

Aberfeldie Primary School

**Annual Report to the
School Community**

2006



Relieving Principal: Terese Healy

School Council President: Craig Frank

Index

School Overview	Page 3
Principal's Report.....	Page 4
School Council President's Report 5
Summary of Achievements and Progress	
Student Learning	Page 6
AIM 7
National Benchmarks.....	... 7
Transitions and Pathways 8
Engagement and Wellbeing 9
Student Absence 9
Student Connectedness to School 9
Future Directions	Page 10
Financial Performance	Page 11
School Contact Details	Page 12

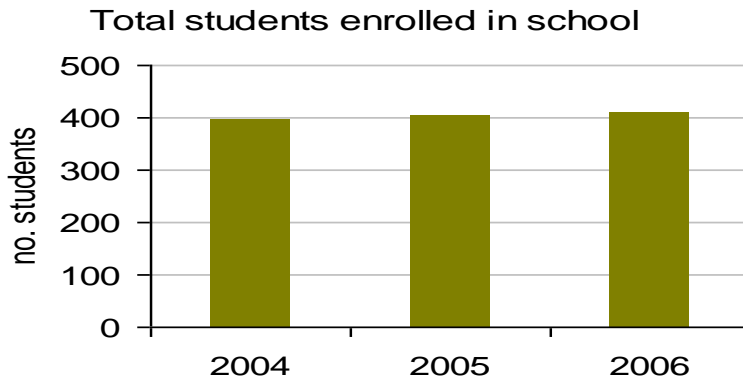
School Overview

Aberfeldie Primary School is located in a well established, predominantly middle-class residential area in which many residents are third or fourth generation local families. While the majority of students come from the immediate Aberfeldie and Essendon area, the school is attracting an increasing number of students from further afield.

The majority of students are from English speaking backgrounds, although increasing numbers of students are enrolling from other countries including North Africa, the Middle East, Asia and the Pacific. The school's cultural mix is becoming more diverse than in previous years.

We are committed to providing a safe, secure and consistent learning environment that meets the needs of our students at all levels of their primary school life. There is an emphasis within the curriculum on improving English, specifically Writing, and Mathematics. The student body has identified the following values as the vital components for maintaining positive relationships - friendship, honesty, respect for the rights of others, mutual support, compassion, inclusiveness and loyalty.

Student Enrolment



The above graph shows the gradual increase in enrolment over the past three years. Specific comparison between numbers of students enrolled show an increase in overall student enrolments of five students in 2006 whereas Prep enrolments increased by seven students. The Prep intake fluctuates quite markedly from year to year, but given the overall increase across the school, it is likely the increasing enrolment pattern will continue.

Parent Satisfaction

In a survey, parents were asked to what extent they agreed with the statement "Overall, I am satisfied with the education of my child receives from their school."



In 2006, parents at Aberfeldie Primary School rated the school at 5.40. Although this was lower than the average across the state (5.87), it still indicates a high level of satisfaction with the school. In particular, parents were positive about their input into the school, student motivation to learn, connectedness to peers and the development of social skills.

Parents expressed the greatest concern about classroom behaviour, homework, the reporting processes and school improvement.

Teacher Satisfaction

During 2006, teachers were surveyed in regard to their opinions about aspects of the school including management, curriculum, student behaviour, professional development, morale and general motivation to teach at the school. Teachers were the most positive about student motivation and involvement in decision making.

Teachers indicated student misbehaviour was an issue and that the discipline policy was not really effective. This was evident also in parent comments.

Teacher Absence

Teachers averaged 7.90 days sick leave in 2006. This was more than one day per teacher higher than days taken by teachers across the state. Long term illnesses of some staff members during 2006 would have influenced this data.

Teacher Retention

Of the 30 teaching staff at Aberfeldie in 2005, 24 were still there in 2006. This is an 80% retention rate, a little lower than the average for schools across the state (87%). Of the 21 ongoing teachers in 2005, 17 or 81% were still there in 2006. Again, this retention rate is lower than the state (91%), and is effected by the large number of very experienced staff.

Teacher Qualifications

All teachers in Victorian government schools are required to be registered with the Victorian Institute of Teaching. The requirements for registration can be found at www.vit.vic.edu.au/content.asp?DocumentID=241.

