2021 Annual Report to The School Community

THE EDUCATION STATE

School Name: Ardeer South Primary School (5064)

Ardeer South Primary
Preparing for the Future
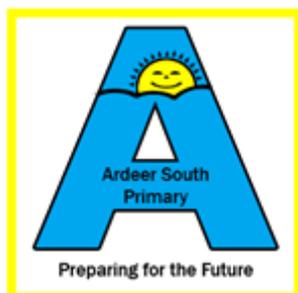
- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education 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 23 March 2022 at 08:56 AM by Andrea Markham (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 24 March 2022 at 11:52 AM by Tina Muja (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

Ardeer South Primary School was opened on 16th November 1973 and is situated in Sunshine West, approximately 20km west of Melbourne within the City of Brimbank. The school is located within the South Western Victoria Region and is an active member of the Deer Park/Sunshine School Network.

Ardeer South Primary School has a vision to create a friendly, welcoming and inclusive learning environment. We aim to develop happy, engaged, life-long learners who enjoy coming to school. Families are welcomed into our school community and in partnership with the staff and the wider Ardeer South community they make a significant and authentic contribution to student learning and wellbeing. We are committed to providing a high-quality education that is challenging and enables all students to achieve personal success. Encouraging student voice and agency in their learning provides students with opportunities to actively shape their own learning and contribute to school decision making.

In December 2021 our enrolment was 201 students. The student population is drawn from a diverse range of cultural and socio economic backgrounds. We currently have no enrolled overseas students and only 1 student who is an Aboriginal or Torres Strait Islander. The SFO (Student Family Occupation) density has remained consistent over the past four years - remaining between 0.6800 and 0.7209. The number of equity funded students is 110. In 2021, there are 97 (48%) EAL students (English as an Additional Language) students. One student identifies as ATSI (Aboriginal and Torres Strait Islander) and there are no students in Out of Home Care. There are 13 students on the Program for Students with Disabilities. A mix of straight and composite classes are taught across the school, dependent on cohort sizes and the needs of students. We offer specialist programs in Physical Education, Italian, Visual Arts and Library.

The school is housed in two main buildings with air-conditioning to all rooms. In addition to classrooms there is a large multipurpose room, Italian room, Library, Art/craft room, Literacy Intervention room, and a dedicated space for teachers to collaborate in Professional Learning Communities. The school grounds are spacious and attractive with an oval, soccer field, three separate playground areas, sand pits and asphalted/synthetic areas offering many opportunities for students to be active. The playground environment includes passive garden spaces. In 2021 we were supported by the Brimbank Council Urban Forest Strategy to plant trees along the fence line of our oval. Stage 2 of this planting will continue in 2022.

Ardeer South Primary School provides a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. Transition programs have been established with local kindergartens and secondary colleges. The school has an ongoing commitment to the development and refinement of curriculum and policy through a process of cyclic evaluation. We prioritise developing skills and building capacity in Literacy and Numeracy to ensure that each child has every opportunity to achieve their greatest potential. Students are encouraged to develop and demonstrate their understanding of concepts and content in Digital Technologies. The use of information computer technologies support student learning with all classrooms having Interactive Whiteboards, facility for Apple TV, desktop computers and access to school Netbooks and Apple i-Pads. Student Leadership roles including School Captains and House Captains provide opportunities for students to have voice in school decision making processes.

School Values
Our School values are Respect, Effort, Responsibility. In 2022 we are adding Safety as a school value in line with the school wide positive support initiative and the increasing recognition that this value required attention as students navigated the challenges associated with returning to school. We reinforce the school values in all aspects of pur social and emotional learning program. Dedicated, caring staff work together with families to encourage students to develop to their full potential, physically, academically, and socially, in order to be better equipped to meet the challenges of secondary education and beyond. We aim to have children with a growth mindset as we build on students' knowledge and desire to be independent and confident members within and outside of our school community that will enable them

to thrive beyond their time at Ardeer South. The school motto, 'Preparing for the Future' reflects this goal.

School Purpose
As a school, we are striving to create a culture of continuous improvement, operating within the Professional Learning Communities structures. Our enthusiastic and dedicated staff are committed to providing to the total needs of the children in their care. Current teaching and learning practices are being continually refined and enriched through participation in appropriate professional development activities. There is a strong commitment to staff collaboration that supports continuous improvement in order to embed outstanding teaching and learning practices within the school. Students are at the heart of every decision with a belief that all students can progress and achieve.

Our staff, none of whom have an indigenous background, comprises of two Principal Class Officers, 1 Learning Specialists (Teaching and Learning Focus), 11 teachers, 5 Education Support Staff (EFT), 2 Administration Staff (2.0EFT), Intervention / Tutor (0.6) and a Chaplain (.6). The school is supported one day a week by a computer technician for 4.8 hours. A local maintenance person supports the school one day a week. Our school has an active School Council and a strong student leadership program. School Council operates efficiently and effectively within the legal framework and Department guidelines for school councils. A before and after school care program is operated by 'SchoolsOUT!' to provide support for working parents. In addition to Schools Out we run a Breakfast Club for all students and provide access to a school canteen to support students and families with onsite food and snacks.

