

2021 Annual Report to The School Community



School Name: Athol Road Primary School (5536)



- 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 31 March 2022 at 02:10 PM by Ruby Toombs (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.

To be attested by 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

Athol Road Primary School is located in a culturally diverse but low socio-economic, residential suburb in South East Melbourne, approximately 28 kms from the CBD. The school has a range of buildings dating from different eras: 3 BER buildings consisting of:

- 2 multi-use learning spaces and a hall which has recently been converted into a fully equipped performing arts centre, while still accommodating physical education
- a double relocatable which houses the Visual Arts and Environmental Education programs
- 3 old, but well maintained 1971/72 buildings which have been converted into multi-use spaces, one of which houses the onsite Early Learning Centre which offers a government funded kindergarten program: 15 hours for 66 four year olds and 5 hours for 28 three year olds. An accredited playgroup program offers 2 sessions of 2 hours for up to 24 children and their parents who network with other parents in a friendly, supportive environment. These services support a seamless transition to primary school.

The school sports a synthetic grass oval catering for sports such as football, soccer, cricket as well as a grassed oval, colourful garden beds and covered playgrounds. Students and staff, supported by local businesses, School Council funding and successful small grants, have created five outdoor learning landscapes:

- Sustainable garden with wicking beds
- Indigenous revegetated area
- Garden of Hope
- Wetlands
- Desert Garden
- School farm was introduced in 2020 as part of the Environmental Education Program and incorporates a range of animals from cows, sheep, goats, alpacas, ducks and chickens.

Enrolment projections show an increase to around 400 students in 2024 but have remained stable in the 380s for a number of years. In 2022 there is an enrolment of 388 students:

- 386 students funded through the SRP and 2 international students
- 49% male and 51% female
- 86% speak a language other than English at home
- 20 students on temporary visas
- 18 students funded through the Program for Students with a Disability
- No staff or students from refugee or Aboriginal or Torres Strait Islander backgrounds
- 50% of families eligible for the Camps, Sport and Excursions Fund payments
- 25 different cultures speaking 24 different languages
- 25% of students living in single parent families
- 1 student in Out of Home Care while 5 others live with relatives other than their parents.
- Student Family Occupation index of 0.7841
- Student Family Occupation and Education index of 0.6425

The student body represents a wide range of culturally and linguistically diverse backgrounds with the highest percentage originating from Vietnamese and Cambodian backgrounds. Each student is respected as a unique individual who brings a wealth of diverse experiences to the learning space. To maximise the potential of each student, teachers focus on developing rapport and trust, not only between themselves and the students but also amongst students and families. The school strongly believes the emotional and physical wellbeing of students is pivotal to their success at school and in their future lives. The building of supportive caring relationships which foster a strong sense of connectedness and belonging is central to the building of each student's knowledge and skills in Reading, Writing and Mathematics. Leadership is committed to balancing the high expectations for the academic progress of all learners with its commitment to supporting student self-esteem, self-efficacy and a global mindset.

The school employs 62 staff members: 2 Principal Class, 2 Administration staff, 1 Leading Teacher, 4 Learning

Specialists, 31 teachers (including 3 kindergarten teachers), 4 Kindergarten assistants and 18 Education Support staff, including Vietnamese and Cambodian aides who support the school's multicultural community. Other cultures represented in the school are supported through interpreters and access to translated information. A full-time and a part-time Psychologist and a part-time Speech Pathologist support students and families. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasises the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and wellbeing of every student.

The school lives its vision of 'creating a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. The school's RICH values of building Respect, encouraging Innovation, valuing Community and setting High Expectations foster a learning environment where each individual is challenged to grow emotionally, intellectually and socially. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour. The school curriculum is designed to foster curiosity and develop higher order thinking which allows students to solve problems, gain understanding and discover new meanings and ideas. Student Voice, Agency and Leadership is integrated into all aspects of student learning and the school environment. All students are valued and acknowledged as having unique perspectives on learning, teaching and schooling. Students are provided with opportunities to express their ideas and thoughts and actively shape their own education. The school has zero tolerance for child abuse and is committed to providing a child safe environment where children and young people feel safe with their voices being heard about decisions that affect their lives. This commitment applies across all school environments (eg. camps, online) and Outside School Hours Care.

Athol Road Primary School operates as a Professional Learning Community where teachers work collaboratively, in Professional Learning Teams, with a collective commitment and accountability to improve student learning outcomes. Every teacher is responsible for ensuring that the individual needs, interests and learning styles of all students are at the centre of every decision. The English as an Additional Language Companion is used to support and report on the learning of the large number of students with English as an Additional Language. Students commence Foundation with very low levels of language and steadily build through Years 1/2 but may still enter Year 3 behind their English-speaking peers. Completing the National Assessment Plan for Literacy and Numeracy (NAPLAN) in Year 3 is a significant challenge for our students. The school identifies oral language development as crucial in building strong literacy and numeracy skills. The development of a whole school Assessment Schedule provides clear direction for the collection of data to drive teaching and learning. The school is committed to building the capacity of all teachers through professional learning which builds common understandings and ensures learning is personalised to meet the individual needs of both teachers and students.

