

2020 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 2020 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 26 March 2021 at 10:44 AM by Nathan Gage (Principal)

The 2020 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 22 April 2021 at 01:54 PM by Rebecca Sobell (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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, in which many residents are third or fourth generation local 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 2020, the enrolment was 398, with 201 females and 197 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 Straight Islander. The school's SFOE is 0.2024. The staffing profile is made up of one principal, one assistance principal, two learning specialists, five professional learning community leaders, 25 teachers (23.5 EFT, X of Aboriginal and Torres Straight Islander heritage), 9 education support staff (6.52 EFT), and a business manager (0.8).

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, flexible/multipurpose 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 2020, the Aberfeldie's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Evidence-based High Impact Teaching Strategies, and Empowering Students and Building School Pride. This included:

- Build rigorous assessment practices and feedback that informs teaching and learning
- Evidence-based high-impact teaching strategies
- Build student voice, agency and leadership that empowers students and builds school pride

To support implementation of the first two KIS, Learning Specialists were appointed as Curriculum and Pedagogy Leaders. Further support for this work was the appointment of five PLC Leaders who led the teams across the school. We implemented our improved leadership team structure, where a major focus has been on developing middle leader capacity to drive rich PLC inquiries and deliver high quality professional learning based around developing data literacy and High Impact Teaching Strategies. Whilst the intention of the KIS remained constant into the periods of remote learning, some of the associated actions and professional learning plans were adapted to suit the changes needs of staff and students through remote learning.

PLC leaders, with significant support from our Learning Specialists, have begun utilising a range of learning evidence to explore collaboratively. Leaders are selecting specific protocols to use with their teams with deliberate intent. PLC Leaders have continued to self-reflect and set goals for their own leadership improvement and PLC operations. Our Learning Specialists worked closely with all teams and individual teachers through the return to onsite learning to develop assessment practices that are meaningful and consistent. Professional learning continued to be directly focused on the FISO dimensions outlined above. Including, developing assessment practices, high-impact teaching

strategies and driving voice and agency.

For remote learning, our team really focussed on going deeper with the learning. Professional learning continued to drill down on what explicit teaching looked like in the remote and flexible learning context, including the high level development of learning intentions and success criteria. The result of this learning, the reflection on the range of feedback and data sources was that PLC teams continued with their inquiries and delivery of high quality learning.

Some examples of the improvement on practice included:

- Refined pre-recorded instructions and mini lessons, moderated and enhanced at the team level.
- Greater balance of tasks requiring access to technology and not.
- More explicit and purposeful face-to-face sessions, in small groups or individual conferences via WebEx.
- Refined and regular feedback on student work.
- Exploration and gathering on a greater range of learning evidence.

Achievement

In 2020, the school continued work on its strategic plan goal of excelling the learning in English and Mathematics for each student.

In English, 91.4% of students are working at or above age expected standards across Foundation to 6. In Mathematics, 89.1% of students are working at or above age expected standards across Foundation to 6.

In 2020, 69% of students made one year or more growth in reading, based on teacher judgement (47% of students made one year growth, 22% of students made more than one year growth).

Levelled literacy support continued through 2020, with some success in enhancing student growth. In 2021, the Tutor Learning Initiative will be designed to catch up the the learning growth of the 31% of students who did not make 12 months growth through 2020 in Literacy. Furthermore, several students were identified as suitable for acceleration of their learning, through the high ability initiative and were provided, these students had access to supported extension of their learning.

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's student voice action group continued to meet weekly through 2020, exploring how to build staff capacity and collect evidence and feedback from students, carers and staff. Following an initial series of professional learning, our team continued to improve their focus building student voice and agency. This has been evidenced through collaborative discussions in PLC meetings, that continued through the remote and flexible learning period, and the more agile ways in which teams are collecting evidence to design curriculum. For example, all cohorts completed a range of student feedback protocols and surveys to review the teaching and learning programs, as well as inform directions for future planning.

The utilisation of the Class Dojo platform has excelled through 2020, across F-6. We have over 90% of families connected to this space with students, staff and parents authentically connecting with this platform, building a real sense of connectedness to the learning.