The school strongly encourages positive partnerships between home and school and Covid 19 Pandemic lockdowns and remote and flexible learning during 2021 reminded us of the important role parents play in their child's education. Effective, regular communications became increasingly crucial during remote learning, and we achieved this by way of Compass, Showbie, newsletters, information bulletins, parent teacher interviews, written reports and parent education programs. We prioritised nurturing community connections to develop a sense of community, connection and belonging.

In 2021, our community managed the impact of Covid19. Moving in and out of remote learning for several months was challenging for our students, staff and families. Despite the challenges, it became increasingly evident that we have a very supportive, committed community. The response from our staff was outstanding and teams worked effectively together in an online environment. In a year where we were committed to providing meaningful learning in Literacy and Numeracy through the online learning program, we were also very mindful of individual's wellbeing and the capacity of families to engage with the remote learning program. Specialist teachers provided activities for students to engage in Italian, PE, Music and Art. Wellbeing Wednesdays were introduced to allow families to move off the computer and have the opportunity to complete a range of specialist activities requiring no screen time.

Framework for Improving Student Outcomes (FISO)

Goals, targets and key improvement strategies for the 2021 Annual Implementation saw staff building on the foundations from 2020 with a focus on the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment.

Key Improvement Strategy (KIS) Building Practice Excellence was a focus. We worked to collaboratively develop and embed a whole school literacy and numeracy program within a guaranteed and viable curriculum. Through ongoing professional learning and collaborative planning, teachers continued to deepen their knowledge of the Victorian Curriculum. Our planning for learning processes were strengthened in Semester 2 and staff underwent extensive professional learning to develop consistent curriculum planning documentation, including yearly overviews, term planners and weekly work programs. During remote learning planning documentation was modified to reflect planning for remote learning with the majority of lessons delivered through Showbie using Keynote presentations. A curriculum day focused on the initial stages of developing a Guaranteed and Viable curriculum for Literacy, Numeracy and Social and Emotional Learning. Teachers participated in additional online professional learning to improve instructional practices relevant to remote and flexible learning options and improving the skills and knowledge required to include digital technologies in teaching practice.

In 2021 we continued to develop the skills and understandings of school leaders and teachers to use data and evidence to inform point of need teaching and learning. Teachers remained focused on building their capacity to understand assessment data, to effectively analyse multiple sources of student data and apply this to curriculum planning. The use of formative assessment tasks was embedded in weekly planners and the information gathered from these tasks was used to set individual goals and evaluate the impact of the learning. Formative assessment data gathered from tasks assigned remotely were used to provide students with feedback on their learning and areas for improvement. Teachers had daily opportunities to work with their team online to discuss student learning and to moderate tasks.

To continue the work of building data literacy competencies during Semester 2 teachers participated in cycles of collaborative inquiry focusing on data collection and analysis to target teaching to specific student needs to improve student outcomes. Teams embedded the use of common assessment tasks and pre assessment task data in Professional Learning Communities (teaching teams) to support curriculum planning and set individual student goals. Teachers engaged in data dialogue in relation to the impact of instruction on students' progress. Student achievement was monitored during the remote learning period through analysis and moderation of student work. On the return to onsite learning in Term 4 students re-engaged in classroom instruction with a focus on literacy, numeracy and wellbeing. Intervention teachers implemented programs through a synthetic phonics program, a powerful, intervention, that provided daily, intensive, small-group instruction, which supplemented classroom literacy teaching. A systematic phonics program was implemented across the P-2 area and student outcome data demonstrated growth for all students who participated in the program during the year.

Another Key Improvement Strategy focused on the development and embedding of an evidence based instructional model. Professional learning in this area focused on building teacher knowledge and capacity to improve practices in line with the High Impact Teaching Strategies. During Term 4 professional learning looked at curriculum content, elaborations and skills taught during Semester 2 to inform reporting of student achievement to parents. Teaching practices became increasingly transparent during remote learning as all mini lessons were visible and shared with parents at home. There was evident improvement in delivery of concise mini lessons which modelled the high impact teaching strategies. Each lesson had a clear and explicit learning intention and success criteria, explicit teaching, modelled examples and differentiated learning tasks.

Our student engagement and wellbeing goal was supported with the development of a Guaranteed and Viable Curriculum framework being drafted for the consistent approach to the teaching of Social and Emotional Learning, underpinned by our school values. Due to covid restraints we deviated from engaging in the Berry Street training and invested a considerable amount of time to developing clearer understandings of the Resilience, Rights and Respectful Relationships program. Berry Street practices including morning circle routines were maintained during remote learning with this being an expectation for all classes on every school day. The morning circles online and then face to face when we returned to school fostered positive interactions and classroom relationships, allowing students to engage in daily speaking and listening routines which enabled them to share their thoughts and feelings during a considerably challenging and unusual period of their schooling. We supported at risk students onsite during lockdowns to ensure they were engaged in daily learning.