Athol Road Primary School enriches the bodies, minds and creativity of students through a diverse range of learning experiences/opportunities:

- Environmental Education with a focus on sustainability
- Physical Education, Interschool Sports, Athletics and Swimming
- Performing Arts, Senior and Junior Choirs, School Concert, school band and instrumental groups
- Visual Arts incorporating Digital Media
- LOTE: Mandarin
- STEM: Science, Technology, Engineering and Mathematics
- Access to technology through 1:1 Chromebook program in Year 3 – 6, iPads and notebooks
- Robotics and Coding
- Out of School Hours Care
- Breakfast Club

Framework for Improving Student Outcomes (FISO)

In 2021 Athol Road Primary School opted for the DET priorities of Learning Catch-up and Extension, Happy, Active and Healthy Kids and Connected Schools which linked closely to the School's Strategic Plan Key Improvement Strategies (KIS) and FISO dimensions of Building Leadership Teams and Evaluating Impact on Learning.

The school's highly collaborative environment which was well established prior to remote learning, significantly supported Professional Learning Teams (PLTs) to adjust to the online learning environment and maintain focus on the KIS. During onsite and online learning, PLTs continued to refine their use of the Improvement Cycle to build teacher practice to improve student learning outcomes, particularly in the 'Implement and Monitor' phase. They regularly identified students who were not tracking towards the Improvement Cycle target and took appropriate action to ensure that as many students met the set target as possible.

With the school-wide focus of students making 12 - 18 months growth in 2021, Improvement Cycles had a more targeted approach, particularly identifying students who had not made 6 months growth in the first 6 months of 2021, as well as students who were well above the expected standards. Identified students were placed in intensive targeted teaching groups to address their specific learning needs.

During Remote Learning, PLTs continued to implement Improvement Cycles to maximise student learning outcomes. In PLTs Learning Specialists used specific protocols to promote richer discussions about their practice. One such protocol enabled teachers to be precise about what an agreed practice change would look like in the learning environment.

As a PLC Link school, work has been conducted with other schools to develop their PLC practices through observing and sharing of practices. Unfortunately due to COVID restrictions, the PLC Link Open Days had to be cancelled and many strategies in the PLC Link Implementation Plan were unable to be implemented. Many key strategies had to be modified to suit the online environment which meant that progress was limited, however, online opportunities were developed to build the collaborative relationships and commence the sharing of practices and resources. The online platform continues to be a focus and a blend of online and face to face is recommended as the school moves forward.

There continued to be a strong focus on building the capacity of teachers to teach and assess core English and Math concepts, targeting the individual needs of students. A key focus across the Professional Learning Community has been developing teacher capacity to analyse student writing formatively. Whole-staff professional learning sessions and use of the text 'The Writing Revolution' increased teacher ability to more accurately and confidently identify student point of need and make appropriate interventions.

Professional learning was delivered with both whole-school and team-specific foci. Whole school professional learning program focused on assessment, speaking and listening and linking the English and EAL curriculum to effectively target the needs of students. Team-specific professional learning sessions developed teacher capacity to address the learning needs of their students in English and Maths and included the fundamentals of writing, grammatical language of sentences, teaching and assessing Math concepts, differentiation in Integrated Maths and formative assessment in Maths.

Building leadership capacity is an ongoing priority at Athol Road Primary School. In 2021, three Team Leaders participated in the Inspiring Teacher Leadership (ITL) course to support and further build their leadership practice. ITL is a program designed to build the capacity of teacher leaders to lead learning and promote a school culture of learning. The 3 Team Leaders worked with the Assistant Principal in a mentor partnership and, over the course of the year, participated in collaborative workshops to build knowledge and skills in:

- Strengthening their identities as leaders and learners and connecting the learning to moral purpose
- Building partnerships by investigating new forms of learning relationships within their teams
- Leading and navigating the landscape of learning by inspiring excellence in learning and teaching through collaboration
- Leading change using research and evidence-based practices to achieve improved outcomes linked to their team priorities

The 3 Team Leaders successfully completed the course and presented their leadership learning to the ITL presenters and other participating Teacher Leaders and Principal mentors from other schools. Participation in this program has built the leadership capacity of team leaders and inspired the culture of learning within and across teams.

With Remote Learning and the delivery of lessons online, there was a strong emphasis on providing opportunities for parents/carers to actively participate in the learning journey and provide feedback. This was achieved through the use

of Seesaw which strengthened the home school partnership. This has also involved building the capacity of all staff: teachers, specialists, allied health, integration aides and office staff. The Seesaw 'Partner with Families' resource supported teachers in using consistent strategies across the school.

Achievement

COVID lockdowns significantly impacted how teachers delivered student learning and the ways in which students responded to the new way of learning, especially given the high percentage of students learning from homes where English was not the main language and where adult support and supervision was limited. With the support of multicultural aides, integration aides, school speech pathologist and school social worker, teachers found ways to personalise the learning for students. With ARPS being a Professional Learning Community teachers were able to continue all of the collaborative practices and processes around planning which is a strong feature of our school.

