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School Report & Overview

The 2008 school year began with an enrolment of 213 students including 23 Prep students. The majority of students were from non-English speaking backgrounds and 124 students were recipients of the Educational Maintenance Allowance, reflecting the diverse socio-economic make up of the community. The school’s share of the EMA was used to fund excursions, the visiting artist program and student supplies.

The school employed 28 staff and they were deployed in the following areas:
- Principal
- Assistant Principal
- Ten classroom teachers
- Specialist teachers: Arts; Library; Reading Recovery; English as a Second Language; Maths Intervention; Early Years Reading Assistance; Italian; Information Technology
- Business Manager
- Integration Education Support Officers
- Vietnamese Multicultural Education Aide

The dedication of staff, both teaching and non-teaching is to be commended. Their commitment to the school and its programs ensures that every child has a genuine chance of learning.

Teacher Retention
Of the 22 ongoing teaching staff at Ardeer South in June 2007 (including those on leave without pay), 19 or 86% were still at the school in June 2008... The figure across all government schools was 84%.

Teacher Qualifications
All teachers in Victorian government schools are required to be registered with the Victorian Institute of Teaching. The requirements for registration can be found at www.vit.vic.edu.au/content.asp?DocumentID=241.

Teacher Absence
Unfortunately data on teacher sick leave will not be available until April / May.

Teacher Satisfaction
The average score for teacher satisfaction (morale) at this school was 64 on a scale from 0 to 100. This compares with a state primary median of 80 and was a slight drop from last year’s score of 75.

Teacher Participation in Professional Learning
All staff have participated in professional learning throughout the year. The school used its pupil free days in 2008 in the following areas:
- Writing
- Interactive Whiteboards
- Report Writing

The school has established a culture where staff professional learning is an integral part of how we operate. Research suggests that the closer professional learning happens to the classroom, the more effective it is in improving teacher practices. A significant percentage of our learning occurs within the school, however we still utilise targeted regional and outside professional development. As such the professional learning of staff is a high priority and in 2008 occurred in the following areas:
- A year-long focus on Writing in after school curriculum sessions.
- Training of a second Early Years Literacy Co-ordinator.
- Year 1 / 2 teachers attended extended literacy course.
- New Reading Recovery teacher completed all training.
- Interactive Whiteboard training for three teachers.
- Occupational Health & Safety training for one teacher.
- Years 3 & 5 teachers attended NAPLAN professional development.
- Principal attended 5-day literacy course.
- Prep teachers underwent training in Brain Gym and Letterland.

A number of special events and information sessions were held throughout the year. These included:
- Prep Transition (for students & parents)
- Education Week Open Morning
- Parent / Teacher interviews
- Italian Day
- Bookweek
- Walk to School Day
- Art Exhibition
- Year 6 Graduation
- Prep / Year 1 Christmas Afternoon

All these events provided an opportunity for the school community to become more involved in the life of the school and generally were well attended.

The school made a significant investment in upgrading our technology resources to ensure our students have access to learning in a digital world. Interactive whiteboards were introduced into the senior area of the school as well as in the Computer Resource Centre. Thirty-four new computers were purchased for the Computer Resource Centre and the Library as well as a new server for the curriculum network. The school also introduced a home page in 2008. This is intended to provide a digital form of communication to our community. While it is still in its infancy, we will be looking at developing it over the coming years. Thanks to Mr Guest for his leadership in developing and managing the home page. The school has a comprehensive and modern computer network which enables all students to have easy access to digital learning.

The school’s participation in the Fresh Kids Healthy Eating Program finished as funding for program ceased. However the school successfully gained funding for Free Fruit Friday, a program that provides a weekly piece of fruit for students in Prep – Year 2. The school wanted to provide a piece of fruit for all students and with the support of Coles Supermarkets we ensured all students Prep – Year 6 had a weekly piece of fruit.

The school canteen also provides fruit on the menu and Marie Talty, the canteen manager, is working closely with the school to provide healthy and balanced meals on the menu. From the beginning of 2009, lollies will no longer be sold in the canteen.
The safety of students and staff is always a high priority. In 2008, orange vests were introduced for teachers on yard duty to ensure students could readily locate a teacher when needed. Our ‘Wheel of Choice’ was introduced to provide students with strategies when they encountered a problem in the yard.

