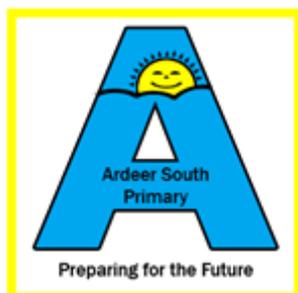# 2019 Annual Report to
The School Community

School Name: Ardeer South Primary School (5064)

- 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 2019 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 12 March 2020 at 04:18 PM by Stuart Telford (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 March 2020 at 06:54 PM by Natasha Quinney (School Council President)

About Our School

School context

Ardeer South Primary School is situated in West Sunshine and in 2019 the school had an enrollment at the end of the year of 229 students working within various composite classrooms. The number of enrolled students fluctuated throughout the year due to the transient nature of some families. Students come from diverse socio-economic and cultural backgrounds. The overall school socio-economic profile is low; based on the Student Family Occupation and Education index (SFOE). The school actively promotes tolerance and acceptance of all nationalities and cultures. There were two international students enrolled in Ardeer South in 2019.
Ardeer South had 31 staff consisting of one principal class staff, 21 teachers (16.32EFT), a Business manager and 5 education support staff (7.21EFT). There are currently no students or staff that present as indigenous in the school.

The School Vision at Ardeer South Primary School is committed to providing a safe, secure, supportive and happy environment for all students at the school. This is reflected in the school motto of 'Preparing for the Future, and is supported by our school values. The school strives to foster a love of lifelong learning in each individual so that they can become positive contributors and leaders in their culturally diverse community. The school emphasis is on reinforcing the 3 core values that create positive relationships and a tolerant environment: Respect, Responsibility and Effort.
In 2019 the school commenced the third year of the Strategic Plan for 2017 – 2020. Clearly defined School Improvement Teams provided opportunities for staff to work in teams to further develop approaches to Student Learning, Student Engagement & Well Being as well as Student Pathways & Transitions.

The school increased emphasis on staff professional learning within and outside the school. A key focus of school based professional learning was in the area of Developing Effective Professional Learning Communities. A Literacy Consultant was employed to guide the development of our literacy practices and to further develop staff understanding. A number of curriculum sessions and a curriculum day were devoted to supporting this work. Professional Learning Communities were further developed to assist teams of teachers in learning how to collaborate to focus on improving areas of student learning identified through the analysis of student data. The school Assessment Schedule supported the tracking of student progress.

An independent speech pathologist works weekly to support students with language difficulties. The school engaged students through a variety of means such as our Visiting Artist Program, and a Multicultural Day as part of our LOTE program. Students accessed extra curricula activities through the Specialist classes of Physical Education, Visual Art, Italian and Science.

Framework for Improving Student Outcomes (FISO)

In 2019, the school focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Setting Expectations and Promoting Inclusion as well as Instructional and Shared Leadership. With specific goals around Improving the learning growth of students in Literacy and Numeracy, developing partnerships with the school community that further develops a culture of high expectations and developing the school community as a high functioning Professional Learning Community.
This included:
- implementation of a structured meeting schedule.
- introducing School Improvement Teams in Literacy, Numeracy and Wellbeing.
- work on re-designing and implementing a new assessment schedule.
We have successfully implemented our whole school structures, where a major focus has been providing rich learning opportunities to other staff by delivering quality professional learning opportunities around the High Impact Teaching Strategies.
The structures, norms, processes and understanding of Professional Learning Communities were established and will now form the basis for participation in all future PLC work.

Achievement

In 2019, the school continued work on its strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student.
- Teacher Judgement of students working at or above the age expected level in English and Mathematics were similar to other schools.
- Year Three in Top 3 bands for NAPLAN Reading and Numeracy, is 'Above' in comparison with like schools. The four year average was deemed 'above'.
- Year Five in Top 3 bands for NAPLAN Reading and Numeracy, is 'Below' in comparison with like schools. The four year average was deemed 'below'.
- Year Three to Five Reading Learning Gain from 2017 to 2019 indicated that 32.1% of students made 'Low' growth, 50% of students made 'Medium' growth and 17.9% of students made 'High' growth. Since 2017, High Growth has declined by 12% and Low Growth has increased by 23%.
- Year Three to Five Writing Learning Gain from 2017 to 2019 indicated that 48.1% of students made 'Low' growth, 40.7% of students made 'Medium' growth and 11.1% of students made 'High' growth. Since 2017, High Growth has declined by 8% and Low Growth has increased by 15%.
- Year Three to Five Numeracy Learning Gain from 2017 to 2019 indicated that 21.4% of students made 'Low' growth, 64.3% of students made 'Medium' growth and 14.3% of students made 'High' growth. Since 2017, High Growth has declined by 31% and Low Growth has increased by 3%.
- Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Engagement

Ardeer South Primary School students are engaged and connected to their school. This year, the school focused on developing partnerships with the school community that further develops a culture of high expectations through the FISO dimension Setting Expectations and Promoting Inclusion.

