

## 2015 Annual Report to the School Community

Athol Road Primary School

School Number: 5536

On-site kindergarten indoor/outdoor play



Name of School Principal:

Ruby Toombs

Name of School Council President:

Delvene Sliwinski

Date of Endorsement:

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Athol Road Primary School features a unique, diverse learning community where each individual is challenged to grow emotionally, intellectually and socially to achieve their personal best. A strong focus on building Respect, encouraging Innovation, valuing Community and setting High expectations fosters a RICH learning environment. The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. The school employs 48 equivalent full-time staff: 2 Principal Class, 32 teachers, 10 Education Support staff and 4 Kindergarten assistants. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and wellbeing of every student.

In 2015 the focus remained on building Athol Road Primary School as a professional learning community (PLC) where teachers plan collaboratively to deliver student learning at point of need. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour by a team of dedicated, multi-skilled teachers and support staff. The on-site Early Learning Centre incorporates two playgroups and a kindergarten which offers a 15 hour 4 year old program and a 6 hour 3 year old program, facilitating a smooth transition into the first year of schooling.

### Achievement

Athol Road Primary School staff consolidated and further extended their understandings around the professional learning community model, with the focus on teachers working collaboratively to personalise student learning at point of need. Refinement of the Essential Learning continuums and the introduction of Proficiency Scales ensured that the curriculum was covered sequentially at the time and point of need for each student. Through on-going discussion, teachers developed and modified the curriculum, teaching structures and teaching approaches to ensure they were delivering a guaranteed and viable curriculum, responsive to the needs of learners. Professional Learning Teams used data to set short and long-term targets in English and Maths to ensure a minimum of 12 months growth for each student. Professional development on a whole school level focussed on reducing the variable between teacher practice in English and Maths, personalising student learning in flexible learning spaces and improving teacher knowledge and skills in analysing data to inform practice.

School data demonstrates that the strong focus on improving teacher practice, combined with personalising learning at point of need and the introduction of a 3 tiered intervention program has positively impacted on student learning outcomes.

Year 3 NAPLAN data demonstrates that:

- 100% of students are achieving at or above the National Minimum Standard (NMS) in Writing
- 94% of students are achieving at or above the National Minimum Standard (NMS) in Reading
- 97% of students are achieving at or above the National Minimum Standard (NMS) in Spelling
- 88% of students are achieving at or above the National Minimum Standard (NMS) in Maths

Year 5 NAPLAN data demonstrates that:

- 80% of students have made medium to high relative growth from Year 3 to Year 5 in Reading
- 86% of students have made medium to high relative growth from Year 3 to Year 5 in Writing
- 80% of students have made medium to high relative growth from Year 3 to Year 5 in Grammar and Punctuation
- 70% of students have made medium to high relative growth from Year 3 to Year 5 in Maths

In Foundation – Year 2, the primary focus is developing oral language in purposeful, authentic contexts. In Year 3 – 6, students work both collaboratively and independently in order to develop the necessary skills to become independent, confident learners. In reading, teachers explicitly teach the reading and comprehension strategies used by 'good readers'. They model these strategies using rich, engaging literature, during shared and guided reading sessions. Students make their thinking visible by recording the strategies they are using whilst they read. Teachers work collaboratively with students to set goals based on the reading continuum. In writing, teachers focus on explicitly teaching the text structure and language features of each text type through modelled and shared writing. Students engage in writing tasks which allow them to express their individuality and interest.

Maths teaching and learning focusses on the '4 big ideas': Trusting the Count, Place Value, Multiplicative Thinking and Partitioning, discussion of solution strategies, mental computation and visualisation. Integrating maths into other areas of the curriculum supports students in making connections to their everyday lives. Students learn Maths through practical applications, using a range of learning styles and manipulatives.

Over 1/3 of students were assessed on the EAL Companion, the majority in Foundation – 2 but this number decreases as students move up the school and on to AusVELS. English-on-line data shows that Foundation students enter school with low levels of English. All 13 students, funded under the Program for Students with Disabilities, met their Individual Learning Plan goals while 4 students, requiring Year 6-7 reviews, achieved successful outcomes. Year 6 students consolidated their connection with Asia through regular video conferencing with a Korean school.

The Staff Opinion Survey demonstrates a high level of staff satisfaction, particularly around collective responsibility, collective focus on student learning and guaranteed and viable curriculum. The Parent Opinion Survey demonstrates a high level of parent satisfaction, well above that of state, across all 3 areas: school climate, student behavior and student engagement.