As part of the school’s Emergency Management Plan, staff and students participated in an evacuation and a lockdown drill so in the event of an emergency the school will be prepared to take whatever action is needed. After these drills occurred, staff reviewed our process looking for any faults or matters that needed improvement.

The school continued to participate in the Active After School Communities program on Monday and Wednesday. The students had access to high quality instructors in dance and circus skills. At the end of the year there were two classes for dance and circus skills on both evenings. Many thanks to Ms Cronin-Pagano for leading this program.

The Life Education Van visited the school in 4th term. The Van is invited to the school every second year as part of our drug education program. The Life Education teacher works in conjunction with the grade teacher to teach topics appropriate to each level. It is a stimulating experience for the students due in large part to the expertise of the teacher and the resources of the Van.

The school underwent a random cleaning audit when an officer from the Education Department toured the school. He rated the school in the ‘excellent’ category and this is due to the dedication and hard work of our cleaner, Tom Terziewski. Tom is very committed to keeping the school as clean as he can and we often receive complimentary comments from visitors and relief teachers about how clean our school is.

In interschool sport, once again all teams represented the school in an excellent manner, especially in terms of sportsmanship. All staff involved in coaching the teams readily gave up their lunchtimes to coach the students. Our Netball team won the premiership in the Sunshine District.

The school underwent a major review that resulted in the development of a four-year School Strategic Plan. This Plan sets targets for the school in the areas of Student Learning, Student Transitions and Pathways and Student Engagement & Wellbeing. Each year the school will develop an Annual Implementation Plan that will set annual goals that work towards achieving those targets in the Strategic Plan.

The School Council met on eight occasions during 2008. All seven members of the parent category along with the four members of the DEECD employee category were filled. Mrs Donna Michetti held the position of School Council President. School Council endorsed the 2008 Action Plan (including the Annual Implementation Plan) that documented the school’s plan for improvement in all areas.

Improvements to school facilities and resources included:
- Installation of three interactive whiteboards
- Shade sails installed over three adventure playgrounds
- Repainting of all outside seats
- Regular maintenance of the school by our handyman
- Computerisation of the school’s archived resources
- Development of the Sunshine room (oral language)

School Council endorsed the following events:
- Years 4, 5 & 6 camp to Mt Eliza
- Year 3 sleepover
- Intensive swimming program

Parent Satisfaction
In a survey, parents were asked to what extent they agreed with the statement “Overall, I am satisfied with the education my child receives at their school.”
In 2008, parents at Ardeer South Primary School rated the school at 5.80. This was higher than last year and above the average across the state (5.37). It indicates a high level of satisfaction with the school.

In closing, we would like to acknowledge the School Council and parents for their support of the school throughout 2008. We would also like to thank the staff for their dedication and commitment to the students in their care.

John Evans, Principal                                  Donna Michetti, School Council President

Summary of School Progress and Achievements

Student Learning

Early Years Reading Results

Prep
- 100% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 1.
- 66% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 5

Year 1
- 100% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 5
- 85.2% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 15.

Year 2
- 97% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 15.
- 94.6% of students deemed capable were successfully reading at 90 – 100% accuracy on unseen text Level 20.

The 2008 Early Years reading results indicate a high level of success. Almost 100% of students in all levels are reading at the lower benchmarks, while an increasing number of students are reading at the higher benchmarks. 94.6% of students are reading at Level 20 in Year 2 which is marginally higher than the state benchmark, an outstanding achievement.

VELS Results
A summation of teacher judgements on student progress against the VELS across all year levels as follows:
Reading – 88% of students achieving at or above their expected level
Writing – 79% of students achieving at or above their expected level
Speaking & Listening – 88% of students achieving at or above their expected level
Number – 91% of students achieving at or above their expected level
Measurement / Chance & Data – 88% of students achieving at or above their expected level

The results in Reading increased 8%, Number 3% and Measurement / Chance & Data 1% from 2007. Speaking & Listening remained the same while Writing dropped 3%

Writing was the focus of school based professional learning for teachers in 2008. Intense efforts are being made to increase the numbers of students who are writing at or above the expected level.