The 2021 Annual Implementation Plan focused on attaining high quality learning outcomes in Reading and Mathematics. The key focus for Literacy instruction in 2021 was to strengthen students' skills in phonics, particularly in the junior years. The Little Learners Love Literacy program, a phonics-based approach to literacy, was formally introduced to Foundation-Year 2 students in 2021. This is an evidence-based program that focuses on the explicit, sequential teaching of phonics. Since its introduction teachers have noticed significant improvement in the students' knowledge of sounds and letters. The highly explicit, systematic and engaging format has stimulated students' interest in literacy learning.

In another year of COVID-related learning disruptions, it was pleasing to note that teacher judgement of student achievement in English, placed almost 95% of students from Foundation to Year 6 who were assessed on the English Curriculum as at or above the expected standards. This is well above the average of similar schools (76%) and above the state average (86%)

64% students were assessed on the Victorian Curriculum F-10 English as an Additional Language. 58% of these EAL students are on Pathway A and 42% of these EAL students are on Pathway B, working towards developing English language competence in the modes of Speaking and Listening, Reading and Viewing and Writing.

Only one international student was enrolled at the school in 2021 and achieved all outcomes at the expected standards in all areas of the curriculum.

In NAPLAN READING

- 73% of Year 3 students scored in the top three bands for Reading, above the average of students in similar schools: 67%.
- 61% of Year 5 students scored in the top three bands, also above the average of students in similar schools: 55%.

In NAPLAN NUMERACY

- 75% of Year 3 students were placed in the top three bands, above both similar schools: 54% and the state average of 66%
- 53% of Year 5 students scored in the top three bands of NAPLAN, above the average of similar schools: 46%.

The key focus for Mathematics instruction in 2021 was refining the use of questioning to encourage a higher level and quality of student voice. Teachers continued to develop their understanding of creating and assessing rich problem solving tasks

Although there were a number of challenges owing to COVID disruptions in 2021, it was very pleasing that the teacher judgement of student achievement in Mathematics, placed 79% of Foundation to Year 6 students at or above the expected standards. This is above the average of similar schools, which placed around 73% of students at or above the expected standards. It was great to see that 26% of students in Years 1 - 6 value added to their year of learning by

making more than the minimum of 12 months growth in Mathematics.

The Tutor Learning Initiative (TLI) was introduced in 2021 to provide additional support to students who did not make the expected learning growth in 2020, owing to COVID lockdowns. The program focused on small groups or individual students working on a targeted need. Unfortunately, this was mainly delivered online in Semester 2 as a result of lockdown which presented challenges that impacted the learning of students with low levels of motivation, engagement, lack of support at home because of the language barrier, change in routine and other family challenges. While all students had access to devices, the level of engagement varied from student to student and year level to year level.

Although there were again disruptions to learning, students involved in TLI made significant growth in Reading showing that this initiative is beneficial for these students whose learning was impacted by COVID.

Reading data: 100% of students in Year 2, 81% of students in Year 3 and 84% of students in Year 4 made 12 months or more growth.

Maths data: 86% of students in Year 2, 68% of students in Year 3 and 100% of students in Year 4 made 18 months growth.

Year 1 students joined the tutoring program for Maths for last 6 months of 2021 and, in this time, 75% of students made 12 months growth.

Students in the Program for Students with Disabilities (PSD) successfully worked through an Individual Learning Plan (ILPs) with targeted goals and strategies catering for the different learning and social/emotional needs of each student. ILPs were monitored throughout the year and regular Student Support Group (SSG) meetings ensured a collaborative approach was delivered and the home school partnership was still connected during both onsite and remote learning. PSD students had extra support provided during remote learning either by attending onsite daily from 9am - 1pm or through 1:1 online support of teacher, integration aide, speech therapist, psychologist and or social worker depending on the need required.

Engagement

High levels of student attendance and engagement enabled students to maximise their potential and actively participate in their learning. Regular communication, positive encouragement and the ongoing follow up and check ins during remote learning and onsite learning ensured student attendance continued to be high. The data shows the school has achieved higher attendance than similar schools and higher than the state school average. The significance and the importance of how school attendance impacts student learning outcomes is a strong, clear message communicated to the school community on an ongoing basis. There has also been a strong emphasis on reducing lateness and this will continue to be an ongoing focus. Sentral attendance and lateness data is monitored and followed up regularly. This has proven effective in reducing unexplained absences. Family holidays throughout the year are always highly discouraged and due to travel restrictions, this also led to a positive impact on the student attendance rate.

During remote learning teaching plans included a daily attendance question to ensure that students were tuning in to lessons and completing tasks online. A range of communication tools have been utilised to maintain contact and support students and families such as, telephone calls, emails, Sentral, Webex, Zoom, Google Meets and Seesaw. The Sentral Parent Portal is now being used 100% of the time for all communication purposes: attendance, newsletters, messages, school events and all student reports.

