

2021 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 2021 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 05 April 2022 at 11:10 AM 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 2021 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 05 April 2022 at 01:05 PM by Scott Miller (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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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

ABOUT OUR SCHOOL

Ascot Vale Primary School (AVPS) continued to experience challenges during the 2021 school year due to the lockdowns associated with the Covid-19 pandemic. Complex transitions in and out of lockdown and school closures impacted the teaching and learning program which, in turn, affected students and families throughout the year.

The AVPS remote and flexible learning program, developed over time, 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, AVPS maintained a safe, supportive and high quality remote and on site learning environment throughout 2021, highlighted by:

The introduction of the Tutor Learning Initiative and the Zones of Regulation across the school.

Strengthened multi-age relationships through peer and group learning activities, particularly in semester one.

The review and development of the eLearning Plan and Digital Devices Policy, featuring the gradual introduction of Chromebooks (1:1 in years 3-6 and 1:2 in years P-2).

A very strong focus on Numeracy professional learning for staff, featuring an increased openness to teacher observation and feedback with the intention of improving teacher practice.

Continued improvements to staff collaboration, planning and strengthening community connections via the use of digital tools.

Very high levels of staff co-operation, optimism and capacity to adapt and support others at short notice, in an increasingly challenging educational environment and wider community.

A consistent approach to encouraging student attendance in both remote and on site settings.

* 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 Primary School'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 appearing 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 2021, the school's enrolment was 284 students organised across six multi-age units or communities of learners.

AVPS had 21.54 effective full time staff in 2021. The staffing profile included a Principal, Assistant Principal, a Learning Specialist, 12.55 teachers, 1.0 Learning Tutor and 3.37 Education Support Staff. Ascot Vale PS had no staff who identify as Aboriginal and Torres Strait Islander in 2021. In 2021 36% of AVPS staff identified as male and 64% identified as female.

The school's Student Family Occupation and Education (SFOE) index was 0.1737. 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 means AVPS has lower levels of 'disadvantage' than 'advantage'.

Framework for Improving Student Outcomes (FISO)

In 2021, the Ascot Vale PS AIP focused on implementation of Key Improvement Strategies (KIS) related to the following FISO dimensions:

GOAL 1 - 2021 DET Priorities

- Curriculum planning and assessment - KIS 1.a
- Health & Wellbeing - KIS 1.b
- Building Communities - KIS 1.c

GOAL 2 - To improve literacy and numeracy outcomes for all students.

- Evaluating impact on learning - KIS 2.a

The 2021 the Key Improvement Strategies featured in the Annual Implementation Plan included:

KIS 1.a - Learning, catch up and extension priority

KIS 1.b - Happy, active and healthy kids priority

KIS 1.c - Connected schools priority

KIS 2.a - Build teacher capacity to differentiate teaching and learning to ensure all students achieve individual goals and outcomes (with a strong focus on Number and Algebra)

Despite the disruption of the 2021 lockdowns, a sharp focus remained on the AVPS goals, FISO dimensions and Key Improvement Strategies outlined above with some outstanding student achievements resulting from the collective efforts, particularly related to the strong focus on numeracy in 2021.

Commentary on progress and achievements can be found in the sections to follow.

Achievement

In 2021 AVPS continued to focus on the following strategic plan goal:

Goal 1 - To improve literacy and numeracy learning outcomes for all students (with a strong focus on numeracy)

The percentage of AVPS students working at or above expected standards in teacher judgement (P-6) in English and Mathematics was above similar schools and well above state averages.

The percentage of AVPS students achieving in the top three bands in NAPLAN for the following subjects and year levels were above similar schools and well above state averages:

- Year 3 Reading
- Year 3 Numeracy
- Year 5 Numeracy

The percentage of AVPS students achieving in the top three bands in NAPLAN for the following subjects and year levels achieved below similar schools and above state averages:

Year 5 Reading

The School Staff Survey results fluctuated over the past four years. However, the overall school climate percent endorsement was 80.8%, 5% higher than the state average.

In 2021, the Tutor Learning Initiative (TLI) and the Levelled Literacy Intervention program were implemented to help the 'catch up' and/or 'extension' process for the selected students in literacy and numeracy. Across 2021, 65 students (or 23% of all students) were involved in the TLI program.

There was a strong focus on Numeracy Professional Learning for staff in 2021. Collaboration levels were high among staff, where team planning processes were refined further in both remote and onsite settings. An openness to student shadowing and feedback processes, with the view to improving teacher practice was a highlight.