National Minimum Standards (NAPLAN)
The following graphs show the results for students who completed the NAPLAN national test. Carried out in full test conditions, it is designed to provide school and parents with a snapshot of where students are against the National Minimum Standards.

**Year 3**

![Percentage of students achieving at or above the National Minimum Standard](image)

**Year 5**

In Year 3 almost 100% of students were achieving at or above the Standard in all areas assessed.

In Year 5 comparatively fewer students were at or above the Standard with Reading being the lowest scoring area.

Program for Students with Disabilities (PSD)
In 2008, eight PSD students were assessed against goals in their Individual Learning Plans. These Plans are put together in consultation with parents. The progress of these students is measured against a six-point scale (1 = no progress; 2 = little progress; 3 = satisfactory progress; 4 = good progress; 5 = very good progress; 6 = excellent progress). In English, 87% of students achieved satisfactory or better progress. In Mathematics, 100% of students achieved satisfactory or better progress.

Student Transitions and Pathways
During 2008, the school reviewed its transition program for students beginning primary school.

In November, the school organised two transition sessions for new Preps. During these sessions, the students had an extended period to learn about school and the teachers had the opportunity to learn about our new students. In December, another session was held for parents and students. The students had another session with their teachers while parents learnt about school requirements. In February this year, a final meeting was held in the evening for parents only. This session focussed on classroom programs and how parents can support student learning. Parents completed a questionnaire providing feedback about our transition program and the response was overwhelmingly supportive.

Identification of individual student needs is an important aspect of the transition process. As part of the enrolment process, parents are required to fill in a questionnaire that will identify any special needs that a student has. This is then given to the Student Welfare Coordinator for follow up.

On Wednesdays during February, Prep students are not required at school as they are individually assessed in literacy and numeracy. The results are used to ensure that our programs are matched to individual student needs.

A ‘buddies program’ involving our Year 6 & Prep students happens every year to support the transition of our new Preps into school life. The Preps form relationships with older students that assists them in the room during the cross age program as well in the yard if they experience a problem.
Our Year 6 - 7 transition program will be reviewed during 2009. Presently the program involves working with the Ardeer Campus of Sunshine Secondary College. Students in Year 5 & 6 participate in activities at the secondary college to give them a snapshot of school life. In 2008, teacher visits between the two schools ensured there was a greater understanding of curriculum requirements and expectations at both schools.

Students also have the opportunity to listen to talks from other secondary schools when they visit Ardeer South. Brochures and enrolment information from differently secondary schools is made available to parents of Year 6 students. The principal and the classroom teachers are also available to discuss transition issues with parents.

In the Parent Opinion Survey, parents were supportive of the Transition programs affirming that students have been well supported in their transitions at school.

Of the 22 Year 6 students who left Ardeer South at the end of 2008, eleven students went to non-government schools while eleven students attended the following government schools - Sunshine Secondary College – Ardeer Campus, six students; Copperfield College, one student; Kyneton Secondary College, one student; Keilor Downs Secondary College, one student; Footscray City College, one student and Carranballac Secondary College, one student.

**Student Engagement and Wellbeing**

**Average number of absent days per student**

![Average number of absent days per student](image)

The above graph shows that the average number of absences across the school for 2008 decreased to 14.8 days per student, a decrease of 1.3 days per student from 2007. This was still higher than the 2006 average of 14.5 days per student. A pleasing aspect of this data was a drop in Prep absences from 21.6 days in 2007 to 17.7 days in 2008.

The decrease in average student absence during 2008 has been the result of intensive efforts by the staff. Where students have had prolonged, unexplained absences, parents have been contacted. The leadership team also have been involved in working with some families to ensure their children attended school regularly. On one occasion, a home visit occurred.

The school is committed to continuing to improve our absence data. Absence data will be shared more often with class teachers and corridor displays will highlight grade attendance records.
The school will continue to highlight the importance of regular school attendance in the newsletter, at information evenings and parent/teacher interviews as well as at School Council. Where appropriate, home visits will occur.

