

2022 Annual Report to the School Community

School Name: Aberfeldie Primary School (4220)



Aberfeldie
Primary
School

- 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 of the previous calendar year 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 02 May 2023 at 09:46 AM by Nathan Gage (Principal)

- This 2022 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 02 May 2023 at 10:51 AM by Rebecca Sobell (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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.

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results.
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results.
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 2022, the enrolment was 367, with 184 females and 183 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 16 percent of students having English as an additional language and 1 percent Aboriginal and Torres Strait Islander. The school's SFOE is 0.1870. The staffing profile is made up of the Principal, one Assistant Principal, two Learning Specialists, five professional learning community leaders, 21 teachers (including 2 tutors), 10 Education Support Staff (including 2 administration), and a Business Manager.

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, consists of an Art space, Library, STEM learning space and rooms for music tuition. The school provides a structured, comprehensive and challenging curriculum for all students, with a focus on developing skills in literacy and numeracy. Aberfeldie Primary School utilises the Professional Learning Community (PLC) model, which driven by evidence to ensure research-based teaching practices are maximising student achievement. Specialist programs include Physical Education, Languages (Japanese) and Arts. Learning and wellbeing continue to be a strength and strong focus at Aberfeldie, with targeted learning occurring across the school drawn from the Smiling Mind Mindfulness and Rights Resilience and Respectful Relationships curriculum.

Progress towards strategic goals, student outcomes and student engagement

Learning

Aberfeldie Primary School maintained strong achievement in English and Mathematics as measured by the teacher judgement of student achievement. In 2022, 93% of students are working at or above age expected standards for English, with 91% in Mathematics. Upon drilling deeper in to these results, it was seen that 94% of students achieved at, or above expected growth for Reading, 88% in Writing and 89% in Number and Algebra.

The results in NAPLAN were also strong across reading and numeracy in 2022, across both year three and five. It was seen that 92.3% of students in year three and 92.2% of students in year five achieved in the top three bands for reading. In numeracy, 79% of students in year three and 71% of students in year five achieving results in the top two bands. These results exceed our Strategic Plan targets of 70% for year three and 60% in year five. In Numeracy, 82.4% of students in year three and 74.5% of students in year five achieved results in the top three bands. With 47% of students in year three and five achieved results in the top two bands for Numeracy, slightly off our Strategic Plan Target of 55% for both cohorts. For the year five data in particular, this is a significant improvement from results observed in 2021. With some of this success attributed to the targeted and specific work on building practice excellence in 2022, including maximising the quality of differentiation across literacy and numeracy in the years' three to six cohorts.

Throughout 2022, the TLI was further refined and targeted to have a greater impact in more succinct cycles of engagement. This included a targeted focus on the needs of our early years students and was aligned to the evidence base of the science of language and reading. Of the 55 students, in years 3-6, who engaged in the Tutor Learning Initiative (TLI), 76% experienced high earning 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 2022 with positive success. Further to this, Individual Education Plans (IEP) were 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 included 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.

Wellbeing

Aberfeldie has continued to have significant impact in student wellbeing, and this is reflected in the consistent results in our Attitudes to School survey results. In 2022 results in all areas of AToSS remained strong, albeit slightly lower than our four-year average. Student Sense of Connectedness was at 76.5% positive endorsement, with 74.4% positive endorsement for Management of Bullying. An increase in the percentage of students reporting normal or high resilience increase by 5% from 2021 to 2022 and emotional awareness and regulation results were maintained. Throughout 2022, professional learning for staff was designed to enhance the quality of curriculum to build student wellbeing outcomes and strengthen expectations for predictable routines. This included the introduction and implementation of the Smiling Mind Mindfulness Curriculum that worked alongside the RRRR curriculum, with its early foci around emotional literacy and help seeking, and visible routines and processes in the learning spaces.

Learning to support the resilience and wellbeing of our students was provided to our parents and carers, 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 continue into the future. In 2023, learning around mindfulness, aligned to the Smiling Mind Curriculum alongside other parent/carer learning opportunities will be explored.

