

2021 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 2021 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 29 April 2022 at 09:17 PM by Nathan Gage (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 30 April 2022 at 03:20 PM by Trent Danaher (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Aberfeldie Primary School is situated in a well-established, residential area in Moonee Valley, of which, many residents are third or even fourth generation Aberfeldie Primary School families. We aim to extend our students so that they become resilient, compassionate, adaptable and well-informed members of their community by living the school's Values of Inclusion, Innovation and Success. Our School Vision is to see all students succeeding academically, physically and socially; supported by innovative teachers and an inclusive community.

In 2021, the enrolment was 377, with 178 females and 199 males. The school is made up of four cohorts; Foundation, Year One/Two, Year Three/Four and Year Five/Six. The majority of students are from English speaking backgrounds, with 15 percent of students having English as an additional language and 1 percent Aboriginal and Torres Strait Islander. The school's SFOE is 0.1874. The staffing profile is made up of the Principal, one Assistant Principal (0.9FTE), two Learning Specialists, five professional learning community leaders, 26 teachers (including 2 tutors) (22.9 EFT), 8 Education Support Staff (including 2 administration) (4.63 FTE), and a Business Manager (0.8 FTE). We do not have any staff that identify as Aboriginal and Torres Strait Islander.

Aberfeldie Primary 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, outside performance space, food garden and inclusion play space. Further to this, the Joan Kirner Arts and Creativity Hub, officially opened towards the end of 2019, consists of an Art space, Library, STEM learning space and rooms for music tuition.

The school provides a balanced, comprehensive and challenging curriculum for all students, with a focus on developing sound skills in literacy and numeracy. The Victorian Curriculum Framework is the foundation for our teaching and assessment. Aberfeldie Primary School utilises the Professional Learning Community (PLC) model, which is data driven to ensure research based teaching practices are implemented. 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.

Framework for Improving Student Outcomes (FISO)

In 2021, Aberfeldie Primary School's AIP focused on implementation of Key Improvement Strategies (KIS) related to:

- Learning, catch-up and extension priority
- Happy, active and healthy kids priority
- Connected schools priority.

To support implementation of these KIS, the roles of leadership was constructed in a way that supported the leading of initiatives to achieve strategic goals. Our Assistant Principal's work established and worked with the Wellbeing and Engagement Team to continue supporting the wellbeing needs of all students, as well as lead professional learning for student voice and agency. Our Learning Specialists were supported to lead the design of our tutor learning program and improve practice of our professional learning communities, through the leadership coaching of our PLC leaders. Strong results in the School Staff Survey for School Leadership and Professional Learning showed clear evidence of their impact, with additional evidence gathered through curriculum audits and learning walks, highlighting the improved impact of our middle leaders and quality of curriculum design to meet the needs of students. This showed positive changes in teacher practice and student learning outcomes.

Key actions and milestones across 2021 included:

- designing and establishing the tutor learning program
- building the leadership capacity of our middle level leaders
- embedding the literacy workshop model and build associated curriculum knowledge in literacy
- build upon the student wellbeing and engagement team
- establish clear and strategic methods of communication with our parents/carers and the community

In 2022, our energy will be directed into the Key Improvement Strategies relating to:

- Building practice excellence
 - Embedding intellectual engagement and self-awareness
 - Developing a whole school approach to wellbeing
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Achievement

In 2021 the school continued worked on the statewide priorities goal of learning, catch up and extension.

Aberfeldie Primary School maintained strong achievement in English and Mathematics through the teacher judgement of student achievement. In 2021, 92.8% of students are working at or above age expected standards for English, with 90.1% in Mathematics. Strong growth in reading was seen, with over half of our students experiencing above expected growth, despite spending significant time in remote learning throughout the year. With 97% of students achieved at, or above expected growth for Reading, 87% in Writing and 84% in Number and Algebra. The remote and flexible learning periods through 2021 provided a range of opportunities for staff to explore and consider alternative ways to differentiate and meet the needs of students. Staff began to refine practice and incorporate more targeted teaching through small group differentiation in reading, writing and numeracy. With the effect of these improvements being seen at the end of the year through the 12 month learning growth data. The utilisation of online platforms (Google Classroom and Class Dojo) offered innovative ways for us to capture evidence of student learning and modify the ways in which the curriculum can be delivered. In 2022, we will explore how we can continue to maximise the use of online platforms to enhance the learning in all year levels.

