

2022 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 of the previous calendar year 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 08 March 2023 at 10:47 AM by Ruby Toombs (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 03 April 2023 at 06:02 PM by Peter Littlejohn (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 from different eras: BER buildings consisting of 2 multi-use learning spaces for Year 1 – 6 students and a hall which is 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, housing a renovated Foundation learning space; an Early Learning Centre, offering a government funded kindergarten program: 15 hours for 3 and 4 year old children and an accredited playgroup program offering 2 sessions of 2 hours for parents to network with other parents in a friendly, supportive environment while their children play. These services support a seamless transition to primary school and an administration block.

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 64 staff: 2 Principal Class, 2 Administration staff, 1 Leading Teacher, 5 Learning Specialists, 32 teachers (including 3 kindergarten teachers), 4 Kindergarten educators and 18 Education Support staff, including a Vietnamese and a Cambodian aide 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 two part-time Speech Pathologists 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 allow 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 bullying and 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 is proud of the quality of its specialist and extra curricular programs, which enrich 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/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 and Breakfast Club

Progress towards strategic goals, student outcomes and student engagement

Learning

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 and 2 but may still enter Year 3 behind their English-speaking peers. 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 teachers through professional learning to build common understandings and ensure learning is personalised to meet the individual needs of teachers and students.

With the school-wide focus of students making 12+ months growth, Professional Learning Teams (PLTs) use Improvement Cycles to identify students who have not made the expected growth and students who are well above expected standards. Intensive targeted teaching groups were then established to address the specific learning needs.

In line with the 2022 Annual Implementation Plan, there continued to be a strong focus on building the capacity of teachers to teach and assess core English and Math concepts. Professional learning was delivered with both a whole-school and team-specific foci: 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.

With the return to onsite learning, teachers placed a strong emphasis on providing opportunities for parents/carers to actively participate in the learning journey and provide feedback which was such a huge success in remote learning. Seesaw continued to be used to strengthen the home school partnership. This 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.

Teacher shortages and significant absence for illness caused disruption to learning but it is pleasing to note, that despite this, overall student achievement data was high. Teacher judgement of student achievement in both English and Numeracy placed over 80% of students from Foundation - Year 6 at or above the expected standard; 10%+ above similar schools. It was extremely pleasing to note that these results were 2% above state in English and just 3% below state in Maths.

67% students were assessed on the Victorian Curriculum F-10 English as an Additional Language and are working towards developing English language competence in the modes of Speaking and Listening, Reading and Viewing and Writing.

Three international students were enrolled at the school in 2022 and achieved all outcomes at the expected standards in all areas of the curriculum.

NAPLAN results were very pleasing, given the disruption to learning over the past few years. Both Year 3 and Year 5 Reading and Numeracy were above the 4 year average. A higher percentage of Year 3 students scored in the Top 3 bands in NAPLAN Reading and Numeracy, than students from similar schools and, while just 1% below state in Reading, were 4.5% above state in Numeracy. A higher percentage of Year 5 students scored in the Top 3 bands in NAPLAN Reading and Numeracy, than students from similar schools and state.

The key focus for Mathematics in 2022 was to build teacher capacity and confidence to different learning and determine their impact on student outcomes in the areas Fractions and Decimals, as well as Geometry.

Although teacher shortages, staff absence due to illness and family reasons and student absence impacted the Tutor Learning Initiative (TLI) in 2022, it continued to provide additional support to students who did not make the expected learning growth in 2021, owing to COVID lockdowns. The program focused on individual and small groups working on a identified, targeted needs in Reading and Maths.

- 100% of Year 2 students, 83% of Year 3 students and 92% of Year 4 students who participated in the Reading TLI program made a minimum of 12 months growth.
- 95% of Year 2 students, 78% of Year 3 students and 70% of Year 4 students who participated in the Maths TLI program made a minimum of 12 months growth.
- 60% of Year 2 students, 33% of Year 3 students and 50% of Year 4 students who participated in the program value added to their Reading learning growth, making 18 months or more growth for one year of learning.
- 56% of Year 2 students, 22% of Year 3 students and 20% of Year 4 students who participated in the program value added to their Maths learning growth, making 18 months or more growth for one year of learning.

Students in the Program for Students with Disabilities (PSD) successfully worked through Individual Learning Plans (ILPs) with targeted goals and strategies catering for the different learning and social/emotional needs. ILPs were monitored throughout the year and regular Student Support Group (SSG) meetings ensured a strong home school partnership supported students.