Due to Covid 19 and remote learning there was an increased focus on the FISO dimension Building Communities with a particular focus on Parents and Carers as partners. We recognised that Parent and carer involvement in their child's school contributed during remote learning to improved student learning, health and wellbeing. We increased community communication through Compass, newsletters, daily Webex sessions and Facebook. Leadership and all staff facilitated collaborative partnerships based on regular communication, mutual trust, respect and shared responsibility for the education of the students at the school.

Achievement

In 2021, the school continued work on its strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student. Due to COVID-19 periods of remote and flexible learning, ES staff, teachers and leaders

had to learn new strategies and change their practice to meet the evolving needs of the students. Staff, students and parents adapted quickly to remote and flexible learning with engaging and challenging tasks set by teachers and supported by ES staff. Targeted instruction was evident with teachers continuing to provide individualised programs and differentiated small group instruction to all students.

Teachers worked collaboratively with colleagues to moderate assessment tasks in a variety of forums with a considerable amount of time dedicated to assessment and reporting. The impact of this work was evident in the development of consistent approaches to analysing data and ensuring teacher judgements were informed by evidence. A revised Assessment Schedule developed clear and consistent understanding around assessment practices to ensure teachers had data and evidence to inform their teaching and reporting. Our focus on collecting ongoing feedback about learning ensured that there was a strong sense of collective responsibility in looking at student engagement and achievement across cohorts.

The targets from the 2021 AIP have been partially met with Covid19 lockdowns over two years having a significant impact on NAPLAN results.
Target - The percentage of students achieving low growth in NAPLAN benchmark growth - Reading will decrease from 29% in 2019 to 25% in 2021.
Outcome - The percentage of students achieving low growth in NAPLAN benchmark growth Reading was 29% in 2019 and is 17% in 2021 - Target Achieved

Target - The percentage of students achieving high growth in NAPLAN benchmark growth reading will increase from 18% in 2019 to 21% in 2021.
Outcome - The percentage of students achieving high growth in NAPLAN benchmark growth reading was 18% in 2019 and 13% in 2021. Target not met

Target - The percentage of students achieving low growth in NAPLAN Benchmark Growth Writing will decrease from 48% in 2019 to 40% in 2021
Outcome - The percentage of students achieving low growth in NAPLAN benchmark growth writing was 48% in 2019 and is 43% in 2021 - Target partially met

Target - The percentage of students achieving high growth in NAPLAN benchmark growth writing will increase from 11% in 2019 to 40% in 2021.
Outcome - The percentage of students achieving high growth in NAPLAN benchmark growth writing was 11% in 2019 and 9% in 2021. Target not met.

Target - Increase the total of students in the top two bands of NAPLAN Year 5 Reading from 14% in 2019 to 16% in 2021.
Outcome - Students in the top two bands of Year 5 Reading went from 14% in 2019 to 31% in 2021. Target Achieved.

Target - Increase the total of students in the top two bands of NAPLAN Year 5 Writing from 3% in 2019 to 6% in 2021.
Outcome - Students in the top two bands of Year 5 Writing went from 3% in 2019 to 15% in 2021 - Target achieved

Staff Opinion Survey
Target - Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Collective Teacher Efficacy from 61% in 2019 to 65% in 2021.
Outcome - Collective Efficacy in the 2021 Staff Opinion Survey showed 59% positive endorsement. Target not met.
Target - Increase the percentage of positive endorsement in the Staff Opinion Survey in the area of Staff Trust in Colleagues from 47% in 2019 to 65% in 2021.
Outcome - Staff trust in colleagues in the 2021 Staff Opinion Survey showed 46% in 2021.

13 students on the Program for Students with Disabilities have been supported with teachers and ES working towards goals outlined in Individual Education Plans. Education Support staff worked daily with PSD students via Webex providing one to one instruction daily during the remote and flexible learning program. On returning to school in Term 4 these students were assessed and results indicated achievement of goals and learning growth despite the challenges. Parent participation in the program strongly supported these outcomes.

Teachers and students had many highlights throughout 2021 most notably the staff / parent / student connections maintained. Remote learning allowed for an intensive professional learning calendar being developed which supported teachers to deepen their knowledge and understanding of effective pedagogical practices. Key elements of effective instruction and high impact teaching strategies were evident in planning documentation and classroom practice.

Explicit Teaching with a focus on small group instruction had a positive impact on the school being able to achieve targets. Structured lessons aligned with the Ardeer South Instructional Model provided teachers a chance to teach a specific skill and then provide instructions on how the student can apply it to an assigned task. Focus groups were differentiated to cater for all learners and aligned to a specific learning goal of a particular cohort of students.

Engagement

Our work in 2021 was divided into two main periods of time - remote and flexible learning and the return to school in Term 4. During both periods there was a strong focus on student, family and teacher health and wellbeing and student engagement. During the year we implemented a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. Staff completed the Students at Risk Register, working closely on actions to monitor and support identified students and ensure supports were put in place to maintain engagement for these students. We acknowledged the challenges of remote learning on our staff, families and students.