The year three NAPLAN results remained strong across Reading and Numeracy for students working in the top three bands. However, clear opportunities for improvement can be observed for the year five data. With students working in the top three bands being substantially lower than our four year average. These lower than expected results were also reflected in the learning gain from our year five students, with high percentages of low learning gain. Targeted and specific work on building practice excellence in 2022, including maximising the quality of differentiation across literacy and numeracy, will contribute to enhancing the impact of teaching and learning through the return to full-time face-to-face instruction.

Of the 55 students, in years 3-6, who engaged in the Tutor Learning Initiative (TLI), 76% experienced high learning growth across reading - with growth ranging from 1.5-2 years in twelve months. A range of literacy supports in the classrooms and withdrawal groups were utilised in 2021 with positive success. In 2022, the TLI will be further refined and targeted to have a greater impact in more succinct cycles of engagement. This will include a targeted focus on the needs of our early years students. Further to this, Individual Education Plans (IEP) will be developed and shared with parents/carers earlier in term one, to ensure that the needs of more students are catered for as early as possible within the classroom. This will include students requiring both additional support and extension.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Aberfeldie Primary School worked to ensure that students are engaged and connected to their school. To support student engagement during the transitions to and from onsite learning, our school placed significant emphasis on the establishment of familiar routines in the learning environments and differentiated instruction.

Our strong results for engagement were maintained through 2021 across measures of Connectedness and Inclusion in the Attitudes to School Survey highlights our impact in maintaining engagement.

In 2021, Aberfeldie Primary School continued to work with families to ensure students were at school and learning during onsite instruction. We monitored attendance and engagement extremely closely through 2021. The number of

students who accessed onsite learning through the periods of remote and flexible learning was agile to meet the range of needs that families and students were experiencing across the year. Our wellbeing and engagement team worked closely with families and our regional team to support chronic absences and return to school processes. Attendance data remained strong for 2021 with an average absence of 12 days and attendance at 92% or higher for all year levels.

Through 2021, Aberfeldie Primary School collected a range of feedback from families to support and reflections for improvements for remote learning. From a parent/carer feedback survey on Remote & Flexible Learning, the following evidence was collected from 117 parents/carers who responded to the survey:

-93% of families agreed that there has been clear communication about remote and flexible learning

-95% of families agreed that they have access to the teacher when needed

-97% of families agreed that they feel comfortable reaching out to the teacher for support

-95% of families agreed that they know how to get support from the school when needed

In 2022, we will be working to further develop our connection with families that is focussed on supporting the engagement of all students. This will occur through review of current and embedding the use of a digital learning platform that ensures parents/carers are connected to the learning that is occurring in class and can effectively communicate with teachers. Further to this, the early development of Individual Education Plans (IEPs) for students requiring extension or support, will work to maximise targeted learning and promote enhanced engagement for all students. Our focus into the embedding intellectual engagement and self-awareness will drive agency in learning and enhance the specificity and impact of student learning.

Wellbeing

Aberfeldie has continued to have significant impact in student wellbeing over the past two years, and this is reflected in ongoing strong results in our Attitudes to School survey results.

In 2021 results in all areas of AToSS remained strong and in line with our four year average. Student Sense of Connectedness was at 78.9% positive endorsement, with 78.7% positive endorsement for Management of Bullying.

Throughout 2021, professional learning for staff was tailored to supporting students during crisis with a focus on three key areas: fostering peer interaction, collaboration & relationships, helping students sustain learning & experience accomplishment, and the explicit teaching of the social and emotional skills. A change in teacher mindset and practice was observed remote learning periods, where a range of techniques and strategies were used to ensure the safety, health and wellbeing of students. Through locally collected data, 82% of teachers and 75% of parents/carers reported that this had an observable positive impact on student learning and wellbeing in 2021.

