

2022 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).
- 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 of the previous calendar year 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 01 May 2023 at 03:17 PM by Susan Osborne (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 May 2023 at 08:12 PM by Phil Burn (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Ascot Vale Primary School (AVPS), established in 1885, is located 6 km northwest of Melbourne's central business district. It is a member of the Moonee Valley Network of schools and falls under the South-Western Region of the Department of Education & Training. With a capacity of 325 students, AVPS currently had 249 enrolled students in February 2022. The school has a small to medium-sized campus, which comfortably accommodates its current student population.

Ascot Vale Primary School 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.

Ascot Vale Primary School mission is:

Commit to inclusive education principles where all members of our school community are valued and supported to fully participate, learn, develop, and succeed within our unique learning community. We believe in nurturing each child to their full potential through developmental learning practices and an integrated holistic approach to education.

Ascot Vale Primary School values are:

<i>Respect</i>	Honour, Admiration, Equality, Politeness, Tact, Grace, (Yourself, Relationships Environment, Cultures / Customs)
<i>Responsibility</i>	Duty, Good Judgment, Actions, Behaviours, Participation, Leadership, Resilience.
<i>Excellence</i>	Personal Best, Persistence, Creativity Learning/performing/Socialising, Behaviours and Attitudes
<i>Empathy</i>	Listening /Understanding others, Patience, Supporting, Caring, Compassion / Kindness, Sensitivity)
<i>Gratitude</i>	Appreciation, Kindness, Positivity, Optimism, Reflection (outwards), Actions, Words (for people, things or feelings)

AVPS operates a multi-age structure that started in 1984 with support from the school council and community. In this structure, two classes form a unit of students. Teachers are assigned to a class of students of similar ages and collaborate with another teacher and class to form a multi-age unit of teachers and learners.

The school's multi-age structure has been strengthened in recent years to ensure consistent teaching and learning methods across the school. As a result, teachers at AVPS no longer teach based solely on year or age level but instead, cater to each student's individual needs, which often leads to higher-level teaching and learning. This approach has contributed to the school's outstanding student achievement results in recent years.

Teachers and support staff work in Professional Learning Communities to plan and implement a comprehensive, guaranteed, and viable curriculum for the students. The staff's high level of collaboration and support is reflected in the outstanding results of the 2022 School Staff Survey in areas such as School Climate, School Staff Safety and Wellbeing, and Teaching & Learning Planning.

Ascot Vale PS is proud of its strong community spirit. The school has an active School Council and a Parent Representative system, and community groups use the facilities for sporting, artistic, and cultural activities. The school welcomes volunteers from the community and parents, who provide valuable contributions such as mentoring students, participating in working bees, assisting with camps and excursion, and supporting the classroom. The school grounds host the Flemington Farmers market every Sunday, further fostering the warm and welcoming atmosphere of the school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, AVPS students achieved exceptional results in NAPLAN Reading, Writing, and Numeracy. Both Year 3 and 5 student cohorts exceeded similar schools, network schools, and state results in the top two bands, some by a significant margin. For example:

- Year 3 Numeracy exceeded similar schools by 17%, network schools by 24% and state results by 31%.
- Year 5 Numeracy exceeded similar schools by 22%, network schools by 28% and state result by 34%.

Naplan results trended upwards in all areas, where, in Year 3, no students appeared in the bottom bands in reading and writing and only one student appeared in the bottom bands in numeracy. In Year 5, no students appeared in the bottom bands in Numeracy and Reading and only 2 appeared in Writing.

Ascot Vale PS students also outperformed similar school and state results in Teacher Judgement of student achievement in English and Mathematics.

