

2015 Annual Report to the School Community

Ascot Vale Primary School

School Number: 2608



Name of School Principal: Sue Osborne

Name of School Council President: Martin Grubb

Date of Endorsement: 21st March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

To assist in reading this document, please see: [DET Acronyms & Abbreviations link](#)

School Context

Ascot Vale Primary School, established in 1885, is located 6km North West from the Melbourne CBD and is situated within the South-Western Region of the Department of Education & Training as one of 24 schools within the Moonee Valley Network of schools. The current multi-age structure commenced in 1984 with support from the school community and continues to be a strong feature of the way we learn together. Two or three classes combine to make a unit of children from several year levels or age groups. Teachers are assigned to a class of children of similar year levels (e.g., Year 5/6) and combine with a different age group where possible (e.g. Year Prep/1) to form a multi-age unit of learners. The multiage combinations across the school in 2015 were: Unit 1: 2/3 & 3/4, Unit 2: P/1, & 3/4, Unit 3: P/1 & 2/3, Unit 4: P/1 & 5/6, Unit 5: P/1 & 4/5/6.

In 2015 the school had an enrolment of 266 students. Students came from Ascot Vale and beyond, and as Table 1 from the Department of Education & Training shows, enrolment numbers at Ascot Vale PS are set to remain steady or increase.

Table 1:

YEAR	AVPS ENROLMENTS			PROJECTED ENROLMENTS			
	2012	2013	2014	2015	2016	2017	2018
Enrolment	228	230	255.2	266	256	270	275
Totals/Projections							

The school's current enrolment capacity, based on the facilities available, is 251-275. To curb the upward trend and avoid the need for relocatable classrooms, enrolment restrictions are in place whereby priority is given to students for whom the school is the designated neighbourhood school and to students with a sibling at the same permanent address who are attending the school at the same time. The school will be closely monitoring enrolments and liaising with regional staff over the coming years to comfortably accommodate the students enrolled in the school.

Ascot Vale PS had a Student Family Occupation (SFO) index of 0.24 (see table 2 below) in 2015. The Student Family Occupation (SFO) measure determines levels of socio-economic backgrounds and correlating levels of student educational needs in Victorian Government schools. The SFO index for Ascot Vale PS from 2012-2015 outlined below suggests that levels of disadvantage are low in comparison with other schools. In contrast, 17% of students were funded as EAL (English as Additional Language) learners, placing Ascot Vale PS in the highest category for this group.

Table 2:

AVPS Student Family Occupation (SFO)				
	2012	2013	2014	2015
School	0.2273	0.2065	0.2202	0.2478
State Median	0.5139	0.5175	0.5186	0.5139

The school facilities are made up of a mix of historic and modern structures and designs. The School Council and community collaborate to maintain the grounds at the school. Currently, the grounds offer both active and passive areas for student play, a grassed area with gardens, two adventure playgrounds, plexi-pave basketball court, sand pit, synthetic oval with running track, water tanks, a Play POD (a refurbished shipping container housing recycled, clean industrial waste that the children can use creatively) and a circular performance or outdoor learning deck. The school has an open gate approach that enables community groups and families to use and take care of the school facilities outside of school hours. The school had 18 Effective Full Time staff in 2015 (2 Principal Class, 12.8 Teacher Class and 5.2 Education Support Staff).

Ascot Vale PS continued to have a much celebrated and noticeable community spirit in 2015. A dedicated and talented staff, together with supportive parents, worked hard to continually improve the school around identified, and agreed, priorities. The school operated an active School Council, a Parent Representative system for each Unit and a fundraising committee for the school. The highlight of the fundraising efforts being the Fete held in term 4 that generated high levels of community spirit and much needed fundraising dollars for the school. Community groups also used the school facilities for sporting / fitness, artistic or cultural pursuits. The school had a large number of community and parent volunteers who dedicated spare time to assist in a variety of ways, adding much value to the school in 2015 such as, mentoring children who need 1:1 support, working bees, preparing fresh fruit on Fridays, camps and excursions, classroom assistance, School Council and committees.

Ascot Vale PS is well equipped to work collaboratively with its team of dedicated community members towards achieving the goals, targets and key improvement strategies outlined in the School Strategic Plan (2015-2018), highlighted by:

- Setting high expectations of achievement for all children.
- A strong focus on the work of Professional Learning Teams to share student achievement data and best practice teaching

and learning strategies.

- A strong focus on numeracy and writing.
- Emphasis on distributive leadership and collective efficacy models whereby, together, everybody makes a difference.
- Expansion of the Student Voice across the school.
- Continued strengthening of parent and community relationships.
- A strong focus on student engagement and wellbeing.
- Alignment of resources (human and physical) to impact effectively on goals and targets.