To strengthen the social and emotional wellbeing of students we employed a variety of strategies including daily Webex morning circle, personal feedback provided through the Showbie digital platform, daily small group instruction and daily one to one student meetings. Teachers ensured that curriculum planning included social and emotional lessons which were taught explicitly. This included the introduction of Resilience, Rights and Respectful Relationships lessons and teacher led wellbeing sessions. We included Wellbeing Wednesdays across the school where families were provided with alternatives to the daily school program. Suggested activities on Wellbeing Wednesdays aimed to improve and strengthen physical and emotional wellbeing. We allocated significant time to ensure student engagement with learning was maximized and to promote strong connectedness to families. Principal class regularly checked in with identified parents to offer support, counselling or guidance during the remote learning period to support health and wellbeing of parents working at home and guiding remote learning. We fully utilised Education Support (ES) staff to support teachers, students and parents. This included ES having allocated time tables that supported educational goals and the emotional wellbeing of individual students not exclusive to the PSD students. The school chaplain facilitated art sessions and individual webex catch ups with students identified by the classroom teacher as at risk of disengagement.

To improve student engagement and promote student voice and agency we provided ongoing opportunities for students to have meaningful input into their learning and whole school events. Through Webex we developed and strengthened opportunities for students to be involved in authentic leadership roles within the school, mainly through ongoing meetings and student leaders planning and running online weekly assemblies. Students were given agency in their learning through working at passion projects and choosing their own tasks on wellbeing Wednesdays and through the specialist programs. As the school had a change in Principal in Term 3 there was an emphasis placed on building connections with the community despite schools being closed. The principal class team ran daily opt in catch up sessions over Webex for parents which proved to be a great way to engage families and get to know students. The leadership team also started up an online Auslan choir which was a daily session at 12:30pm attracting students from all year levels to engage in an activity learning a new song to perform in assembly each week.

Individual learning goals were developed with students to strengthen learning partnerships. With an increase in assessment practices on the return to school students were receiving regular feedback on their learning progress and setting goals collaboratively with teachers. During the remote learning period student leaders met via Webex and adapted their roles to suit online learning, ie student leaders made videos for school Facebook page and ran Webex assemblies weekly.

The targets from the 2021 AIP in relation to student engagement were not met which could easily be attributed to students not being onsite for learning for the majority of the year.

Students Attitudes to School Survey
Target - By the end of 2021, maintain a positive endorsement for Student Voice and Agency at 84% or above.
Outcome - The Attitude to School Survey showed Student Voice and Agency at 72% positive endorsement - Target not achieved.

Target - By the end of 2021, maintain a positive endorsement for Effective Classroom Behaviour at 84% or above.
Outcome - The Attitude to School Survey showed Effective Classroom Behaviour at 77% - Target not achieved.

Target - Student Attendance. By the end of 2021, reduce the average number of days students are absent from 18.3 in 2019 to 17 in 2021.
Outcome - Student absence data in 2021 (as of 8th November) is at 20.2 - Target not met

High level actions and strategies that the school will focus on in 2022 to help achieve our engagement goals and outcomes will include work that involves all staff collaborating to:

* Develop, document and implement a whole school wellbeing framework that delivers support to staff, students and families.
* Engage students in health and wellbeing programs that have a positive and significant impact on attitudes to learning, social relationships and student achievement.
* Incorporate social and emotional learning programs into classrooms to improve student engagement in learning to have a positive impact on outcomes.
* Promote a healthy school environment for staff, students and families through policies and processes and partnerships with parents and community.
* Put processes in place to promote and acknowledge school attendance
* Plan and develop a whole school professional learning schedule that builds common understanding and consistent approaches to student engagement and behaviour management.
* Support students to re-engage through extra programs outside of the classroom including arts, library, gardening, STEM, music etc.
* Embed the use of the Resilience Rights and Respectful Relationships program
* Support students with emerging needs through school interventions and engagement with families
* Ensure students have access to a wide range of student leadership opportunities including roles and forums that build their skills and capacity across the school community.

Wellbeing

We used the Student Attitudes to School Survey to assist to gain an understanding of students' perceptions and their experience of school. It provided us with valuable data on students' views of their wellbeing, teaching, learning and school life in general.

During 2021 and the remote learning period we prioritised the Health and Wellbeing supports for our staff, students and their families experiencing difficulties. The major focus during the remote learning process was to provide support to all members of the community. Out of Home Care, EAL, Refugee background, Aboriginal /Torres Strait Islander students were supported during remote learning by the classroom teachers and wellbeing leader. Our leadership team engaged with a range of external providers such as case workers, DET psychologists and DHHS, discussing strategies to enable us to fully support our families in need. On site attendance was made available to those parents experiencing hardship during remote learning.