Learning to support the resilience and wellbeing of our students was provided to our parents, the school invested in and set up an evening with an expert consultant who presented on 'building resilience in children'. This session was well received by our parents/carers and further learning sessions for families will be created in 2022.

In 2022, we will begin to synthesise and consolidate the range of learning and initiatives we have for wellbeing to begin developing a whole school approach and model to wellbeing at Aberfeldie Primary School.

Finance performance and position

Aberfeldie Primary School maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2020 Annual Implementation Plan and plans to navigate through periods of remote and flexible learning, provided the framework for targeted allocation of funds to support school programs and priorities that focussed on learning and wellbeing.

The Financial Performance and Position report shows an end of year surplus of \$282,755. Despite observing a decline in voluntary contributions from parents/carers in 2021, our locally raised funds continue to make a large proportion of the schools income. The locally raised funds include income from voluntary contributions, 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 resources and our learning environments, including investment 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 Performance Summary for government schools 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

Enrolment Profile

A total of 377 students were enrolled at this school in 2021, 178 female and 199 male.

15 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).

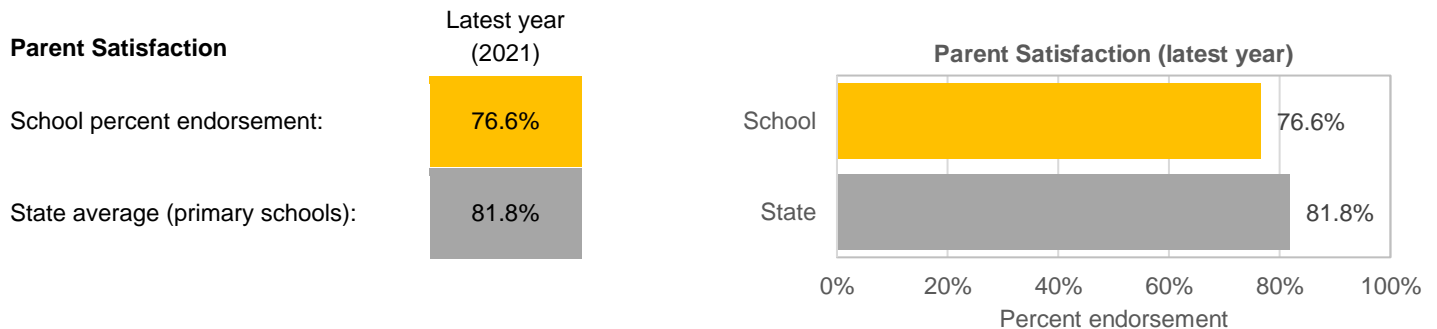
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

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.

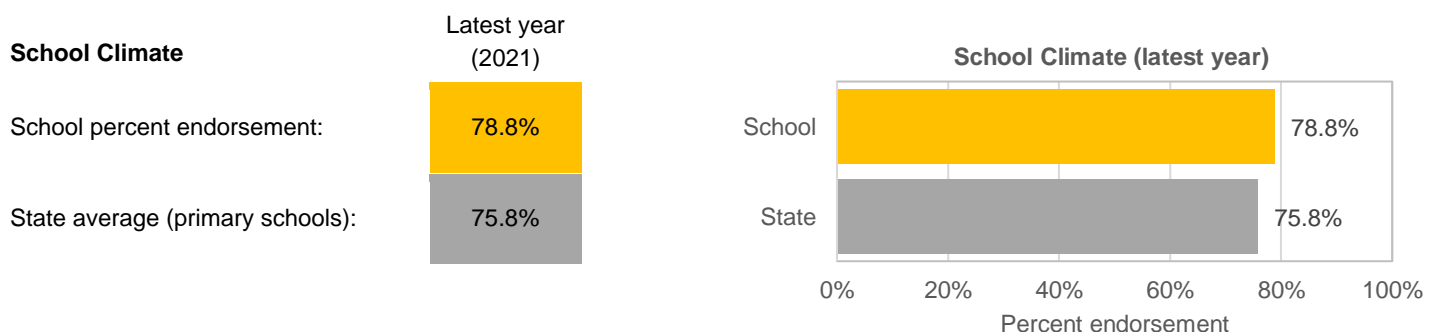


School Staff Survey

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.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