Participation in Professional Learning

All teachers at Aberfeldie participated in professional learning during 2006. Activities linked closely to the goals and priorities of the Strategic Plan and included assessment & reporting and VELs. Professional development in writing was facilitated by an external provider.

Principal's Report

The 2006 school year continued to be a time of diverse challenges, celebration, reflection, analysis and future planning. Changes in school leadership were necessary due to the extended leave of both the Principal, Bernadette Young and Assistant Principal, Judy Morrow. Judy was in the Acting Principal for Terms 1 and 2. At the beginning of Term 3, Donna Bishop became Acting Principal and Sharon Walker became Acting Assistant Principal. Both staff members were at Aberfeldie Primary School on temporary placement by Western Metropolitan Region and remained until the end of Term 4.

There was some long term staff leave due to illness and long service leave. One of our very experienced teachers Maria Tarnis retired in 2006.

Staff continued to implement the school's Strategic Plan and familiarise themselves with current educational directives including the Victorian Essential Learning Standards (VELS) and the Principles of Learning and Teaching (PoLT). I would like to thank the staff for their commitment to the school during this period.

The school had a number of highlights including:

- School camps and numerous sporting activities
- Art show showcasing the students artistic talents
- End of year concert
- Commonwealth Games activity day
- Performance at Windows on the West
- Installation of an adventure playground

Strong parental participation and support continued to be a feature of our school's operation. The Parents Club has supported the school in a diverse range of activities and actively has been involved in general fund raising. The school is fortunate to have so many parents who volunteer their time and skills to the school. Their contribution enriches our school immeasurably.

The school continues to be a local hub for activities both during school and after school hours. These activities reflect the importance of Aberfeldie Primary School as a vital part of the local community.

It needs to be acknowledged the invaluable work carried out by all members of the Aberfeldie School Council over the past twelve months. Their knowledge, skills and team work has brought continuity and consistent governance to the Aberfeldie School community during a time of leadership change. I would particularly like to acknowledge the strong leadership of our retiring School Council President Mr Craig Frank. Craig has brought to School Council calm, reassuring and reflective leadership combined with an on-going commitment to school improvement. I wish to thank him and wish him the best for the future.

I also would like to thank Judy Morrow, Donna Bishop and Sharon Walker for their leadership during 2006.

Terese Healy, Relieving Principal

School Council President's Report

Summary of School Progress and Achievements

Student Learning

Goals for Student Learning

- ✕ To improve student achievement in English – specifically Writing and Spelling within Writing and Reading – in Years 3 – 6.
- ✕ To improve student achievement in Mathematics, specifically Number, in Prep – Year 6.
- ✕ To redress the gender imbalance in Reading, Writing and Number in Years 3 – 6.

Targets

English / Mathematics

- The percentage of students Prep – Year 6 working at the appropriate level in Reading and Writing (including Spelling) to be at 90% or above by 2008.
- The percentage of students Prep – Year 6 working at the appropriate level in Number and Measurement to be at 90% or above by 2008.

Parent Opinion

- Response to variables on the *Quality of Teaching and Curriculum & Standards* in the Parent Opinion Survey to be at or above benchmarks by 2008.

Summary of Progress

Early Years Reading

The data in the School Level Report shows that more than 95% of Prep – Year 2 students read unseen Early Years texts at or above the expected standard. With the exception of Year 2 (two students) at text levels 15 & 20, Aberfeldie students displayed more accuracy than students in similar schools and students across the state.

This is a very good outcome indeed and shows that the strategies in place had a marked effect.

