

2019 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 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 10 March 2020 at 12:25 PM by Nathan Gage (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 29 March 2020 at 03:09 PM by Rebecca Sobell (School Council President)

About Our School

School context

Aberfeldie Primary School was built in 1925 in a period of prosperity just after the Great War. It is a well-established, residential area in which many residents are third or fourth generation local families. The enrolment is currently around 396, with 34 staff. The majority of students are from English speaking backgrounds, with increasing numbers of students enrolling from other countries. The schools cultural mix has become more diverse with approximately ten percent of students coming from a family where one or more parent speaks a language other than English.

The school is located on 4.5 hectares and boasts several large playgrounds and courts to cater for all ages and school activities. Facilities also include a Gymnasium, Library and outside performance space. At the end of 2019, we officially opened the Joan Kirner Arts and Creativity Hub, which was recent remodel and Building Project with a new Art space, Library, flexible/multipurpose space and rooms for music tuition. The works also the the refurbishment of three existing classroom spaces. 2019 also saw the utilisation of the Inclusive School Grant to create a passive learning and sensory garden space, on the eastern end of the school.

The school provides a balanced, comprehensive and challenging curriculum with a focus on developing sound skills in literacy and numeracy. The Victorian curriculum framework is the foundation for our teaching and assessment. Highly effectively teams use the Professional Learning Community (PLC) model, which is data driven to ensure research based teaching practices are implemented. 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.

Specialist programs include Physical Education, Languages (Japanese) and Arts. Student well-being programs are offered across the school to ensure that curriculum and welfare are integrally linked. We aim to nurture our students so that they become resilient, compassionate, adaptable and well-informed members of their community through the school's Values of 'Inclusion, Innovation and Success' and School Vision of: "to see students succeeding academically, physically and socially supported by innovative teachers and an inclusive community"

Aberfeldie Primary is committed to preparing students for the future and has actively promoted the use of technology as a learning tool across all curriculum areas. Year 3 – 6 students have their own iPads and they are integrated across all learning areas to support student learning. The school also has sets of laptops and invests heavily in iPads for student use across the whole school, as well as ensuring that all classrooms have access to interactive televisions.

Framework for Improving Student Outcomes (FISO)

In 2019, Excellence in Teaching and Learning, together with Positive Climate for Learning were our FISO Priority Areas of focus across our two Annual Implementation Goals.

Our first goal was to ensure that more students excel in English and Mathematics. This goal had a specific focus on Reading and contained three FISO dimensions across three Key Improvement Strategies: Curriculum Planning and Assessment; Building Practice Excellence; and Intellectual Engagement and Self-Awareness. Our engagement in the Professional Learning Community (PLC) initiative increased, with teams working collaboratively on pedagogical inquiries, focussed on reading and the reading workshop. Significant work was spent inquiring into the high impact approaches to reading including; independent reading, guided reading and reader's notebook. Teachers applied the learning, from the PLC inquires, to the teaching and learning programs, as well as producing an updated Aberfeldie Primary School Instructional Model.

Our second goal was to develop engaged, connected and empowered students who make positive contributions to the development of the whole school community. Within this goal, Empowering Students and Building School Pride was the FISO dimension in focus. Student voice and agency was a developing focus for 2019. With the Aberfeldie Primary School student leadership body enhancing, with the Junior School Council processes and routines becoming more

formal and inclusive, to ensure more students are able to contribute. Student led three-way conferences continued to feature in years five and six. Furthermore, student learning goals became a more collaborative process between teacher and student, communication and visibility of these goals being shared with parents more frequently.

Achievement

Following a significant focus on reading through the PLC initiative, Aberfeldie observed significantly positive results for learning gains in reading. We had 51% of students achieve above benchmark growth in reading at year five, compared to the 23% of similar schools. We saw 47% of students experience high growth in year 5 for reading, compared to the 25% of similar schools. Students working in the Top three bands in reading at year five was slightly above that of similar schools, however below similar schools in year three.

Similarly, positive results were observed in numeracy. With 48% of year 5 students had shown high growth, compared to 22% at similar schools. In the Top three bands, our year three students were slightly below that of similar schools. However, our year five students were significantly above that of similar schools.