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.

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 (IEP). Student support group meetings were held regularly throughout the year for these and other students deemed at risk, where IEP's or behaviour plans were developed, evaluated and refined in 2021.

Engagement

Efforts were made in 2021 for Ascot Vale PS students to remain as engaged and connected to their school as possible, despite the challenges faced in 2021 by the Covid-19 pandemic.

Emphasis was placed on our school values of Respect, Responsibility, Excellence, Empathy and Gratitude. A range of opportunities for student voice and development of student agency continued in 2021. Students and parents were engaged as stakeholders in the process to evaluate our remote and flexible learning program and return to on site learning via video conference meetings and online communication tools, such as Class DoJo.

In 2021, the AVPS average days of absence of 11.3 remained steady despite the impact of lockdowns. This compared favourably to similar schools' average of 12.9, our school's 4 year average of 12.1 and a statewide average of 15. An average attendance rate of 94% achieved across all year levels at AVPS in 2021 was a pleasing result.

AVPS continued to work with families to ensure students were either at school or engaged during remote and flexible learning. 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 2021 due to the Covid-19 pandemic, highlighted by:

- Strong connections made with and engagement of vulnerable families in the remote and flexible learning program
- Continued implementation of the #BounceBack! resilience program.
- Introduction of the Zones of Regulation, with staff Professional Learning sessions (two) across the school.

Despite these efforts, AVPS continued a downward trend in both the Student Attitudes and Parent Opinion surveys in 2021. This is most likely due to the ongoing impact of the pandemic and remote and flexible learning enforced upon community members.

Conversely, the School Staff Survey results achieved some positive results. This was also likely attributed to the exceptional circumstances and the high levels of support and gratitude offered to staff in the Covid-19 environment.

The introduction of The Resilience Project school wide program intends to refocus and improve student wellbeing teaching and learning strategies and outcomes across the school in 2022.

*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.

Finance performance and position

Ascot Vale PS maintained a very sound financial position throughout 2021. The 2018-2022 School Strategic Plan, along with the 2021 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 \$3,218. 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. Equity funding was spent on staffing costs to employ a teaching and learning coach and to run a literacy intervention program in 2021.

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 planned in 2022.

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.

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 284 students were enrolled at this school in 2021, 134 female and 150 male.

19 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).

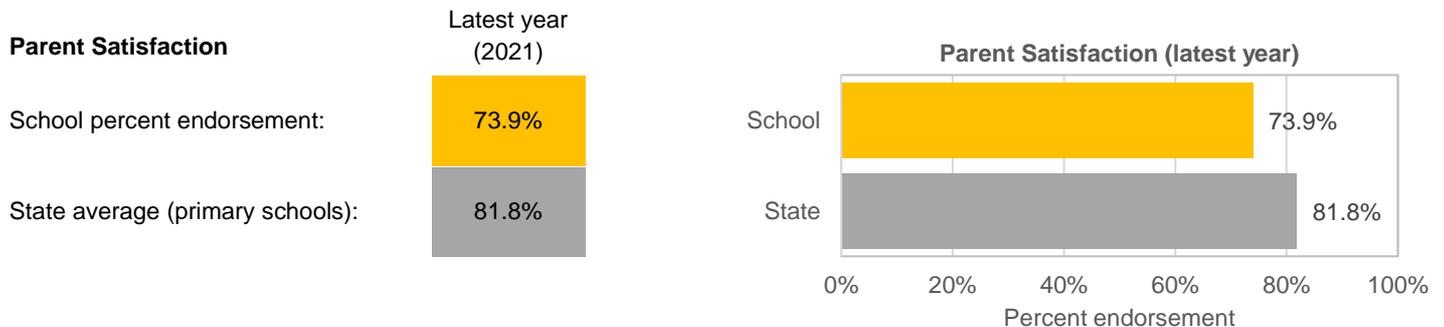
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