Using Seesaw as a tool to strengthen the home-school partnership and engage parents/carers in their child's learning was a focus in 2021. Remote learning accelerated teacher knowledge and skills and increased parent and student engagement in using Seesaw confidently and creatively. Teachers are continuing to use Seesaw in an authentic way to share and extend student learning and also to build positive relationships. To date the most successful strategies have been:

- weekly posts and informative videos on Seesaw to build understanding so that families can further support learning at home

- short activities that families can do together easily at home to support and consolidate what they are learning at school
- using Seesaw to provide feedback, promote student reflection, showcase learning and share achievements with parents.

Messaging and sharing information with parents directly through Seesaw is also assisting in opening communication and strengthening partnerships. Further development of Seesaw and Student Voice is being explored at all levels to further increase student engagement and parent participation.

Due to COVID restrictions many family engagement activities and events in 2021 such as Family Cooking Classes, Choir Performances, Learning expos, Parenting courses, Respectful Relationships Family Forum and School Concert, did not go ahead or had to be delivered online. Fortunately during Education week, Twilight School was able to go ahead onsite and provided parents with a range of opportunities to attend school and participate in engaging and collaborative learning activities.

Parent Teacher Interviews and Student Led Conferences were scheduled to be held onsite at the commencement of Term 3 but, due to the COVID lockdown, face to face interviews were cancelled and were conducted over the phone or Webex. Student reports were published on Sentral and teachers, students and parents spent time discussing the report by highlighting the student achievements in Semester 1 and outlining the learning goals for Semester 2.

The Attitudes to School Survey results were distributed to all teams. Teachers unpacked the data and identified areas which needed further exploration. Overall the Year 6 student results were more positive than those of the Year 4 and Year 5 students, especially in the areas of Student Voice and Agency and Life Satisfaction. Year 4 was the lowest cohort. Clearly there is still work to be done in improving Student Voice, Agency and Leadership (SVAL). The data reflects the need to strengthen SVAL in the younger years and ensure the language of Student Voice is used and the practices are embedded and transparent in all areas of the curriculum.

Teachers, Integration Aides, School Allied Health Professionals and NDIS Allied Health Professionals worked collaboratively to deliver a coordinated approach to support the learning and social and emotional needs of students requiring additional support. Whilst this was challenging at times during remote learning, students were supported through online small group and 1:1 sessions and parent participation was highly encouraged and strongly supported.

Student Support Group meetings were delivered by phone or Webex meetings. The Allied Health and the Wellbeing Team held regular meetings via Webex to ensure a consistent focus was delivered and issues which arose were dealt with collaboratively. At times this was challenging as many families faced COVID stress, remote learning fatigue and some were also dealing with positive COVID cases in the household. On a positive note, the school started to see more families engaging with teachers and wellbeing services offered at the school, resulting in an increased sense of connection for students and families within the school community.

The school community also developed a greater awareness of Be You and Respectful Relationships and its impact on wellbeing. This work will continue as Be You and Respectful Relationships will be included in the Student Voice Action Plans.

Wellbeing

Athol Road Primary School's wellbeing strategy which is based on the 'Be You Framework' has guided the whole school approach to wellbeing which promotes connection, resilience and positive mental health outcomes for families, students and educators. With the challenges of remote learning and the increasing wellbeing needs across a large number of families, it was particularly important for the school to keep delivering the Social and Emotional Learning (SEL) initiatives, as planned. Teachers found different ways to deliver social and emotional learning effectively during remote learning and ensured the targeted areas which were identified from the ACER Social Emotional Wellbeing survey results were still being delivered.

The 'Social Emotional Learning (SEL) Framework' informed team planning with teachers ensuring that a combination of online and face to face lessons addressed the areas of self & social awareness and self & social management.

During remote learning, the introduction of Well-being Wednesdays provided teachers and students with clearly defined time to explore wellbeing, build positive behaviours and implement daily practices to improve wellbeing. These remote strategies translated back to onsite learning.

Lifeskills Go supported teachers to deliver the SEL lessons using an integrated approach, incorporating personal and social capability, critical and creative thinking and intercultural understanding. Teachers consistently used the daily weather report to identify and record how each student was feeling at different times of the day (quick check ins - morning, after lunch, etc.). Students identified their emotions to help communicate their feelings and learn strategies to regulate emotions. Teachers found this very useful in both the remote and onsite settings as they were able to quickly and visibly use the weather reports, interact with individual students to ascertain why they felt a certain way in order to provide support for those students in emotional distress. Breakdowns of the student's weather report over time were able to be generated. This proved valuable for parent-teacher conferences, determining trends and identifying whether behavioural intervention was required.

Teachers used the 'Respectful Relationships' (RR) teaching and learning resources across all year levels to build a clear understanding of the qualities of healthy relationships, such as trust, personal safety, respect, honesty, acceptance and loyalty. Students worked both online and face to face to cover issues such as gender stereotypes, abusive behaviour and discrimination. Students explored a range of qualities and characteristics that promote and develop empathy, resilience and inclusivity. In Term 3, some teachers attended the Respectful Relationships and Student Voice online webinars and then delivered the learning at a whole school online Staff Professional learning meeting. As a result, teachers incorporated a Student Voice Action Plan to drive the RR curriculum in Term 4.