Wellbeing

Social and Emotional Learning (SEL) was explicitly delivered by teachers to address the specific wellbeing needs identified in the ACER Social Emotional Wellbeing data findings and the wellbeing needs identified through student voice and feedback. Professional Learning Teams collaboratively planned SEL in line with the school's SEL framework. SEL was also incorporated in the Student Voice Action Learning Plans, making links with student voice, agency and leadership. This is an area the school would like to explore and develop further to support students in building confidence and making explicit connections with learning and wellbeing.

The Wellbeing Team, consisting of teacher representatives from each learning space, Assistant Principal and Allied Health professionals, met regularly each term to discuss SEL work programs and identify common needs arising in student wellbeing. This proved extremely useful when planning whole school SEL initiatives, cohort specific programs, small group and individual student targeted support. The Wellbeing Team actively supported PLTs in implementing Respectful Relationships, keeping up to date with the new updates and key priorities as well as using the relevant BE YOU mental health resources and tools to support student wellbeing. With many new staff in 2022, it has been important to revisit and review the Be You Mental Health Continuum and the BETLS Observation Tool which have helped to build teacher capacity to recognise and document specific behaviours and impacts to daily functioning, in students which may indicate the need for further assistance.

The Wellbeing Team completed the DET Schools Mental Health Plan to identify the challenges and gaps in provision and assist in the school's decision-making processes for 2023, thus ensuring that the school is adequately responding to student wellbeing through:

- Whole school programs and supports integrated into the curriculum (e.g., SEL programs, Respectful Relationships, Be You, PosiSchools, Wellbeing Dog, whole staff professional learning)
- targeted, supplemented supports (e.g., small group interventions, social skills groups)
- individualised, intensive supports (e.g., individual assessments, individual therapy, ILPs, SSGs).

School employed Allied Health professionals focused on ensuring that all students accessed the learning opportunities provided by teachers in the most effective, inclusive way by:

- providing individual counselling support for students with wellbeing concerns
- developing small social group therapy for students experiencing friendship/emotion regulation challenge
- supporting parents, through parent coaching, responding to challenging behaviours and struggles in the home
- providing family referrals to external services as required: child protection, child first/orange door, early intervention/allied health providers, NDIS, and paediatricians
- working collaboratively, where possible, with NDIS therapists/external agencies to promote continuity and progress
- attending teacher administration and 1-1 meetings to discuss strategies to support students with learning difficulties, behavioural challenges and wellbeing concerns
- preparing assessments and PSD applications to support students with a disability
- assisting teachers with planning ILPs which are inclusive and meet the specific needs of the students
- attending Student Support Group meetings with parents, teachers and integration aides and overseeing the Language and Literacy support program to support students at their level.
- individual and group speech pathology intervention

A whole school professional learning session on Diversity and Inclusion was delivered with a focus on inclusive practices for students with disabilities and students with additional needs. This improved teacher knowledge and understanding of the different

types of disabilities and the most specific strategies to effectively support students at school. As a result, Individual Learning Plans are more explicit with personalised strategies related directly to the student rather than the teaching program.

The Therapy Dog program was introduced in 2022 through the Dogs Connect Program which assists schools to introduce dogs to support mental health and wellbeing. A core group of teachers participated in formal training through Dogs Connect. The school wellbeing dog is called Yogi and he has settled well into the school environment. As he became more familiar and comfortable in the school environment so did the students. Teachers and students reflected on the positive outcomes of having a Wellbeing Dog. Through discussions and student/teacher feedback, responses indicate:

- Increased responsibility with more students developing leadership skills
- Increased initiative where students are offering to help and assist
- Increased confidence – especially with the quieter students who have ‘found their voice’ around Yogi
- Increased attendance – students want to come to school to see him
- Increased emotional support for students who struggle to regulate their emotions
- Increased communication, with parents showing interest in being involved in wellbeing activities
- Greater interaction with peers and not just ‘friends’ in wellbeing activities
- Greater connection to the wider community: Bunnings, Woolworths and local vets
- Better understanding of dogs, their care and how to identify emotions through the dog’s body language.
- Decreased fear of dogs
- Improved student behaviour when Yogi is present

The School Revival Program was implemented in Term 3 for the Year 3-6 students with a key focus on believing in yourself; having a goal and making it happen and what it means to dream and achieve.

