

2018 Annual Report to The School Community



School Name: Ascot Vale Primary School (2608)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 28 April 2019 at 02:17 PM by Susan Osborne
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 28 April 2019 at 04:26 PM by Helen Millar (School
Council President)

About Our School

School context

Ascot Vale Primary School (AVPS), established in 1885, is located 6 kilometres north west from the Melbourne CBD. The school facilities are made up of a mix of historic and modern building designs. The multi-age units are housed across three buildings, including the original 1880's building, an orange brick building and a relocatable classroom, which was installed at the beginning of the 2019 school year. The school has a multi-purpose gathering space for general use. A recent capital works program has made improvements to the student toilets, oval, one playground space, selected classrooms, staffroom and administration areas and the first aid room. The grounds offer both active and passive areas for student play, a grassed area with sensory garden, two adventure playgrounds, plexi-pave basketball court, sand pit, synthetic oval with running track, an enclosed play space for creative play and a circular performance or outdoor learning deck. AVPS had 20.25 effective full time staff. The staffing profile included a Principal, Assistant Principal, a Learning Specialist, 13.15 teachers and 4.10 non-teaching staff. The school's teaching and learning program is based on the Victorian Curriculum and covers all key learning areas. It is sequential and delivered across six multi-age classes incorporating a variety of age groupings.

AVPS continued to have a much celebrated and noticeable community spirit in 2018. A dedicated and talented staff, together with supportive parents, worked hard to continually improve the school focusing on identified and agreed priorities identified in the Annual Improvement Plan. The school operated an active School Council, a Parent Representative system for each Unit and a fundraising committee. Numerous fundraising efforts generated high levels of community spirit and much needed resources for the school. Community groups also hired the school facilities for sporting / fitness, artistic or cultural pursuits. The school had a large number of community and parent volunteers who dedicated time to assist in a variety of ways, adding much value to the school in 2018. These include: mentoring children who need 1:1 support, working bees, maintaining garden beds (adopt a garden bed), preparing fresh fruit on Fridays, attending excursions, providing classroom assistance and membership of School Council and committees.

AVPS is a member of the Moonee Vale Instrumental Music Program (also known as MVIMP). This program has been in operation since 1983 and is managed by four local schools.

SCHOOL CONTEXT 2018

Full time enrolments = 283.0

Full time Aboriginal students = nil

No of students assessed as eligible for English as an Additional Language (EAL) funding = 45

Number of equity funded students§ = 26

SFOE Index = 0.1842*

§ Equity funding is provided to assist schools to provide targeted educational programs to students from disadvantaged backgrounds.

* The Student Family Occupation and Education (SFOE) index is a measure of a school's level of disadvantage. Our school's score in 2018 (as well as data from 2012-18) suggests that levels of disadvantage are low at AVPS in comparison with other schools.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focused efforts on FISO Priority 1: Excellence in teaching and learning.

Dimension 1: Building Practice Excellence

Key Improvement Strategy 1 - Build teacher capacity to plan, implement and review consistent and researched

best practice teaching approaches.

2018 HIGHLIGHTS

1. The Gradual Release of Responsibility model was implemented as the agreed AVPS instructional model. This model has a focus on gradually building independence and aligns with the set of High Impact Teaching Strategies (HITS) that guide teaching practices in Victorian public schools.
2. The school's Learning Specialist supported the implementation of the HITS via a whole of school support approach (including some coaching.)
3. A separate Teaching and Learning coaching program was facilitated fortnightly.
4. Three team leaders and the Principal participated in the Victorian Professional Learning Community initiative, an approach to school improvement where groups of teachers work collaboratively to improve student outcomes.
5. Three teachers participated in the Bastow Leading Literacy for Networks professional learning program which provides teachers with additional skills in high-impact literacy teaching.

AVPS also undertook a 'Pre-Review Self Evaluation' in 2018 in preparation for a School Review in February 2019.

The following information reflects the information gathered for the pre-review self-evaluation report.

Achievement

GOAL

to develop learners who are inquiring, self-directed, problem solvers.