Many school programs were planned and delivered with a focus on healthy minds and healthy bodies. These included:

1. Backflips Against Bullying presentation to all students supported by Action Education resources and activities implemented in the curriculum. Education has been provided for staff, parents and their families around bullying through online resources.
2. Free A Voice – a whole school presentation to students – using poetry and dance to inspire students to believe in themselves, have aspirations and empower them to implement actions to achieve set goals.
3. Resilient Youth PLAY program, a full day training for Peer Mediators, was run to build empowerment in students, reduce bullying, create a sense of belonging, encourage responsibility and teamwork and teach the importance of rules and positive values
4. An extra teacher was employed one day a week to deliver and increase the engagement of students in programs to support the healthy, active and happy kids priority. New initiatives were implemented through the Sporting Schools Grant: Lawn bowling in partnership with the Burden Park Bowling Club and Golf in partnership with the Keysborough Golf Club. These initiatives proved to be a huge success in engaging Year 3 - 6 students in new learning experiences and, as a result, school bowls and golf equipment has been purchased to implement the programs through the Physical Education Program.
5. Athol Road Primary School was recognised through the Healthy Schools Achievement Program for completion of all of the 7 the health priority areas: Physical Activity & Movement; Mental Health and Wellbeing; Sexual Health & Wellbeing; Safe Environments; Sun Protection; Healthy Eating and Oral Health; Tobacco, Alcohol and Other Drugs.

Year 4 - 6 students who completed the Student Attitudes to School Survey indicated that they felt a strong sense of connectedness to school and endorsed the school's management of bullying to a high level. These results can be attributed to the commitment which the staff, as a collective group, are putting into the area of wellbeing to support student learning on an ongoing basis.

Finance performance and position

Athol Road Primary School is in a good financial position due to strong, strategic financial management by School Council, resulting in a surplus which is targeted at supporting a number of major school projects in 2022 and beyond, some of which have had to be delayed from 2021. Effective financial management allows School Council to maintain low parent payments while ensuring that the educational needs of students are not compromised, thus maintaining a very sound financial position.

The 2018 - 2022 School Strategic Plan and the 2021 Annual Implementation Plan continued to provide the framework for School Council allocation of funds to support school programs and priorities. The school received funding through equity funding, chaplaincy program, child care subsidies, sporting schools, kindergarten per capita grants, School Readiness funding for the kindergarten, Early Childhood Language program, 76 948T COVID payments and a number of small grants to support specific programs.

2021 grants included:

- \$85 444 to construct an inclusive garden which has been delayed until 2022 because of lockdowns
- \$25 000 to construct an outdoor learning space outside the Year 1/2 learning space
- \$76 948 for Bridging the Digital Divide (ICT Replacement)

Equity funding in 2021 contributed to:

- employment of staff to address significant student learning and wellbeing needs and support teacher development
- build the capacity of leaders to support teachers to make mathematics engaging and accessible to all students
- build the capacity of teachers through targeted professional learning at point of need in Literacy
- support students through a range of programs to build resilience, knowledge and skills
- respond to the ongoing challenges of COVID: supplies, Food Boxes, access to programs to support remote learning and the live streaming of Graduation

Expenditure included the installation of air conditioning and storage facilities which were added to the state of the art primary school multipurpose learning environment which was completed in 2020 using School Council monies. This space, though significantly underutilized due to lockdowns, will enhance the school's performing arts and physical education programs and support the running of a range of school events within the school community; repairs and extension to the junior playground, painting, window tinting, tree removal, driveway lighting, fence repairs, window blinds, outdoor seating, matting, cafe umbrellas and line and sensory path marking; the building of a staff retreat, replacement staff lockers; new furniture for Out of School Hours Care.

The Athol Road Primary School Kindergarten is managed by School Council through the school's CASES21 program and continues to produce a surplus which inflates the 2021 school surplus. The onsite kindergarten enjoys the luxury of lower costs compared to its standalone counterparts and so is able to provide excellent facilities, equipment and resources for the children who attend the service which is free to all parents. Because of its healthy balance, the payment of Kindergarten fees have been abolished. The kindergarten program continued to operate throughout COVID but with significantly reduced attendance levels.

Because of its healthy financial situation, the kindergarten continues to employ an additional educator thus continuing to be an above ratio staffed kindergarten and also cover 50% to the cost of the employment of the Kindergarten Foundation Liaison Officer. The all weather shade structure and garden enhancements already delayed from 2020 have, once again, been further delayed and will be carried out in 2022.

**For more detailed information regarding our school please visit our website at
<https://atholroadps.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 386 students were enrolled at this school in 2021, 198 female and 188 male.

86 percent of students had English as an additional language and 0 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).

