

# 2020 Annual Report to The School Community



**School Name: Ascot Vale Primary School (2608)**



ASCOT VALE PRIMARY SCHOOL  
No. 2608

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 30 April 2021 at 09:38 AM by Susan Osborne (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 30 April 2021 at 10:06 AM by Meredith Ross (School Council President)

# How to read the Annual Report

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## 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.

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## 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.

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## 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)

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### 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.

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### 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.

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### 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

#### ABOUT OUR SCHOOL

Ascot Vale Primary School (AVPS) experienced significant challenges during the 2020 school year due to the Covid-19 pandemic. Complex transitions in and out of lock down and school closures impacted the teaching and learning program which, in turn, affected the development of students throughout the year.

The AVPS remote and flexible learning program, developed over time from term two, strongly featured the provision of ICT platforms and technical support as well as the provision of other resources and a teaching and learning program provided for students to engage in, via a mixture of synchronous\* and asynchronous# practices.

Despite the challenges, the school maintained a safe, supportive and high quality teaching and learning program throughout 2020, highlighted by

- improvements over time to the
- remote and flexible learning program, held both on and off site
- quality of remote connections made across the school community via the use of online tools, video platforms and the use of YouTube
- connections made with and engagement of vulnerable families in the remote and flexible learning program
- emphasis placed on community health and wellbeing throughout the year including the Student Check in Tool being implemented across AVPS in term 4 to identify and support students in regards to Social, Academic and Emotional behaviours
- significant improvements in staff trust and collaborations reflected in school staff survey results

Many of the planned 2020 AIP actions were put on hold due to the impact of Covid-19. However, the school intends to maintain actions and continue with the implementation of the school strategic plan into 2021. Highlights of these plans include continued implementation of the Professional Learning Community (PLC) process to support the continued implementation of literacy and numeracy strategy aimed at building staff capacity for differentiation and student engagement through student voice and agency. Emphasis will also be placed in 2021 on identifying the students who excelled, struggled, thrived and or disengaged as learners in 2020 and to implement actions to aid the 'catch up' process.

\* Synchronous teaching is where the teacher is present at the same time as the learner(s). This is almost always the case in a face-to-face environment. Synchronous teaching can also take place via online learning, through the use of video conferencing and live chat or instant messaging.

# Asynchronous online teaching is where teaching materials are posted online, and learners work through them in their own time, communicating with each other and the teacher via discussion boards or forums, or even by email. With an asynchronous mode of teaching, the learner can work at their own pace and at times of day which are convenient for them.

#### SCHOOL CONTEXT

Ascot Vale Primary School (AVPS), established in 1885, is a primary school catering for students in from year foundation to six, located 6 kilometres north west from the Melbourne CBD, in the city of Moonee Valley.

Ascot Vale PS's vision is:

All Ascot Vale Primary School students are empowered to learn and achieve, to experience high quality teaching practice for learning in a multi-age classroom and unique learning community. This will equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.

Our values (below), were developed via a community consultation process in 2019. They shape the way people work together by creating shared expectations and norms and they help the school community to focus on what is important.

Respect      Responsibility      Excellence      Empathy      Gratitude

Our vision and values combine to form our key purpose of being a ‘Unique, Learning Community’. In 2020, the school’s enrolment was 284 students organised across seven multi-age units or communities of learners. AVPS had 20.58 effective full time staff in 2020. The staffing profile included a Principal, Assistant Principal, a Learning Specialist, 14.15 teachers and 4.41 non-teaching staff.

The school’s Student Family Occupation and Education (SFOE) index was 0.1805. This SFOE index is a measure of a school’s level of disadvantage and indicates that such levels are low at AVPS in comparison with other schools. This index means AVPS has higher levels of ‘advantage’ than ‘disadvantage’.