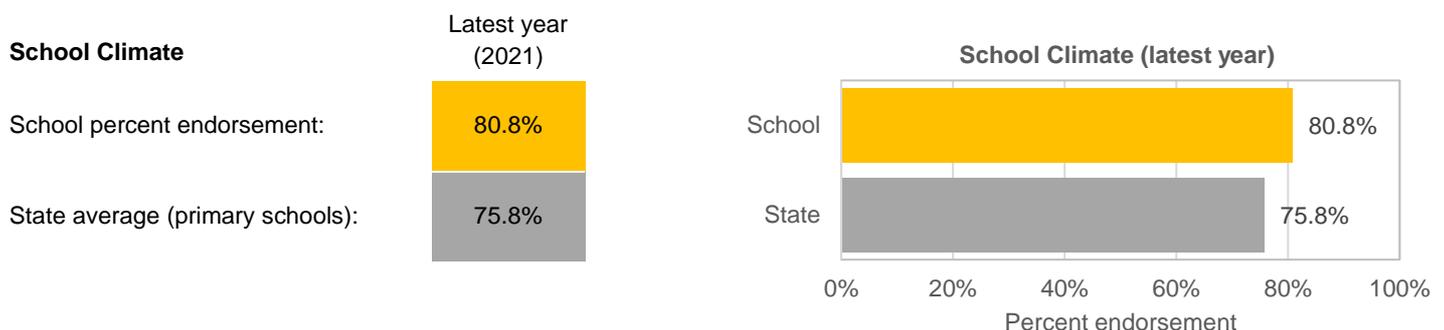


School Staff Survey

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.



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
(2021)

School percent of students at or above age expected standards:

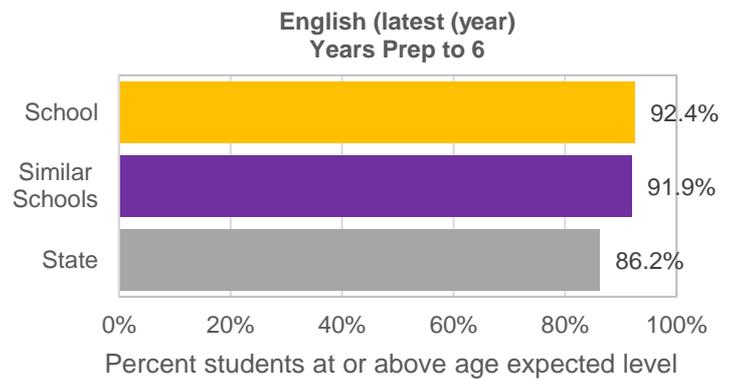
92.4%

Similar Schools average:

91.9%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

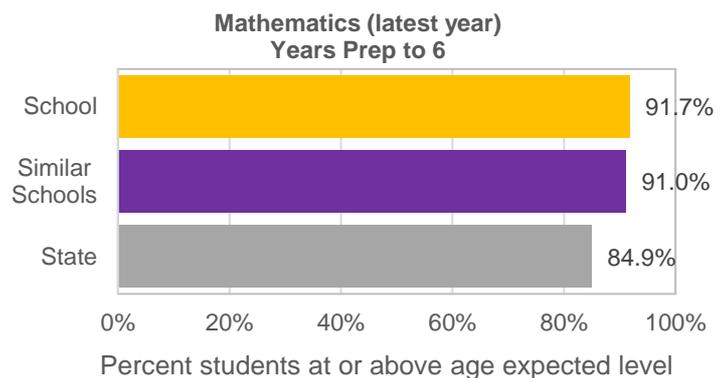
91.7%

Similar Schools average:

91.0%

State average:

84.9%



ACHIEVEMENT (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.

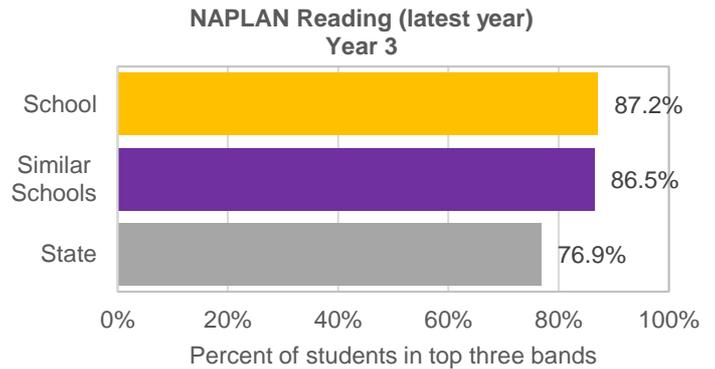
NAPLAN

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 2018, 2019 and 2021 data.