In 2022, we began synthesising and consolidating the range of learning and initiatives we have for wellbeing to begin developing a consistent, whole school approach and model to wellbeing at Aberfeldie Primary School. Moving into 2023, a number of initiatives will be commenced that will further strengthen our impact on wellbeing outcomes. Our school will engage in the School Wide Positive Behaviour Support Initiative and roll out the Disability Inclusion Initiative in 2023, further enhancing our capacity.

Engagement

Aberfeldie Primary School worked to ensure that students were engaged and connected to their school. We commenced the year with a focus on smooth transitions from 2021, with our collective priority to embed clear routines and expectations.

In 2022, Aberfeldie Primary School continued to work with families to ensure students were at school and learning and we continued to strengthen our processes to follow up on any unexplained absences. We monitored attendance and engagement extremely closely, our wellbeing and engagement team worked closely with families and our regional team to support long term absences with clear return to school plans and processes to support families.

Attendance data showed a slightly lower attendance rate than in previous years with a range of 87% to 90% across each year level. The average number of absence days being higher than our four-year average of 14.7, with 22.1 days being the average number of absence days for 2022.

In 2022, we worked to further develop our connection with families with a focus on supporting the engagement of all students. The school transitioned to the Seesaw platform, which aimed to engage families in the learning from the classroom and connect with their child's classroom teacher. Further connection was made through enhancement of our school newsletter, that went digital in 2022, modernising our reach and connection with families. Further to this, our Individual Education Plans (IEPs) for students requiring extension or support underwent significant improvement in 2022, with greater enhancements scheduled for 2023.

In 2023, we will be prioritising a renewed focus on creating clearer frameworks to support student engagement through the implementation of School Wide Positive Behaviour Support initiative. Further to this, the rollout of the Disability Inclusion Initiative will contribute to the enhancement of practices and support and engage all students, increasing capacity for more students to be engaged in learning.

Financial performance

Aberfeldie Primary School maintained a strong financial position throughout 2022. The school's Strategic Plan, along with the 2022 Annual Implementation Plan provided the framework for targeted allocation of funds to support school programs and priorities that focused on learning and wellbeing.

The Financial Performance and Position report shows an end of year surplus of \$406,239. A substantial increase from 2021. Despite slightly lower than expected voluntary contributions from parents/carers in 2022, our locally raised funds continue to increase. 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. In 2022, Aberfeldie became the home of the Victorian School of Japanese, the first Japanese language school in Western Melbourne, who hires the classroom spaces and facilities on the weekend for their school operations. The language school joins a range of community groups that utilise our facilities outside of school hours, that contributes to our locally raised revenue and strengthens partnerships with our community. Furthermore, our out of hours care provider, Team Kids, commenced their first full year of operation with attendance numbers gradually increasing to pre-pandemic numbers.

Aberfeldie was fortunate to receive a grant from the Victorian Government to enhance the bathroom facilities in the main administration building, which included the refurbishment to existing bathrooms and addition of a full men's toilet. These works were completed in the second half of 2022, with some follow on works to be occurring in the staffroom space through 2023. 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 2.0 (FISO 2.0).

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 367 students were enrolled at this school in 2022, 184 female and 183 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).

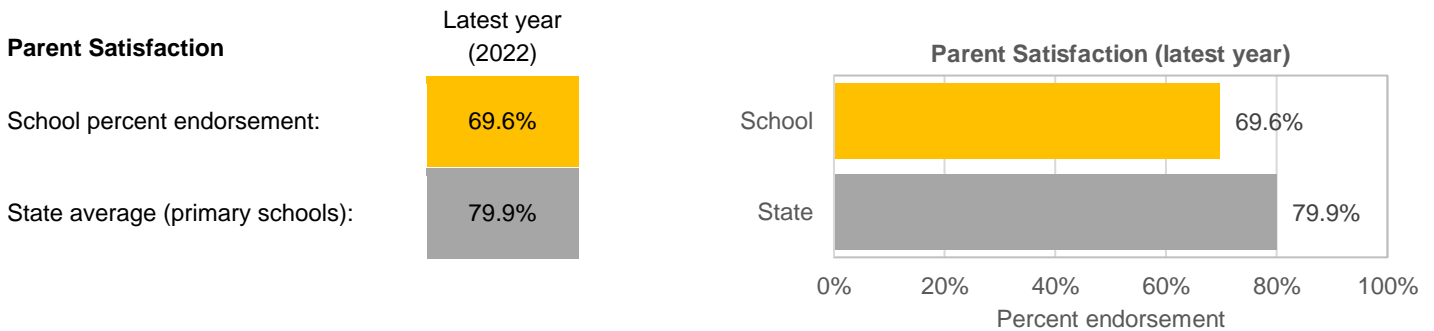
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