Ardeer South Primary School prides itself on our commitment to building a safe and inclusive learning environment for

all students. The Principal class team facilitated regular support group meetings for students identified at risk or on the Program for students With Disabilities and all students requiring extra support in dealing with emotional, behavioural and learning challenges both at home and at school throughout the year. EAL students were also a focus during the remote learning period. Members of the leadership team worked with our EAL community by offering support and assistance with learning tasks as well as providing technical support for devices. Student Forums were held during remote learning with students from Foundation-Year 6. During these meetings, students were asked about the workload, content and challenges during remote learning and provided feedback to the leadership team.

On the return to school after the remote learning period we have as a whole staff reestablished clear expectations for students in classrooms and in the playground to model the school values. We provided additional supports for students identified with emotional and psychological needs which presented on the return to onsite schooling. Staff completed departmental training and external professional learning on Supporting Student Health and Wellbeing. Staff identified lessons from the Resilience, Rights and Respectful Relationships program which would support students in learning personal capabilities that would assist in the transition back to school. Morning Circles from the Berry Street model gave students a daily opportunity to reconnect , express emotions and feelings and build social skills. Identified students were encouraged to attend school chaplain sessions including garden club, art sessions and one to one sessions. The most significant change to learning programs was altering our Term 4 specialist program to prioritise wellbeing learning.

Finance performance and position

Ardeer South Primary School maintained a very sound financial position throughout 2021. The 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The annual result was a surplus which has accumulated over the past few years. This surplus will help fund projects such as playground improvements and building repairs. Equity funding was used to purchase of a significant amount of resources for the literacy program, namely texts to support the teaching of the synthetic phonics program Little Learners Love Literacy and to continue to support the leasing of iPads. The school invested a further $60,000 into technology equipment which was extremely beneficial in supporting the learning from home environment. Students were fortunate enough to participate in a fully subsidized intensive swimming program including transport and lessons for a week.

Due to the impact of COVID expenses Program Budgets were reviewed each term to ensure financial resources were appropriately adjusted and targeted to reflect school operations across the year. Expenditure was adjusted to reflect the demands of remote learning during terms 2 and 3 while also supporting the implementation of Key Improvement Strategies. The school spent a considerable amount investing in applications to support home learning including Showbie, Wushka and Matific which played an important role in our delivery of remote and flexible learning. Equity funds funded additional classroom support for students through supplementing the National School Chaplaincy Programme funding to employ a Chaplain for two days per week starting in Semester 2.

Looking forward to 2022, program budgets will continue to support Key Improvement Strategies as outlined in our Annual Implementation Plan.

All expenditure was consistent with Department policies and carefully governed by School Council.

**For more detailed information regarding our school please visit our website at
https://www.ardeersthps.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 216 students were enrolled at this school in 2021, 107 female and 109 male.

64 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).
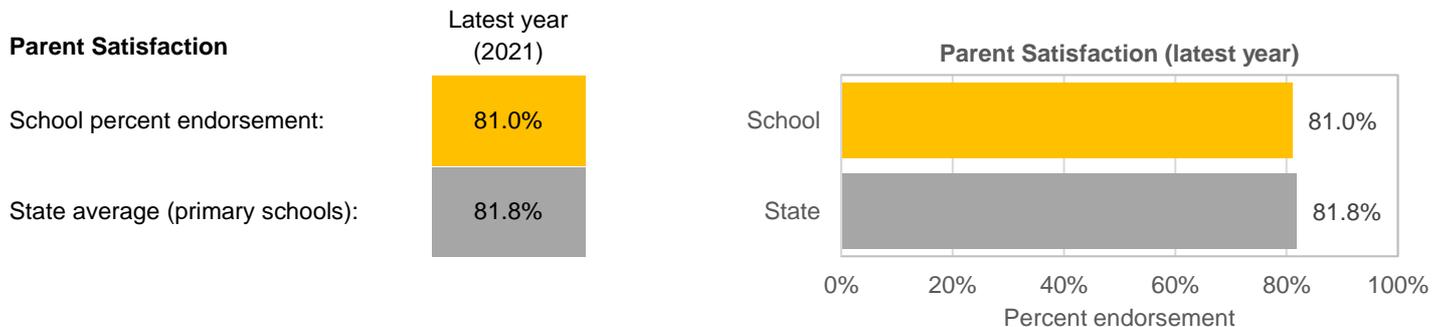
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