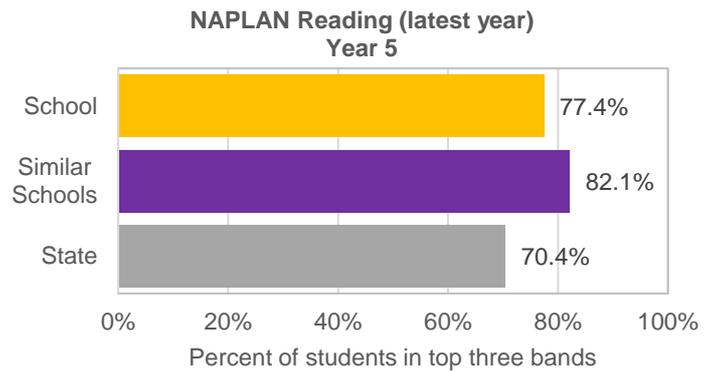
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.2%	86.1%
Similar Schools average:	86.5%	86.2%
State average:	76.9%	76.5%



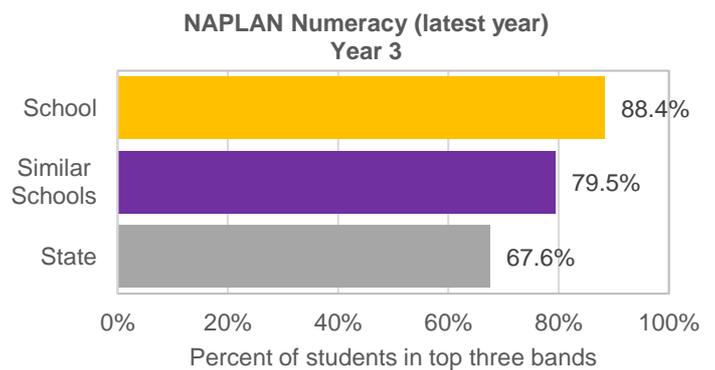
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.4%	78.8%
Similar Schools average:	82.1%	80.4%
State average:	70.4%	67.7%



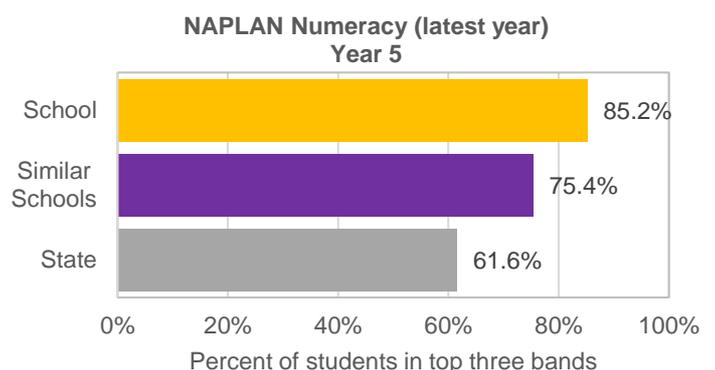
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.4%	81.5%
Similar Schools average:	79.5%	80.3%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.2%	75.8%
Similar Schools average:	75.4%	73.9%
State average:	61.6%	60.0%



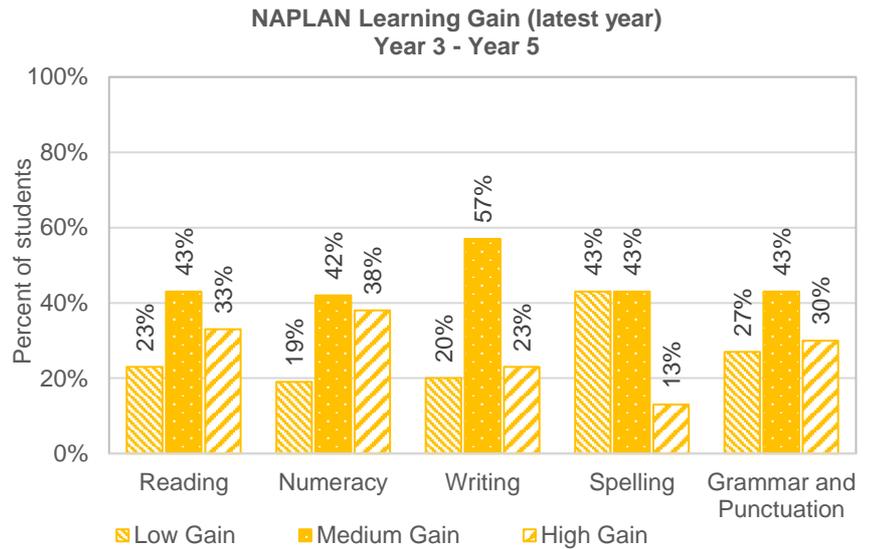
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	43%	33%	27%
Numeracy:	19%	42%	38%	28%
Writing:	20%	57%	23%	29%
Spelling:	43%	43%	13%	27%
Grammar and Punctuation:	27%	43%	30%	29%



