

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2024 at 07:41 PM by Tyson Smith (Principal)

- This 2023 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 26 March 2024 at 11:18 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Aberfeldie Primary School is situated in a well-established, residential area in Moonee Valley with a total student enrolment of 386 students, including 17 percent of students with English as an additional language. The school's socio-economic profile, based on families' occupations and education, is considered in the low band which represents high parent education level and high socio-economic advantage.

Our staff consist of 23 teachers (some part-time) and nine educational support staff. The staffing profile is made up of the Principal, one Assistant Principal, two Learning Specialists, 21 teachers, 11 Education Support Staff (including 2 administrative), a Business Manager and one maintenance staff. The school is separated into four cohorts including prep (Foundation), Year 1/2, Year 3/4 and year 5/6. Our curriculum at Aberfeldie Primary School reflects the Victorian Curriculum framework, with specialist programs in the visual arts, physical education and a language other than English program (Japanese).

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.

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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Aberfeldie Primary School maintained strong achievement in English and Mathematics as measured by teacher judgement of student achievement. In 2023, 92.2% of students were working at or above age expected standards for English (92% Reading & Viewing, 95% Speaking & Listening, 88% Writing), and 90.1% in Mathematics (90% Number & Algebra, 88% Measurement & Geometry, 92% Statistics & Probability).

This included a reduced percentage of students achieving below the expected growth in teacher judgement for both writing and numeracy. The School Strategic Plan goal of reducing this percentage of students in writing to 10% is on track, with 12.8% of students in 2023, decreased from 14% in 2022. Similarly, the goal of reducing this percentage of students in numeracy to 10% is also on track, with 11% of students in 2023, decreased from 13% in 2022. However, the percentage has increased in reading, from 7% in 2022 to 8% in 2023, with the 2024 goal of 5%.

The results in NAPLAN were also strong across reading and numeracy in 2023, across both Year Three and Five, although the new proficiency levels can not be compared with the previous use of NAPLAN bands. 80% of Year Three students achieved exceeding or strong proficiency levels for Reading, and 87.9% of Year Five students achieved exceeding or strong proficiency levels for Reading. 92% of Year Three students achieved exceeding or strong proficiency levels for Writing, and 79% of Year Five students achieved exceeding or strong proficiency levels for Writing. 90% of Year Three students achieved exceeding or strong proficiency levels for Numeracy, and 82.8% of Year Five students achieved exceeding or strong proficiency levels for Numeracy.

Some of this success can be attributed to the targeted and specific work on building practice excellence in 2022 and 2023, including structured literacy aligned to the evidence base of the science of language and reading, and maximising responsive teaching through checking for understanding in literacy and numeracy. Further to this, Individual Education Plans (IEP) were developed and shared with parents/carers across the year 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.

Wellbeing

Aberfeldie Primary School has continued to have a significant impact in student wellbeing, and this is reflected in the consistent results in our Attitudes to School survey results. The 2023 results in all areas of AToSS remained strong, albeit slightly lower than our four year average. Student Sense of Connectedness was at 69% positive endorsement, with 69% positive endorsement for Management of Bullying. An increase in the percentage of students reporting high expectations for success under teacher-student relations increased by 3% from 2022 to 2023 and emotional awareness and regulation results were maintained.

Throughout 2023, 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 School Wide Positive Behaviour and Supports (SWPBS) which helped to create supportive and inclusive environments from implementing proactive strategies to foster positive behaviour and academic success for all students. This framework worked alongside the RRRR curriculum, with its focus on emotional literacy and help seeking.

In 2023, we continued to consolidate the range of learning and initiatives we have for wellbeing to continue a consistent, whole school approach and model to wellbeing at Aberfeldie Primary School. This encompassed our first year utilising the Disability Inclusion Initiative to further understand our students and incorporate appropriate adjustments. This funding model, in addition to the School Wide Positive Behaviour Support Initiative have strengthened our impact on wellbeing outcomes and further enhanced capacity.

Engagement

In 2023, we placed a greater emphasis on student engagement and attendance by monitoring, communicating and implementing strategies to improve regular school attendance. We worked collaboratively with families to monitor school attendance and connect external services where needed to ensure all students were at school and learning. Utilising our digital newsletter, we regularly communicated messages about attendance and it being a prerequisite for improving educational outcomes.