Year 3/4 students explored areas of resilience as well as identifying their own individual personal strengths and those of others. Year 5/6 students explored resilience, facing challenges and understanding that struggles have a purpose. Students learned about how words can be seeds or bullets. This promoted a lot of self-reflection on how words can impact others positively or negatively and how other people’s words can personally impact us. Student feedback was extremely positive with 100% of students engaged in the sessions. Teachers have discussed strategies to embed and sustain these messages in the everyday learning program so that special programs and initiatives like School Revival have a lasting impact.

The focus for the SEL program in Term 4 was PosiSchools, a 21 day program consisting of specific content and activities, featuring learnings and inspiring stories from some of Australia’s most renowned athletes: Trent Cotchin, Ash Barty and Sam Willoughby. It is specifically designed to improve the mental health of children through educating them on the power of a positive mindset. Teachers creatively and explicitly taught the power and importance of a positive mindset and are working collaboratively to establish positive thinking habits which students can use now in the present as well as the future. The program also supports the community by providing a pair of Posi socks to the homeless and for every student participating in PosiSchools, \$1 is donated to support Indigenous schools and communities. Elements of the program included Gratitude, Curiosity, Connection, Caring, Mindset and Mindfulness. In Term 4, a whole school celebration event celebrated the Posi socks/PosiSchools program, with the aim of increasing student connectedness and confidence and promoting parent participation, whilst highlighting some of the key learnings of integrating learning and wellbeing.

Engagement

High levels of student attendance, 91% and above across all year levels, enabled students to maximise their potential by actively participating in their learning. Regular communication, positive encouragement and the ongoing monitoring of absences, ensured student attendance continued to be high. Data shows the school has achieved much higher attendance than both similar schools and 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 been effective in reducing unexplained absences. Family holidays throughout the year are always highly discouraged though the relaxation of travel restrictions has resulted in many families are taking the opportunity to travel overseas to see their loved ones during school terms.

The school understands that communication between school and home is pivotal. 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 for all communication purposes: attendance, newsletters,

messages, school events and all student reports.

Student Voice Action Learning (SVAL) Plans have focused on student feedback and goal setting. There has been an increased focus on personal goal setting from students across all year levels and students using self-reflection and peer feedback in a more structured and meaningful way. Students set their learning goals through conferencing with their teachers. Goals are regularly discussed to encourage greater student ownership of learning with students demonstrating their learning in various ways, including peer teaching and co-creation of anchor charts and Bump It Up displays.

Student leadership is encouraged and promoted in all areas, including learning space roles, Peer Mediators, Student Voice Council, SVAL reps, Environmental Leaders, House Captains, Vice Captains and School Leaders. Student lunch time clubs continued and school assemblies were 100% planned and delivered by students with increased confidence and independence. Key actions included:

- SEW survey and the AtoSS survey results discussed with students with student suggestions included in future actions
- PLTs discussed, planned and documented SVAL in the SVAL Action Plans
- Student Voice Council discussed the importance of various events and encouraged students to share ideas and determine the focus for planning eg. Day for Daniel and Book Week celebrations
- Students discussed how they could improve student learning experiences at ARPS. Year
- 3/4 students implemented a 'little library' which they learnt about during literacy. With the support of teachers and some innovation and creativity, the students brought their idea to life and presented it to the whole school at assembly.
- Student Voice Reps were consulted on the new Sports uniform design. They designed their own version and considered the options before placing their vote.
- Whole school assemblies remain student planned and led. Student leaders met fortnightly to create their script and discuss things they believed important to address at assembly.
- Whole school assemblies included a 'Year Level Share' where students from Foundation to Year 6 volunteered to share their recent learning and exciting things happening in their learning spaces
- Learning spaces held their own area assemblies on the non-whole school assembly weeks where students shared their learning with their peers and developed their public speaking skills. Student ideas for these assemblies are encouraged and supported.
- Student shout outs where students nominated their peers for displaying the RICH values or Gr8 People attributes were presented as certificates during the area assemblies.

With the return to on-site learning, the school welcomed the opportunity to reconnect with the school community more fully in Semester 2 to increase student engagement and parent participation. These included The Fathering Project, Twilight School, Fashions on the Field, Tabloid Sports, Year 3 Sleepover, Sovereign Hill and Doxa Camps, Excursions, Transition Programs, School Choir performances and K-6 School Concert.