These achievements were supported by several enablers, including:

- Very high levels of teacher collaboration and planning, where AVPS achieved 100% positive staff endorsement for "Collaborate to plan curriculum" compared to 89% for similar schools, 90% for network schools, and 89% for state schools.
- The AVPS *Staff Norms, Protocols and Collaborative Team Tools* approach played an important role in guiding and monitoring staff behaviours and actions throughout their collaborations.
- Regular Professional Development, having a sharp focus on Annual Implementation Plan goals and targets. This is evidenced by strong results in the School Staff Survey, where AVPS received 86% positive endorsement for "*Professional learning targeted to improving literacy and numeracy.*"
- AVPS school values played an important role in guiding collective behaviours, with a strong focus on 'excellence' contributing to outstanding student achievement results.
- Start up programs in Literacy and Mathematics set the scene for the first 20 days of teaching and learning, establishing consistent approaches to pave the way for future learning.
- The school's approach to lesson structures is more consistent than ever, where collaborative lesson planning among staff is now embedded across the school and levels of staff professional trust are at a high of 91% compared to 78% in similar schools.
- Improvements were made to writing moderation practices and school wide scope and sequences (English and Mathematics) continued to be developed, evaluated, and modified or improved over time to facilitate teaching team consistency and accountability to one another.

Wellbeing

AVPS achieved pleasing *Wellbeing* results in 2022, where the student's positive endorsement of *Sense of Connectedness* and *Management of Bullying* were comparable to similar and state averages.

Enablers that contributed to success in 2022 include:

- The school's multi-age structure continued to strengthen in 2022 to ensure consistent multi-age teaching and learning methods across the school. This approach contributed to improved relationships and connections between students of multiple age groups. This is supported by a positive response to the Parent Opinion Survey where AVPS achieved an 89% positive response to *Student connectedness* and 91% for *Respect for diversity*.
- The school continued a strong focus in 2022 on Zones of Regulation, Respectful Relationships (RR) Curriculum, and The Resilience Project. These combined to provide students with a suite of tools to assist them to cope during times of hardship, to enable them to practice strategies to improve mental health. Students identified, understood, and regulated their emotions via the Zones of Regulation program and they, focused on developing positive relationships through the Respectful Relationships program.
- In 2022, the school received positive endorsement from parents on the *students' confidence and resiliency skills*, with 83% of parents reporting positive results, which was like state and similar schools, and 3% higher than network schools.
- Parents reported a strong sense of safety for their children, with 86% reporting no experience of bullying, which was 21% higher than the state and 17% higher than similar schools.
- Staff responded positively in the School Staff Survey in the *Build resilience and a resilient, supportive environment* section where AVPS achieved **86%**, which improved by 43% from 43% in 2020.

Engagement

AVPS continued to achieve lower than state or similar schools' average number of absence days, where five out of seven year levels achieved 90% or above attendance rate.

Enablers contributing to success in 2022 included:

- AVPS leadership and staff engaged with students, parents, carers, and community members in a range of different ways in response to the shifting teaching and learning environments caused by the Covid-19 pandemic including via video conferencing, Class Dojo, or phone calls. In 2022 AVPS achieved a positive endorsement of 86% in *School communication* of the Parent Opinion Survey, which was 5% above state results and similar schools. Teacher communications also rated highly in the Parent Opinion Survey, achieving 74%, compared to 68% similar and 71% state in 2022.
- Year P-2 teachers implemented changed approaches to Kindergarten to Prep transition, with successful results. Step up days and whole school multi age events helped to prepare students in other year levels for transitioning to higher year levels over. AVPS also supported students in Year 2 in 2022 by allowing them to have a third year rather than the usual two years with their Year 1 teacher in 2022 because they had spent significantly reduced face to face time with them due to the pandemic. It was considered and transpired that these students would benefit from being with a familiar teacher, following their disrupted start to school life in years Prep and one, both years dominated by lockdowns. These improvements were evidenced by smooth settling in periods for most students observed by staff and parents and increased positive endorsement in the Parent Opinion Survey in the *Transitions* section, which improved achieve 84% in 2022, increasing by 10% since 2020.