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.
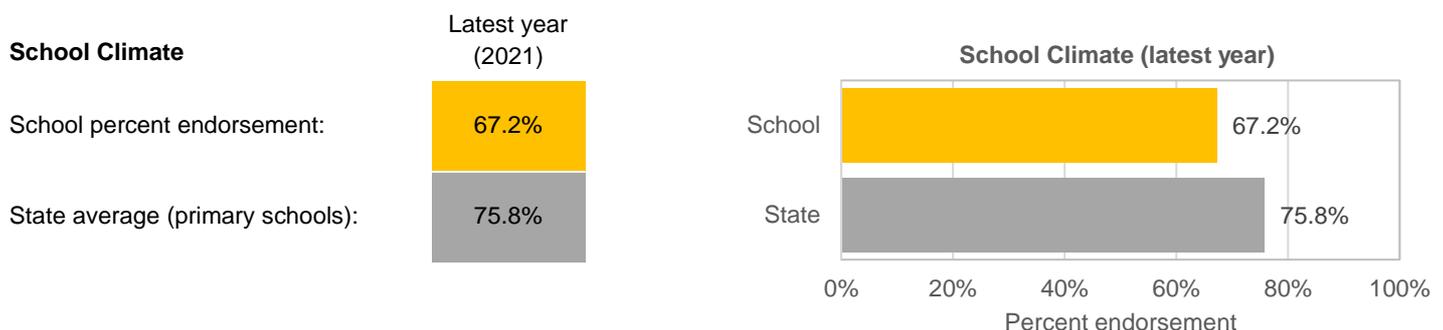
Parent Satisfaction	Latest year (2021)
School percent endorsement:	81.0%
State average (primary schools):	81.8%

Parent Satisfaction (latest year)

School	81.0%
State	81.8%

Percent endorsement

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.

School Climate	Latest year (2021)
School percent endorsement:	67.2%
State average (primary schools):	75.8%

School Climate (latest year)

School	67.2%
State	75.8%

Percent endorsement

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:	75.6%
Similar Schools average:	75.3%
State average:	86.2%

English (latest (year) Years Prep to 6

School: 75.6%
Similar Schools: 75.3%
State: 86.2%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
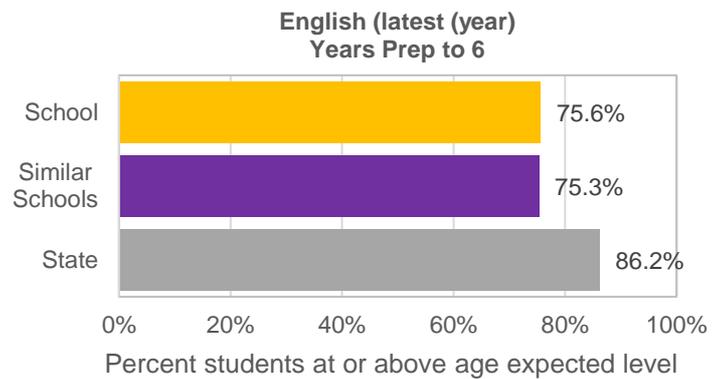
Mathematics **Years Prep to 6**	Latest year (2021)
School percent of students at or above age expected standards:	69.2%
Similar Schools average:	72.1%
State average:	84.9%

Mathematics (latest year) Years Prep to 6

School: 69.2%
Similar Schools: 72.1%
State: 84.9%

0%   20%   40%   60%   80%   100%

Percent students at or above age expected level
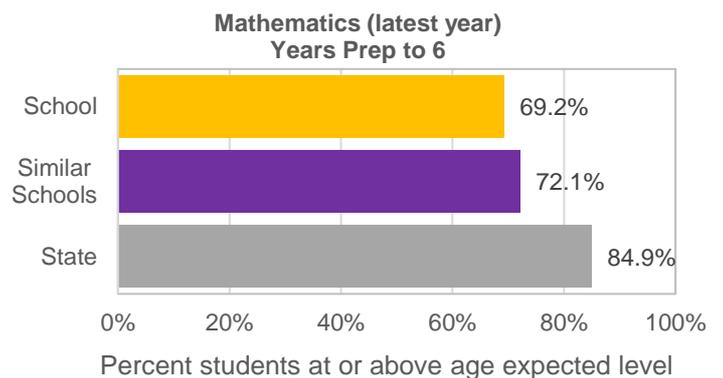
ACHIEVEMENT (continued)

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.
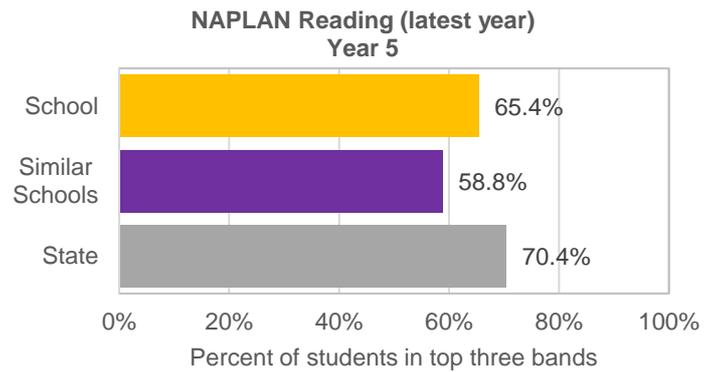
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	59.4%	68.6%
Similar Schools average:	65.0%	64.2%
State average:	76.9%	76.5%