2018 HIGHLIGHTS

As can be seen in the Performance Summary at the end of this report, there were many great achievements at AVPS during 2018:

- 93% of students achieved "above expected" levels in reading.
- 90% achieved "above expected" levels in Mathematics
- 29.63% achieved high relative growth in NAPLAN measures in Writing and 33% achieved this in Number, meaning that their achievements in grade 5 were greater than expected when compared to their achievements in grade 3.
- 82% of staff endorsed the school in the School Staff Survey as having a guaranteed and viable curriculum, which was above that reported in similar schools (77%) network schools (73%) and across the state (77%).
- 91% of staff endorsed the school's collective responsibility in the School Staff Survey, which was above rates for similar schools (88%), network schools (86%) and the state (87%).

All of the above results met or exceeded targets set by the school to measure its own performance.

AREAS IN NEED OF IMPROVEMENT

There are some areas where the school did not meet targets:

- While the majority of students in the school achieved a year of more's growth in learning over the previous 12-month period, the average of all students' growth did not meet the target.
- The percentage of students achieving the highest grades according to teacher judgement in "Number and Algebra" and "Writing" did not increase as much as hoped.
- The average level of gain in Writing and Number results between year 3 and year 5 was lower than expected.

The school's efforts to implement new teaching and learning initiatives, as described earlier, will help to address these targets for 2019.

PROPOSED FUTURE DIRECTION - BROAD GOAL

To improve literacy and numeracy outcomes for all students with a focus on individual learning achievement facilitated through an effective Professional Learning Community culture and practices.

Engagement

GOAL

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

2018 HIGHLIGHTS

- In the Student Attitudes to School survey (completed by students in grades 4 and above), 72% of students reported that the school provides stimulating learning and 75% endorsed teachers' level of concern. These results were similar to those reported in other schools.
- Students participated in a Student Representative Council and Student "Wipe Out Waste" team.
- The Moonee Vale Instrumental Program provided students with the opportunity to engage in extracurricular music activities throughout the year, including the opportunity to join a band.
- A Learning Specialist supported the implementation of the HITS via a coaching and support program, which addressed differentiating teaching to teach to the point of individual need.
- Specialist programs included experts from specialist fields, e.g., gymnastics and dance.
- Whole school multi age activities were conducted throughout the year. E.g. Multi-cultural week activities.
- In the Parent Opinion survey, 91% reported that children were "connected to peers", a similar result to that in other schools.

AREAS IN NEED OF IMPROVEMENT

- In the Parent Opinion survey, results were lower than for other schools in the areas of "stimulating learning" (72%) and "student motivation" (67%).
- In the Student Attitudes to School survey, results were slightly lower than for other schools in the area of "effective teacher time".

PROPOSED FUTURE DIRECTION

To increase engagement in learning for all students with a school focus to empower students to have greater voice and agency in learning.
To increase consistency in differentiating teaching to the point of need.

Wellbeing

GOAL

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

2018 HIGHLIGHTS

- AVPS achieved 84% endorsement in the area of "connectedness to peers" in the Student Attitudes to School survey, which was above the rate in similar schools, network schools and the state.
- The multi-age structure at AVPS promoted positive relationships and wellbeing across the school in 2018.
- The Bounce Back program continued to be implemented across P-6, addressing the wellbeing goal.

PROPOSED FUTURE DIRECTION

Review and develop school wide values and embed these into daily practice.
Develop a student code of conduct that reflects school values.
Implement child safe standard 7 - Strategies to promote child empowerment and participation. Including elements 1-4 below:

ELEMENT 1 - Standards of behaviour for students attending the school.

ELEMENT 2 - Healthy and Respectful Relationships (including sexuality)

ELEMENT 3 - Resilience
 ELEMENT 4 - Child Abuse Awareness and Prevention

Financial performance and position

Revenue notes:

- Student Resource Package refers to 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 Commonwealth included: Sporting Schools Grant.
- Revenue Other includes other grants such as the Camps Sports and Excursions Grant and Telstra Grant
- Sources of Locally Raised Funds in 2018 included: Subject contributions, fundraising activities, donations, interest, and commission, hire of school facilities, camps and excursions and, not for profit trading.

Equity notes:

- Equity (social disadvantage) funding was allocated towards the employment of a Teaching and Learning coach in 2018

Expenditure notes:

- Student Resource Package expenses refer to actual costs incurred for centrally paid staff in 2018.
- 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.
- Books & Publications, Communication Costs, Consumables, Professional Development, Trading & Fundraising and Utilities refer to costs associated with these items.
- Sources of Miscellaneous Expense in 2018 included: Camps, excursions and MVIMP fees.
- Sources of Property and Equipment Services in 2018 included: Building works, ground works and maintenance.
- Sources of Salaries and Allowances in 2018 refer to local payroll staff including maintenance, music and relief staff.
- Trading and Fundraising in 2018 refers to all monies raised through fundraising.