Achievement

AVPS Annual Implementation Plan 'Achievement' Goals 2015:

1. Staff will work collaboratively to ensure high expectations in learning achievements for all students are established and reached.
2. To develop learners who are inquiring, self-directed, problem solvers.

One Year targets 2015

By the end of the 2015 school year:

- a) Achieve an average cohort growth of 1.00-1.25 **AusVELS** in **number and writing**.
- b) EAL students to have achieved 12 months growth on the EAL Continuum.
- c) To increase the percentages of A and B grades in AusVELS teacher judgments across the school in **number & algebra** from 41.5% in 2014 to 43% and in **writing** from 39.5% in 2014 to 41%.
- d) To achieve an average relative gain of 2.0 or above in **NAPLAN** levels for year 5 students in **writing and number**.
- e) To improve the percentages of students making high relative growth in NAPLAN measures in **writing** and **number** to at or above 25%.
- f) The School Staff Survey will increase the overall mean score in **Guaranteed and Viable Curriculum** from 384 (in 2014) to equal or exceed the 33rd percentile (which, in 2014 was 504).
- g) The School Staff Survey will increase the overall mean score in **Collective Responsibility** from 416 to equal or exceed the 33% (which, in 2014 was 503).

Target Analysis:

- a) Target Met: Average growth number: 1.44 (.19 above target) Target Not Met: Average growth writing: .94 (.06 below target)
- b) EAL target is unmeasurable as there is no measure available of expected growth for EAL students is. Recommend that this be removed and for the literacy team to track and monitor: a) the progress of EAL students b) the teaching and learning for EAL students.
- c) Target Met in writing: 42.02%, (1.02 above target). Target Not Met in number: 38.04% (4.96 below target).
- d) Target Not Met in writing: .93 (1.07) below target. Target Not Met in numeracy: 1.3 (0.7 below target)
- e) Target Not Met: 12.5 % average relative gain in NAPLAN achieved in writing and number (12.5% below target)
- f) 2015 data not able to be compared with target. The data in 2015 was presented in a different format. The overall mean score for Guaranteed and Viable Curriculum was 68.53 (12.74 below all Primary Schools)
- g) 2015 data not able to be compared with target. The data in 2015 was presented in a different format. The overall mean score for Collective Responsibility was 77.83 (8.54 below all Primary Schools).

2015 highlights of the strategies undertaken to work towards achieving these goals and targets include:

- Establishment of Literacy and Numeracy PLTs
- Audit of instructional practices in Literacy and Numeracy and subsequent development of Teaching and Learning documents to guide our Literacy and Numeracy teaching and learning practice at AVPS.
- The development and alignment of PLT SMART goals
- The efforts of the Curriculum Working Party in designing new planning templates (year & semester) and introduction of the new Victorian Curriculum model. This is now a permanent team that drives the curriculum planning across the school.
- The drafting of the integrated curriculum plan, based on the Victorian Curriculum and the Education State model giving emphasis to an increase in the number of hours Science is taught across the school.

Performance Summary Analysis:

See school performance data towards the end of this report.

When compared with all schools in the state, Ascot Vale PS students achieved slightly higher results in English and similar results in Mathematics (measured by student achievement in teacher assessment of AusVELS, demonstrating the percentage of students in

Years Prep to 6 achieving at or above expected standard). In comparison to 'like schools' with a similar demographic profile, which determines levels of disadvantage in a school community, our school is categorised as having a high socio economic profile, therefore higher than national or state average results are expected. When compared with 'like schools', Ascot Vale PS achieved similar results in English and lower results in Mathematics.

Ascot Vale PS students achieved at or slightly above the state median in NAPLAN results in 2015 for reading and numeracy in years 3 & 5 with the exception of Year 3 Reading which achieved a lower result. In comparison to 'like schools,' year 3 & 5 students achieved lower results in numeracy and literacy. However in the 4 year trend category, year 5 students are achieving a similar result to like schools.

NAPLAN Learning Gain:

Learning gains of students from Year 3 to Year 5 are available in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's year 5 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 in year 3). The State target for the high category in the NAPLAN learning gain is 25%. AVPS reached this in one out of five of the areas, which was spelling.

Our School Staff Survey results were lower than the State. Staff analysis of these results identified the areas to address in 2016 are: strengthening staff collaborations, improving staff professional development opportunities and exploring the idea of the guaranteed and viable curriculum and strengthening understandings of what this looks like at Ascot Vale PS.