NAPLAN Reading (latest year) Year 3

School 59.4%
Similar Schools 65.0%
State 76.9%

Percent of students in top three bands
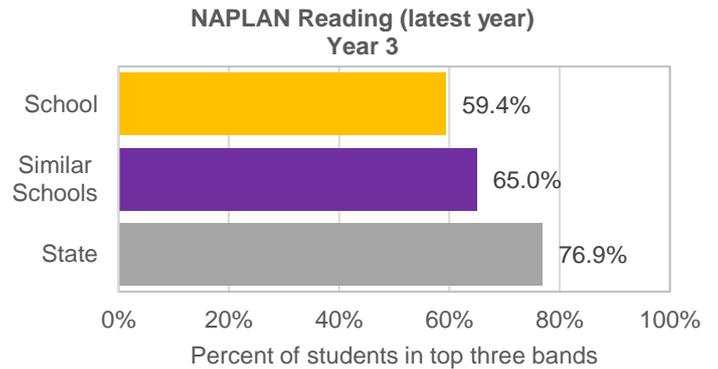
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	65.4%	52.7%
Similar Schools average:	58.8%	54.5%
State average:	70.4%	67.7%

NAPLAN Reading (latest year) Year 5

School 65.4%
Similar Schools 58.8%
State 70.4%

Percent of students in top three bands

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	43.8%	53.5%
Similar Schools average:	51.2%	51.8%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School 43.8%
Similar Schools 51.2%
State 67.6%

Percent of students in top three bands
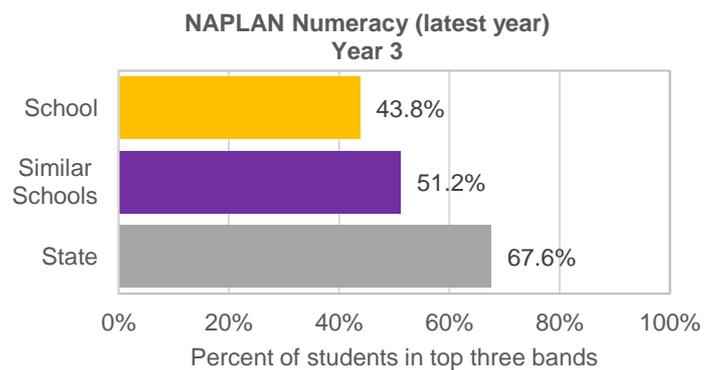
Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	40.7%	39.6%
Similar Schools average:	45.9%	44.1%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School 40.7%
Similar Schools 45.9%
State 61.6%

Percent of students in top three bands
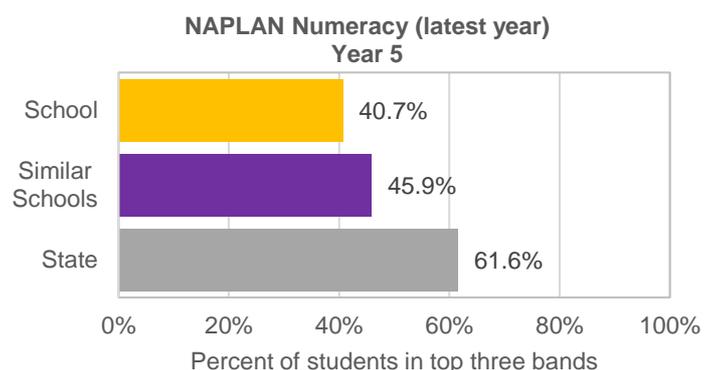
ACHIEVEMENT (continued)

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:	30%	57%	13%	20%
Numeracy:	30%	43%	26%	22%
Writing:	43%	43%	13%	24%
Spelling:	26%	30%	43%	30%
Grammar and Punctuation:	26%	52%	22%	25%

NAPLAN Learning Gain (latest year)
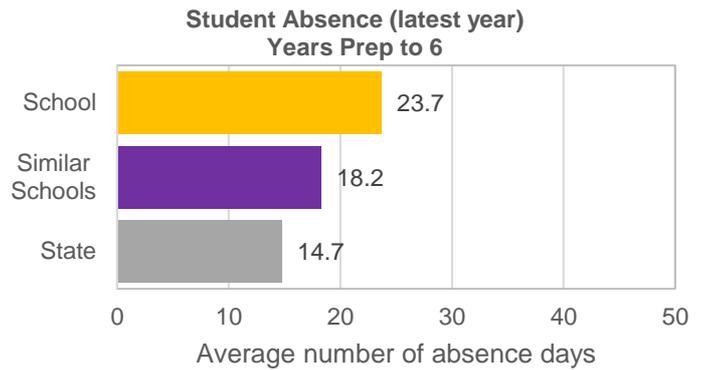**Year 3 - Year 5**
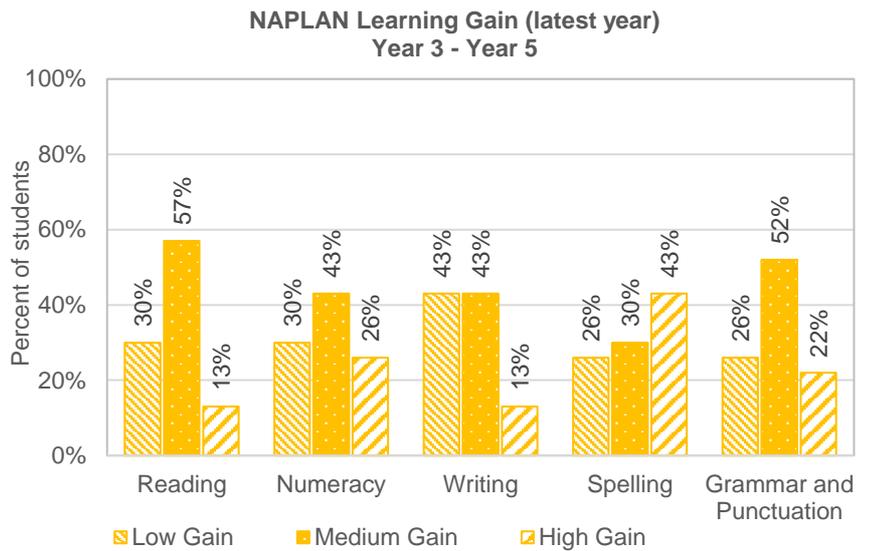
ENGAGEMENT