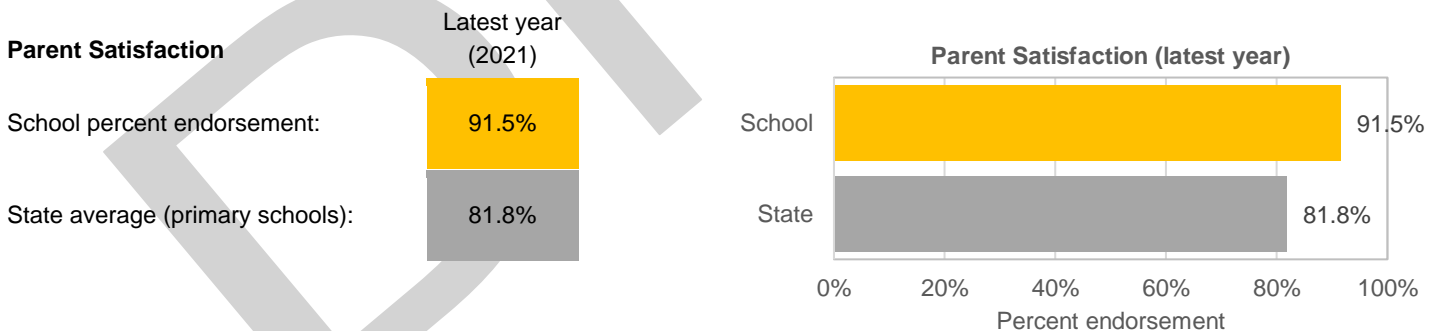
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

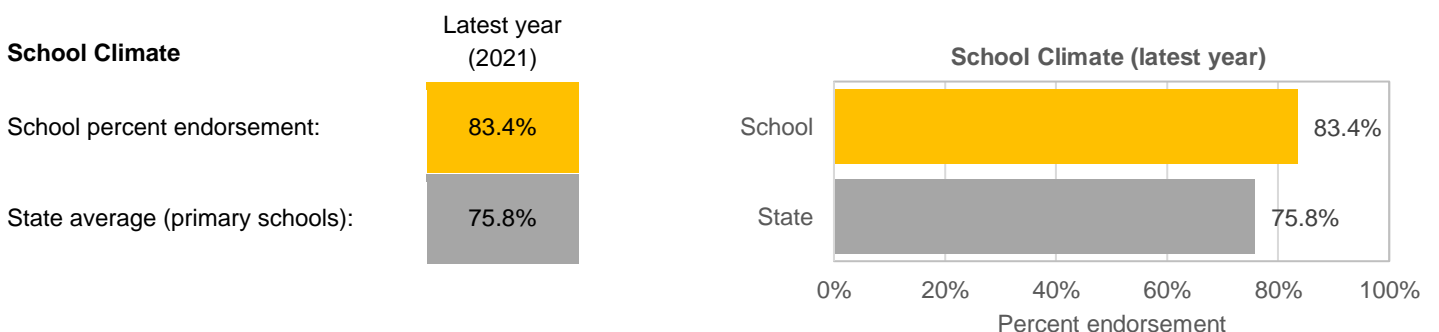


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

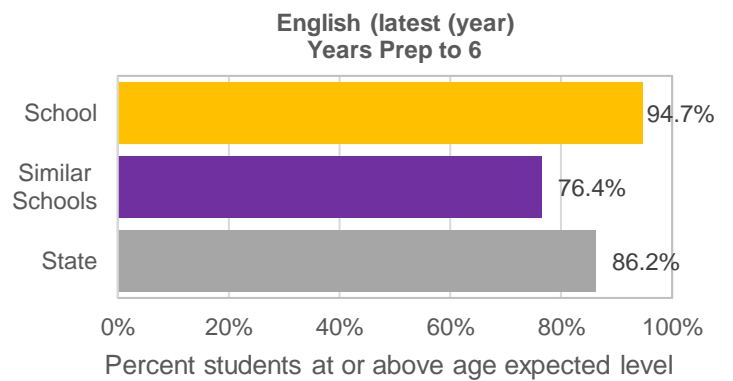
94.7%

Similar Schools average:

76.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

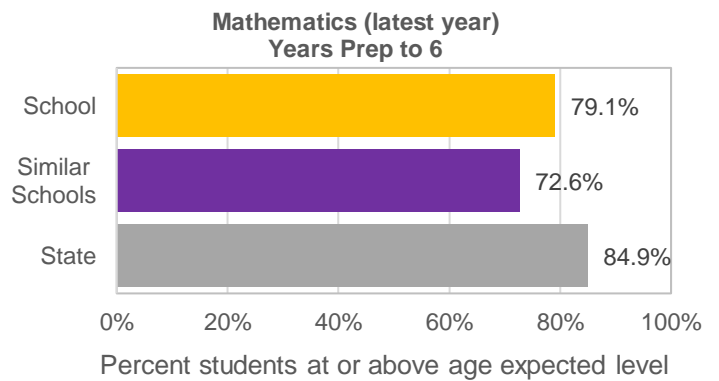
79.1%

Similar Schools average:

72.6%

State average:

84.9%



ACHIEVEMENT (continued)