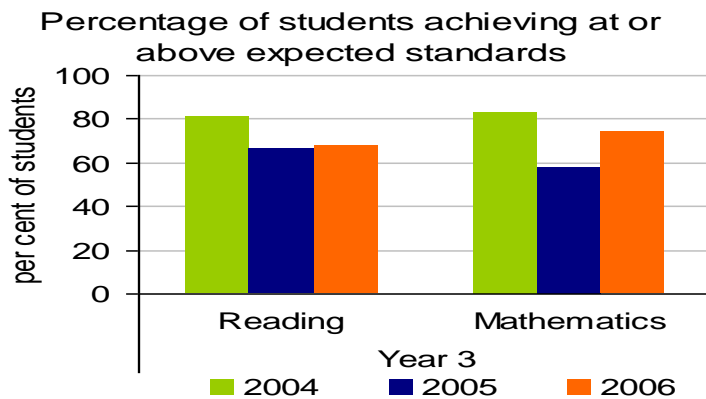
VELS / CSF – English and Maths

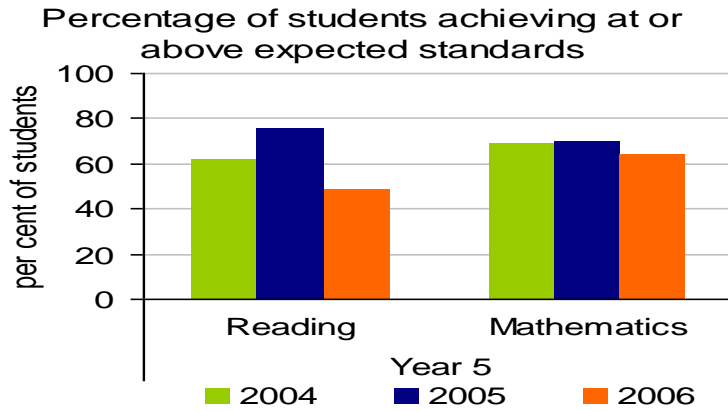
Teachers assessed student progress against VELS / CSF at the end of 2006 with the following outcomes -

- In Reading, 77% of students in Prep and Years 2, 4 & 6 read at or above the expected standard (would have received an A, B or C on the new student report card).
- 73% of students reached the expected standard in Writing.
- 80% reached the expected standard in Speaking & Listening.
- 75% of students reached the expected standard in Number.
- 78% reached the expected standard in Measurement / Chance & Data.
- This is generally comparable with 2005 results.
- On this data, generally Aberfeldie students have not done as well as students in similar schools.

Student Achievement in Reading and Mathematics – Years 3 and 5

The following graphs show the percentage of Year 3 & 5 students who, according to their AIM results, would have been considered as achieving at or above the expected level.



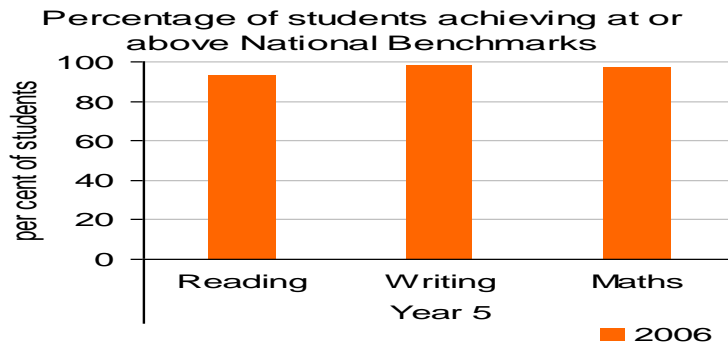
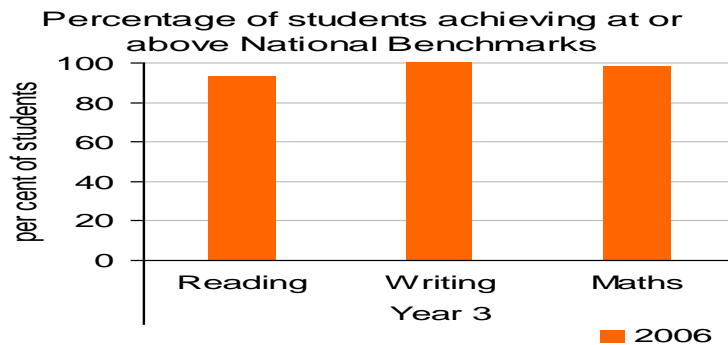


- Approximately 65% of Year 3 students and 50% of Year 5 students have achieved at or above the expected standard in Reading.
- Approximately 70% of Year 3 students and 65% of Year 5 students have achieved at or above the expected standard in Mathematics.
- The School Level Report data suggests that on this performance, only the Year 5 Mathematics outcome is as good as students in similar schools achieved.

National Benchmarks

The following graphs show an outstanding result for Aberfeldie Primary School in national comparisons.