## Engagement

Students are encouraged to develop their leadership potential and build confidence to take on leadership roles in a range of contexts. The 2015 focus was on student voice with the introduction of student voice action plans providing opportunities for students to have input in school decision making and to provide feedback on their learning and personal growth through a variety of contexts. These include surveys, student focus groups, self and peer assessment, circle time, student votes and a student voice box in each learning space.

Specialist programs, The Arts, Sport and Environmental Education, positively promoted the school in the community.

- Members of the senior choir participated in the Victorian State Schools Spectacular at the Hisense Arena
- Senior and junior choirs represented the school in a number of forums including 'Voices of the Choir' where the Senior choir won the Overall' award and the Junior choir won the Teamwork and Conduct' award
- The school band performed regularly within the school community
- The school community overwhelmingly supported the inaugural whole school Art Show
- Art work displayed at Camartech online
- Excellent results in Athletics and Cross Country with a number of students competing at Division and Regional levels. The boys and girls soccer, mixed netball and boys basketball teams all achieved great success finishing 1<sup>st</sup> or 2<sup>nd</sup> at District level. The mixed netball team went on to compete at Division and Regional level.
- Winner of the Regional Victorian Schools Garden Award and Sustainable Schools Award through the City of Greater Dandenong
- Outdoor learning spaces, Wetlands and sustainable harvest garden, provided hands-on experiences for students, particularly engaging students who struggled with their learning and those with behaviour management issues
- Sale of vegetables from the harvest garden generated funds for seeds and plants
- Parents were engaged in the school through the development of a parent vegetable garden by parents for parents
- The Year 3 sleepover originated from an idea put forward by the students: a true reflection of student voice in action
- Year 4 – 6 students participated in successful camping experiences
- Year 4 - 6 students ran student-led parent/teacher conferences with 100% parent participation.
- Student leaders were members of the selection panel to appoint a new school well-being officer
- Students participated in an extensive range of extra-curricular activities including
- The Learning in Depth (LiD) program was extended to Year 4 and continued to engage students in learning about a particular topic in which they had an interest.

Community initiatives included Family BBQ, School Concert with a Peter Pan theme, proactive parent participation calendar and Summer Festival: a community initiative to embrace multiculturalism within CGD. Our playgroup offered a parent support network.

## Wellbeing

The main focus this year was on developing staff awareness and collecting data on student resilience. A successful application in 'The Building Resilience in School Communities Grants Program' allowed the school to assess the resilience of our student population, review and evaluate current approaches to building resilience and establish future directions for improvement. All students completed the ACER Social and Emotional Well-Being and the Resilient Youth Australia surveys which provided valuable data to identify areas to inform teaching and learning.

Student social and emotional learning, supported by an ACCESS Ministries wellbeing officer, school speech therapist and psychologist continued to support the growing welfare needs within our school community. All staff Component 3 of the Kidsmatter training. The Social and Emotional Scope and Sequence in conjunction with Circle Time supported teachers in planning for the specific needs of students in their care.

Parentzone and Headspace staff worked in conjunction with school staff to build parent awareness and understanding of mental health issues while the cyber safety parent forum provided valuable information around cyber bullying and how best to support children to stay safe online.

A successful sponsorship through the Alannah and Madeleine Foundation supported a Better Buddies program between Year 3 and Foundation students. The Bounce Back program, along with a range of SEL resources, supported teachers in addressing resilience issues.

A successful Year 6 transition program, involving targeted workshops on reducing anxiety and building resilience, was presented in partnerships with a City of Greater Dandenong youth worker, to better prepare students for secondary college. Year 6 students with special needs participated in the 'Transition Assistance Program' to further support the transition process and cater for individual needs.

On-going liaison, throughout the year, with the on-site and local kindergartens resulted in a seamless transition to Foundation. The Breakfast Club, sponsored by Red Cross, provided breakfast for students five days a week.

Teachers closely monitored attendance and lateness and followed up promptly, referring on-going absence/lateness to principal class. The behaviour management program, implemented consistently across the school, minimised behaviour issues.

## Productivity

The school's resources were responsibly allocated to support areas identified in the school's Strategic Plan and the Annual Implementation Plan. Team Leaders participated in the BASTOW 'Create' program with a focus on leading collaborative teams to improve student learning outcomes. Tier 3 intervention was implemented across the school and supported by whole school professional learning and the allocation of intervention teachers in all learning spaces.

A review of the school's network resulted in the purchase of a new server to increase the speed of delivery to learning spaces. The end of a computer lease provided an opportunity to further explore different options to use ICT anywhere, anytime. The 2015 Computer Census identified a student ratio of 1: 1.83 devices, an improvement on previous years and within the school's target ratio of 1:2 devices. The implementation of on-line learning resources such as MangaHigh, Schoolbo, Digital Excellence and Studyladder supported home school partnerships in student learning.