Future Focus:

- Continued focus on the AVPS targets specifically related to writing, numeracy, agreed and viable curriculum and collective responsibility.
- Staff PDP SMART goals and PLT Action Plans to reflect the AVPS goals and targets.
- Implementation of the High Reliability Schools model to identify: 1) what constitutes effective teaching and learning practice 2) staff to receive regular feedback on their teaching 3) accessing support to improve their practice
- Implementation of the Victorian Curriculum and Education State Initiatives.
- Review options for student data analysis software and promoting its regular use in PLTs

Engagement

AVPS Annual Implementation Plan 'Engagement' Goal:

- All Ascot Vale Primary School students will be highly connected to school, motivated and engaged in their learning.

One Year targets 2015

By the end of the 2015 school year:

The Student Attitudes to School Data, Teaching and Learning indicators will improve as follows:

- a) **Stimulating learning** from 3.63 in 2014 to 3.75
- b) **Teacher effectiveness** from 4.12 in 2014 to 4.2
- c) **Teacher empathy** from 4.17 in 2014 to 4.25

The Parent Opinion Survey:

- d) **Stimulating Learning** result will equal or improve the 2014 result of 6.04
- e) **Connectedness to Peers** result will improve the 2014 result of 5.82
- f) **Student Motivation** result will equal or improve the 2014 result of 5.85

Target Analysis:

- a) Target Met: Stimulating learning 4.23 (0.48 above target)
- b) Target Met: Teacher effectiveness 4.46 (0.26 above target)
- c) Target Met: Teacher empathy 4.57 (0.32 above target)
- d) Target Not Met: Stimulating learning 5.65 (0.39 below target)
- e) Target Met: Connectedness to peers 5.83 (0.01 above target)
- f) Target Not Met: Student motivation 5.66 (0.19 below target)

2015 highlights of the strategies undertaken to work towards achieving these goals and targets include:

- Shifting the focus away from 'welfare' and towards Engagement and Wellbeing, hence a name change to Student Engagement and Wellbeing team, now known as SEW.
- Review of the multi age approach undertaken.
- Continuation of the ICT for learning, including the iPad program.
- Continuation of the processes for monitoring and reducing absences.
- Review of the use of the art room and learning studio including recommendations for improving engagement. Eg,

Recommendation to utilize the art facility as a science space.

- Promotion of student leadership through shifting the focus away from fundraising to school improvement linked to priorities and goals.
- Review of best practice communications between school home and community via the consultative committee.
- Monitoring and improvement of school-parent partnerships
- Transition processes were enhanced by: a) appointment of transition co-ordinators b) allowing 2016 prep students to meet their teacher at the final orientation session of 2015.

Performance Summary Analysis:

See school performance data towards the end of this report.

- Student attendance data showed that absence rates remained similar to the 2014 data, with the school comparing higher than 'like schools'. The average 2015 attendance rate for each level was:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
96 %	94 %	95 %	93 %	94 %	95 %	94 %

Future Focus:

- Continued focus on the AVPS targets specifically related to writing, numeracy, agreed and viable curriculum and collective responsibility.
- Staff PDP SMART goals and PLT Action Plans to reflect the AVPS goals and targets.
- Implementation of the High Reliability Schools model to identify: 1) what constitutes effective teaching and learning practice 2) staff to receive regular feedback on their teaching 3) accessing support to improve their practice
- Implementation of the Victorian Curriculum and Education State Initiatives. In particular increase the amount of hours science is taught to three hours per week across the school.
- Continue the partnership with VU
- Implementing best practice communications reviewed in 2015.
- Continued monitoring of the Learning Studio use to maximise student outcomes.

Wellbeing

AVPS Annual Implementation Plan Wellbeing Goal 2015:

- To develop student resilience and behaviours consistent with the school values.

One Year targets 2015:

- a) By the end of term 1, 2015 establish an agreed upon and succinct school values statement.

By Term 4 2015, the Student Attitudes to School Survey, **Wellbeing & Student Relationships** indicators will increase as follows:

- b) **Student Distress** *from 5.92 in 2014 to equal or exceed the State factor mean score
- c) **Student Morale** from 5.54 in 2014 to equal or exceed 5.60
- d) **Connectedness to Peers** from 4.15 in 2014 to equal or exceed 4.20

Target Analysis:

- a) Target Met: School values statement was established in term 1 2015.
- b) Target Met: Student distress * 6.26 (exceeded the State Mean Score by 0.31)
- c) Target Met: Student moral 6.08 (0.48 above target)
- d) Target Met: Connectedness to peers 4.46 (0.26 above target)

*NB, A high score in student distress reflects low levels of student distress and is therefore viewed favourably.

