

2017 Annual Report to the School Community



School Name: Aberfeldie Primary School

School Number: 4220

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Aberfeldie Primary School is committed to providing a high quality education that will enable all students to achieve to the maximum of their potential and prepare them for positive futures. The school has an enrolment of 375 children with a staff of 30; which represents a continuation of a strong growth trend that has emerged over recent years. Our aim is to develop students who are confident and self-motivated; who demonstrate high standards of literacy and numeracy.

2017 saw an expansion of our ICT program to include a greater component of STEM (Science, Technology Engineering and Mathematics) to include digital aspects such as coding and robotics as well as non-digital design. The school offers an extensive range of specialist programs including Visual Arts, Instrumental Music, Physical Education and Japanese. In 2017 we saw a much greater access to the Performing Arts especially in the second half of the year. The Capital Works program which should be completed in 2018 will provide three additional flexible learning classrooms and a Visual Arts / Creativity Hub. This will provide a great learning environment in which we can embed the concepts of Critical and Creative Thinking across all curriculum areas.

Framework for Improving Student Outcomes (FISO)

There were three FISO priorities that were the focus of our Improvement Initiatives in 2017. Curriculum Planning and Assessment focussed largely on the development of a Guaranteed and Viable Curriculum in Writing and Numeracy. This was in many ways coupled to linking feedback to data very effectively. The next layer of work will be to build greater strength in Writing and Numeracy by developing our GVC for Reading and building teacher capacity to lead Professional Learning Communities. Empowering students and Building School Pride was also a focus area. As articulated in our Strategic Plan the first step was to develop a set of values, a vision statement and a set of School Wide Positive Behaviours (SWPB) for student's teachers and parents. SWPB were developed by key stakeholders for key stakeholders so the potential for buy in is very strong.

The Kids Matter Framework was the vehicle for Developing Expectations and Promoting Inclusion. The focus days were extremely successful centring on resilience and cultural identity. Some of the communications work has been implemented already in 2018

Achievement

In comparison with schools with similar students Aberfeldie demonstrated similar learning outcomes. The area of discrepancy was in Reading where the numbers of students in the top three bands was below expectations at both Grade 3 and Grade 5. There were some cohort factors that were identified as contributing to this result through examination of student movement and achievement data.

Although matching similar schools across Numeracy measures an opportunity to provide more individualised learning through differentiation was identified. This opportunity was made obvious by examining our growth data. Developing teacher capacity to use data to identify where students are and then enlisting the Numeracy continuum to identify the next challenge is clearly articulated in our 2018 Strategic Plan.

Our Writing Performance was quite encouraging in terms of Growth rates as we achieved 77% of students being represented in the Medium or High Growth categories. This may well have been attributed to the implementation of the 6 traits of writing program that gained momentum throughout 2017. The Annual Implementation Plan advocates the continuation of this work into 2018, Spelling growth was very encouraging with 82% of students achieving Medium or High growth.

Engagement

The attendance data for 2017 was almost identical to the four year averages with most grade levels demonstrating 93% attendance rate. This translates to around 14 days absence per student per year. There are however discrepancies in terms of some individuals who are absent to a far greater degree than that. The restructuring of the Leadership Team in 2018 will allow absences to be followed up with minimal delay. We would see a 94% attendance rate as a reasonable target for 2018.

Wellbeing

Our results for Sense of Connectedness and Management of Bullying were with the middle 60% of all Victorian Government Primary Schools and marginally below medians. In 2017 the focus was on setting whole school actions in train that would develop and identify whole school positive behaviours and activities to guide our work. In the 2018 Annual Implementation Plan this has been fine grained to establish a greater focus on specific strategies in Managing Bullying especially the Primary and Early Intervention Stages.

In a similar vein we would anticipate that a greater focus on Student Collaboration contained within the AIP as well as the development of STEM will give students opportunity to enhance this further.



For more detailed information regarding our school please visit our website at www.aberfeldieps.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.

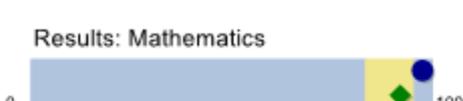
Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 373 students were enrolled at this school in 2017, 185 female and 188 male.</p> <p>10 percent were EAL (English as an Additional Language) students and 1 percent 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>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

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

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Higher</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:

Achievement	Student Outcomes	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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>68%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>42%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>61%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	68%	10%	Numeracy	33%	42%	24%	Writing	21%	52%	27%	Spelling	18%	61%	21%	Grammar and Punctuation	27%	52%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	93 %	94 %	91 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	93 %	94 %	91 %										



Performance Summary

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Wellbeing	Student Outcomes	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: 2017</p>	Similar
<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: 2017</p>	Similar

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)

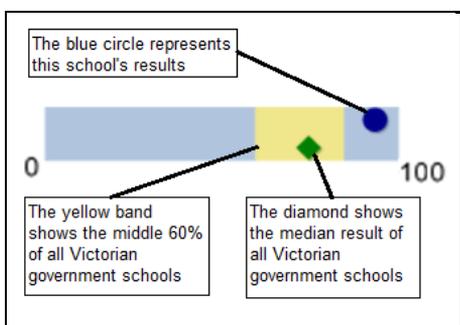
Engagement

- 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).

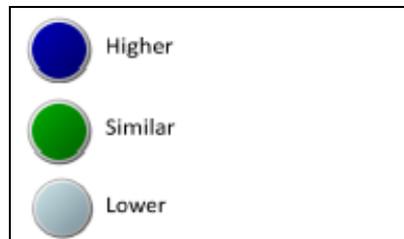


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

2017 saw a strong Financial Performance for the School. The surplus of \$187,000 will be required to supplement elements of our Capital Works Program as well as opportunities to enhance the grounds at the conclusion of that work. We were able to purchase our latest tranche of computers as to alleviate risk exposure over the next 3 years. Equity Funding contributed to the provision of support programs for Literacy in the P-2 area as well as point of need group staff across Grades 3-6.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,642,238	High Yield Investment Account	\$325,681
Government Provided DET Grants	\$386,407	Official Account	\$17,487
Revenue Other	\$11,812	Other Accounts	\$190,710
Locally Raised Funds	\$435,481	Total Funds Available	\$533,878
Total Operating Revenue	\$3,475,938		
Equity¹			
Equity (Social Disadvantage)	\$16,146		
Equity Total	\$16,146		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,527,419	Operating Reserve	\$120,693
Books & Publications	\$4,703	Capital - Buildings/Grounds incl SMS<12 months	\$188,000
Communication Costs	\$8,904	Maintenance - Buildings/Grounds incl SMS<12 months	\$110,413
Consumables	\$81,937	Revenue Received in Advance	\$57,085
Miscellaneous Expense ³	\$339,646	School Based Programs	\$36,709
Professional Development	\$4,703	DET Central Coordination	\$20,978
Property and Equipment Services	\$224,961	Total Financial Commitments	\$533,878
Salaries & Allowances ⁴	\$36,581		
Trading & Fundraising	\$27,507		
Utilities	\$32,129		
Total Operating Expenditure	\$3,288,489		
Net Operating Surplus/-Deficit	\$187,448		
Asset Acquisitions	\$36,580		

(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 05 March 2018 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.