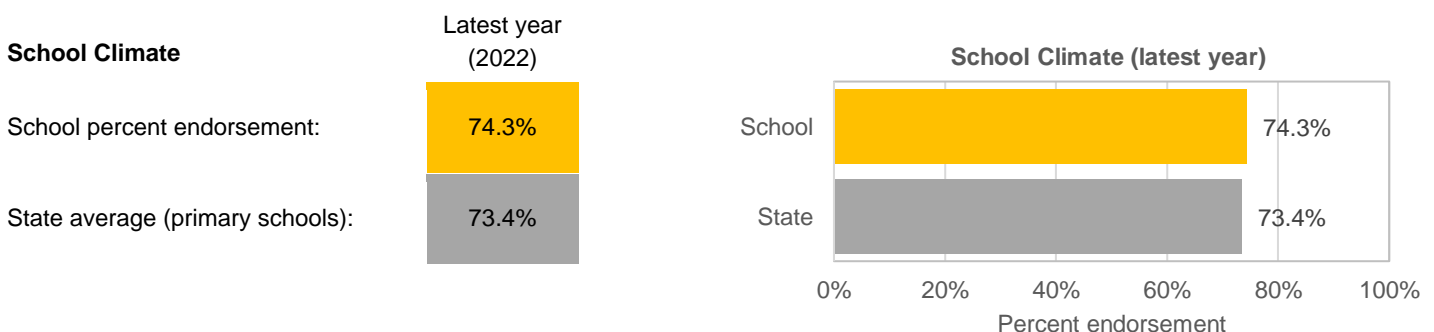


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

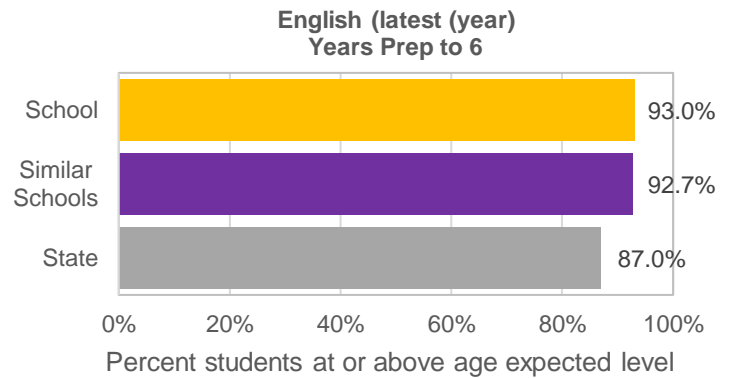
93.0%

Similar Schools average:

92.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

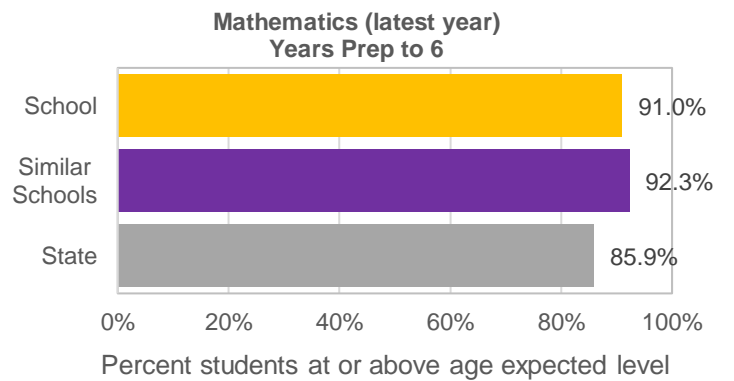
91.0%

Similar Schools average:

92.3%

State average:

85.9%



LEARNING (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.