A successful application to participate in the Department of Education and Early Childhood's 'Google Apps For Education' trial will increase teacher and student ability to collaborate online in a safe, secure learning environment.

For more detailed information regarding our school please visit our website at  
<http://www>

## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

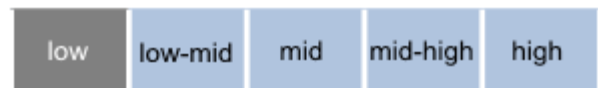
### School Profile

#### Enrolment Profile

A total of 366 students were enrolled at this school in 2015, 170 female and 196 male.  
There were 59% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






#### School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






## Performance Summary











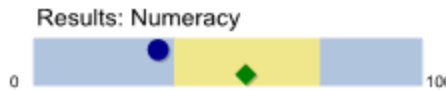





Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> <b>Higher</b></p> <p> <b>Similar</b></p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>






## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:

Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>21 %</td><td>50 %</td><td>29 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>30 %</td><td>49 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>14 %</td><td>51 %</td><td>35 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>35 %</td><td>47 %</td><td>18 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>21 %</td><td>42 %</td><td>37 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	21 %	50 %	29 %	Low	Medium	High	30 %	49 %	21 %	Low	Medium	High	14 %	51 %	35 %	Low	Medium	High	35 %	47 %	18 %	Low	Medium	High	21 %	42 %	37 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

### Engagement

#### 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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2015 attendance rate by year level:

### Student Outcomes

#### Results: 2015



#### Results: 2012 - 2015 (4-year average)






Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
90 %	93 %	93 %	95 %	95 %	95 %	94 %









### School Comparison

 Higher

 Higher

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

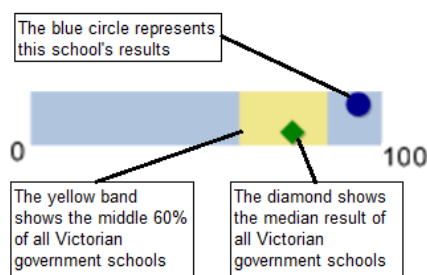
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

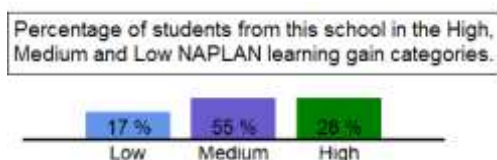
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

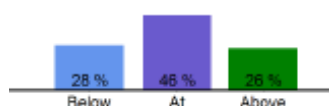


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:  
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,429,880	High Yield Investment Account	\$767,665
Government Provided DET Grants	\$2,535,664	Official Account	\$74,394
Government Grants Commonwealth	\$39,865	Other Accounts	\$293,473
Revenue Other	\$34,506	<b>Total Funds Available</b>	<b>\$1,135,532</b>
Locally Raised Funds	\$360,738		
<b>Total Operating Revenue</b>	<b>\$6,400,653</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$3,145,115	Operating Reserve	\$494,802
Books & Publications	\$4,290	Asset/Equipment Replacement < 12 months	\$34,405
Communication Costs	\$5,079	Capital - Buildings/Grounds incl SMS<12 months	\$72,000
Consumables	\$52,624	Maintenance - Buildings/Grounds incl SMS<12 months	\$85,000
Miscellaneous Expense	\$2,530,068	Revenue Received in Advance	\$14,325
Professional Development	\$11,760	School Based Programs	\$15,000
Property and Equipment Services	\$372,811	DET Central Coordination	\$420,000
Salaries & Allowances	\$15,176	<b>Total Financial Commitments</b>	<b>\$1,135,532</b>
Trading & Fundraising	\$69,935		
Utilities	\$24,845		
<b>Total Operating Expenditure</b>	<b>\$6,231,703</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$168,951</b>		
<b>Asset Acquisitions</b>	<b>\$104,799</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

Athol Road Primary School is the banker school for the Technical Support to School Program (TSSP) which has generated in excess of 3 million dollars in 2015. This money is used to pay the large number of technicians who work in schools in a large area of Melbourne's South East. Each year the school carries over some of this funding to pay technicians over the January/February period – hence the high amount of Region/Network/Cluster funds carried over to 2016.

The school also manages an on-site kindergarten which generates around \$200 000 in DHS grants each year. These funds cover the annual operation of the kindergarten. Approximately \$65 000, remains of the \$100 000 saved by the kindergarten over many years and this has been carried forward in the school's operating reserve to complete the upgrade of the kindergarten playground in 2016.