By having a focus on establishing and embedding a whole school approach to improve student absences and punctuality we have seen our school attendance remain similar to state. In 2019, 29% of students had 20 or more day's absence, this is less than Similar Schools (32%) and Network Schools (30%). The school introduced an SMS message to parents, requesting them to notify the school of any absences, as well as sending out monthly reports to parents with unexplained absences This will further be actioned through the weekly newsletter, reminder newsfeeds via COMPASS and at parent events. Classroom teachers became more accountable for making phone calls to families after extended periods of absences.

Leadership opportunities are extended to students across the school. Student representatives from Years 3 to 6 participate in the Junior School Council, which actively works to improve the school for all students. The year 6 students continue to have opportunities provided for them to nominate for School Captain Leadership positions.

Sport training sessions engage and support students across the school.

Wellbeing

We have maintained excellent results in student wellbeing over the past two years, and this is reflected in the ongoing positive data in our Attitudes to School Survey results. In 2019, the Student Attitudes to School survey indicated that the 'Sense of Connectedness' is at 91.8%. This is an 'Above' result when compared to similar schools. This has been a consistent result for the last three years. Students indicate that the 'Management of Bullying' is 87.5%, which is also 'Above' similar schools. Over the last three years it has increased by 1.0%.
Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results with overall 'General Satisfaction' at 92% from the 62 respondents.
The staff satisfaction, according to the School Staff Survey was at 62% for School Climate. This result is below Victorian school (76%) and Similar schools (70%).
The Program for Students with Disabilities (PSD) supports students across the school with hearing, intellectual, social-

emotional disabilities. Support is provided to students and regular Student Support Group meetings are held with parents. Individual Learning Plans are set for these students.

Lateness continues to be an issue and is addressed by newsletter articles and parent information forums throughout the year. Extended family holidays contribute to student absences.

Financial performance and position

In 2019, Ardeer South Primary School received Equity Funding from the Department. These funds were allocated to support students in a number of ways. A Literacy Consultant was employed once a week to collaborate with teams of teachers in order to build their capacity and the academic performance of students. The school was also successful in receiving a 'Maintenance Blitz' funding allocation to ensure the school has modern and facilities maintained to a high standard.

The school required a strategic budget management approach in the second half of the year to ensure an identified credit deficit was rectified and returned to surplus for 2020.

**For more detailed information regarding our school please visit our website at
https://www.ardeersthps.vic.edu.au/**

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile

Enrolment Profile

A total of 229 students were enrolled at this school in 2019, 100 female and 129 male.

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

Overall Socio-Economic Profile

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

low	low-mid	mid	high
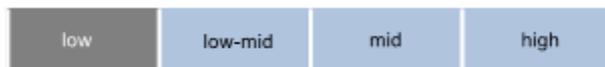
Parent Satisfaction Summary

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

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

School Staff Survey

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

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Above ● Above ●
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Below ● Below ●

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 32 % Low / 50 % Medium / 18 % High **Numeracy** 21 % Low / 64 % Medium / 14 % High **Writing** 48 % Low / 41 % Medium / 11 % High **Spelling** 22 % Low / 67 % Medium / 11 % High **Grammar and Punctuation** 30 % Low / 56 % Medium / 15 % High	There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. 25% Low / 50% Medium / 25% High Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar School Comparison

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

Similar School Comparison
A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.

Results: 2019

Few absences <------> Many absences

Results: 2016 - 2019 (4-year average)

Few absences <------> Many absences

Similar

Average 2019 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
89 %	88 %	91 %	92 %	92 %	92 %	92 %

Similar school comparison not available

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Above

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019	
Revenue	**Actual**
Student Resource Package	$2,380,960
Government Provided DET Grants	$321,508
Government Grants Commonwealth	$3,800
Revenue Other	$17,700
Locally Raised Funds	$66,764
Total Operating Revenue	**$2,790,732**

Equity[1]	
Equity (Social Disadvantage)	$447,380
Equity Total	**$447,380**

Expenditure	
Student Resource Package[2]	$2,350,975
Books & Publications	$1,886
Communication Costs	$3,810
Consumables	$37,013
Miscellaneous Expense[3]	$199,630
Professional Development	$18,199
Property and Equipment Services	$115,234
Salaries & Allowances[4]	$15,778
Trading & Fundraising	$23,210
Travel & Subsistence	$59
Utilities	$22,123

Total Operating Expenditure	**$2,787,918**
Net Operating Surplus/-Deficit	**$2,814**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$182,890
Official Account	$27,498
Other Accounts	$0
Total Funds Available	**$210,388**

Financial Commitments	
Operating Reserve	$69,787
Other Recurrent Expenditure	$8,638
School Based Programs	$508,680
Funds for Committees/Shared Arrangements	$15,508
Capital - Buildings/Grounds < 12 months	$175,385
Total Financial Commitments	**$777,998**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

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

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

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

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

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

Above

Similar

Below

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

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').