Other highlights from the school year

The Resilience Project (TRP) was introduced in 2022. TRP was identified by AVPS staff as a highlight. This has supported staff to teach positive mental health strategies to help children become happier and more resilient we focus on three key pillars proven to cultivate positive emotion: Gratitude, Empathy and Mindfulness (GEM). Programs also have a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health. Professional learning was a strong feature of TRP

AVPS ran additional *Relationship and Sex Education* programs, facilitated by the service provider *Interrelate* in years 5 / 6. In response to younger children having more freedom and tools to gain more access to information on the internet during the pandemic, and a subsequent increase in knowledge about sex and reproduction, this program was introduced to year 3 / 4 students in 2022.

Three successful camps were held after a two year pause due to the impact and timing of lockdowns. These included:

- The MVIMP Music Camp in Term 3
- The Year 5/6 Camp to Canberra
- The Year 3/4 Camp to Campaspe Downs

Two highly successful fundraising events were held, garnering community spirit and support for the school as well as valuable funds that contributed to the installation of the new playground.

- The Federal Election Day Sausage Sizzle and Cake Stall.
- The Hawaiian Themed Trivia Night.

Two significant building projects were completed at AVPS in 2022:

- Installation of the new playground.
- Removal and replacement of an 1880's slate roof, including significant repairs to internal water damage.

Consequently, In the Parent Opinion Survey category of School Ethos and Environment, *Physical Environment* section, AVPS achieved **94%** compared to Similar - 79% and State - 83%.

Financial performance

Ascot Vale PS maintained a sound financial position throughout 2022. The 2018-2022 School Strategic Plan, along with the 2022 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 \$80,846. The Finance Committee will continue to monitor the financial position of the school to ensure funds are directed to budgets and priority projects. Equity funding contributed towards providing access to technology, including Chromebooks for all students in 2022.

Within this report:

- *Government Grants Commonwealth* included Sporting School Grants and Student/Teacher payments from universities
- The *Capitol-Buildings/Grounds >12 months* refers to the funds allocated to the installation of a new playground, completed in 2023.

For more detailed information regarding our school please visit our website at
<https://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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 250 students were enrolled at this school in 2022, 117 female and 133 male.

18 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

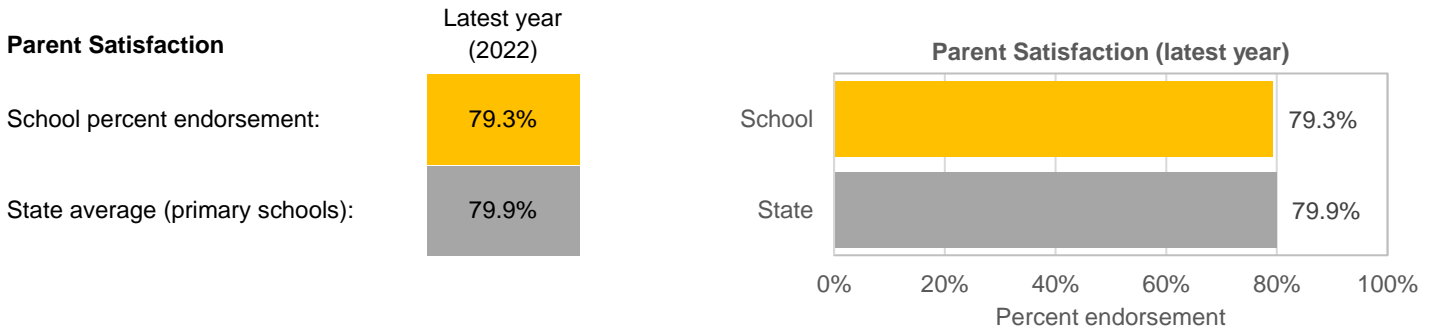
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

