# 2023 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 (VIT)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006 (Vic) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF).

Attested on 17 April 2024 at 01:27 PM by Carmela Nigro (Principal)

- This 2023 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 17 April 2024 at 02:09 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).

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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.

**NDP and NDA**

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.

**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').

## Updates to the '*Performance Summary'* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program 'Results and Reports' page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

**Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

# About Our School

## School context

Athol Road Primary School is located in Springvale South, a culturally diverse low socio-economic, residential suburb in South East Melbourne, approximately 28 kms from the CBD. The school has a diverse array of buildings spanning various eras. Among them are BER buildings comprising two multi-use learning spaces for Year 1 – 6 students and a school hall serving as a fully equipped Performing Arts centre which also caters for the Physical Education program.

Additionally, there's a double relocatable accommodating the Visual Arts and Environmental Education programs. Furthermore, three well maintained buildings dating back to 1971/72 house a refurbished Foundation Learning Space, an Administration Block, and an Early Learning Centre. The Early Learning Centre offers a government-funded kindergarten program, providing a 15 hour program for both 3 and 4-year-old children, alongside an accredited playgroup allowing parents to connect in a nurturing environment while their children engage in play. These facilities ensure a seamless transition to primary school.

2023 staff comprise of 2 Principal Class, 5 Learning Specialists, 34 Teachers and 26 Education Support Staff incorporating Administration Staff, Allied Health Professionals, Multicultural Aides, Integration and Teacher Aides.

The student population of 405 students in Foundation – Year 6, 66 children in the 4 year old kinder program and 48 children in the 3 year old kinder program, represents a wide range of culturally and linguistically diverse backgrounds with the highest percentage originating from Vietnamese and Cambodian backgrounds.

Each student is celebrated as a unique individual, contributing to the diverse experiences and learning opportunities. Teachers prioritise the cultivation of rapport and trust, fostering connections not only between themselves and students but also among students and their families. 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.

Central to the school's vision is the belief in nurturing students' emotional and physical wellbeing, recognising these as fundamental to their academic achievements and future endeavors. The cultivation of supportive relationships, fostering a sense of belonging, lies at the heart of students' achievements in literacy, numeracy, and beyond. Leadership is committed to maintaining high academic standards while also nurturing students' self-esteem, self-efficacy, and global awareness.

Students are encouraged to collaborate with peers, think creatively, exercise autonomy in decision-making, and take ownership of their learning and behaviour. The curriculum nurtures curiosity and cultivates higher-order thinking skills, empowering students to tackle challenges, deepen understanding, and explore new concepts and perspectives. Student Voice, Agency, and Leadership are interwoven into every facet of student learning and the school community. Each student's unique viewpoint on learning, teaching, and education is respected and valued, with a range of opportunities provided for them to articulate their ideas and actively participate in shaping their educational journey. The school maintains a strong commitment to a zero-tolerance policy towards bullying and child abuse, striving to create a safe environment where students feel empowered to voice their concerns and influence decisions affecting their lives. This dedication to child safety extends across all school settings, including excursions, camps, online platforms, and Outside School Hours Care.

The 2023 percentage endorsement by parents on School Satisfaction is above State level data in the annual Parent Opinion Survey with 91.5% percent of parents/carers indicating positive responses of agree or strongly agree. This reflects the trust and rapport that has been established over the years with the parent community, the strong focus on the school values of Respect, Innovation, Community and High Expectations, and the positive learning and wellbeing outcomes achieved.

The 2023 percentage endorsement by staff on School Climate is above State level data in the School Staff Survey with 80.9% of staff indicating positive responses of agree or strongly agree. This reflects the collaborative culture in the school and a high endorsement by staff in collective efficacy, collective responsibility and collective focus on student learning.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

In line with the 2023 Annual Implementation Plan, there was a focus on building the capacity of staff to develop a consistent approach to teaching phonological awareness and problem-solving skills from Foundation to Year 6.
Literacy:
A scope and sequence document was developed, based on the body of research about the Science of Reading, to work towards a more consistent approach to teaching phonological awareness.

Over the last three years, students in Foundation to Year 3 have been explicit taught and assessed using the Little Learners Love Literacy program. Students in Years 4-6 were assessed to identify students who still required explicit instruction in phonemic awareness to enable these needs to be addressed in targeted workshops.

Improvements in students' skills included: more confidence to independently decode unknown words, according to formative assessment data and an increased ability to articulate the strategy used to solve unknown words. Students have also demonstrated greater confidence to attempt spelling words owing to their increased ability to segment and blend words.

Although there have been great improvements in students' use of phonemic awareness skills, feedback from staff indicated that the scope and sequence was no longer in alignment to the Little Learners benchmark assessment. Another limitation of the Little Learners benchmark assessment was that the comprehension component was not rigorous enough and significant gaps were beginning to emerge when students moved onto the Fountas and Pinnell benchmarking system.

The SPARKLE and DIBELS assessments were recommended to address the identified needs. Learning Specialists, tutors and assigned teachers from different year levels trialled the use of these assessments. Feedback from these trials was that these assessments were comprehensive to ascertain student achievement in decoding words and understanding of texts, which allows teachers to immediately identify student goals.