Teachers had taken on significant responsibility to ensure that our students continued to feel connected to Aberfeldie, through 2020. This has included a range of extra engagements from our teachers with our community. Some examples include; teachers making time for extra communication with families to discuss learning and support for students to creating and posting creative videos with characters that encouraged participation in activities.

We have seen significant increases in the levels of student leadership and school pride through the remote and flexible learning period. For example, our existing student leaders lead the creation of our digital assemblies very early in 2020. This included collating the individual video recordings of themselves delivering assembly, as well as gathering footage

and contributions from many other members of our community, including staff and students. Through remote and flexible learning we continued with themed days that were led by our students - including our Footy Colours Fundraising Day and Are You Ok Day.

Teachers have utilised a greater amount of student voice to guide practice and curriculum development. Teachers have actively set up and initiated a range of activities that build connectedness and pride. A range of students and feedback tools have helped guide the ways in which teams are setting up programs and reflecting on impact. The voices of our students are becoming meaningful data sources for PLCs to explore and look deeply into, for example students in 3-6 have engaged with and provided a range of feedback to PLC teams and this data directly informed curriculum programs for the return of face-to-face learning.

Wellbeing

Wellbeing continued to be a significant priority for in 2020. Parent feedback and consultation through Google forms was regularly sought. This provided us with data sources that enabled us to delve deeper and consider the suitable provision of support for the families who needed it. We continued to utilise levels of monitoring and support to ensure that we understood the needs of everyone in our community, with leadership being available to mobilise and support those with the greatest needs.

Connectedness was at the core of our work to promote wellbeing, with the level of virtual interactivity with students, school staff and between peers increasing and becoming more and more dynamic. Some key examples include:

- Interactive game shows videos that students and teachers submitted video content
- Assemblies and celebrations of learning.
- Student lead remote fundraising events
- Class and cohort initiatives; Wellbeing Wednesdays, Tricky Tuesdays, dress up WebEx sessions, WebEx book clubs, WebEx lunch and cooking events, WebEx Quizzes (Including a couple of staff wellbeing quiz nights).

Data collected from our Attitude to School survey, indicated that for students from Years 4-6, 82.1% positively endorsed a Sense of Connectedness with school and 80.4% endorsed our Management of Bullying.

Staff health, wellbeing and engagement also became a large focus through 2020, we wanted to ensure that all staff felt supported and motivated to innovate and continue to have a big impact on learning remotely and once we returned to face-to-face. The School Staff Survey indicated 79.2% positive endorsement for the School Climate in 2020.

Financial performance and position

Aberfeldie Primary School maintained a very sound financial position throughout 2020. The School Strategic Plan, along with the 2020 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows a net operating surplus of \$374,237. 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 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 398 students were enrolled at this school in 2020, 201 female and 197 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.

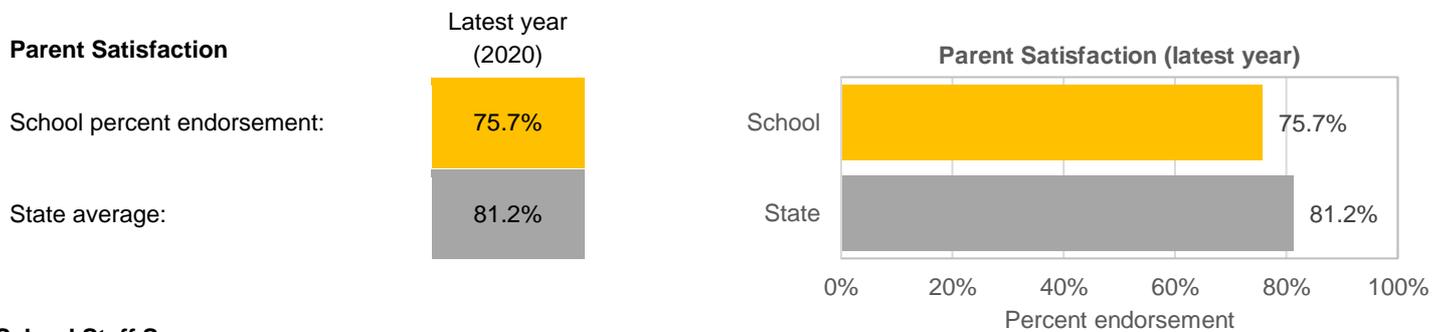
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