The Fathering Project supported the connection of fathers in their children's school lives, following a whole school launch in Term 2. The Year 3/4 Fathering Project event focused on connecting students with their fathers/male role models. The smaller gathering created more opportunity for the fathers to connect and to interact with their children in organised sporting activities - 42 Fathers and 51 students participated in the event. They enjoyed pizza, ping pong, badminton and a great time of community connection.

The school continues to strengthen its positive school culture by improving student connectedness and sense of confidence with more opportunities for students and families to engage in wellbeing programs and events. The success of these events will be in ensuring that the planning process is collaborative by involving students, staff and families. Whilst many wellbeing events create positive experiences, ensuring specific wellbeing needs are identified and planned for will be vital in making a real difference in creating positive outcomes for all.

The Attitudes to School Survey results were distributed to all teams. Teachers unpacked the data and identified areas for further exploration. Overall Year 6 student results were more positive than those of the Year 4 and 5 students, especially in the areas of Student Voice and Agency and Life Satisfaction with Year 4 being 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.

Other highlights from the school year

Athol Road Primary School became a Professional Learning Community (PLC) Link school in 2019 in recognition of its high level practices and processes. COVID significantly impacted the school's ability to reach out and work with other schools to the level that had been hoped. As a PLC Link school, work was initially conducted with other schools through online mediums to develop their PLC practices through observing and sharing of practices. 2022 was the first year of the PLC Link tenure that leaders and teachers from the Southern Melbourne Area were able to visit our school to observe Professional Learning Teacher (PLT) meetings face-to-face. Feedback from participants was positive, indicating that they had gained some valuable insights that would be used to strengthen the PLC practices at their own schools.

In 2022, the Athol Road Primary School onsite Early Learning Centre provided a 15 hour a week kindergarten program for 4 year old children, a 5 hour a week kindergarten program for 3 year old children and a 4 hour a week playgroup program for preschool children and parents. In 2022, following a National Quality Standards (NQS) assessment, the kindergarten was awarded an 'Exceeding NQS' status in all standards - an excellent achievement. Foundation and Kindergarten teachers work closely together to ensure that the onsite kindergarten supports a seamless transition to school with around 2/3 of the children enrolling in Foundation at Athol Road Primary School.

Financial performance

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 2023 and beyond. 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 2022 – 2026 School Strategic Plan and the 2022 Annual Implementation Plan continue 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 and a number of small grants to support specific programs.

2022 grants included funding for an inclusive garden, outdoor learning space, Active Schools PE/Sport and a variety of kindergarten grants.

Equity funding in 2022 contributed to:

- employment of staff to address significant student learning and wellbeing needs and support teacher development
- building the capacity of leaders to support teachers to make mathematics engaging and accessible to all students
- building the capacity of teachers through targeted professional learning at point of need in Literacy to support students through a range of programs to build resilience, knowledge and skills

Major expenditure included:

- Building and grounds maintenance and improvement
- Information and Technology equipment: new and replacement
- Curriculum resources: Literacy and Numeracy to drive the new Strategic Plan
- Staff and student health and wellbeing

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 2022 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 government funding for both the three and four year old programs, there are no kindergarten fees. Following the return to onsite learning in 2022, the kindergarten was back to full capacity.

Because of its healthy financial situation, the kindergarten employs 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. Following a DET ramp construction program, plans are in place to renovate the entrance to the kindergarten in 2023.

For more detailed information regarding our school please visit our website at
<https://www.atholroadps.vic.gov.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 2.0 (FISO 2.0).

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 388 students were enrolled at this school in 2022, 197 female and 191 male.

84 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).