### Framework for Improving Student Outcomes (FISO)

In 2020, Ascot Vale PS AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of:

- KIS 1.b - Instructional and shared leadership
- KIS 1.d - Curriculum planning and assessment
- KIS 1.e - Evaluating impact on learning
- KIS 2.b - Building practice excellence

Key Improvement Strategies in 2020 were:

- KIS 1.b - Build the capacity of instructional leaders to lead and support staff within PLTs to enhance and review curriculum planning, instructional methods, assessment strategies and student achievement data
- KIS 1.d - Develop a guaranteed and viable curriculum across year levels for reading and viewing, writing & numeracy
- KIS 1.e - Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes
- KIS 2.b - Build staff capacity to activate, implement and embed student voice and agency in learning

Despite the constraints of the pandemic, the following approaches featured strongly in our 2020 plans and actions, which supported the implementation of the above KIS:

- continuing a culture of collaboration for improvement
- the use of data to drive improvement
- structures and systems to support collaboration for improvement
- curriculum planning and assessment
- student voice and agency professional learning

The School Staff Survey demonstrated clear evidence of impact with some significant improvements made across the targets. In 2020 our staff Professional Learning Plan focus was impacted by the pandemic. We successfully transitioned to online, remote and flexible professional learning throughout the year, switching the focus from classroom professional practice (i.e., classroom observations and coaching) to remote and flexible teaching and learning (e.g., online teaching and learning, ICT skills and platforms). Staff, student and community wellbeing also featured strongly as a Professional Learning focus throughout 2020.

We look forward to re-engaging with our 2019-2022 School Strategic Plan and 2021 Annual Implementation Plan goals:

- ? To improve literacy and numeracy outcomes for all students
- ? To increase engagement in learning for all students.

In addition, we will be implementing the Department of Education & Training state-wide mandated goal, consisting of the following three priorities:

- 1) Learning Catch Up and Extension, featuring:
  - ? Tutor Learning initiative implemented via the Professional Learning Community inquiry cycle
  - ? Literacy and Numeracy staff teams to oversee the Learning Catch Up and Extension priority

- ? Victorian High Abilities Program facilitated by Virtual Schools Victoria (previously known as the Distance Education Centre) program
- 2) Happy, Active and Healthy Kids
  - ? Student Wellbeing staff team to oversee the Happy Active Kids priority
  - ? Increased emphasis on multi-age opportunities and learning across the school
- 3) Connected Schools
  - ? School Improvement Team to oversee the Connected Schools priority with School Council involvement

## Achievement

In 2020 the school continued work on its strategic plan goals:  
 Goal 1 - To improve literacy and numeracy learning outcomes for all students  
 Goal 2 - To increase engagement in learning for all students

Data tracking demonstrated:

The percentage of students working above expected level in in all year levels in teacher judgment in Victorian Curriculum in the following subjects:

Reading -dropped from 59% (2019) - 46% (2020)

Writing - dropped slightly from 33% ( 2019) to 31% (2020)

Number and Algebra - slightly increased from 35% (2019) to 36% (2020)

The School Staff Survey achieved significant gains in some sections for example below:

Understanding formative assessment - increased from 27% (2019) to 86% (2020) exceeding the School Strategic Plan (SSP) target of 79% by 2022 by 7%

Understand how to analyse data - increased from 27% (2019) to 71% ( 2020), meeting the 2022 SSP target of 71%

Additional literacy support continued on line and in person in 2020 with some success. In 2021, the Tutor Learning Program and the Levelled Literacy Intervention program will be implemented to further enhance student learning outcomes for selected students in literacy and numeracy.

Several students were identified as suitable for acceleration of their learning and were provided with access to higher level learning in selected subjects via the Victorian High Abilities Program facilitated by Virtual Schools Victoria (previously known as the Distance Education Centre).

Students supported through the Program for Students with a Disability all made progress based on their individual goals as identified in their Individual Education Plans.

## Engagement

Ascot Vale PS students remained as engaged and connected to their school as possible, despite the challenges faced in 2020 by the Covid-19 pandemic.

Significant emphasis was placed on our school values in 2020 of Respect, Responsibility, Excellence, Empathy and Gratitude. A more limited range of opportunities for student voice and development of student agency continued in 2020. Students were authentically engaged as stakeholders in the process to evaluate our remote and flexible learning program and return to on-site learning via video conference meetings.

In 2020, attendance rates remained steady despite the impact of Covid-19. AVPS continued to work with families to ensure students were either at school or engaged during remote and flexible learning.

