

2018 Annual Report to The School Community



School Name: Aberfeldie Primary School (4220)



- 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 15 March 2019 at 12:18 PM by Heather Golder
(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 22 March 2019 at 07:47 AM by Rebecca Sobell
(School Council President)

About Our School

School context

Aberfeldie Primary School was built in 1925, it is a well-established school, located approximately 14km from Melbourne CBD, on 4.5 hectares and boasts several large playgrounds and courts to cater for all ages and school activities. The school has an enrolment of 386 children with a staff of 33 (includes Principal Class, teachers, ESS for student support and admiration).

Our School values of Inclusion, Innovation and Success and our School vision: “to see students succeeding academically, physically and socially supported by innovative teachers and an inclusive community”, were introduced at the beginning of 2018 after student, teacher and parent consultation in 2017. Our aim is to develop students who are confident and self-motivated and demonstrate high standards of literacy and numeracy. We encourage our students to be resilient, compassionate, adaptable and well-informed members of their community.

Our specialist programs include Arts, Physical Education and Japanese and Instrumental Music is offered. The school has had a recent remodel and Building Project with a new Art space, Library, flexible/multipurpose space and rooms for Music tuition and refurbishing of three classroom spaces. We have also been successful in receiving Department of Education Inclusion Grants which will redevelop a section of our grounds as well as providing some equipment for this area once it is completed. When this work is completed it will allow the school to develop a plan for further buildings and grounds work.

Framework for Improving Student Outcomes (FISO)

There were 2 key FISO priorities that were the focus of our Improvement Initiatives in 2018: Building practice excellence and Setting expectations and promoting inclusion. Building practice excellence had 3 Key Improvement Strategies of reviewing the Reading Program to ensure that it is aligned with best practice, specific focus on collaboration and differentiation as High Impact Teaching Strategies with an initial emphasis on Numeracy and to maintain and reinforce work done in 2017 to implement 6 traits of writing and develop a Writing Guaranteed Viable curriculum (GVC). A Reading GVC has been completed to assist with planning for ‘what is next’ for students. Classrooms have visible student goals and students collaborate with teachers to identify future goals. There is an agreed model of practice using the e5 instructional model. The planning of Numeracy allows for differentiation and collaboration with improvement in student data. 6+1 Traits of Writing has been embedded into the teaching of writing through a GVC, writing rubrics, teacher moderation across the year and planners explicitly demonstrate what trait is being focused on.

Setting expectations and promoting inclusion had 3 Key Improvement Strategies of introducing the new School Values, Mission Statement and Positive Behaviours, refine protocols for students to inform staff of incidents of bullying and redefining the roles of Senior Leadership to enable greater focus on supporting High Need Students. Students understand and can identify what a positive behaviour is, they understand the steps they need to take when they are experiencing unacceptable and bullying behaviours and use the correct language when discussing behaviour with staff. The realignment of roles in the Leadership allowed for greater focus on specifics and this enabled students and staff to focus on lessons with rigor, and high need students demonstrated more engagement in classroom programs due to targeted strategies and upskilling of ES staff to work with and support these students.

Achievement

In 2018 students at Aberfeldie demonstrated similar learning outcomes in reading from Prep/Foundation to 6 compared to similar schools based on teacher judgement. In Mathematics, teachers judged our students as higher in relation to similar schools from Prep/Foundation to 6.

Year 3 NAPLAN data showed similar outcomes compared to similar schools, results also indicate that our students are above state schools in both mathematics and reading. Our Year 5 NAPLAN data in the top 3 bands is similar to matched schools in reading and numeracy. When compared to state, Aberfeldie Primary School students are above standard.

A number of initiatives may lay claim to strong results. A focus on building teacher capacity in key strategies such as differentiation of the curriculum, target teaching cohorts based on data evidence and a strong focus through the year on developing teacher understanding of mathematics and literacy through a strong Professional Development program. Providing support in Year 3 & Year 5 was a priority by having targeted resourcing such as key texts as well as having an extra teacher supporting students and teachers with learning. The introduction of a reading support program in Year 1 and 2 in the past two years to support students well below in benchmarks, may also have contributed to our strong results.

Aberfeldie scored excellent numeracy results in 2018 and the challenge is to continue the growth at varying levels. The school has implemented a School Improvement Team to ensure consistency in curriculum delivery is optimised. A commitment to developing high performing teams through the Professional Learning Communities program is a priority in 2019. Continued work on refining and exploring differentiated high engaging activities in numeracy, in particular, Measurement and Geometry is also a focus as analysis of NAPLAN Data showed some low results in this area. The work put into the reading and writing curriculum will continue to be a strong focus also.