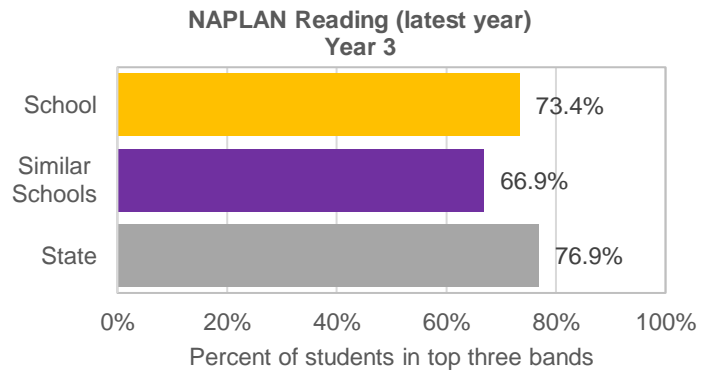
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

NAPLAN

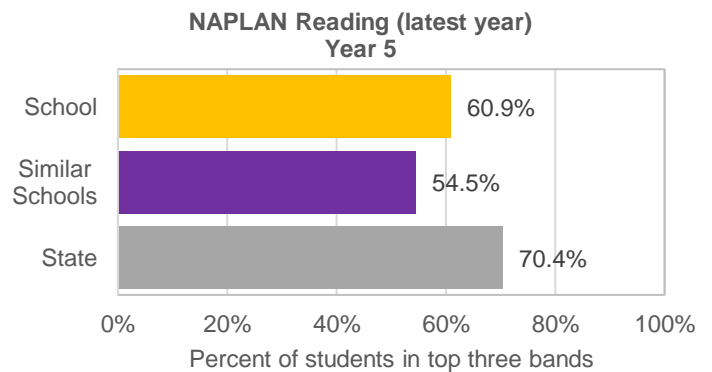
Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

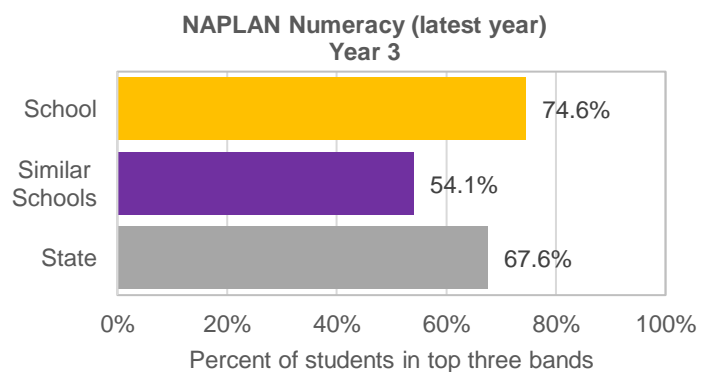
Reading Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	73.4%	62.2%
Similar Schools average:	66.9%	63.9%
State average:	76.9%	76.5%



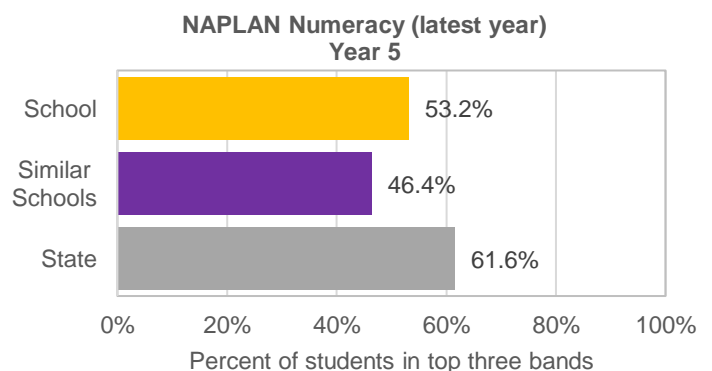
Reading Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	60.9%	59.3%
Similar Schools average:	54.5%	50.7%
State average:	70.4%	67.7%



Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	74.6%	60.2%
Similar Schools average:	54.1%	52.0%
State average:	67.6%	69.1%



Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	53.2%	53.0%
Similar Schools average:	46.4%	44.1%
State average:	61.6%	60.0%



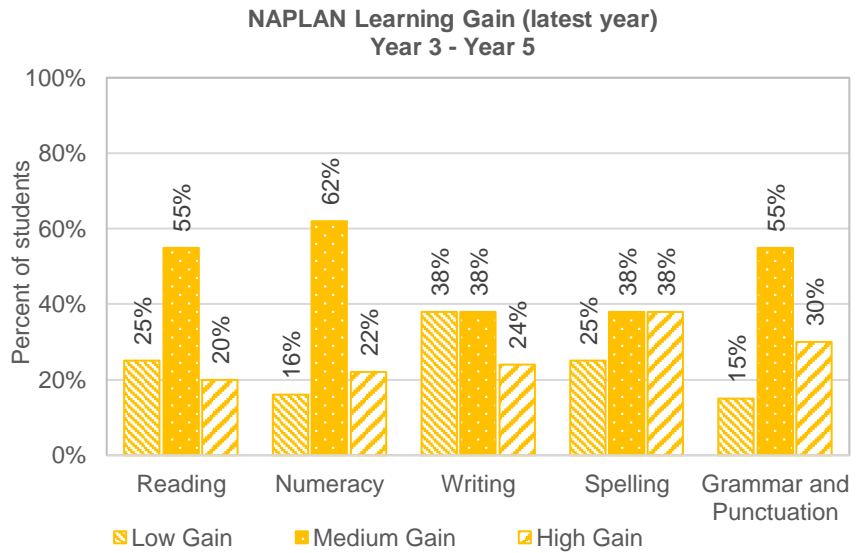
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	55%	20%	19%
Numeracy:	16%	62%	22%	24%
Writing:	38%	38%	24%	23%
Spelling:	25%	38%	38%	30%
Grammar and Punctuation:	15%	55%	30%	25%