The school continued to send messages to parents, requesting them to notify the school of student absences, contacting parents regarding unexplained absences and/or after extended periods of absence. The school leadership team worked closely with teachers to support chronic absences and to implement return to school processes.

## Wellbeing

Much emphasis was placed on student health and wellbeing in 2020 due to the Covid-19 pandemic, highlighted by:

- strong connections made with and engagement of vulnerable families in the remote and flexible learning program
- emphasis placed on community health and wellbeing throughout the year including the \*Student Check in Tool being implemented across AVPS in term 4 to identify and support students in regards to mental health and wellbeing
- continued implementation of the #BounceBack! . This is a wellbeing, resilience and social-emotional learning program for primary aged children.

Despite these efforts, AVPS regressed in both the Student Attitudes and Parent Opinion surveys in 2020. This is most likely due to the extreme circumstances of the 2020 pandemic and remote and flexible learning enforced upon community members. AVPS intends to analyse this data and seek ways to improve community connections in 2021.

Conversely, the School Staff Survey results achieved significant gains across the board. This was also most likely attributed to the exceptional circumstances thrust upon staff and the significantly high levels of support and gratitude offered in the Covid-19 environment.

Student wellbeing will continue to be a focus in 2021 at AVPS, reflecting that learning will be impacted if students do not feel safe and secure. Zones of Regulation and Resilience, Rights and Respectful Relationships will be introduced and implemented in 2021 and Bounceback! will continue to be implemented in 2021.

\*This is a research-validated resource to help schools to identify students with behavioural and emotional support needs. It is for use by teachers for all year levels. Immediate action is not required for a student with an "at risk" rating as the resource is not diagnostic. The Students at Risk Planning Tool provides advice on appropriate school actions to support individual students.

# BounceBack! supports primary school teachers and schools in their efforts to promote positive mental health, wellbeing and resilience for both students and teachers and build safe and supportive class and school learning environments.

## Financial performance and position

Ascot Vale PS maintained a very sound financial position throughout 2020. The 2018-2022 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 an end of year surplus of \$46,084. This was due to a larger than expected student enrolment number in 2020. The Finance Committee will continue to monitor the financial position of the school to ensure funds are directed to budgets and priority projects, such as the installation of a new playground, in a timely manner. Equity funding was spent on staffing costs to employ a teaching and learning coach and to run a literacy intervention program in 2020.

Within this report,

- Government Grants Commonwealth provided increased security to the school's entrance
- Capital grants refers to the surplus from the 2019 capital works project

**For more detailed information regarding our school please visit our website at <http://avps.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 303 students were enrolled at this school in 2020, 154 female and 149 male.

20 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) which takes into account parents' occupations and education.

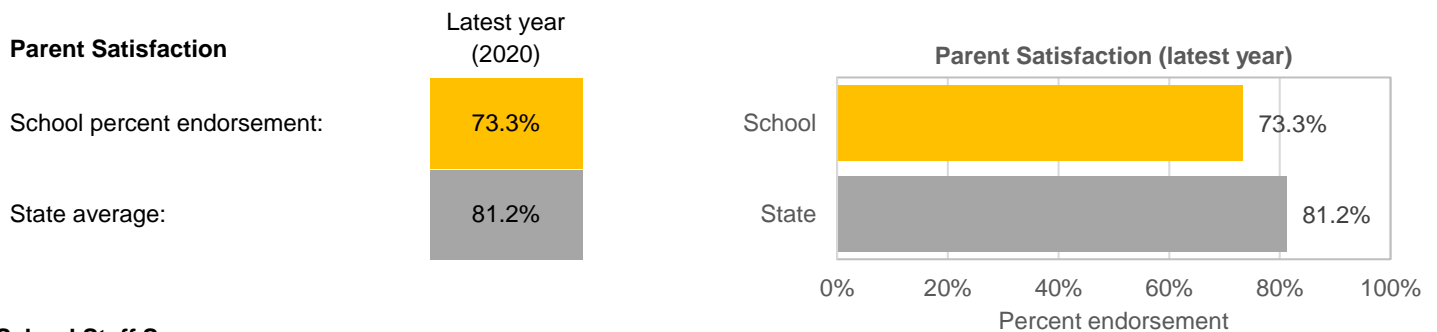
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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.