Student lateness also was a focus in 2008. During the course of the year, there was an average of 16 students late every week throughout the year compared to 29 students late each week in 2007. The school will continue to contact families who are regularly late to improve this data.

**Student Connectedness to School**

Year 5 & 6 students were asked how much they agreed with these five statements

- I feel good about being a student at this school.
- I like school this year.
- I am happy to be at this school.
- I feel I belong at this school
- I look forward to going to school.

The following graph shows their responses.

[Graph showing student connectedness to school with years 2006, 2007, and 2008 compared.]

The above graph displays a marginal decrease on 2007 from 4.43 to 4.20. This is still a relatively high score and demonstrates the commitment of teachers in the Year 5 / 6 team. The effective use of Education Support staff also assists in ensuring students are connected with school.

The area of student relationships is one that requires improvement. Over the last two years, student safety, connectedness to peers and classroom behaviour has remained low. The 2009 Annual Implementation Plan outlines strategies for addressing these issues.
School Plans and Future Directions

Ardeer South Primary School is committed to the notion of continuous improvement. The Western Metropolitan Regional Blueprint will underpin the school's improvement focus in 2009.

At the end of 2008 the school developed a Strategic Plan that sets out goals and targets for the next four years. At the February School Council meeting the 2009 Annual Implementation Plan was endorsed. This document outlined plans for improvement this year.

In relation to Student Learning the school will:
- Implement a year-long professional learning focus on Reading
- Train four members of staff in literacy and numeracy coaching
- Develop a new assessment schedule in the areas of literacy and numeracy
- Support oral language development through the Sunshine room
- Implement a Maths Intervention program for students in Years 1 & 2.
- Ensure all students with additional literacy learning needs are receiving extra support.

In student Engagement & Wellbeing the school will
- Continue the improvement from 2008 in decreasing student absences, in particular, Prep absences
- Investigate strategies for improving student safety and connectedness
- Implement student surveys to provide feedback for teachers

In Student Pathways & Transitions the school will:
- Review the Year 6 – 7 transition process
## Financial Performance

### Financial Performance for the year ending 31st December, 2008

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEECD Grants</td>
<td>224,098</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>14,411</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>Nil</td>
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<tr>
<td>Other</td>
<td>26,045</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>57,178</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>321,732</strong></td>
</tr>
</tbody>
</table>

### Financial Position as at 31st December, 2008

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>94,400</td>
</tr>
<tr>
<td>Official Account</td>
<td>8,661</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>187,650</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th>2008 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>6,049</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>Nil</td>
</tr>
<tr>
<td>Consumables</td>
<td>42,896</td>
</tr>
<tr>
<td>Books and Publications</td>
<td>5,954</td>
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<tr>
<td>Communication Costs</td>
<td>8,537</td>
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<tr>
<td>Furniture and Equipment</td>
<td>32,870</td>
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<tr>
<td>Utilities</td>
<td>17,618</td>
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<tr>
<td>Property Services</td>
<td>140,290</td>
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<tr>
<td>Travel and Subsistence</td>
<td>1,232</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
<td>Nil</td>
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<tr>
<td>Administration</td>
<td>2,633</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>137</td>
</tr>
<tr>
<td>Professional Development</td>
<td>7,006</td>
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<tr>
<td>Trading and Fundraising</td>
<td>29,585</td>
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<tr>
<td>Support/Service</td>
<td>54,466</td>
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<tr>
<td>Miscellaneous</td>
<td>24,468</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>373,741</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit               | -52,009     |

| Capital Expenditure                          | 21,647      |

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.
School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>Ralph Street, Ardeer 3022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>John Evans</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Donna Michetti</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9363-2768</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ardeer.south.ps@edumail.vic.gov.au">ardeer.south.ps@edumail.vic.gov.au</a></td>
</tr>
<tr>
<td>School Website:</td>
<td><a href="http://www.ardeersthps.vic.edu.au">http://www.ardeersthps.vic.edu.au</a></td>
</tr>
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</table>

This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the Principal.

The Annual Report to the School Community for 2008 has been presented to and discussed with, School Council. A copy will be available on the school’s website from April.