Engagement

The attendance data continues to be consistent with previous years with most year levels achieving 93% attendance. The new DET guidelines introduced in 2018 Term 3, have made significant progress with parent notification of absences and possibly the refining of the reasons for absences; it is noteworthy to mention that there are less medical reasons in 2018 than previous years however more illness reasons than previous years. Extended or family holidays also represent a high percentage of absences across the school. The school uses electronic methods of roll marking and parents can also use electronic means of notification.

Wellbeing

Sense of Connectedness and Management of Bullying has been a continuous focus for the school. The overall data in both of these areas has remained consistent with 2017. When we look closer at some of the questions of managing bullying we can see there has been improvement: Bullying data: 2017 I have been bullied this term – 30%, 2018 I have been bullied this term – 17%. This possibly indicates the work around understanding and reporting of incidents before they get to bullying may have moved this % into a downward trend. Across the whole school the “Smiles at Playtime” process has supported students with reporting and discussing incidents when in their infancy, in a timely manner and in turn has reassured students that incidents have been addressed. The school has continued to develop student voice through the annual Resilience Group planning and implementing a whole school focus on a specific area; in 2018 the focus was ‘Your Future Self’ which involved students, teachers and parents all participating in a celebratory day of the work and activities completed across the preceding weeks.

Financial performance and position

Aberfeldie Primary School ended 2018 in a surplus financial position. This was an excellent result given higher than normal expenses during the year related to our building refurbishments, which were concluded in December 2018. Our locally raised funds continue to make a large proportion of the schools income. These funds include income from levies, donations, fundraising events and hire of our facilities outside of school hours, in support of our local community. We gratefully acknowledge the contribution of our very supportive school community, their financial support continues to assist in funding the delivery of our strategic plan in areas of student learning, engagement & wellbeing, numeracy, literacy and e-learning providing a wonderful learning environment to our current and future students. In addition these funds also provide the ability to enhance our amenities in areas that would not be covered by government funding alone.

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

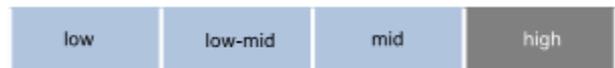
Enrolment Profile

A total of 376 students were enrolled at this school in 2018, 182 female and 194 male.

15 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.



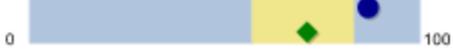
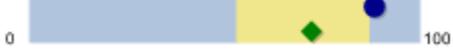
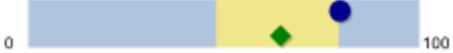
Performance Summary

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> Similar</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</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 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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>47%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>49%</td> <td>46%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>54%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>54%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	44%	32%	Numeracy	18%	47%	35%	Writing	6%	49%	46%	Spelling	9%	54%	37%	Grammar and Punctuation	26%	54%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 999"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	93 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	93 %	92 %	91 %										

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:

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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</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, 2018

Revenue	Actual
Student Resource Package	\$2,837,988
Government Provided DET Grants	\$433,938
Revenue Other	\$28,685
Locally Raised Funds	\$460,050
Total Operating Revenue	\$3,760,661

Equity ¹	
Equity (Social Disadvantage)	\$13,998
Equity Total	\$13,998

Expenditure	
Student Resource Package ²	\$2,678,934
Books & Publications	\$3,100
Communication Costs	\$8,242
Consumables	\$76,769
Miscellaneous Expense ³	\$425,018
Professional Development	\$8,283
Property and Equipment Services	\$163,235
Salaries & Allowances ⁴	\$69,024
Trading & Fundraising	\$40,905
Utilities	\$29,814
Total Operating Expenditure	\$3,503,323
Net Operating Surplus/-Deficit	\$257,337
Asset Acquisitions	\$9,700

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$396,485
Official Account	\$20,243
Other Accounts	\$205,016
Total Funds Available	\$621,743

Financial Commitments	
Operating Reserve	\$126,886
Other Recurrent Expenditure	\$7,076
Funds Received in Advance	\$69,838
School Based Programs	\$43,309
Funds for Committees/Shared Arrangements	\$27,665
Asset/Equipment Replacement < 12 months	\$90,000
Capital - Buildings/Grounds < 12 months	\$85,000
Capital - Buildings/Grounds > 12 months	\$171,968
Total Financial Commitments	\$621,743

- (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 15 March 2019 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).

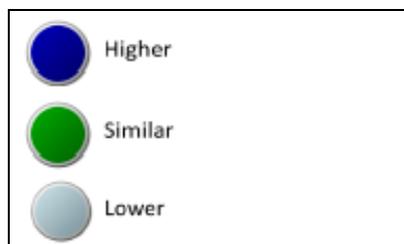


What does *School Comparison* refer to?

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 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*' 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').