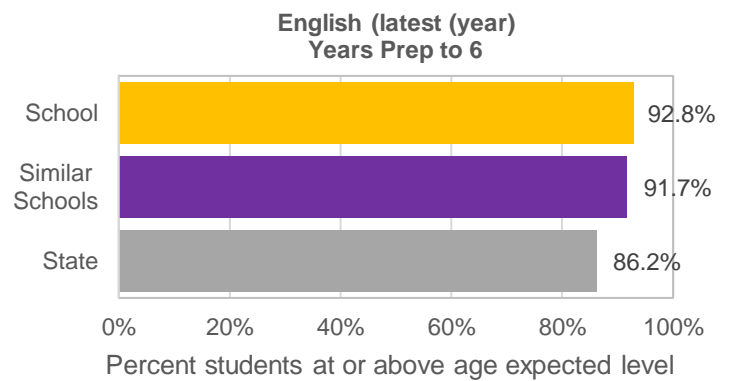
92.8%

Similar Schools average:

91.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

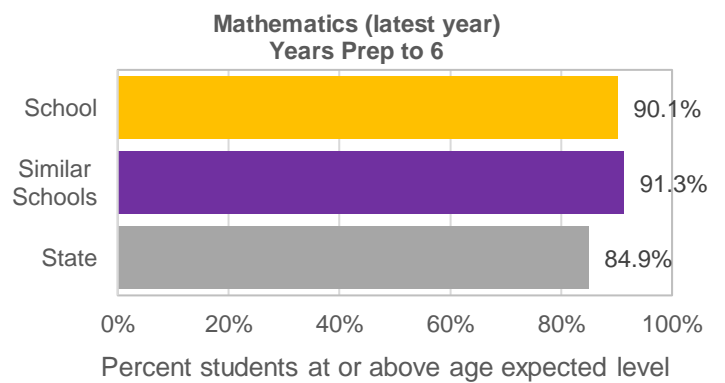
90.1%

Similar Schools average:

91.3%

State average:

84.9%



ACHIEVEMENT (continued)

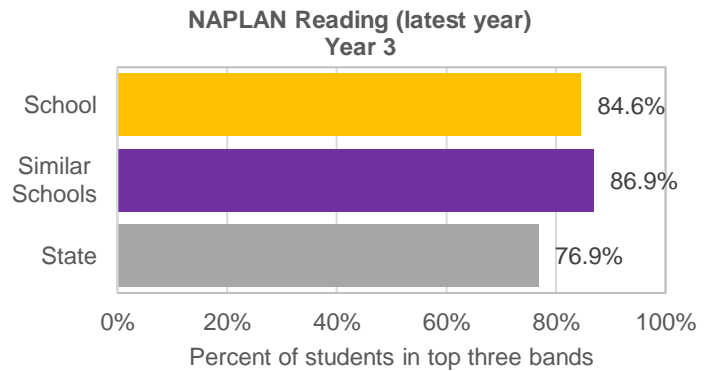
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

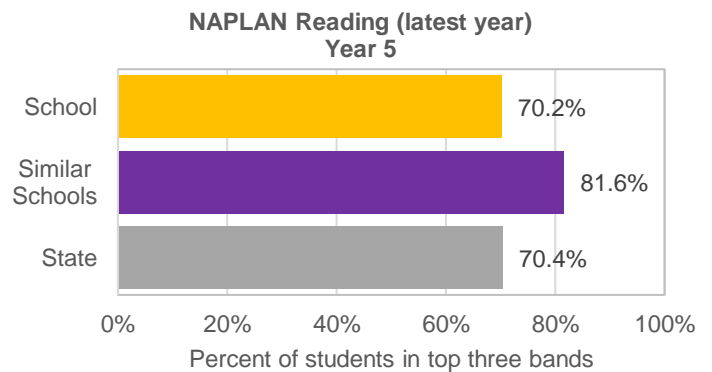
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