A revised scope and sequence was identified as a future focus to align with the SPARKLE assessment.in addition, another future focus area was for all Learning Specialists and Team Leaders to be trained in the Sounds Write program to further develop their understanding of 'how' to effectively teach phonological awareness.

Numeracy:

Feedback from teachers indicated that they wanted to develop their knowledge and practice in effectively using the problem-solving strategies.

Professional learning sessions focused on the importance of unpacking the language in mathematical problems, particularly technical vocabulary, and two models to teach and assess the problem-solving process were introduced to teachers and students: Foundation to Year 2 PLTs used the POLYA and the Years 3-6 PLTs worked with the Newman's Error Analysis.

A problem-solving resource bank has been created by staff to enable collaboration across the school. This resource is regularly updated and used for weekly planning of problem-solving tasks.

Professional Learning Teams used Improvement Cycles to inquire into their approaches to teaching problem solving to increase students' confidence to work on these tasks.

In 2023 the Tutor Learning Initiative (TLI) continued to provide additional support to students who did not make the expected learning growth in 2022. The program focused on individual and small groups working on identified, targeted needs in Reading.

The 2023 NAPLAN results were very pleasing. The number of Year 3 and Year 5 students who achieved either Exceeding or Strong were above similar and Network schools in all curriculum areas.

Although it is difficult to compare 2023 NAPLAN results to previous years, the focus on improving the Year 5 data in all curriculum areas is definitely on track based on the excellent outcomes in 2023:

· 73% of Year 5 students achieved the levels of Exceeding or Strong in Reading
· 78% of Year 5 students achieved the levels of Exceeding or Strong in Writing
· 74% of Year 5 students achieved the levels of Exceeding or Strong in Numeracy

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 to support students.

## Wellbeing

Athol Road Primary School is committed to providing a safe, supportive and inclusive learning environment that places student wellbeing on par with their academic development.

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. All staff were trained in the UR Strong 'Friendology' model, a program that is recognised on the Department of Education's Mental Health Toolkit. UR Strong is a whole school strategy that empowers students with friendship skills. It is built on the premise that relationships are at the heart of wellbeing and learning and that friendships are important relationships for children. This program has complemented our already solid social and emotional teachings and complements the Resilience, Rights and Respectful Relationships (4R's) program.

Student Wellbeing was celebrated in the form of a 'Student Wellbeing Day' and Student Voice was heavily evident on this day. Student Voice was provided around the incursions that were held and the items that were provided in the 'Wellbeing Showbag'. Parent participation was evident through the addition of an open afternoon where parents were invited into the learning spaces and participated in activities with the common theme of friendship and kindness.

The school wellbeing dog Yogi continues to visit the learning spaces each and every day. Student and teacher feedback has indicated that as a result of interacting with Yogi, students have increased confidence, attendance, emotional support and greater interaction with their peers.

The Wellbeing Team met regularly throughout 2023, with a focus on monitoring recommendations from Social-Emotional Wellbeing survey results, as well as sharing what is being implemented in SEL, discuss wellbeing issues that have been raised across year levels, and provide further support and resources where needed. A 4R's audit was completed and as a result, staff members completed additional training led by the Department of Education 4R's lead. A wellbeing library was resourced, to provide targeted resources in the areas of belonging, empathy and friendship.

Funding was allocated through the Mental Health Toolkit for 8 staff members to attend the Berry Street Educational Model (BSEM) training. This training was conducted over 4 days and reinforced the importance of solid relationships between students and staff. The BSEM implementation team identified key areas for future focus and have aligned these learnings with the High Impact Wellbeing Strategies (HIWS). Staff are embedding strategies from these frameworks in order to support students impacted by trauma by creating safe and inclusive spaces.

In preparation for a new Disability Inclusion funding model, 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.

Members of the Allied Health Team worked with a Be You Educational Consultant. The team identified areas that the school could improve in, one of these being in the area of Community Engagement which will be a focus in 2024. Two staff members have completed the Safe Minds training online alongside the Youth Mental First Aid Course. The Be You Mental Health Continuum has been shared at a PLT level and staff are aware of the pathways to go down if they have concerns with a student's mental health. This continuum will complement the ARPS referral pathway in supporting staff to identify and respond to student wellbeing concerns.

The Allied Health team also:

· Provided individual counselling support for students with wellbeing concerns

· Provided small social groups run by psychologists to support students experiencing friendship/emotion regulation challenges. The groups have a strong focus on supporting students to develop their confidence, and to build connections with their peers and positive relationships with school

· Supported parents through parent coaching for responding to challenging behaviours and struggles in the home environment, and providing resources such as visual routines for before and after school

· Provided family referrals to external services as required: child protection, child first/orange door, early intervention/allied health providers, NDIS, and paediatricians

· Worked collaboratively, where possible, with NDIS therapists/external agencies to promote continuity and progress

· Attended teacher administration meetings and 1-1 meetings with teachers to discuss strategies to support students with learning difficulties, behaviour challenges and wellbeing concerns

· Assisted teachers with planning ILPs which are inclusive and meet the specific needs of the students

· Attended Student Support Group meetings with parents, teachers and integration aides

· Oversaw the Language and Literacy support program to support students at their level


## Engagement

Attendance:

Consistently maintaining high levels of student attendance across all year levels, has been instrumental in fostering an environment where students can fully engage in their learning journey, thus unlocking their maximum potential. This achievement is not merely incidental but stems from a concerted effort involving regular communication, positive reinforcement, and ongoing tracking of absences. Such measures have ensured that student attendance remains robust, surpassing both similar schools and the statewide average.