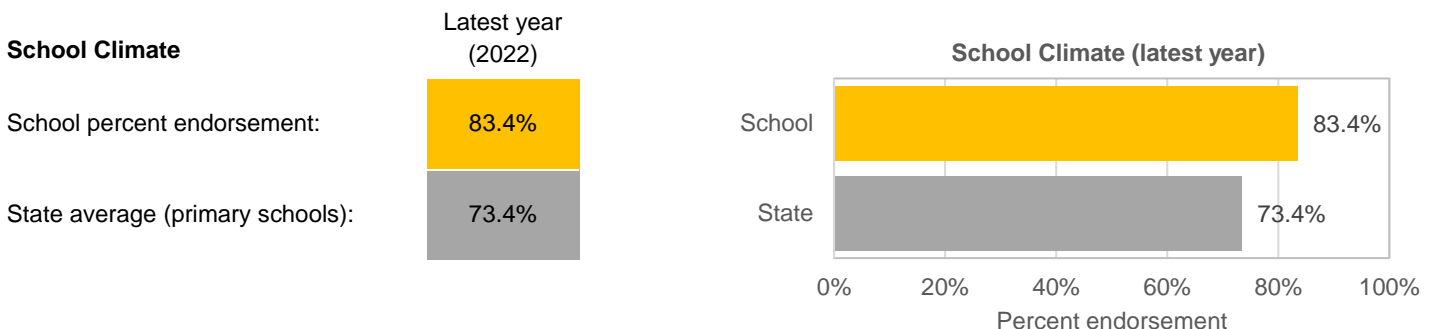


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

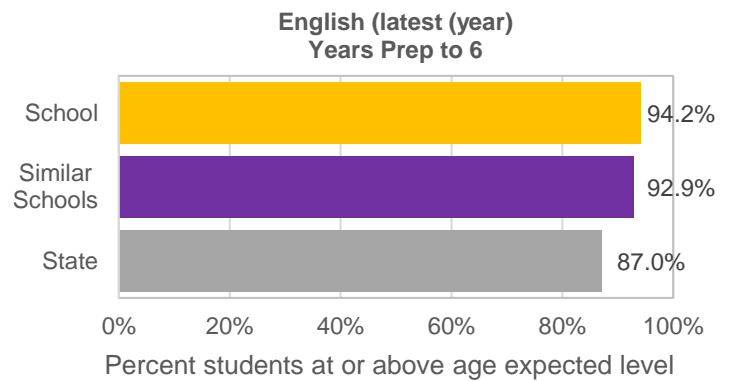
94.2%

Similar Schools average:

92.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

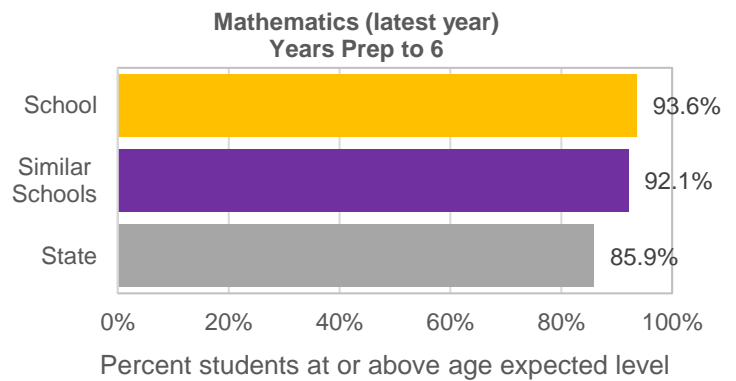
93.6%

Similar Schools average:

92.1%

State average:

85.9%



LEARNING (continued)

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

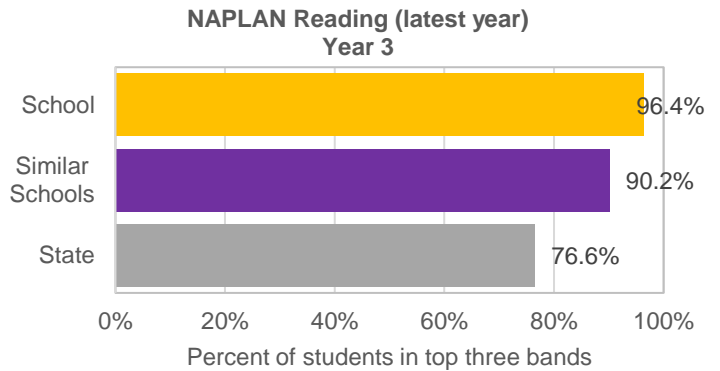
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