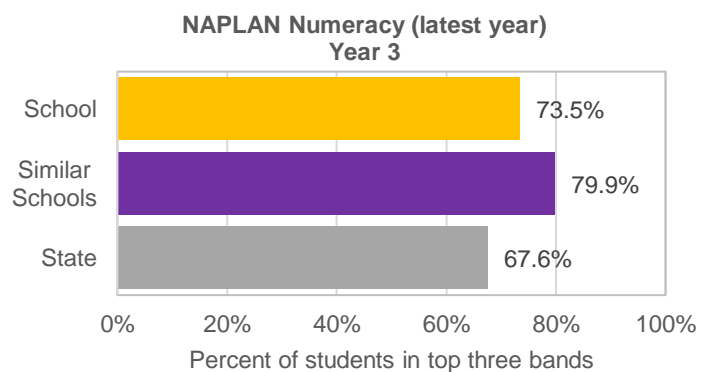
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	85.3%
Similar Schools average:	86.9%	86.6%
State average:	76.9%	76.5%



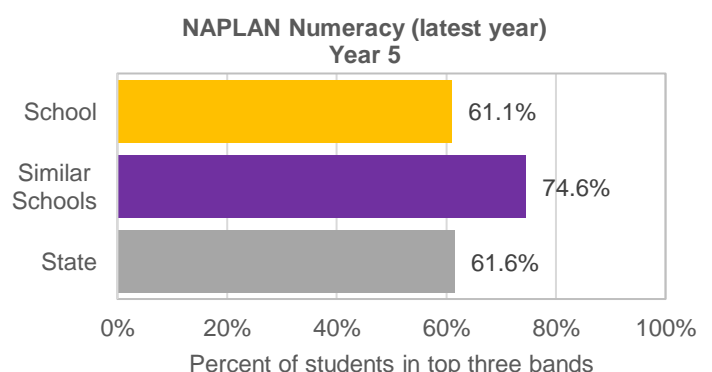
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	70.2%	79.2%
Similar Schools average:	81.6%	80.8%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	73.5%	76.6%
Similar Schools average:	79.9%	81.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	61.1%	70.4%
Similar Schools average:	74.6%	73.6%
State average:	61.6%	60.0%



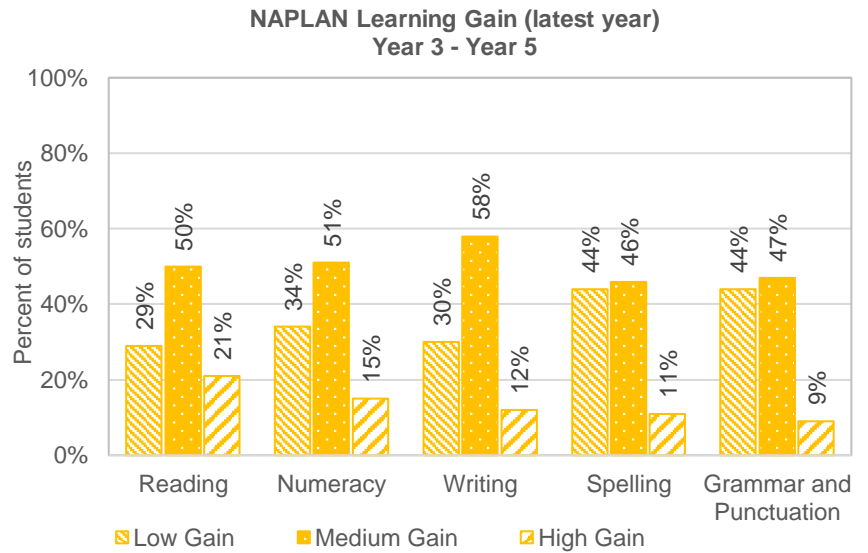
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	29%	50%	21%	28%
Numeracy:	34%	51%	15%	25%
Writing:	30%	58%	12%	28%
Spelling:	44%	46%	11%	27%
Grammar and Punctuation:	44%	47%	9%	28%