The school community is consistently reminded of the importance of attendance and the role it plays in shaping student academic outcomes. Through ongoing communication, the importance of regular attendance is emphasised, reinforcing the message that consistent presence at school directly correlates with enhanced learning experiences and achievement.

Furthermore, there has been a dedicated focus on reducing lateness, recognising its impact on disrupting the learning environment. Efforts in this regard are ongoing, with close monitoring of attendance and punctuality data through Sentral. This proactive response has yielded tangible results, notably in the reduction of unexplained absences, contributing to a more effective and efficient approach. However, amidst these achievements, there remains a challenge in discouraging family holidays during term time. Despite efforts to dissuade such practices, some families are still opting to go on holidays or go overseas during school terms when travel is cheaper. This trend poses a potential threat to sustained high attendance levels and warrants continued attention and intervention.

Overall, the school's commitment to maintaining exceptional attendance levels at 92% on average, has been successful through consistent communication, reinforcement, and monitoring.

Specialist and Extra Curricular Programs:

Athol Road Primary School takes immense pride in offering a rich array of specialist and extracurricular programs designed to nurture the holistic development of its students. These programs not only enhance academic learning but also engage students and foster creativity, physical fitness, and social skills. Some of the diverse range of programs are:

Environmental Education: The school places a strong emphasis on sustainability through hands-on experiences. Students engage in various activities such as tending to a vegetable garden and crops, maintaining a beehive, caring for animals in the environmental education room and the school farm (including chickens, ducks, sheep, and alpacas), exploring wetlands, and learning about aquaponics. These initiatives instill a deep understanding of environmental topics and conservation.

Physical Education and Sports: The school encourages a healthy and active lifestyle through comprehensive Physical Education classes. Additionally, students participate in interschool sports competitions, athletics events, and swimming lessons, promoting teamwork, sportsmanship, and physical well-being.

Performing Arts: The school's vibrant performing arts program offers opportunities for students to express themselves creatively. This includes participation in senior and junior choirs, school concerts, involvement in the school band, and instrumental groups. These activities help students develop confidence, stage presence, and a love for the arts.

Visual Arts: Through exploration of various mediums, including digital media, students delve into the world of visual arts. They learn techniques, express their creativity, and showcase their artistic talents, fostering appreciation for aesthetics and creativity.

LOTE (Language Other Than English): The school offers Mandarin language classes, providing students with exposure to a new language and culture. This broadens their perspectives and prepares them for an increasingly globalised world.

STEM Education: The school places a strong emphasis on STEM subjects (Science, Technology, Engineering, and Mathematics), with a particular focus on robotics and coding. Through hands-on experiments, problem-solving challenges, and coding activities, students develop critical thinking, innovation, and digital literacy skills.

Digital Literacy: The school is equipped with a comprehensive digital infrastructure, including a 1:1 Chromebook program for students in Year 3 – 6, as well as whole school access to iPads and notebooks. This ensures that students are proficient in utilising technology for learning, research, and creative endeavors.

Out of School Hours Care and Breakfast Club: Recognizing the needs of working parents, the school offers Out of School Hours Care services, providing a safe and nurturing environment for students outside of regular school hours. Additionally, the Breakfast Club ensures that students start their day with a nutritious meal, setting a positive tone for learning and development.

Athol Road Primary School's commitment to providing diverse and enriching programs reflects its dedication to fostering well-rounded individuals equipped with the skills and knowledge to thrive in an ever-evolving world. Through these initiatives, students are empowered to explore their interests, develop their talents, and reach their full potential.

Student Voice:

New lunchtime clubs were introduced, offering students a diverse array of engaging activities to enjoy during their lunch times. These clubs, which run daily, quickly gained popularity among students, providing a vibrant platform for fun and social interaction. Notably, students were actively involved in the decision-making process regarding the types of clubs to be offered, ensuring that the activities cater to their varied interests and preferences.

Spanning across all year levels, these lunchtime clubs offer more than just entertainment; they serve as avenues for skill development and fostering new friendships beyond traditional social circles. For students who have encountered challenges in forming connections, these clubs have proven invaluable in facilitating social bonds and a sense of belonging within the school community.

The selection of clubs reflects the diverse interests of the student body, ranging from sports like basketball and soccer to creative pursuits such as dance and crochet. Additionally, there are opportunities for intellectual engagement through activities like Book Club and language learning in Mandarin. Furthermore, the inclusion of gardening activities not only promotes environmental awareness but also instills a sense of responsibility among students.

Behind the success of these lunchtime clubs lies the dedication of the school's teachers and staff, who diligently respond to student input and design enriching experiences tailored to their needs and preferences. Their commitment ensures that the clubs offer a dynamic and inclusive environment where every student has the opportunity to explore their passions and forge meaningful connections with their peers.