In classrooms, engagement was a key focus with teachers participating in a range of professional learning sessions on how to increase cognitive engagement in all learning areas. These strategies had a positive impact on student attendance rates, with our overall attendance rate improving from 88.9% in 2022 to 90.5% in 2023. The Attitude to School Survey showed that 83% of students always try to attend school and 98% of students state that their parents believe going to school is important.

Financial performance

Aberfeldie Primary School maintained a strong financial position throughout 2023. The school continued to invest in infrastructure development, including upgrading air conditioning in classrooms, upgrades of staff and disabled toilets, upgrades and provision to computers and devices for students and upgrading some classroom furniture. The Financial Performance and Position report shows an end of year surplus of \$459,684, a substantial increase from 2022.

The school's Strategic Plan, along with the 2023 Annual Implementation Plan, provided the framework for targeted allocation of funds to support school programs and priorities that focussed on learning and wellbeing. The overall staffing FTE has increased, to staff the growing number of student enrollments and the provision of our specialist learning programs.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

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 386 students were enrolled at this school in 2023, 195 female and 191 male.

17 percent of students had English as an additional language and NDP 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).

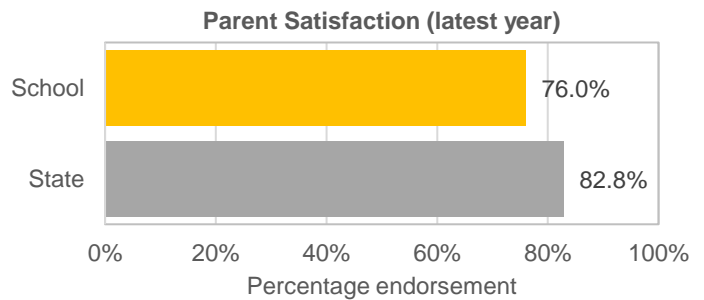
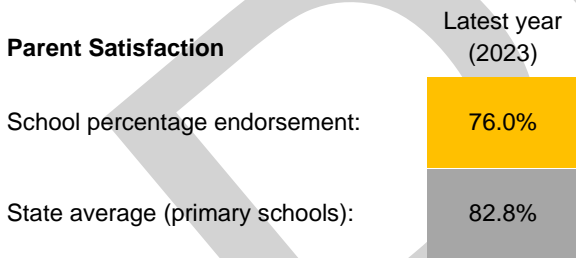
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

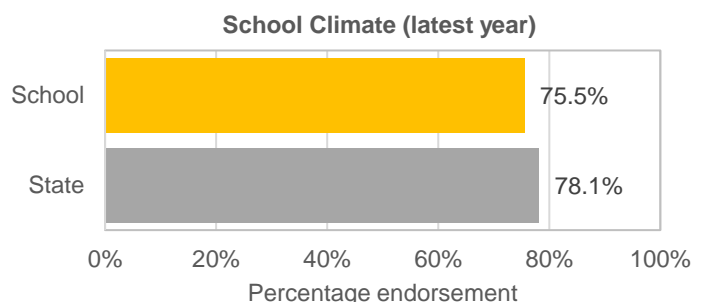
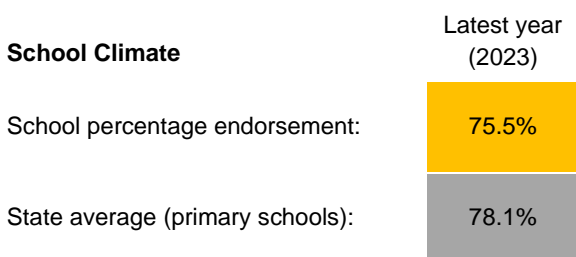


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

92.2%

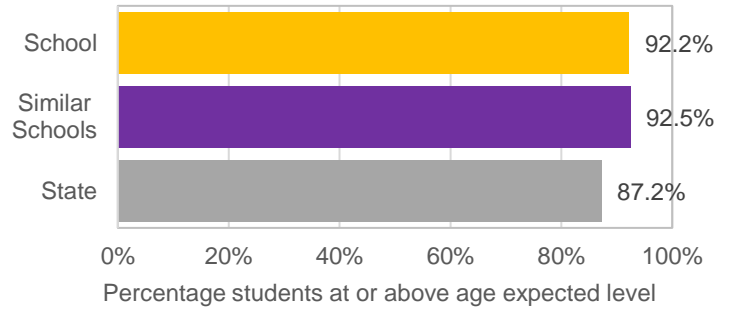
Similar Schools average:

92.5%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

90.1%

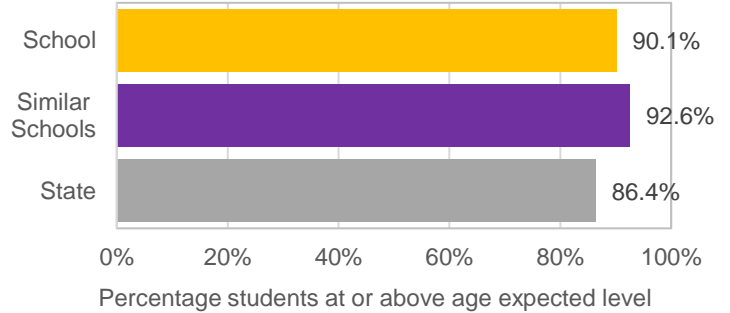
Similar Schools average:

92.6%

State average:

86.4%

Mathematics (latest year) Years Prep to 6



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

80.0%

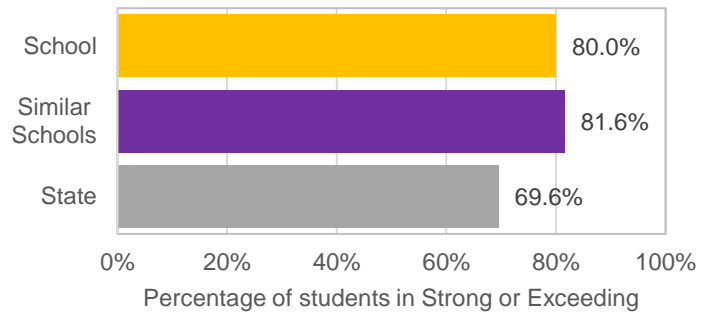
Similar Schools average:

81.6%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.9%

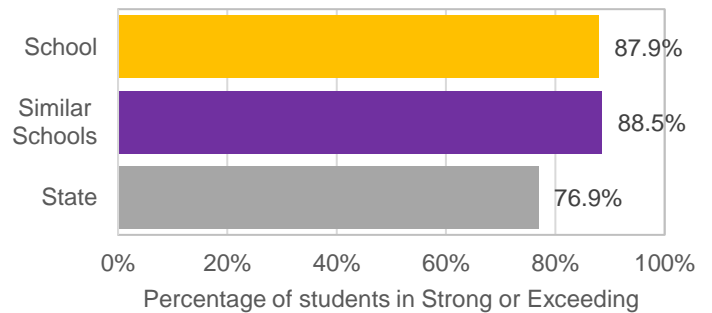
Similar Schools average:

88.5%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.0%

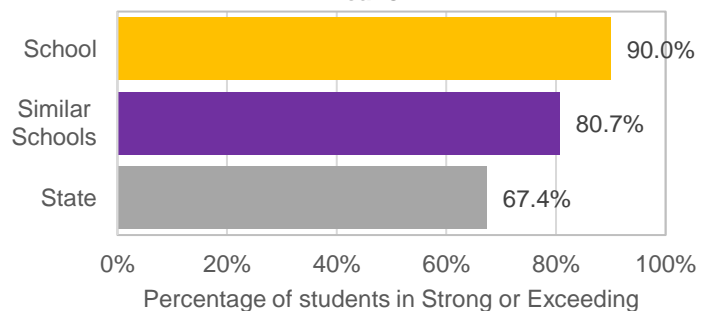
Similar Schools average:

80.7%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

82.8%

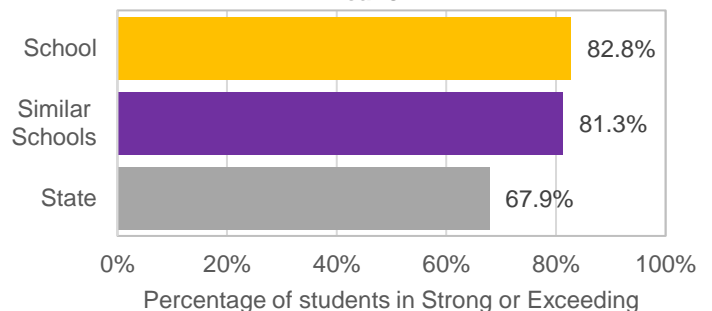
Similar Schools average:

81.3%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

92.3%

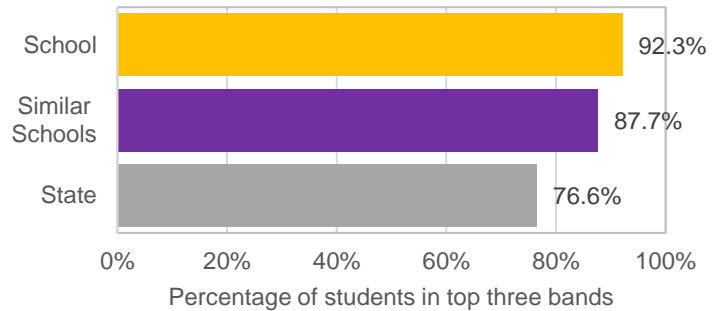
Similar Schools average:

87.7%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

92.2%

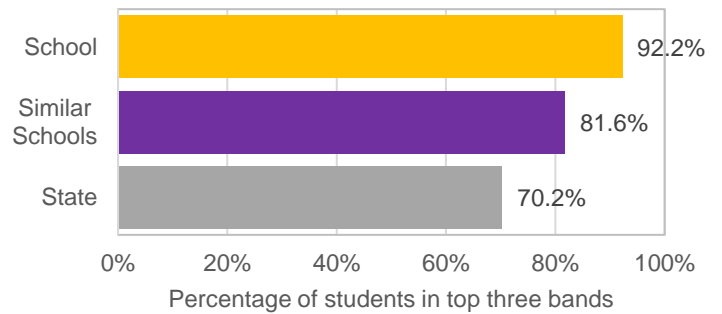
Similar Schools average:

81.6%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

82.4%

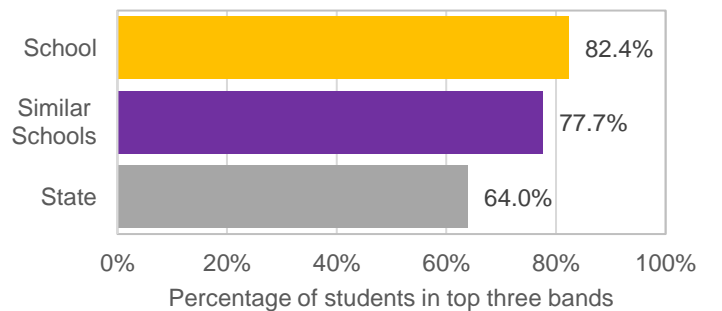
Similar Schools average:

77.7%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

74.5%

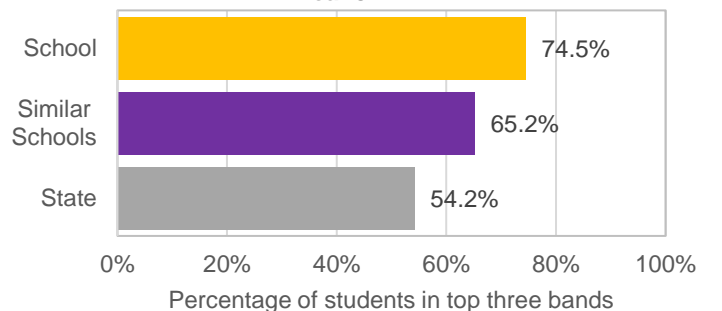
Similar Schools average:

65.2%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

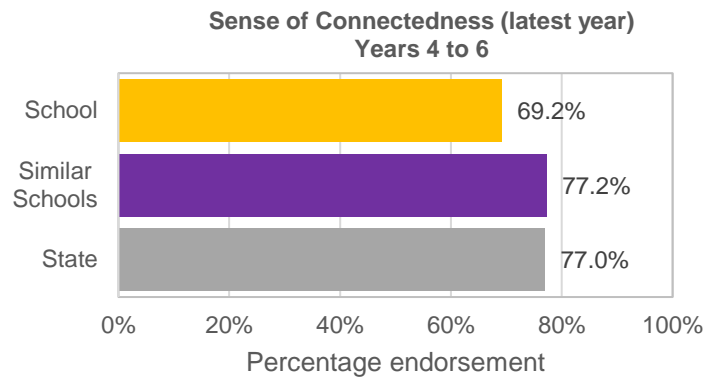
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	69.2%	77.4%
Similar Schools average:	77.2%	78.4%
State average:	77.0%	78.5%

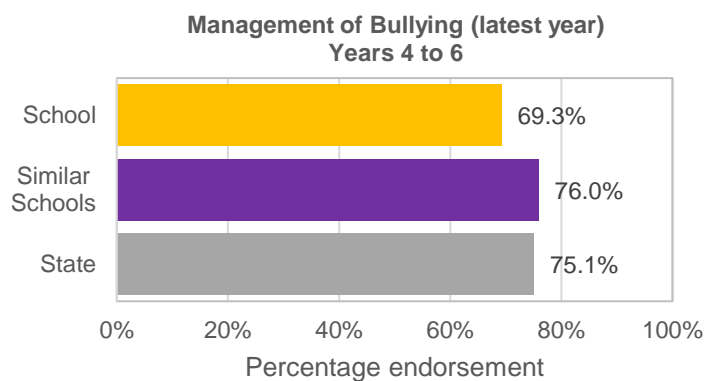


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	69.3%	76.3%
Similar Schools average:	76.0%	77.2%
State average:	75.1%	76.9%



ENGAGEMENT

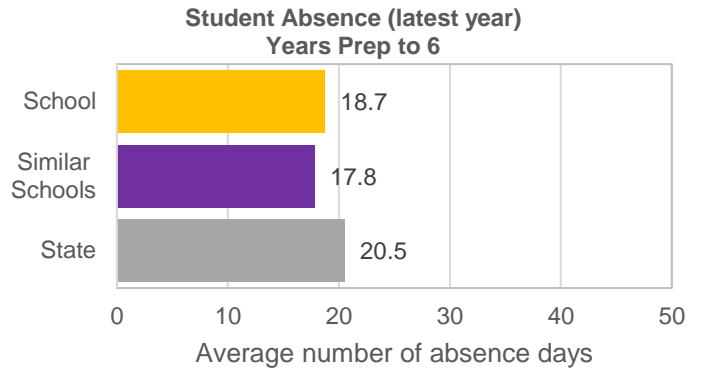
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	18.7	15.7
Similar Schools average:	17.8	15.0
State average:	20.5	18.1



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 (2023):	92%	91%	90%	90%	92%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,966,854
Government Provided DET Grants	\$390,109
Government Grants Commonwealth	\$5,600
Government Grants State	\$72,812
Revenue Other	\$46,432
Locally Raised Funds	\$587,176
Capital Grants	\$0
Total Operating Revenue	\$5,068,984

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,328
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,328

Expenditure	Actual
Student Resource Package ²	\$3,610,150
Adjustments	\$0
Books & Publications	\$7,013
Camps/Excursions/Activities	\$109,353
Communication Costs	(\$233)
Consumables	\$45,012
Miscellaneous Expense ³	\$34,373
Professional Development	\$16,531
Equipment/Maintenance/Hire	\$80,358
Property Services	\$103,142
Salaries & Allowances ⁴	\$76,712
Support Services	\$445,898
Trading & Fundraising	\$46,009
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,982
Total Operating Expenditure	\$4,609,300
Net Operating Surplus/-Deficit	\$459,684
Asset Acquisitions	\$159,356

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$379,031
Official Account	\$23,559
Other Accounts	\$47,677
Total Funds Available	\$450,267

Financial Commitments	Actual
Operating Reserve	\$151,629
Other Recurrent Expenditure	\$335
Provision Accounts	\$0
Funds Received in Advance	\$102,247
School Based Programs	\$61,610
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,145
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$46,301
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$50,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$450,267

All funds received from the Department of Education, 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.