data reflects many areas of strength, with the clearest outcome being that we had a higher percentage of students achieve high growth than the state in 13 of 15 assessments. This was extremely pleasing, as this reflects the positive learning culture at Creekside and our relentless focus on student learning. Another notable strength is the percentage of students in our Year 7 and 9 cohorts who placed in the top two NAPLAN bands. Students can be placed in any of 6 bands for each test, with students placed in the top two bands considered above expected level, the two middle bands at level and the two bottom bands below level. Our Year 7 and 9 cohorts had a higher percentage of students than the state in the top two bands in 9 out of 10 assessments. This reflects the staff's ability to accurately gauge each student's level of understanding through ongoing assessments and differentiate their program to meet the needs of higher achieving students in particular. The improvement in student achievement across the assessments can be attributed to a number of factors, including:
-The implementation of the PLC cycle and collaborative planning process
-The recent development of a Guaranteed and Viable Curriculum
-The implementation of the HITS: Community of Practice
-Having high expectations of student learning
-The implementation of the School Wide Positive Behaviour Support Program
-The implementation of the coaching program
The alignment between teacher judgement, NAPLAN and summative assessments continued to improve, which was a result of a sharp focus on moderation. This moderation was undertaken in literacy, numeracy and other learning areas across the college. Groupings of staff members ensured cross year level assessments were more consistent, along with the use of the GVC. Staff also collated student achievement data onto a tracker, which enabled high levels of collaboration and input from the leadership team.

The percentage of students achieving high relative growth in reading between years 3 and 5 is a concern, as is the percentage of students achieving high relative growth in grammar and punctuation. This area of concern will be the focus of upcoming SIT meetings, sub school meetings and weekly T&L coaches meetings.

The school's writing program will be a focus in future teaching and learning meetings, as we only achieved one of our four AIP top two bands targets in writing. How we can best foster high levels of learning in writing and extend our students in writing will also be a focus of leadership and SIT meetings. Teams continued to analyse the data over the course of the year, reflecting on:
-What exposures students have on concepts where we achieved below state averages
-How and when staff explicitly teach these skills
-What opportunities students are given to demonstrate these skills and knowledge
-Use of differentiation to support or enhance student learning
-Effective implementation of High Impact Teaching Strategies (HITS)
-Engagement of students achieving below level
-Areas of the Curriculum where students are achieving to a high level.
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.

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. 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, Art 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 the upper 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. There is still work to be done in the secondary school.

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 the staff workforce. The program budget reports confirm that budget allocations across the College catered for subject and student needs. Overall the school operated within a surplus which contributed to

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