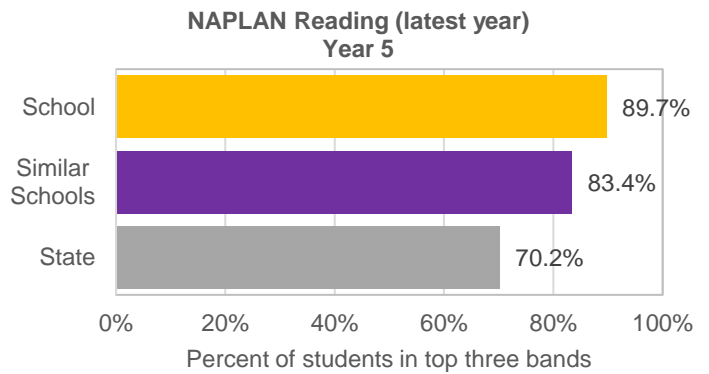
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.4%	87.2%
Similar Schools average:	90.2%	87.7%
State average:	76.6%	76.6%



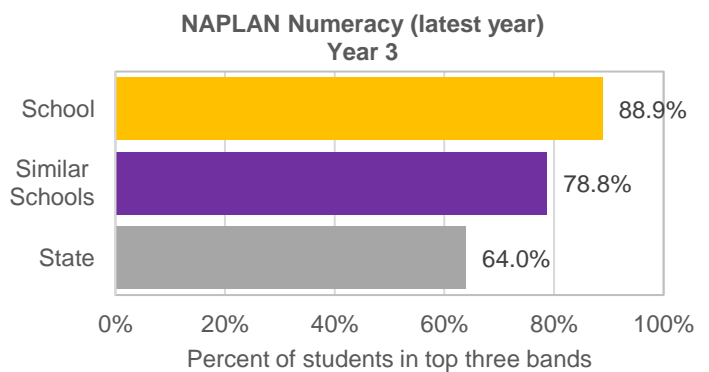
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.7%	81.6%
Similar Schools average:	83.4%	82.1%
State average:	70.2%	69.5%



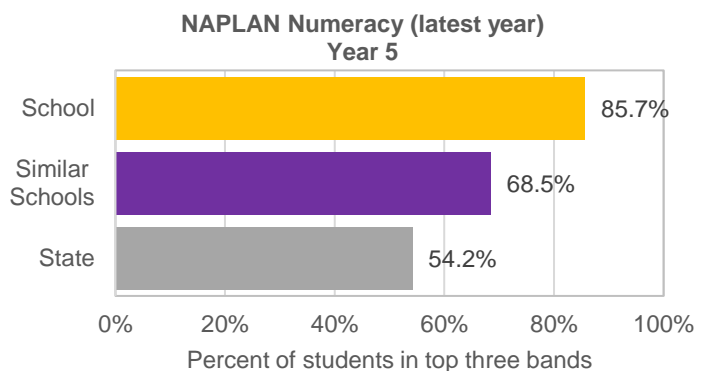
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	82.7%
Similar Schools average:	78.8%	79.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	77.4%
Similar Schools average:	68.5%	72.9%
State average:	54.2%	58.8%



WELLBEING

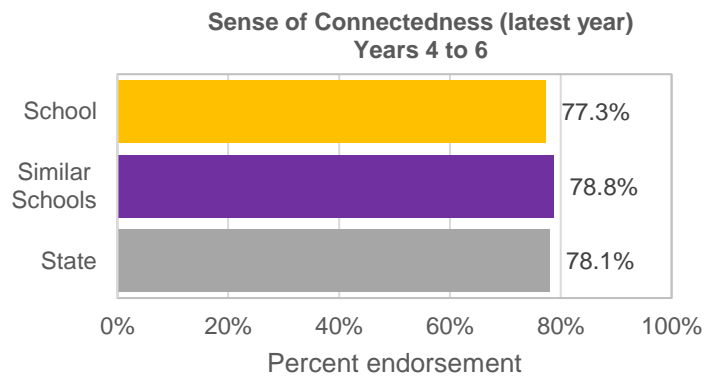
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.3%	74.3%
Similar Schools average:	78.8%	78.8%
State average:	78.1%	79.5%