The introduction of lunchtime clubs represents a proactive approach to enhancing student well-being and fostering a sense of community. By providing a diverse range of activities that cater to the interests and voices of students, these clubs contribute significantly to the holistic development and social cohesion within the school environment.

In addition, Student Voice were also involved in:

· organising and facilitating whole school events including book week celebrations

· participating in Student Voice meetings as representatives for their peers, involving decision making for school activities, fundraising and special events such as, Student Wellbeing Day

· facilitating Area Assemblies in their learning spaces

· redesigning the RICH certificates and adding Effort as a new RICH value to be awarded at assemblies.

· attending the Student Voice leaders Youth Leadership Day

# Other highlights from the school year

Some of the standout achievements of our school in 2023 showcased the remarkable talents and endeavors of our students across various domains:

Victorian State School Spectacular Participation: One of the highlights of the year was our school's participation in the Victorian State School Spectacular. This extraordinary opportunity allowed our students to showcase their talents on a grand stage at the John Cain Arena. Joined by hundreds of other students, they delivered mass dance performances, captivating a wide audience and leaving a lasting impression with their skill and dedication.

STEM Expo Hosting: Our school took a leading role in fostering innovation and collaboration within the community by hosting a STEM Expo in our hall. This event, part of the Smart City Project, brought together students from various schools to present their projects and initiatives. It was a full-day exposition that provided a platform for students to demonstrate their ingenuity and creativity in the fields of science, technology, engineering, and mathematics, highlighting the depth of talent within our school community.

National Game Design Challenge Success: A testament to the creativity and technical prowess of our students, a small team known as 'NEUTRON LIGHTS' achieved remarkable success in the National Game Design Challenge. Their outstanding work propelled them into the Top 10 Finalists, earning them a coveted spot at the Awards Gala evening held in Sydney. During their trip, the students had the privilege of engaging with esteemed scientists and science communicators from Arludo and the University of New South Wales (UNSW) through a series of workshops, further enriching their understanding and appreciation of game design and scientific principles.

These achievements not only reflect the dedication and talent of our students but also underscore the commitment of our school community to providing enriching opportunities for growth and exploration. Through participation in prestigious events and projects, our students continue to excel, leaving a lasting impact on both local and national stages.

# 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 school projects in 2024 and beyond.

The 2022 – 2026 School Strategic Plan and the 2023 Annual Implementation Plan continue to provide the framework for School Council allocation of funds to support school programs and priorities. The school received funds through Equity Funding, Primary Welfare, Swimming in Schools, National Student Wellbeing Program, Student Excellence Program, Tutor Learning Initiative, Schools Mental Health Fund, Active School - PE and Sport, Kindergarten per capita grants, School Readiness Funding for the Kindergarten including the Toys and Equipment grant, Early Childhood Language Program and a number of small grants to support specific programs.

Equity funding in 2023 contributed to:
- employment of staff to address student learning and wellbeing needs as identified in school data
- building the capacity of leaders to support teachers in their professional growth
- building the capacity of teachers through targeted professional learning in Literacy with a focus on phonological awareness
- building the capacity of teachers through targeted professional learning in Numeracy with a focus of the problem-solving process
- building the capacity of teachers through targeted professional learning in Student Wellbeing with a focus on evidence based Social Emotional Learning programs

Major expenditure included:
- Building and grounds maintenance and improvement, including painting of the whole school.
- Information and Technology equipment: new and replacement
- Curriculum resources: Literacy and Numeracy to drive the new Strategic Plan
- Professional Learning for all staff
- 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. The onsite kindergarten provides 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.

**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 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  406 students were enrolled at this school in 2023,  210 female and  196 male.

83 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).
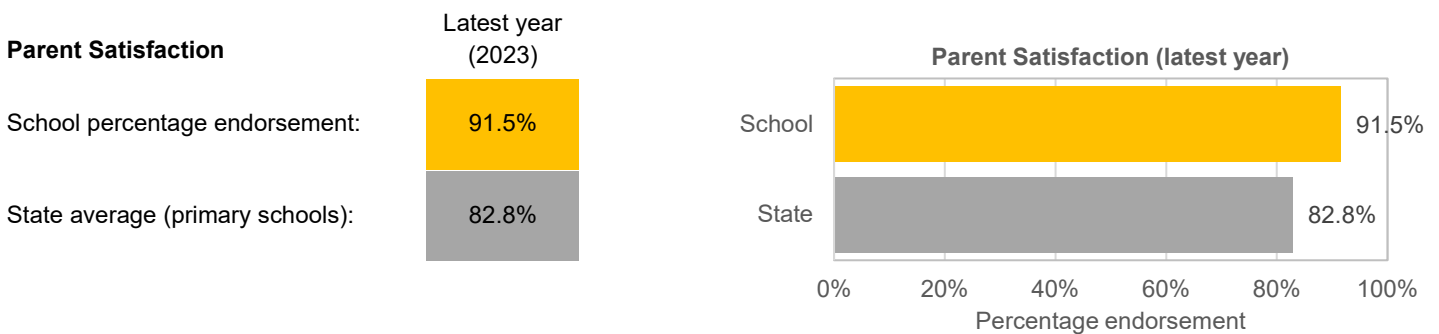
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