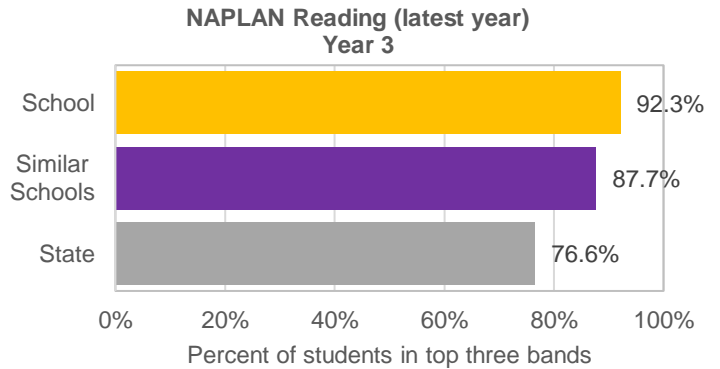
NAPLAN

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 2019, 2021 and 2022 data.

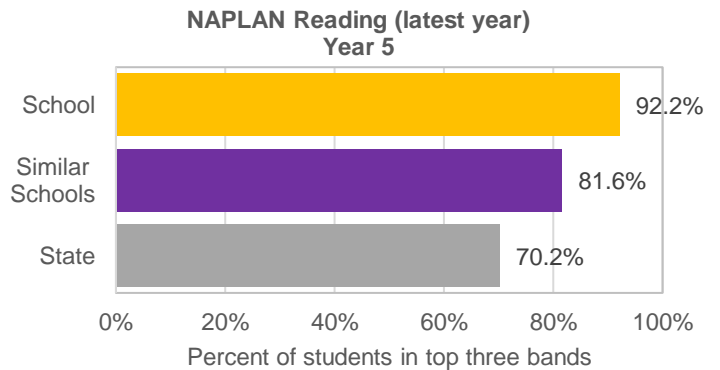
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	85.3%
Similar Schools average:	87.7%	87.1%
State average:	76.6%	76.6%



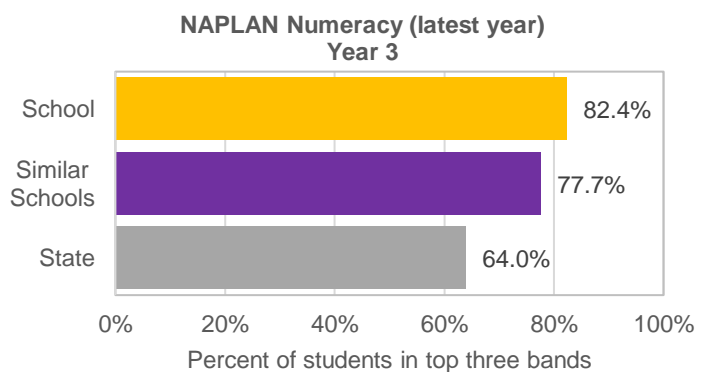
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.2%	83.2%
Similar Schools average:	81.6%	81.3%
State average:	70.2%	69.5%



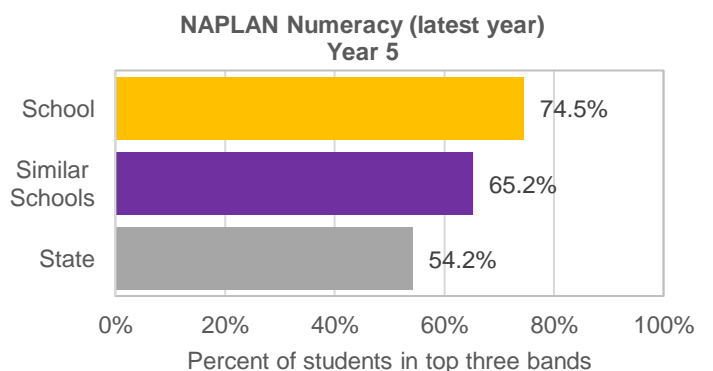
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	74.7%
Similar Schools average:	77.7%	78.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.5%	71.7%
Similar Schools average:	65.2%	70.8%
State average:	54.2%	58.8%