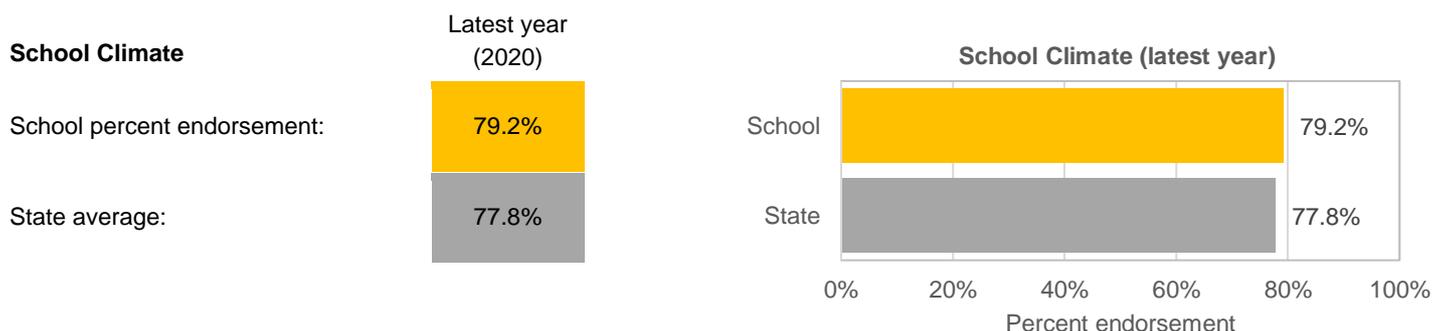


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

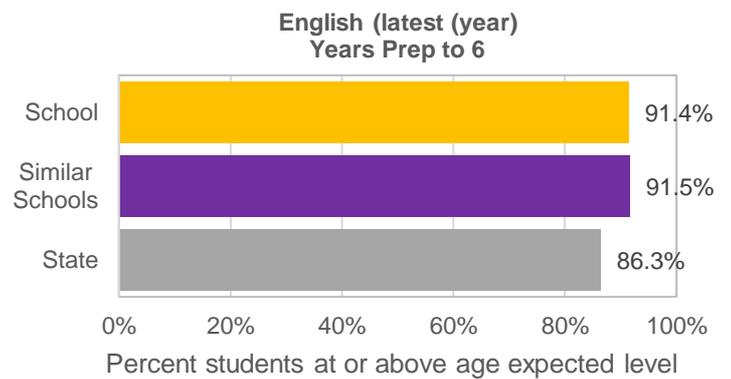
91.4%

Similar Schools average:

91.5%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

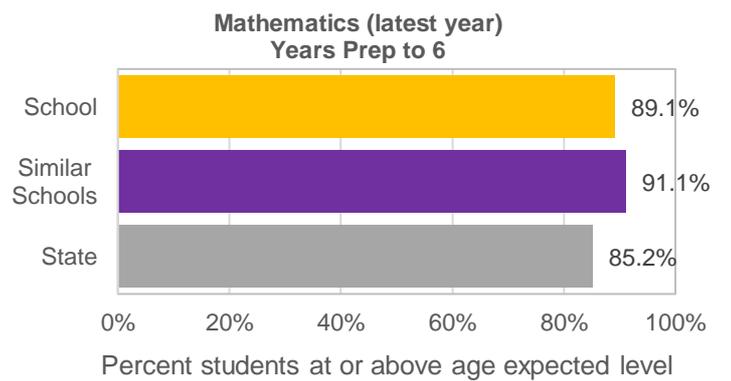
89.1%

Similar Schools average:

91.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

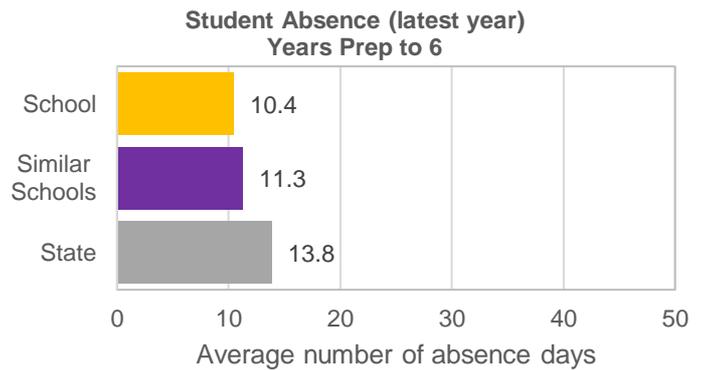
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	10.4	13.1
Similar Schools average:	11.3	13.3
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	95%	95%	95%	94%	95%	95%

WELLBEING

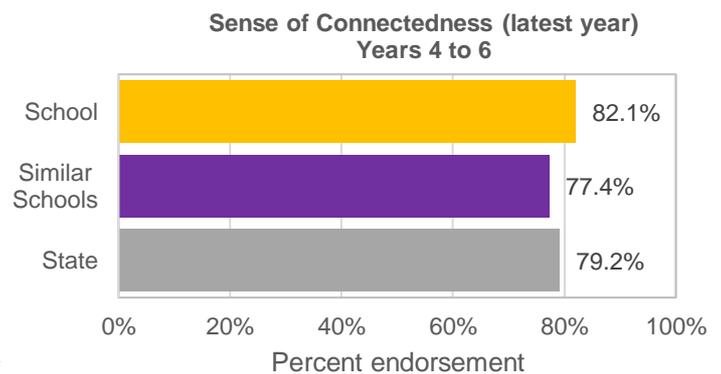
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	82.1%	82.9%
Similar Schools average:	77.4%	79.2%
State average:	79.2%	81.0%



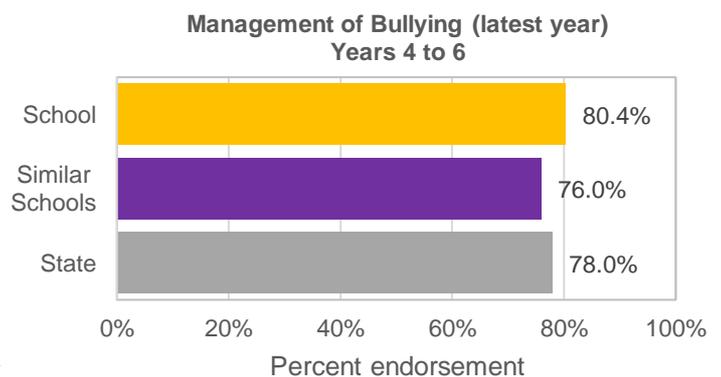
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.4%	80.7%
Similar Schools average:	76.0%	78.6%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,462,400
Government Provided DET Grants	\$381,164
Government Grants Commonwealth	\$2,750
Government Grants State	NDA
Revenue Other	\$10,954
Locally Raised Funds	\$202,302
Capital Grants	NDA
Total Operating Revenue	\$4,059,570

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,831
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$19,831

Expenditure	Actual
Student Resource Package ²	\$3,120,851
Adjustments	NDA
Books & Publications	\$4,054
Camps/Excursions/Activities	\$8,325
Communication Costs	\$7,071
Consumables	\$69,222
Miscellaneous Expense ³	\$17,899
Professional Development	\$2,382
Equipment/Maintenance/Hire	\$118,416
Property Services	\$164,094
Salaries & Allowances ⁴	\$5,231
Support Services	\$138,481
Trading & Fundraising	\$4,501
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$24,806
Total Operating Expenditure	\$3,685,332
Net Operating Surplus/-Deficit	\$374,237
Asset Acquisitions	\$47,265

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$622,978
Official Account	\$9,862
Other Accounts	\$25,446
Total Funds Available	\$658,286

Financial Commitments	Actual
Operating Reserve	\$67,863
Other Recurrent Expenditure	\$3,153
Provision Accounts	NDA
Funds Received in Advance	\$140,169
School Based Programs	\$28,979
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$29,070
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$76,000
Capital - Buildings/Grounds < 12 months	\$110,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$203,052
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$658,286

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.