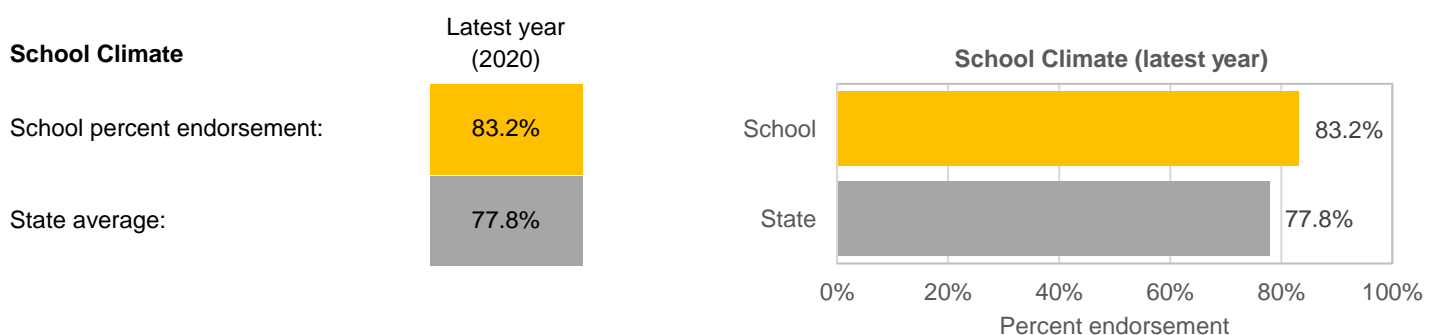


### School Staff Survey

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:

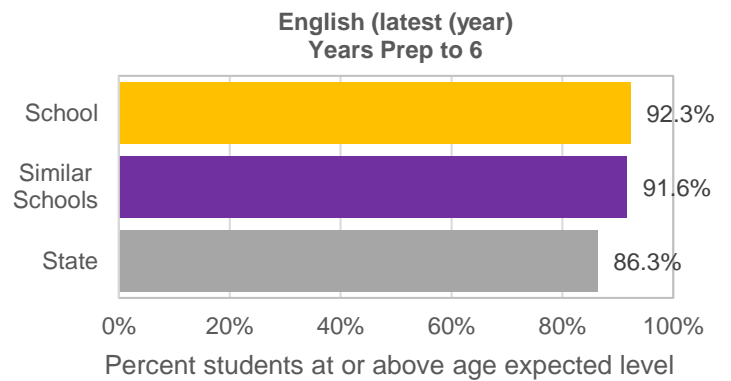
92.3%

Similar Schools average:

91.6%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

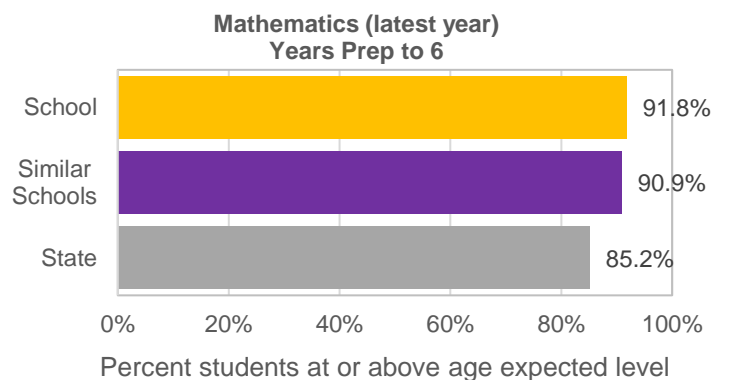
91.8%

Similar Schools average:

90.9%

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

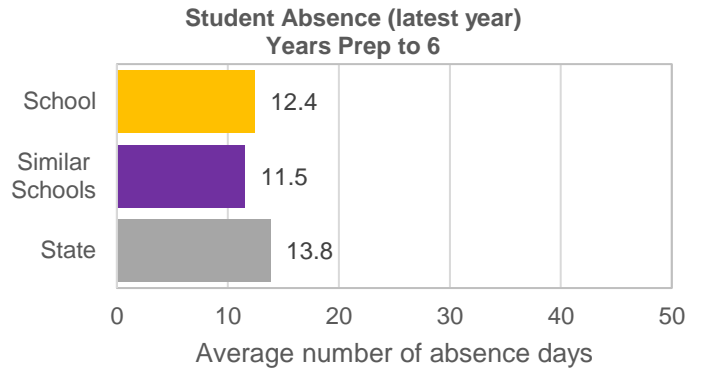
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	12.4	12.6
Similar Schools average:	11.5	13.6
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):	94%	95%	94%	94%	92%	94%	93%

**WELLBEING**

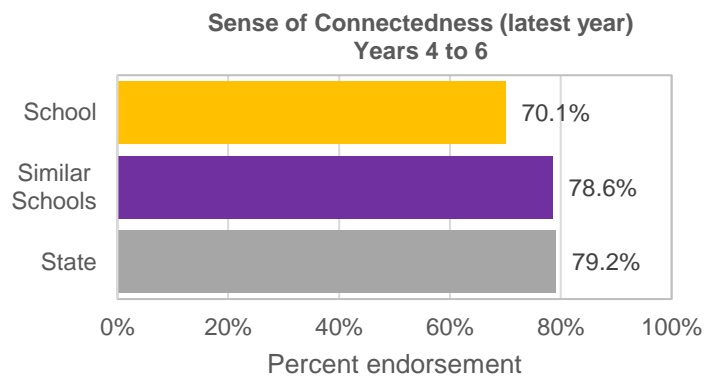
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	70.1%	80.9%
Similar Schools average:	78.6%	80.2%
State average:	79.2%	81.0%



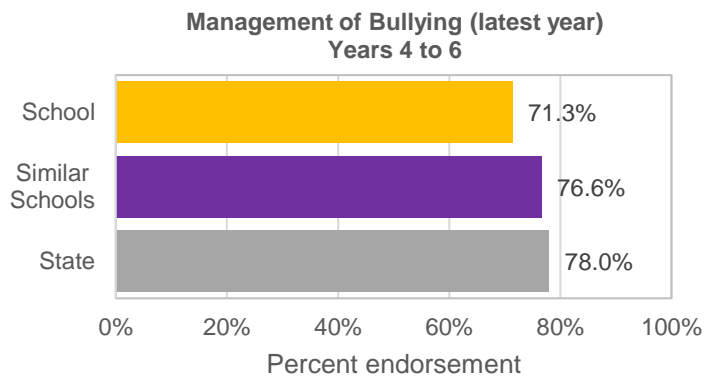
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	71.3%	79.5%
Similar Schools average:	76.6%	78.7%
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	\$2,345,909
Government Provided DET Grants	\$289,895
Government Grants Commonwealth	\$23,442
Government Grants State	NDA
Revenue Other	\$4,116
Locally Raised Funds	\$108,114
Capital Grants	\$3,668
<b>Total Operating Revenue</b>	<b>\$2,775,145</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$20,784
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$20,784</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,296,451
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$5,889
Communication Costs	\$6,355
Consumables	\$54,353
Miscellaneous Expense <sup>3</sup>	\$40,775
Professional Development	\$17,277
Equipment/Maintenance/Hire	\$66,113
Property Services	\$116,116
Salaries & Allowances <sup>4</sup>	\$51,942
Support Services	\$39,496
Trading & Fundraising	\$8,292
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$22,334
<b>Total Operating Expenditure</b>	<b>\$2,725,392</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$46,084</b>
<b>Asset Acquisitions</b>	<b>NDA</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$371,416
Official Account	\$11,117
Other Accounts	\$7,078
<b>Total Funds Available</b>	<b>\$389,611</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$54,302
Other Recurrent Expenditure	\$3,887
Provision Accounts	\$29,933
Funds Received in Advance	\$1,303
School Based Programs	\$41,847
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$52,100
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$51,568
Maintenance - Buildings/Grounds > 12 months	\$42,790
<b>Total Financial Commitments</b>	<b>\$277,729</b>

*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.*