ENGAGEMENT

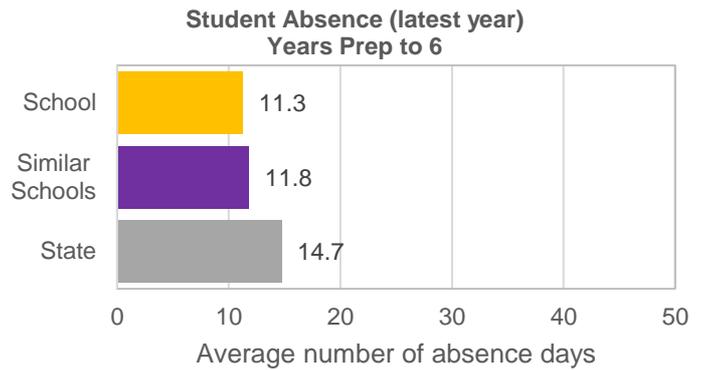
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	11.3	12.1
Similar Schools average:	11.8	12.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	94%	95%	95%	95%	92%	95%

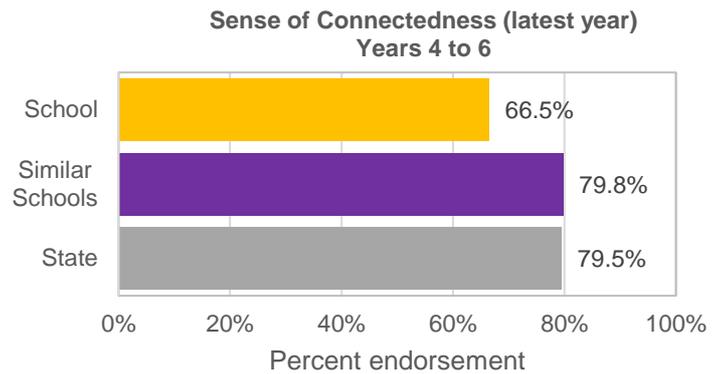
WELLBEING

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 (2021)	4-year average
School percent endorsement:	66.5%	76.1%
Similar Schools average:	79.8%	79.7%
State average:	79.5%	80.4%

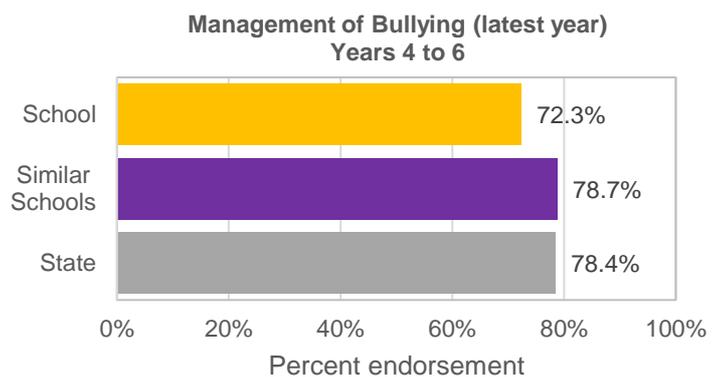


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.3%	77.3%
Similar Schools average:	78.7%	78.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$2,362,385
Government Provided DET Grants	\$232,802
Government Grants Commonwealth	\$16,478
Government Grants State	\$0
Revenue Other	\$11,900
Locally Raised Funds	\$143,739
Capital Grants	\$0
Total Operating Revenue	\$2,767,305

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,248
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,248

Expenditure	Actual
Student Resource Package ²	\$2,287,895
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,411
Communication Costs	\$5,139
Consumables	\$44,462
Miscellaneous Expense ³	\$58,741
Professional Development	\$2,252
Equipment/Maintenance/Hire	\$139,009
Property Services	\$45,616
Salaries & Allowances ⁴	\$74,398
Support Services	\$72,911
Trading & Fundraising	\$1,977
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,277
Total Operating Expenditure	\$2,764,087
Net Operating Surplus/-Deficit	\$3,218
Asset Acquisitions	\$0

(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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$281,618
Official Account	\$8,728
Other Accounts	\$16,169
Total Funds Available	\$306,514

Financial Commitments	Actual
Operating Reserve	\$74,567
Other Recurrent Expenditure	\$180
Provision Accounts	\$29,933
Funds Received in Advance	\$23,987
School Based Programs	\$38,166
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,666
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$21,498
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$110,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$301,997

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.