Funds Available / Financial Commitments / Net Operating Deficit notes:

- Funds Available to the school at the end of 2018 totaling \$338,851 are described in the AVPS Financial Commitments statement.
- Funds Received in Advance to a total of \$3,000 accounts for the Armistice Centenary grant to be implemented in 2019 (after capital works project) to install flagpoles and to restore the WW1 honour board.
- Maintenance -Buildings/Grounds incl SMS>12 months refers to funds set aside for Buildings and Grounds expenses. Capital - Buildings/Grounds <12 months refers to funds allocated to complement the capital works project.

Net Operating Surplus / Deficit notes:

The school returned a surplus of \$77,192 in 2018. A number of factors contributed to this, including:

- Higher enrolments, which resulted in increased revenue
- An increase to the department funding formula.
- The school maintained similar cash expenses to the previous year.
- Increased locally raised funds due to a high uptake of parent payments for Essential Student Learning items and Optional items, such as the user pays program: MVIMP (Moonee Valley Instrumental Music Program.)
- 2018 surplus cash funds have been allocated under the Financial Commitments section of this report in the categories of Maintenance – Buildings and Grounds <12 months and >12 months. The Buildings and Grounds Committee of school council will identify projects for these funds to be spent on after details of the capital works project have been confirmed.
- A staffing / credit surplus of \$29,425 will be allocated to 2019 staffing funds.
- The Finance Committee will continue to monitor the financial position of the school to ensure funds are directed to budgets and priority projects in a timely manner.




For more detailed information regarding our school please visit our website at
<http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 286 students were enrolled at this school in 2018, 144 female and 142 male.

18 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:




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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>52%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>56%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>44%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>41%</td> <td>30%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	52%	33%	Numeracy	11%	56%	33%	Writing	15%	56%	30%	Spelling	15%	44%	41%	Grammar and Punctuation	30%	41%	30%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	93 %	95 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	93 %	95 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,054,111	High Yield Investment Account	\$257,186
Government Provided DET Grants	\$278,838	Official Account	\$23,369
Government Grants Commonwealth	\$4,380	Other Accounts	\$58,296
Revenue Other	\$27,327	Total Funds Available	\$338,851
Locally Raised Funds	\$320,159		
Total Operating Revenue	\$2,684,814		
Equity¹			
Equity (Social Disadvantage)	\$11,568		
Equity Total	\$11,568		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,017,237	Operating Reserve	\$91,358
Books & Publications	\$3,612	Provision Accounts	\$29,933
Communication Costs	\$5,808	Funds Received in Advance	\$3,000
Consumables	\$42,153	School Based Programs	\$19,506
Miscellaneous Expense ³	\$228,611	Capital - Buildings/Grounds < 12 months	\$168,585
Professional Development	\$8,415	Maintenance - Buildings/Grounds < 12 months	\$26,468
Property and Equipment Services	\$113,449	Total Financial Commitments	\$338,851
Salaries & Allowances ⁴	\$154,061		
Trading & Fundraising	\$13,692		
Utilities	\$20,585		
Total Operating Expenditure	\$2,607,622		
Net Operating Surplus/-Deficit	\$77,192		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

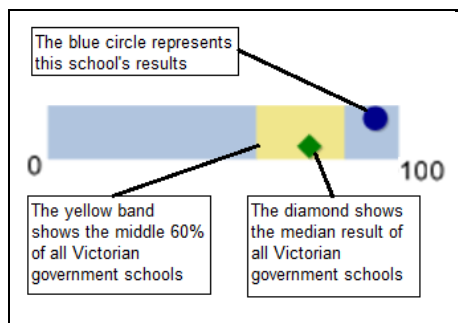
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

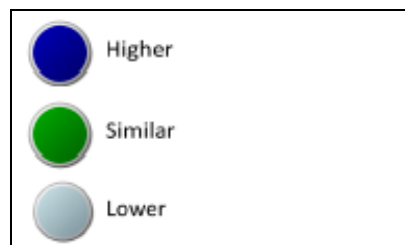


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 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 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.

'Levels A to D' 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').