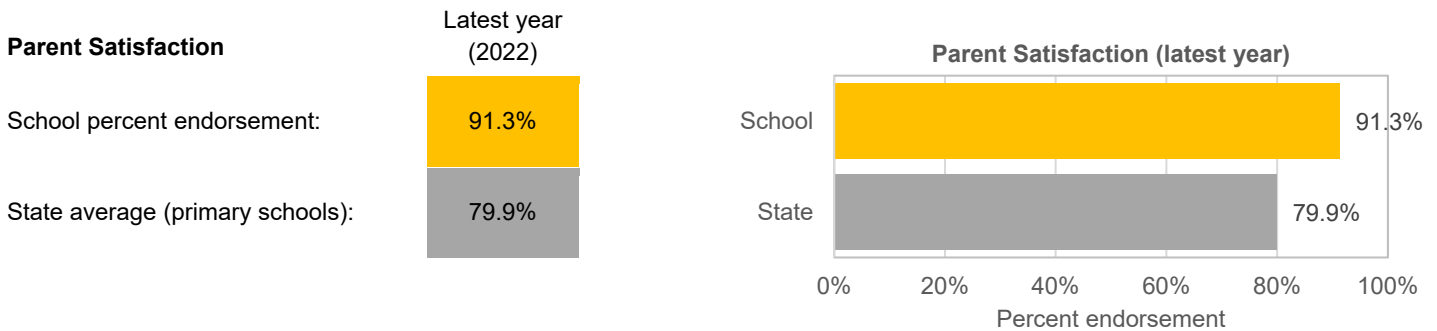
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

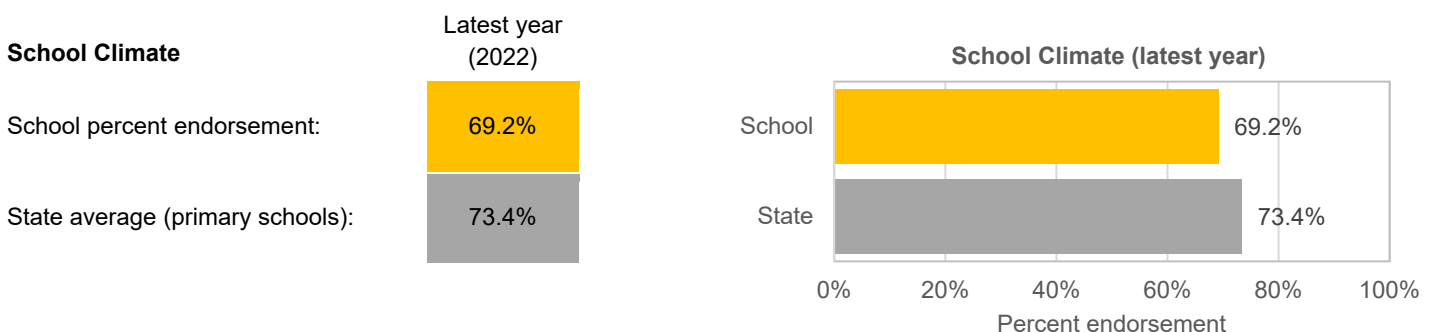


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

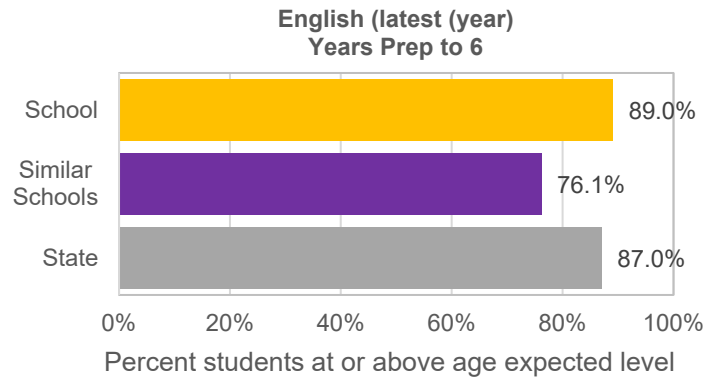
89.0%

Similar Schools average:

76.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

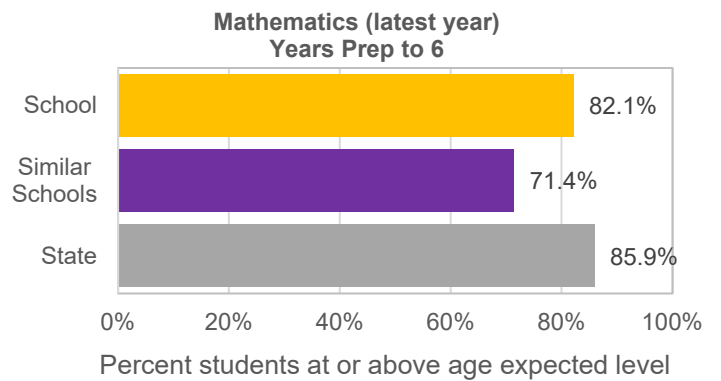
82.1%

Similar Schools average:

71.4%

State average:

85.9%



LEARNING (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.