- All Year 3 students achieved at or above the National Benchmarks in Writing.
- Approximately 95% of Year 3 students achieved at or above the benchmark standards in Maths.
- 90% achieved at or above the benchmark standards in Reading.
- More than 90% of Year 5 students achieved this standard in the three areas assessed.
- Congratulations to the students and their teachers.



We have asked ourselves, "Why the difference between AIM and National Benchmarks in Year 5?" Available information suggests that the benchmarks set minimal standards only; AIM is based on VELs. VELs is an area for further investigation and implementation at Aberfeldie Primary School.

Student Pathways and Transitions

Goals

- ✕ To enhance student transition and learning opportunities for all students entering and leaving the school.
- ✕ To support students in their transition through "Stages of Learning" (between different sections of the school).

Targets

- All new students assessed on entry to school and appropriately placed in literacy and numeracy groups within the Early Years and Middle Years Stages of Learning.
- 80% student response 'Agree / Strongly Agree' in PoLT Attitudes to School Survey Principles of Learning and Teaching the following principles over the four year period:
 - Principle 1. The learning environment is supportive and productive.
In learning environments that reflect this principle the teacher:
 - 1.3 uses strategies that promote students' confidence and willingness to take risks with their learning.
 - 1.4 ensures each student experiences success through structured support, the valuing of effort, and recognition of their work.
 - Principle 2. The learning environment promotes independence, interdependence and self-motivation.
In learning environments that reflect this principle the teacher:
 - 2.1 encourages and supports students to take responsibility for their learning
 - Principle 5. Assessment practices are an integral part of teaching and learning.
In learning environments that reflect this principle the teacher:
 - 5.2 ensures that students receive frequent constructive feedback that supports further learning.

Aberfeldie has had a long-established program for pre-school students to make a smooth transition from kindergarten to school and a program to assist Year 6 students move to secondary school.

Successful strategies have included

- Secondary Schools Expo
- Open Days
- Transition Sessions
- Pre-school visits
- Orientation Program
- Involvement in "Readiness for School" parent evenings
- Buddies Program

Student Engagement and Wellbeing

Goals

- ✕ To improve safety, wellbeing and social competencies for all students.
- ✕ To provide engaging, rigorous, realistic and relevant learning challenges for all students.

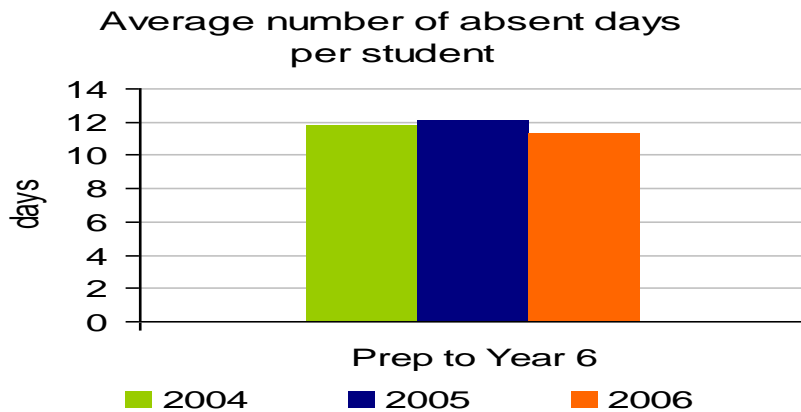
Targets

- Attitudes / PoLT survey responses to increase by at least 10% with the response to the 'High Expectations' variable to be at or above the 60th percentile over the four years.
- Improve the Staff Opinion Survey response to 'Effective Discipline' from 3.6 in 2004 to 4.5 over the four year period.
- Response to all variables on the Parent Opinion Survey to be at or above the benchmarks by 2008.

Average number of absent days per student

The following graph shows the number of absent days per student. Across the school each student averaged 11.6 days absent. In other schools, absence averaged 13.0 days per students. The data in the School Level Report indicates that with the exception of Year 4, all absences fell between the 25th and 75th percentiles.