**Parent Satisfaction Summary**

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
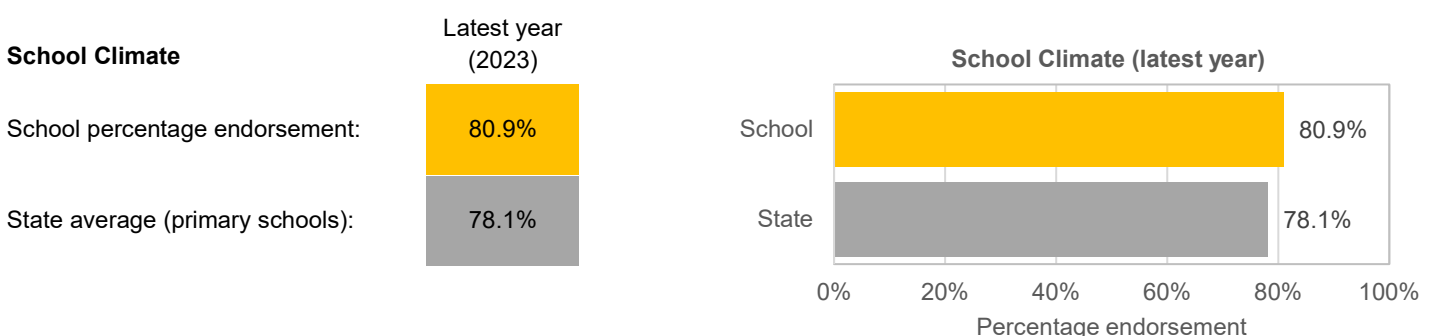
| Parent Satisfaction | Latest year (2023) |
| --- | --- |
| School percentage endorsement: | 91.5% |
| State average (primary schools): | 82.8% |

**Parent Satisfaction (latest year)**

| | |
| --- | --- |
| School | 91.5% |
| State | 82.8% |

**School Staff Survey**

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

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

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

| School Climate | Latest year (2023) |
| --- | --- |
| School percentage endorsement: | 80.9% |
| State average (primary schools): | 78.1% |

**School Climate (latest year)**

| | |
| --- | --- |
| School | 80.9% |
| State | 78.1% |

# 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 against the Victorian Curriculum**

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

**English**
**Years Prep to 6**

Latest year (2023)

| | |
|---|---|
| School percentage of students at or above age expected standards: | 86.0% |
| Similar Schools average: | 78.1% |
| State average: | 87.2% |

**English (latest (year)**
**Years Prep to 6**

| | |
|---|---|
| School | 86.0% |
| Similar Schools | 78.1% |
| State | 87.2% |

Percentage students at or above age expected level
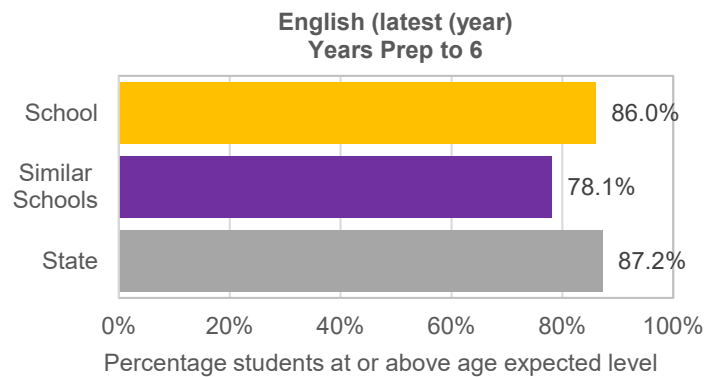
**Mathematics**
**Years Prep to 6**

Latest year (2023)

| | |
|---|---|
| School percentage of students at or above age expected standards: | 79.9% |
| Similar Schools average: | 72.3% |
| State average: | 86.4% |
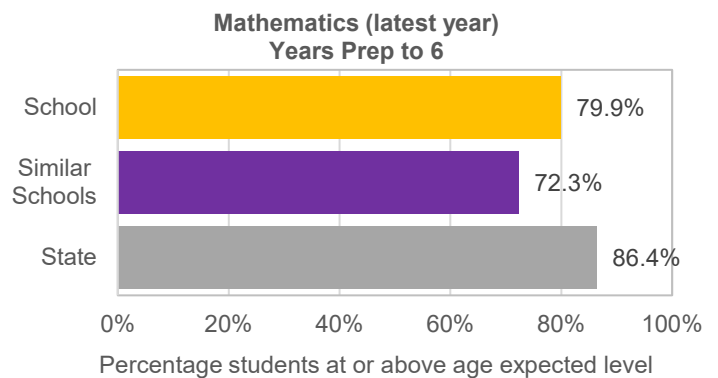
**Mathematics (latest year)**
**Years Prep to 6**