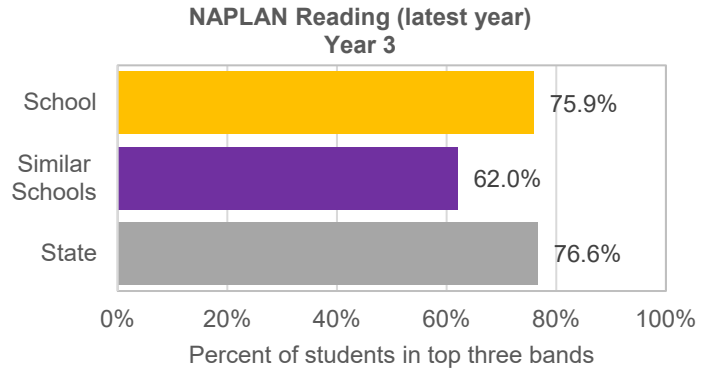
NAPLAN

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 2019, 2021 and 2022 data.

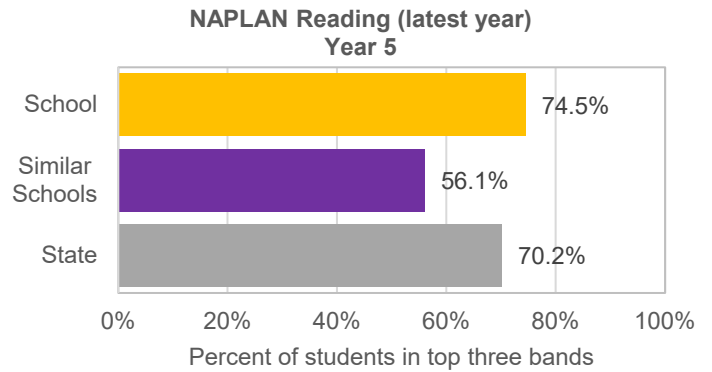
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.9%	68.8%
Similar Schools average:	62.0%	62.9%
State average:	76.6%	76.6%



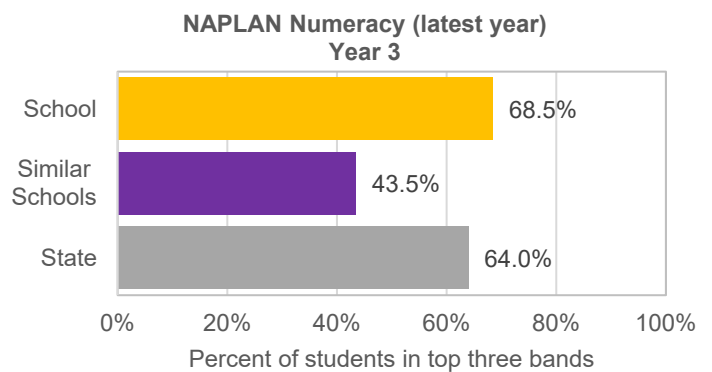
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.5%	65.0%
Similar Schools average:	56.1%	54.1%
State average:	70.2%	69.5%



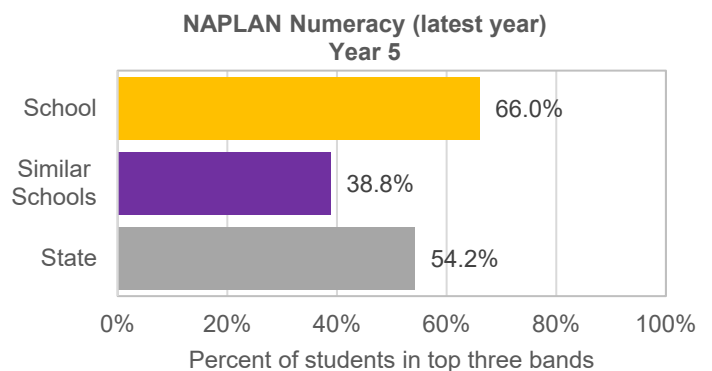
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.5%	63.9%
Similar Schools average:	43.5%	47.2%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	57.4%
Similar Schools average:	38.8%	42.8%
State average:	54.2%	58.8%