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:	23.7	18.3
Similar Schools average:	18.2	18.3
State average:	14.7	15.0

Student Absence (latest year) Years Prep to 6

School	23.7
Similar Schools	18.2
State	14.7

Average number of absence days

Attendance Rate (latest year)

|	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	86%	88%	86%	90%	86%	88%	92%

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:	78.1%	86.5%
Similar Schools average:	80.2%	82.1%
State average:	79.5%	80.4%
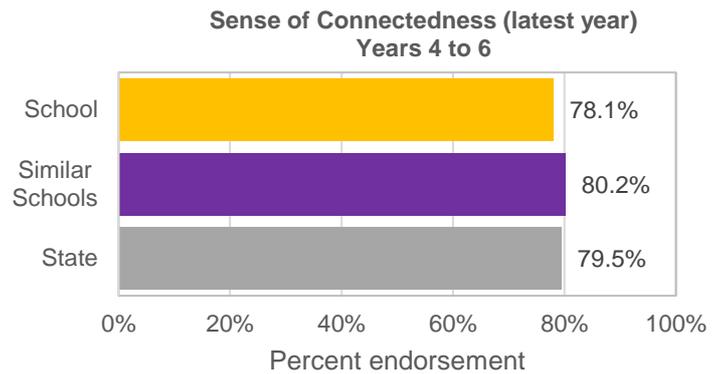
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Sense of Connectedness (latest year) Years 4 to 6

School	78.1%
Similar Schools	80.2%
State	79.5%

Percent endorsement

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).

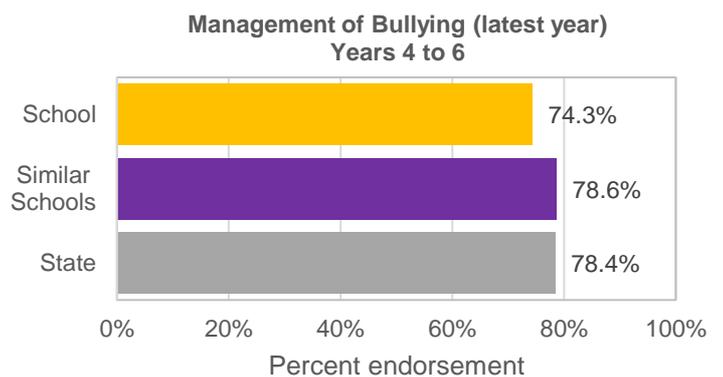| Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.3%	81.2%
Similar Schools average:	78.6%	80.3%
State average:	78.4%	79.7%

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.

Management of Bullying (latest year) Years 4 to 6

School	74.3%
Similar Schools	78.6%
State	78.4%

Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$2,530,636
Government Provided DET Grants	$473,535
Government Grants Commonwealth	$12,200
Government Grants State	$0
Revenue Other	$2,456
Locally Raised Funds	$29,840
Capital Grants	$0
Total Operating Revenue	**$3,048,668**

Equity [1]	Actual
Equity (Social Disadvantage)	$378,152
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$378,152**

Expenditure	Actual
Student Resource Package [2]	$2,286,781
Adjustments	$0
Books & Publications	$2,303
Camps/Excursions/Activities	$27,204
Communication Costs	$3,506
Consumables	$68,220
Miscellaneous Expense [3]	$8,868
Professional Development	$11,928
Equipment/Maintenance/Hire	$79,021
Property Services	$143,945
Salaries & Allowances [4]	$21,985
Support Services	$94,032
Trading & Fundraising	$10,007
Motor Vehicle Expenses	$0
Travel & Subsistence	$0
Utilities	$22,352
Total Operating Expenditure	**$2,780,151**
Net Operating Surplus/-Deficit	**$268,517**
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	$256,600
Official Account	$25,350
Other Accounts	$0
Total Funds Available	**$281,950**

Financial Commitments	Actual
Operating Reserve	$60,179
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$25,304
School Based Programs	$10,677
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$14,508
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$5,680
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$116,348**

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.