2015 highlights of the strategies undertaken to work towards achieving these goals and targets include:

- Investigation of the teaching and learning of social and emotional skills in light of the changes to the Victorian Curriculum.
- AVPS Student Engagement Policy implemented.
- VU Project 'Questions of Engagement' findings published.

Performance Summary Analysis:

See school performance data towards the end of this report.

- In the AVPS Students Attitudes to School survey specifically related to Connectedness to school, AVPS performed similar to

like schools but greater than the median of all Victorian government schools.

- In the AVPS Students Attitudes to School survey specifically related to Student Perceptions of Safety, AVPS performed similar to like schools and the median of all Victorian government schools.

Future Focus:

- Implementation of the Victorian Curriculum and Education State Initiatives. In particular, the new personal and social capability into the AVPS Integrated Curriculum planner.
- Implement findings from the engagement project into year 5 / 6 teaching and learning programs.
- Implement the AVPS Smart Travel Plan.

Productivity

AVPS Annual Implementation Plan Productivity Goals 2015:

- Use multiple sources of evidence and feedback to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

One Year targets 2015

By the end of the 2015 school year:

The School Staff Survey will increase the overall mean score in **Professional Learning - school level support** from 352 (in 2014) to equal or exceed the 33rd percentile (which, in 2014 was 490).

The Student Attitudes to School Survey, Teaching and Learning indicators will improve as follows:

- School connectedness** from 4.1 in 2014 to equal or exceed 4.2
- Teacher effectiveness** from 4.12 in 2014 to equal or exceed 4.2
- The Parent Opinion Survey, **General Satisfaction** to remain above the 2015 state mean

Target Analysis

- Target Met: School connectedness 4.61 (0.41 above target)
- Target Met: Teacher effectiveness 4.46 (0.26 above target)
- Target Not Met: General satisfaction 5.79 (0.07 below target)

2015 highlights of the strategies undertaken to work towards achieving these goals and targets include:

- Program budget reviewed.
- Use of the learning studio was reviewed with the consult team making recommendations for the learning space.
- Process of assigning roles and responsibilities was refined to take into consideration staff areas of interest, expertise and classification.
- Literacy and numeracy leaders were appointed, as well as a staff member to manage out volunteer workforce.
- Meeting schedules gave priority to allowing time for the following PLTs to achieve their goals: Literacy, numeracy and Year Level PLTs, SEW and consultative teams.
- The Curriculum Working Party was formed in term 4 to develop the integrated curriculum plan based on the Victorian Curriculum model and Education State approaches.
- Transition practices were reviewed.
- Assessment and reporting processes and timelines were reviewed and documented by the Literacy and Numeracy teams
- Action plans were developed by Literacy, numeracy Consultative and SEW teams to guide their work towards achieving goals and targets.
- Buildings and Grounds committee developed a master plan identifying improvements and maintenance priorities across the school.

Future Focus:

- Curriculum Working Party to be a stand-alone PLT known as the Curriculum Team.
- Appoint a Curriculum Team Leader
- Continue development of the Buildings and Grounds Master Plan.
- Develop Action Plans for Literacy, Numeracy, Curriculum and SEW teams that closely align with the AIP.

For more detailed information regarding our school please visit our website at <http://www.avps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 267 students were enrolled at this school in 2015, 140 female and 127 male. There were 15% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.








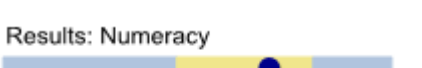
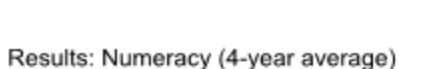





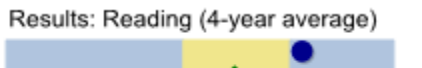
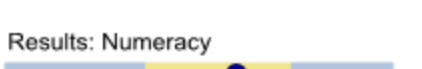
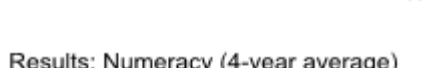




Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>31%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>44%</td> <td>44%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>31%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>56%</td> <td>25%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	50%	31%	19%	Numeracy	44%	44%	13%	Writing	38%	50%	13%	Spelling	38%	31%	31%	Grammar and Punctuation	56%	25%	19%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Grammar and Punctuation	56%	25%	19%																							


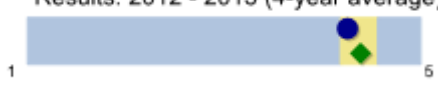


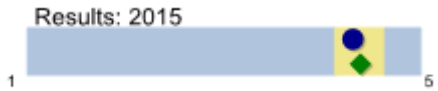
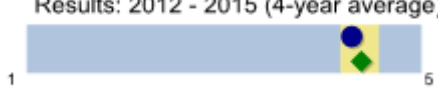


Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1035 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>96 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	94 %	95 %	93 %	94 %	95 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	94 %	95 %	93 %	94 %	95 %	94 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

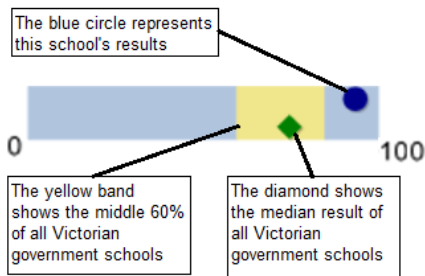
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

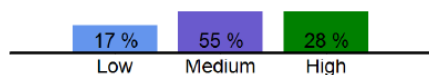
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



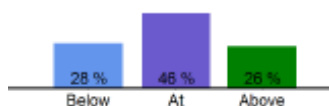
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,787,139	High Yield Investment Account	\$182,859
Government Provided DET Grants	\$172,153	Official Account	\$14,566
Government Grants Commonwealth	\$5,000	Other Accounts	\$35,810
Government Grants State / Community	\$5,600	Total Funds Available	\$233,235
Revenue Other	\$17,780		
Locally Raised Funds	\$285,743		
Total Operating Revenue	\$2,273,414		
Expenditure		Financial Commitments	
Student Resource Package	\$1,752,735	Operating Reserve	\$80,181
Books & Publications	\$8,142	Asset/Equipment Replacement < 12 months	\$4,976
Communication Costs	\$6,566	Capital - Buildings/Grounds incl SMS<12 months	\$12,092
Consumables	\$28,021	Revenue Received in Advance	\$57,096
Miscellaneous Expense	\$207,147	Maintenance -Buildings/Grounds incl SMS>12 months	\$78,890
Professional Development	\$8,341	Total Financial Commitments	\$233,235
Property and Equipment Services	\$138,840		
Salaries & Allowances	\$82,244		
Trading & Fundraising	\$29,088		
Travel & Subsistence	\$46		
Utilities	\$18,486		
Total Operating Expenditure	\$2,279,658		
Net Operating Surplus/-Deficit	(\$6,243)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Revenue notes:

- *Student Resource Package* refers to the revenue available to cover staff salary costs.
- *Government Provided DET Grants* refers to the quarterly cash grants the school received from the Department of Education and Training throughout the year.
- Sources of *Government Grants State / Community* included: Telstra Kids 3 x \$1200 (Purchase of take home books), Bendigo Bank \$2000 (Play Pod sponsorship).
- Sources of *Government Grants Commonwealth* included: Sporting Schools Grant.
- Sources of *Revenue Other* in 2015 included the MVIMP program (Moonee Vale Instrumental Program).
- Sources of *Locally Raised Funds* in 2015 included: Subject contributions, fundraising activities, donations, interest, and commission, hire of school facilities, camps and excursions and, not for profit trading.

Expenditure notes:

- *Student Resource Package* expenses refer to actual costs incurred for centrally paid staff in 2015.
- Program Budgets were developed to manage the expenditure across the school to ensure School Strategic Plan goals and targets remained the priority in terms of resource development and management.
- Sources of *Miscellaneous Expense* in 2015 included: Camps and excursions and MVIMP fees.
- Sources of *Property and Equipment Services* in 2015 included: Building works, ground works and maintenance.
- Sources of *Salaries and Allowances* in 2015 refer to: Local payroll staff including maintenance, music and relief staff.
- The *Travel & Subsistence* expense of \$46.00 reflects the additional travel expenses for camp in 2015.

Funds Available / Financial Commitments / Net Operating Deficit notes:

- Funds Available to the school at the end of 2015 totaling \$233,235 are described in the Financial Commitments statement.
- *Asset/Equipment Replacement < 12 months and Capital - Buildings/Grounds incl SMS<12 months* refers to air conditioner replacement and updates.
- *Revenue Receipted in Advance* to a total of \$57,096 accounts for the final total for a combination of fundraising efforts for the 2015 school year and deposits collected for the 2016 Canberra Camp. These funds have been allocated to 2015 programs. Fundraising efforts of 2015 have been allocated to the 2016 Planned Maintenance budget to address items on the Buildings and Grounds Master Plan.
- *Maintenance -Buildings/Grounds incl SMS>12 months* refers to funds set aside for Buildings and Grounds expenses
- The school returned a cash deficit of \$6243. This was mostly due to an over expenditure in relief teacher expenses throughout the year.