WELLBEING

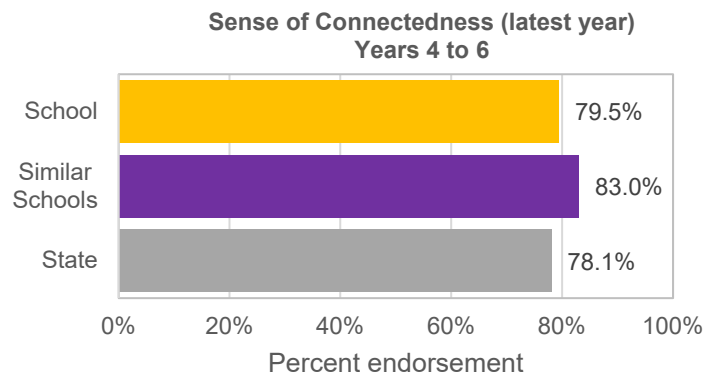
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	79.5%	84.0%
Similar Schools average:	83.0%	83.6%
State average:	78.1%	79.5%

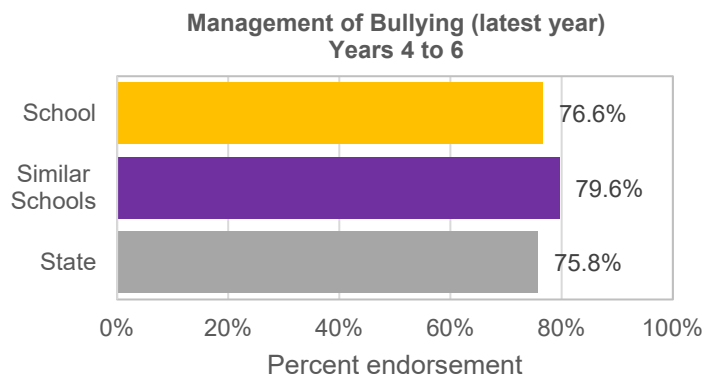


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	76.6%	80.5%
Similar Schools average:	79.6%	81.3%
State average:	75.8%	78.3%



ENGAGEMENT

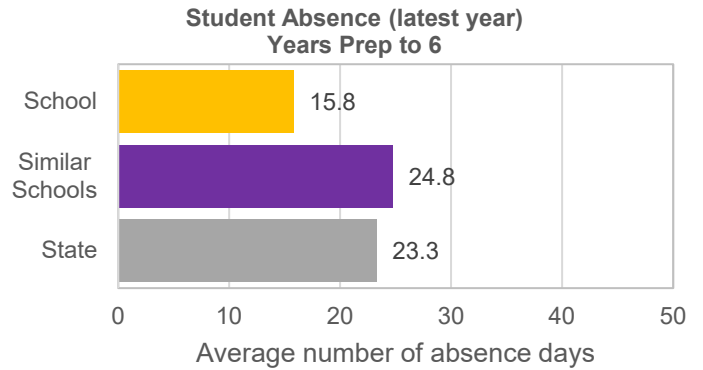
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.8	12.5
Similar Schools average:	24.8	20.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	92%	93%	91%	93%	93%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,754,663
Government Provided DET Grants	\$1,379,830
Government Grants Commonwealth	\$71,805
Government Grants State	\$0
Revenue Other	\$38,629
Locally Raised Funds	\$258,238
Capital Grants	\$0
Total Operating Revenue	\$7,503,164

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,091,264
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,091,264

Expenditure	Actual
Student Resource Package ²	\$4,729,947
Adjustments	\$0
Books & Publications	\$58,593
Camps/Excursions/Activities	\$39,595
Communication Costs	\$5,437
Consumables	\$104,222
Miscellaneous Expense ³	\$32,292
Professional Development	\$43,640
Equipment/Maintenance/Hire	\$128,688
Property Services	\$186,883
Salaries & Allowances ⁴	\$0
Support Services	\$456,069
Trading & Fundraising	\$50,805
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$29,496
Total Operating Expenditure	\$5,865,668
Net Operating Surplus/-Deficit	\$1,637,496
Asset Acquisitions	\$98,529

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$2,497,631
Official Account	\$24,712
Other Accounts	\$0
Total Funds Available	\$2,522,343

Financial Commitments	Actual
Operating Reserve	\$162,011
Other Recurrent Expenditure	\$6,888
Provision Accounts	\$0
Funds Received in Advance	\$47,744
School Based Programs	\$360,850
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,146,800
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$90,300
Capital - Buildings/Grounds < 12 months	\$132,500
Maintenance - Buildings/Grounds < 12 months	\$305,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,252,093

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.