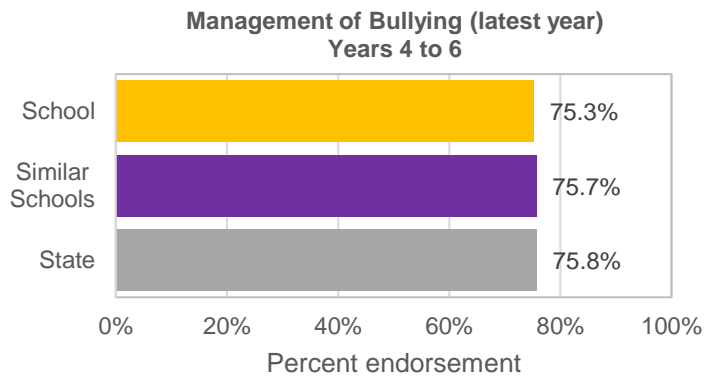


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.3%	74.9%
Similar Schools average:	75.7%	77.3%
State average:	75.8%	78.3%



ENGAGEMENT

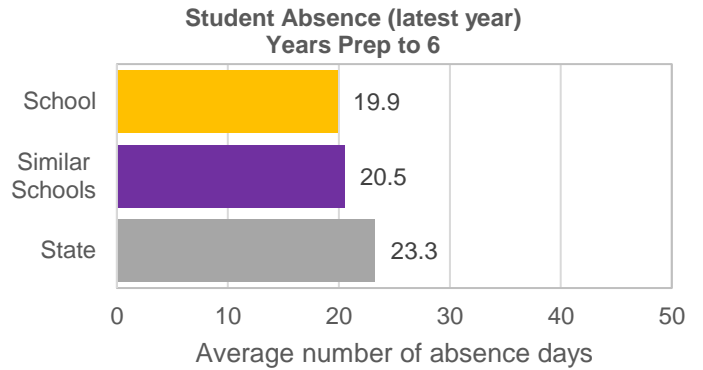
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.9	14.1
Similar Schools average:	20.5	14.4
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	92%	90%	88%	92%	90%	91%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,227,049
Government Provided DET Grants	\$236,151
Government Grants Commonwealth	\$4,000
Government Grants State	\$30,413
Revenue Other	\$22,791
Locally Raised Funds	\$301,686
Capital Grants	\$25,000
Total Operating Revenue	\$2,847,090

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,071
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,071

Expenditure	Actual
Student Resource Package ²	\$2,231,467
Adjustments	\$0
Books & Publications	\$6,460
Camps/Excursions/Activities	\$133,713
Communication Costs	\$3,030
Consumables	\$42,734
Miscellaneous Expense ³	\$52,114
Professional Development	\$7,458
Equipment/Maintenance/Hire	\$10,978
Property Services	\$58,007
Salaries & Allowances ⁴	\$62,271
Support Services	\$103,381
Trading & Fundraising	\$5,297
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,333
Total Operating Expenditure	\$2,741,244
Net Operating Surplus/-Deficit	\$80,846
Asset Acquisitions	\$148,962

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$180,257
Official Account	\$55,022
Other Accounts	\$16,317
Total Funds Available	\$251,596

Financial Commitments	Actual
Operating Reserve	\$81,112
Other Recurrent Expenditure	\$0
Provision Accounts	\$29,933
Funds Received in Advance	\$7,533
School Based Programs	\$8,026
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$14,370
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$87,594
Maintenance - Buildings/Grounds < 12 months	\$1,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$8,217
Total Financial Commitments	\$237,784

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.