| | |
|---|---|
| School | 79.9% |
| Similar Schools | 72.3% |
| State | 86.4% |

Percentage students at or above age expected level

11

# 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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

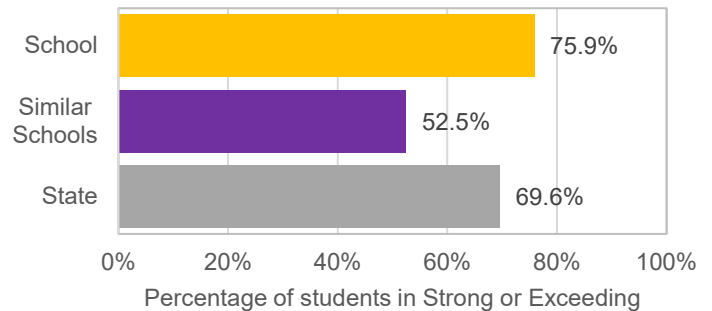| **Reading Year 3** | Latest year (2023) |
|---|---|
| School percentage of students in Strong or Exceeding: | 75.9% |
| Similar Schools average: | 52.5% |
| State average: | 69.6% |

**NAPLAN Reading (latest year) Year 3**

| | |
|---|---|
| School | 75.9% |
| Similar Schools | 52.5% |
| State | 69.6% |

Percentage of students in Strong or Exceeding

| **Reading Year 5** | Latest year (2023) |
|---|---|
| School percentage of students in Strong or Exceeding: | 72.9% |
| Similar Schools average: | 62.3% |
| State average: | 76.9% |

**NAPLAN Reading (latest year) Year 5**

| | |
|---|---|
| School | 72.9% |
| Similar Schools | 62.3% |
| State | 76.9% |

Percentage of students in Strong or Exceeding
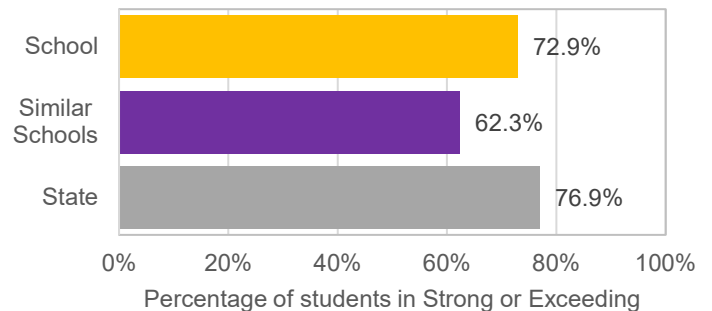
| **Numeracy Year 3** | Latest year (2023) |
|---|---|
| School percentage of students in Strong or Exceeding: | 74.1% |
| Similar Schools average: | 46.7% |
| State average: | 67.4% |

**NAPLAN Numeracy (latest year) Year 3**

| | |
|---|---|
| School | 74.1% |
| Similar Schools | 46.7% |
| State | 67.4% |

Percentage of students in Strong or Exceeding
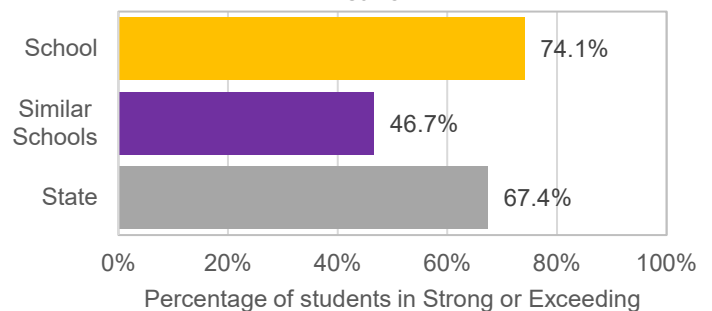
| **Numeracy Year 5** | Latest year (2023) |
|---|---|
| School percentage of students in Strong or Exceeding: | 73.5% |
| Similar Schools average: | 53.6% |
| State average: | 67.9% |

**NAPLAN Numeracy (latest year) Year 5**
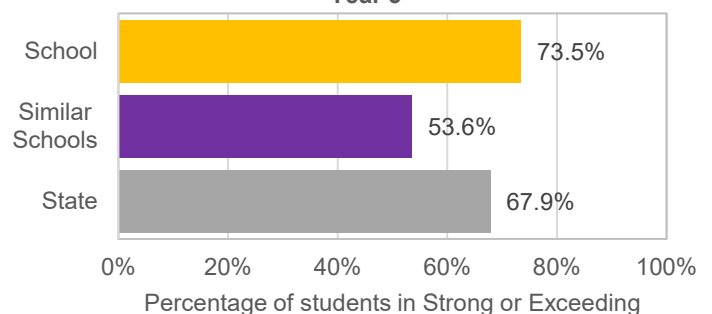
| | |
|---|---|
| School | 73.5% |
| Similar Schools | 53.6% |
| State | 67.9% |

Percentage of students in Strong or Exceeding

# 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 2022**

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading Year 3**

Latest year (2022)