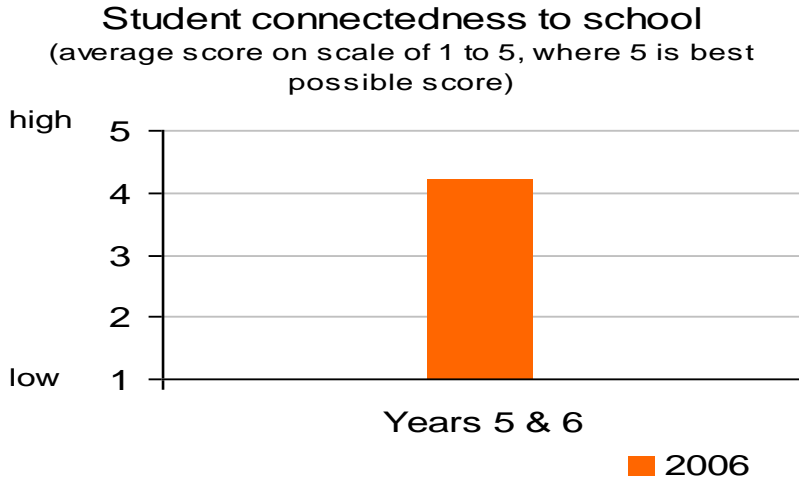
This continues the downward trend of the past few years and suggests that, with the exception of a small number of families, the strategies implemented by the school are having a positive effect.



Student Connectedness to School

Year 5 & 6 students were asked how much they agreed with these five statements

- I feel good about being a student at this school.
- I like school this year.
- I am happy to be at this school.
- I feel I belong at this school
- I look forward to going to school.



The above graph indicates that Year 5 & 6 students at Aberfeldie generally had a positive relationship with the school. This translates to 58% student affirmation and is rated as “effective”. 50% of students indicated that they were motivated to learn and were confident in their learning. The survey showed 69% of students felt little distress (negative feelings about school) with 58% indicating student morale was good.

School Plans and Future Directions

In order to continue to improve, Aberfeldie plans to

Student Learning

- ENHANCE TEACHING AND LEARNING ACROSS THE SCHOOL
 - Develop innovative teaching practices and curriculum programs to increase student competency in Reading and Writing (including Spelling)
 - Use of the Principles of Learning and Teaching (POLT) throughout the school
 - Implementation of Victorian Essential Learning Standards (VELS)
 - Develop a plan for moving towards accreditation as a school which has developed and sustained a performance and development culture (Blueprint Flagship Strategy 4)
 - Enhance assessment processes to include using assessment for learning, as learning and of learning; effective monitoring of student progress and consistency of teacher judgement
 - Examine and implement a range of strategies to support high achievers
 - Implement a range of Thinking Tools and strategies and develop high level questioning and thinking techniques across the school
 - Develop a set of resources, strategies, tools/programs to redress gender imbalance in reading, writing and mathematics achievement for boys

Engagement & Wellbeing

- REVIEW AND ENHANCE THE CURRENT APPROACH TO STUDENT SAFETY AND WELLBEING
 - Develop protocols and procedures
 - Review Student Code of Conduct
 - Embed Student Safety and Wellbeing into the curriculum
 - Develop Social Competencies through programs such as ‘You Can Do It’
 - Empowering Girls

Financial Performance

Financial Performance for the year ending 31 December, 2006	
Revenue	2006 Actual \$
DE&T Grants	44,427
Commonwealth Government Grants	7,098
State Government Grants	1,669
Other	25,481
Locally Raised Funds	99,885
Total Operating Revenue	178,583
Expenditure	
Salaries & Allowances	54,791
Bank Charges	442
Consumables	7,222
Books & Publications	803
Communication Costs	2,103
Equipment, Maintenance, Hire	3,874
Utilities	4,905
Property Services	23,772
Travel & Subsistence	Nil
Motor Vehicle Expenses	Nil
Administration	1,291
Health & Personal Development	50
Professional Development	4,796
Trading & Fundraising	32,199
Support / Service	9,516
Miscellaneous	39,363
Total Operating Expenditure	185,127
Net Operating Surplus or Deficit	-6544
Capital Expenditure	Nil

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

At the end of 2006, Aberfeldie had a bank balance of \$259,103. This was a combination of funds held in the High Yield Investment Account and the Official Account. Data shows that bank balances increased by \$47,413 from 2005.

The balance equalled \$683 per student. This was close to the average for primary schools across the state.

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Relieving Principal.

The Annual Report to the School Community for 2006 has been presented to and discussed with, School Council.