Our focus on the PLC initiative and reading will continue into 2020. With an emphasis on how we are building rigorous assessment practices and feedback that informs teaching and learning. Our teams will be learning how to utilise evidence-based strategies to drive professional practice improvement and explore how we can utilise time for deeper levels of teacher collaboration. We also aim to focus on the development of middle level PLC leaders, whilst creating Learning Specialist roles to support the ongoing professional learning of teachers through explicit observation, feedback and modelling. Our teaching and leadership teams will also continue to strengthen networks and communities of practice to strengthen collaborative practices and impact on student achievement.

Engagement

Attendance data for Aberfeldie Primary remains consistent to previous years, decreasing by less than half a percent. Teachers continue to utilise the electronic roll marking system and parents are notifying of absences electronically more frequently.

The average number of absent days was slightly up on our four year average of 13.6, at 14.7 days. This result is consistent with that of similar schools. Our attendance rate is maintained and consistent across year levels, ranging from 91-93%. Unapproved absences reduced to 0.9 in 2019, with greater notification being received from parents. 22% of students, from across the school had 20 or more absent days in 2019. With extended family holidays, again, being attributed to many of these absences.

Wellbeing

Sense of Connectedness and Management of Bullying has been a continuous focus for the school. The percentage endorsement for these categories, in the student attitude to school survey, was above that of similar schools. With students reporting significantly higher results than similar schools, for Sense of Connectedness. Which was at 89%, compared to 78% for similar schools.

Across the whole school, improved yard supervision processes have 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 increased utilisation of Compass to record and manage incidents means that challenges in the yard were addressed in a timely manner. Our Resilience Group planning and implementing a whole school focus on a specific area; in 2018 the focus was: 'Make a difference day'. Which focussed on kindness, gratitude and making a difference in people's lives the initiative involved students, teachers and parents all participating in a celebratory day of the work and activities completed across the preceding weeks. A renewed focus was placed on the Junior School Council in 2019, with increased levels of responsibility and accountability be implemented. For example, formal meetings and agendas, as well as specific actions and outcomes the groups were responsible for.

Work will continue through 2020, with a significant focus and investment into the development of student voice and agency.

Financial performance and position

Aberfeldie Primary School ended 2019 with a net operating surplus of just over half a million dollars. Some of this can be attributed to not having a substantive principal in the role for most of the year, alongside quality fiscal management. 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. The current financial position of the school is extremely positive and enables significant opportunities to invest into the enhancement of our learning environments, including investment into niche learning opportunities for our students and upgrading of our gardens, buildings and grounds.

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 386 students were enrolled at this school in 2019, 192 female and 194 male.

16 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	73.9	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.3	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.8	89.7	81.7	95.0	Similar
Mathematics	91.9	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.3	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	69.7	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	89.4	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	80.9	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	77.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	78.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	71.4	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	4.4	48.9	46.7
Numeracy	0.0	52.3	47.7
Writing	6.8	45.5	47.7
Spelling	15.9	52.3	31.8
Grammar and Punctuation	25.0	40.9	34.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.7	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	13.6	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	93	93	92	93	93	91

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.6	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	82.9	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	83.7	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	80.7	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,170,218
Government Provided DET Grants	\$426,084
Government Grants Commonwealth	\$2,100
Government Grants State	\$0
Revenue Other	\$139,204
Locally Raised Funds	\$455,430
Capital Grants	\$0
Total Operating Revenue	\$4,193,036

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,181
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,181

Expenditure	Actual
Student Resource Package ²	\$2,824,902
Adjustments	\$0
Books & Publications	\$11,939
Communication Costs	\$7,870
Consumables	\$70,189
Miscellaneous Expense ³	\$402,741
Professional Development	\$3,077
Property and Equipment Services	\$278,034
Salaries & Allowances ⁴	\$37,230
Trading & Fundraising	\$25,717
Travel & Subsistence	\$0
Utilities	\$29,494
Total Operating Expenditure	\$3,691,191
Net Operating Surplus/-Deficit	\$501,845
Asset Acquisitions	\$115,787

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$611,251
Official Account	\$9,726
Other Accounts	\$29,975
Total Funds Available	\$650,953

Financial Commitments	Actual
Operating Reserve	\$124,162
Other Recurrent Expenditure	\$3,300
Provision Accounts	\$0
Funds Received in Advance	\$55,632
School Based Programs	\$46,975
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,472
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$68,000
Capital - Buildings/Grounds < 12 months	\$110,412
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$220,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$650,953

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').