ENGAGEMENT

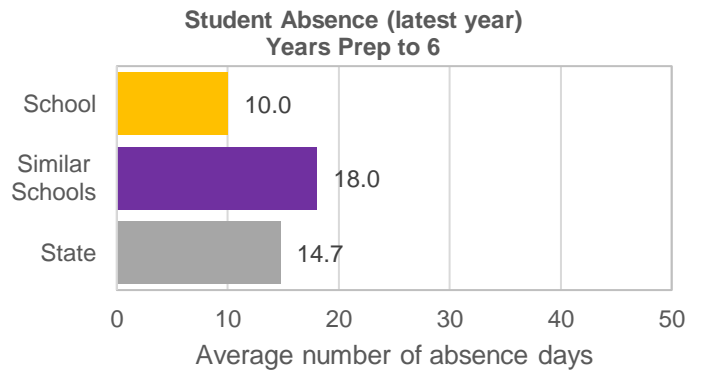
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	10.0	11.1
Similar Schools average:	18.0	17.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	96%	95%	95%	96%	97%	96%

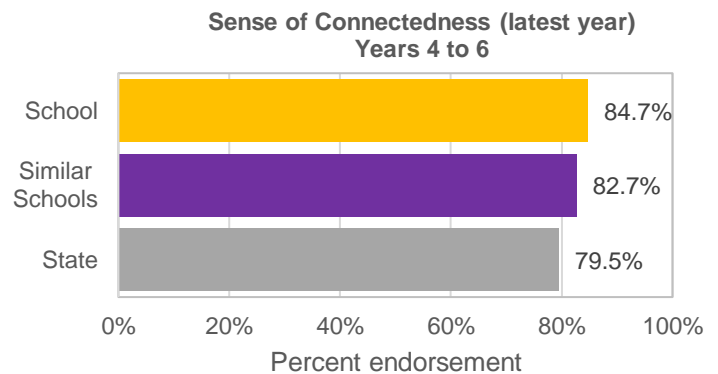
WELLBEING

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:	84.7%	85.2%
Similar Schools average:	82.7%	83.8%
State average:	79.5%	80.4%

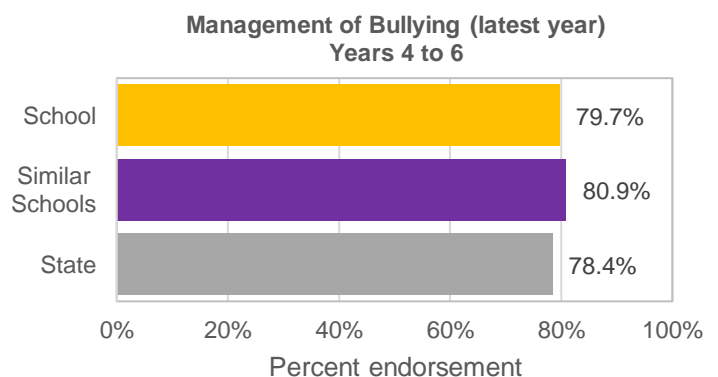


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	79.7%	83.7%
Similar Schools average:	80.9%	81.8%
State average:	78.4%	79.7%



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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,377,611
Government Provided DET Grants	\$1,515,305
Government Grants Commonwealth	\$37,795
Government Grants State	\$0
Revenue Other	\$12,095
Locally Raised Funds	\$242,594
Capital Grants	\$0
Total Operating Revenue	\$7,185,400

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,042,880
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,042,880

Expenditure	Actual
Student Resource Package ²	\$4,451,054
Adjustments	\$0
Books & Publications	\$49,143
Camps/Excursions/Activities	\$58,409
Communication Costs	\$7,787
Consumables	\$68,607
Miscellaneous Expense ³	\$22,755
Professional Development	\$14,579
Equipment/Maintenance/Hire	\$223,755
Property Services	\$267,810
Salaries & Allowances ⁴	\$0
Support Services	\$398,800
Trading & Fundraising	\$61,634
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,753
Total Operating Expenditure	\$5,648,087
Net Operating Surplus/-Deficit	\$1,537,314
Asset Acquisitions	\$68,078

- (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	\$1,958,402
Official Account	\$81,221
Other Accounts	\$0
Total Funds Available	\$2,039,623

Financial Commitments	Actual
Operating Reserve	\$159,141
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$120,482
School Based Programs	\$322,200
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$720,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$130,300
Capital - Buildings/Grounds < 12 months	\$232,500
Maintenance - Buildings/Grounds < 12 months	\$355,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,039,623

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.