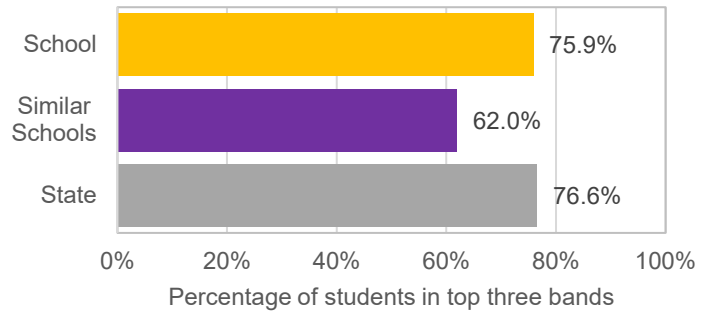| | |
|---|---|
| School percentage of students in the top three bands: | 75.9% |
| Similar Schools average: | 62.0% |
| State average: | 76.6% |

**NAPLAN Reading (2022) Year 3**

School 75.9%
Similar Schools 62.0%
State 76.6%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands

**Reading Year 5**

Latest year (2022)

| | |
|---|---|
| School percentage of students in the top three bands: | 74.5% |
| Similar Schools average: | 56.1% |
| State average: | 70.2% |

**NAPLAN Reading (2022) Year 5**

School 74.5%
Similar Schools 56.1%
State 70.2%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
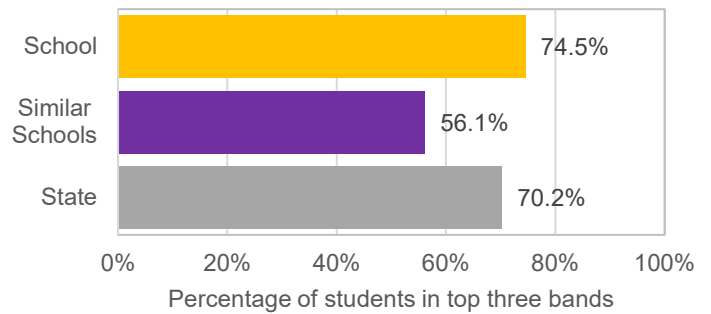
**Numeracy Year 3**

Latest year (2022)

| | |
|---|---|
| School percentage of students in the top three bands: | 68.5% |
| Similar Schools average: | 43.5% |
| State average: | 64.0% |

**NAPLAN Numeracy (2022) Year 3**

School 68.5%
Similar Schools 43.5%
State 64.0%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
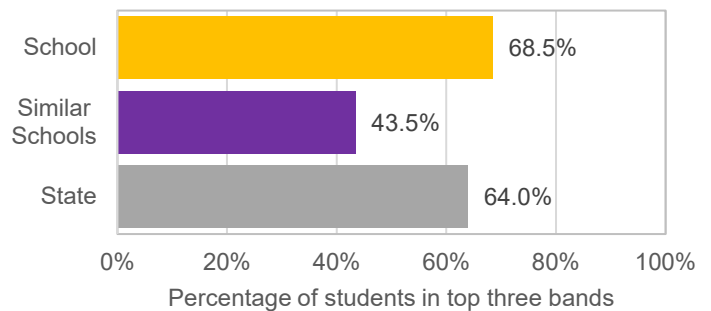
**Numeracy Year 5**

Latest year (2022)

| | |
|---|---|
| School percentage of students in the top three bands: | 66.0% |
| Similar Schools average: | 38.8% |
| State average: | 54.2% |

**NAPLAN Numeracy (2022) Year 5**

School 66.0%
Similar Schools 38.8%
State 54.2%

0% 20% 40% 60% 80% 100%
Percentage of students in top three bands
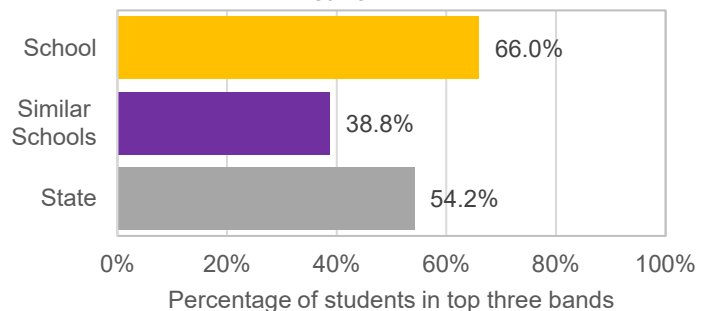
# WELLBEING

*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 percentage 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 (2023) | 4-year average |
|---|---|---|
| School percentage endorsement: | 77.3% | 80.2% |
| Similar Schools average: | 81.4% | 82.8% |
| State average: | 77.0% | 78.5% |

**Sense of Connectedness (latest year) Years 4 to 6**

School 77.3%
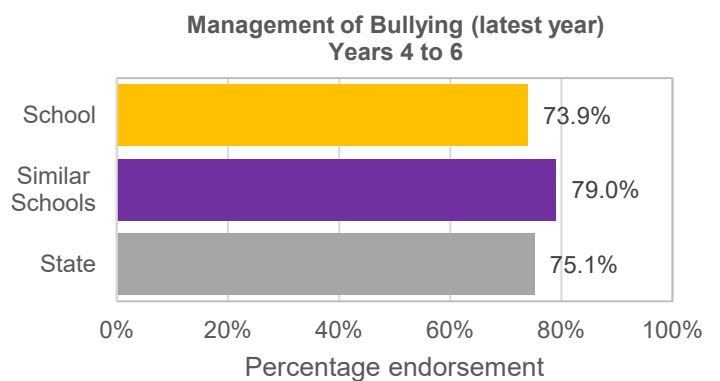Similar Schools 81.4%
State 77.0%