ENGAGEMENT

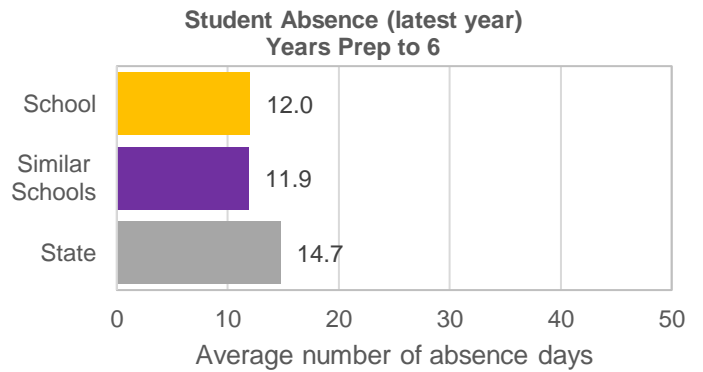
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	12.0	12.8
Similar Schools average:	11.9	12.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	94%	94%	95%	96%	93%	94%

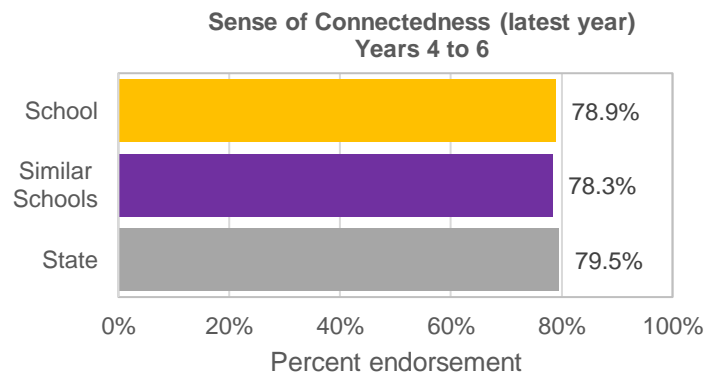
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.9%	82.7%
Similar Schools average:	78.3%	78.5%
State average:	79.5%	80.4%

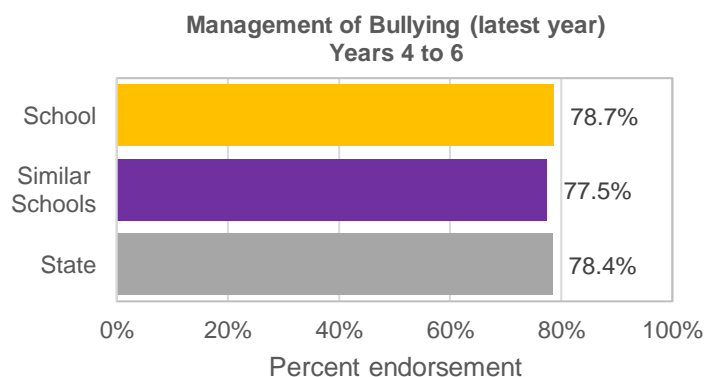


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.7%	80.5%
Similar Schools average:	77.5%	77.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,366,612
Government Provided DET Grants	\$321,960
Government Grants Commonwealth	\$7,600
Government Grants State	\$5,000
Revenue Other	\$8,498
Locally Raised Funds	\$268,667
Capital Grants	\$0
Total Operating Revenue	\$3,978,337

Equity ¹	Actual
Equity (Social Disadvantage)	\$21,877
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$21,877

Expenditure	Actual
Student Resource Package ²	\$3,138,232
Adjustments	\$0
Books & Publications	\$3,213
Camps/Excursions/Activities	\$40,501
Communication Costs	\$5,038
Consumables	\$71,920
Miscellaneous Expense ³	\$21,311
Professional Development	\$4,479
Equipment/Maintenance/Hire	\$15,736
Property Services	\$130,012
Salaries & Allowances ⁴	\$32,305
Support Services	\$190,757
Trading & Fundraising	\$12,933
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,145
Total Operating Expenditure	\$3,695,581
Net Operating Surplus/-Deficit	\$282,755
Asset Acquisitions	\$60,579

- (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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$574,717
Official Account	\$21,579
Other Accounts	\$33,854
Total Funds Available	\$630,151

Financial Commitments	Actual
Operating Reserve	\$72,869
Other Recurrent Expenditure	\$11,823
Provision Accounts	\$0
Funds Received in Advance	\$133,221
School Based Programs	\$47,773
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,752
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$230,853
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$663,292

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.