WELLBEING

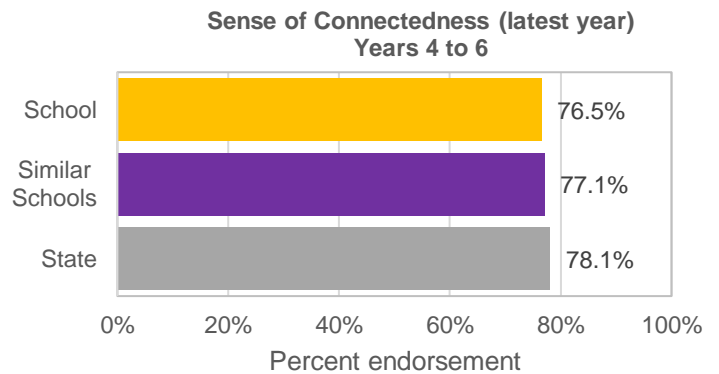
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	76.5%	81.3%
Similar Schools average:	77.1%	79.3%
State average:	78.1%	79.5%

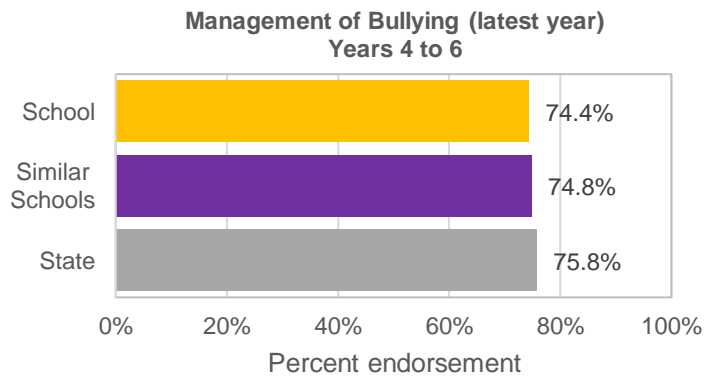


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	74.4%	79.2%
Similar Schools average:	74.8%	78.5%
State average:	75.8%	78.3%



ENGAGEMENT

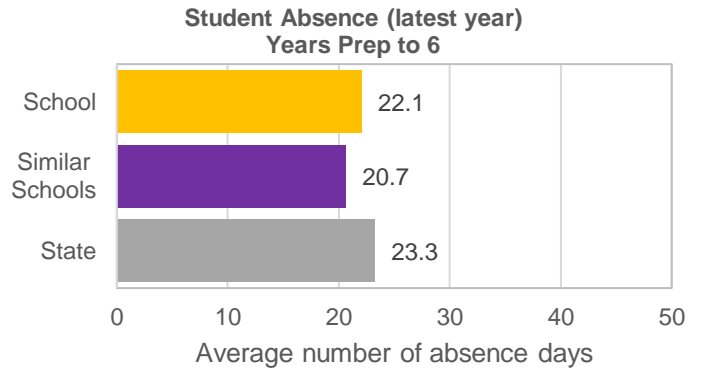
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.1	14.7
Similar Schools average:	20.7	14.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	89%	90%	88%	90%	89%	89%	87%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,378,384
Government Provided DET Grants	\$325,518
Government Grants Commonwealth	\$4,200
Government Grants State	\$143,315
Revenue Other	\$31,133
Locally Raised Funds	\$411,315
Capital Grants	\$0
Total Operating Revenue	\$4,293,864

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,626
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,626

Expenditure	Actual
Student Resource Package ²	\$3,086,641
Adjustments	\$0
Books & Publications	\$6,003
Camps/Excursions/Activities	\$127,440
Communication Costs	\$4,883
Consumables	\$36,999
Miscellaneous Expense ³	\$19,601
Professional Development	\$7,318
Equipment/Maintenance/Hire	\$28,891
Property Services	\$83,384
Salaries & Allowances ⁴	\$52,030
Support Services	\$344,412
Trading & Fundraising	\$54,783
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,241
Total Operating Expenditure	\$3,887,625
Net Operating Surplus/-Deficit	\$406,239
Asset Acquisitions	\$186,583

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$499,068
Official Account	\$20,685
Other Accounts	\$40,354
Total Funds Available	\$560,107

Financial Commitments	Actual
Operating Reserve	\$122,195
Other Recurrent Expenditure	\$1,333
Provision Accounts	\$0
Funds Received in Advance	\$93,914
School Based Programs	\$111,074
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$22,133
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$79,457
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$115,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$560,107

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.