Percentage endorsement
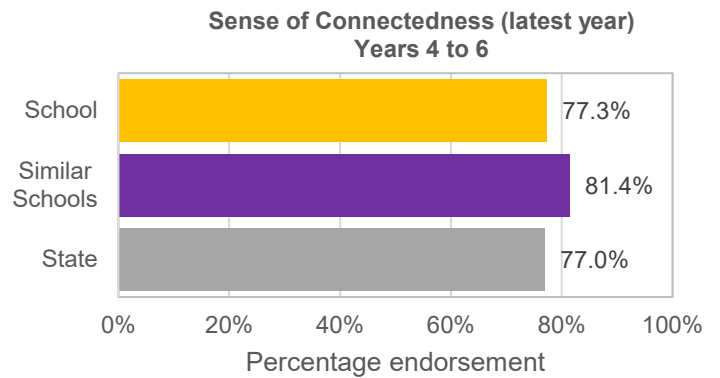
## Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|---|---|---|
| School percentage endorsement: | 73.9% | 76.6% |
| Similar Schools average: | 79.0% | 80.3% |
| State average: | 75.1% | 76.9% |

**Management of Bullying (latest year) Years 4 to 6**

School 73.9%
Similar Schools 79.0%
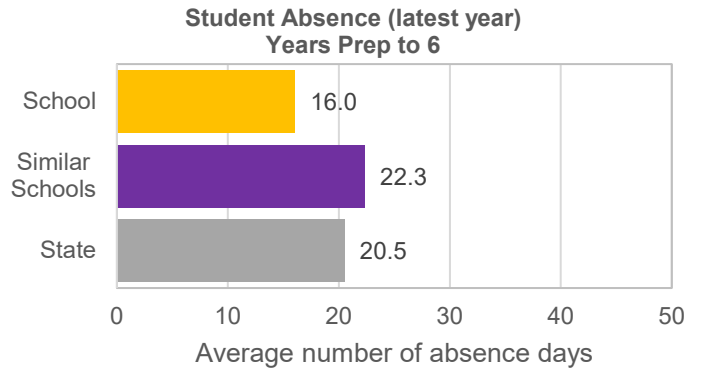State 75.1%

Percentage endorsement

# 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 (2023) | 4-year average |
|---|---|---|
| School average number of absence days: | 16.0 | 13.3 |
| Similar Schools average: | 22.3 | 21.2 |
| State average: | 20.5 | 18.1 |

**Student Absence (latest year) Years Prep to 6**

| | |
|---|---|
| School | 16.0 |
| Similar Schools | 22.3 |
| State | 20.5 |

Average number of absence days

**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 (2023): | 88% | 91% | 92% | 92% | 94% | 92% | 94% |

# Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2023

| Revenue | Actual |
|---|---|
| Student Resource Package | $6,444,641 |
| Government Provided DET Grants | $1,775,629 |
| Government Grants Commonwealth | $61,285 |
| Government Grants State | $0 |
| Revenue Other | $119,609 |
| Locally Raised Funds | $200,950 |
| Capital Grants | $0 |
| **Total Operating Revenue** | **$8,602,113** |

| Equity [1] | Actual |
|---|---|
| Equity (Social Disadvantage) | $1,116,307 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| **Equity Total** | **$1,116,307** |

| Expenditure | Actual |
|---|---|
| Student Resource Package [2] | $5,173,534 |
| Adjustments | $0 |
| Books & Publications | $37,645 |
| Camps/Excursions/Activities | $119,821 |
| Communication Costs | $7,282 |
| Consumables | $102,484 |
| Miscellaneous Expense [3] | ($86,968) |
| Professional Development | $56,919 |
| Equipment/Maintenance/Hire | $188,558 |
| Property Services | $343,033 |
| Salaries & Allowances [4] | $100,666 |
| Support Services | $828,388 |
| Trading & Fundraising | $60,570 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $28,538 |
| **Total Operating Expenditure** | **$6,960,469** |
| **Net Operating Surplus/-Deficit** | **$1,641,644** |
| **Asset Acquisitions** | **$103,857** |

(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 17 Feb 2024 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 2023

| Funds available | Actual |
|---|---|
| High Yield Investment Account | $2,671,633 |
| Official Account | $134,045 |
| Other Accounts | $0 |
| **Total Funds Available** | **$2,805,678** |

| Financial Commitments | Actual |
|---|---|
| Operating Reserve | $249,426 |
| Other Recurrent Expenditure | $5,935 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $228,000 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $847,550 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $150,500 |
| Capital - Buildings/Grounds < 12 months | $800,000 |
| Maintenance - Buildings/Grounds < 12 months | $260,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| **Total Financial Commitments** | **$2,541,410** |

*All funds received from the Department of Education, 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.*