

2017 Annual Report to the School Community



School Name: Athol Road Primary School

School Number: 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 Regulation 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 2017 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

Ruby Toombs

Signed 20 March 2018 at 08:01 AM by Ruby Toombs (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Delvene Sliwinski

Signed 16 April 2018 at 02:49 PM by Delvene Sliwinski (School Council President)



About Our School

School Context

Athol Road Primary School (ARPS) is located in Springvale South in SE Melbourne. The school features a unique, diverse learning community of 375 students who are challenged to grow emotionally, intellectually and socially to achieve their personal best. Student profile: 252 students have English as an additional language, 12 are funded through the Program for Students with a Disability and 3 are Aboriginal or Torres Strait Islander (ATSI) students.

The school employs 55 equivalent full-time staff: 3 Principal Class, 2 Administration staff, 31 teachers, 14 Education Support staff and 5 Kindergarten assistants. The school's pedagogical plan drives teaching and learning in flexible spaces through a comprehensive, integrated curriculum approach which emphasizes the building of strong literacy and numeracy skills. Every teacher is responsible for the learning and wellbeing of every student.

The school's vision is to 'create a vibrant learning community where lives are transformed and individuals inspired to achieve beyond what they ever believed possible'. Students are taught to work cooperatively with others, think laterally, make their own decisions and be responsible for their own learning and behaviour. A strong focus on building Respect, encouraging Innovation, valuing Community and setting High expectations fosters a RICH learning environment. The school's multicultural diversity flavours all school programs and provides a background for teaching tolerance, understanding and respect. ARPS is a Kismatter school with a strong focus on social and emotional learning to build student resilience and develop positive mental health.

The on-site Early Learning Centre incorporates two playgroups and an above ratio staffed 4 year old kindergarten which offers a 15 hour 4 year old program as well as a 6 hour 3 year old program, facilitating a smooth transition into the first year of schooling.

Framework for Improving Student Outcomes (FISO)

The school's FISO foci in the current Strategic Plan are:

- Embedding practice excellence: The training of two Maths and Science specialists and a consultant to deliver high level teacher professional learning with a focus on building teacher Maths knowledge and confidence has resulted in a more consistent application of a 4 part lesson structure across the school, stronger focus on building Maths specific vocabulary and asking deeper questions which support students to verbalise their thinking. In 2016, the tracking of whole school data in Number identified common misconceptions and this continued to inform targeted teaching and learning in 2017, resulting in improved student learning outcomes across the school.
- Empowering students and building school pride: The school recognises that building student resilience is a long term project and the journey is still in its early stages. The core work of building the understanding and capacity of the school community around resilience, through collaboration and the development of a common language and a consistent approach, is on-going. Attitudes to School survey data demonstrates that the majority of Year 4 – 6 students have positive resilience and that Student Voice and Agency is at its highest in Year 6 where students continued to build on the Students Create the Future anti-bullying message, We Stand Together, creating a wall mural to be displayed within the school grounds. Students actively participated in the wider community through network Student Voice Forums and the City of Greater Dandenong Children's Advisory Group. Students led a strong school sustainability focus to reduce waste, resulting in all schools within the CGD having access to recycling bins.
- Building Communities: The 2017 plan was to engage students and parents in an online digital portfolio on SENTRAL, however further investigation indicated that a more student/parent friendly alternative was needed. So, a number of teachers from Kindergarten to Year 6 trialed the digital program, Seesaw, which is more student/parent friendly platform. Seesaw allows students to build a comprehensive record of their learning over their years at primary school. To support the introduction of this platform in 2018 there has been a strong focus on ensuring that the school's network and hardware can support such an initiative.

Achievement

2017 focus: build the Maths capacity of teachers. Significant growth has been made in building the capacity of teachers to deliver improved learning outcomes in Mathematics.

NAPLAN data indicates that 90% of students made 'medium to high relative growth' from Year 3 to Year 5 in Numeracy. This is supported by school-based data; On-Demand Number and Algebra data shows an increased the percentage of students making 'at level or value added growth'. PAT Maths data shows Year 5 and 6 cohorts met the school stretch target of 75% of students performing at or above the expected standard while Years 3 and 4 were very close, above 72%. There was an increased percentage of Year 3 students performing at or above the expected standard in 2017, indicating that the explicit instruction Mathematics program implemented in 2017 to bridge the curriculum jump from Year 2 to Year 3 has had a positive impact.

There was also significant achievement in English where Year 3 – 5 'medium to high relative growth' ranged from 73% in Reading to 83% in Writing and Grammar and Punctuation and 96% in Spelling in NAPLAN. This data is a point of celebration and inspiration to continue the focus on this work in 2018.

It is important to note increasing numbers of students are entering school less literate and numerate and significant work needs to be done in order for them to reach or exceed the expected standards by Year 3 – 6.



Engagement

The belief that students need to be engaged in their learning underpins the school's positive culture where the focus is on engaging students through the delivery of a comprehensive, innovative curriculum. Professional learning teams use data to effectively drive teaching and learning. Through the provision of whole school and individual professional development, school leadership actively engages in improving teacher practice, particularly in personalising learning to respond to the diverse learning needs of the students.

Students developed their leadership potential in a range of contexts through a strong Student Leadership Program which provided students with the opportunity to better understand the democratic decision-making process and develop their leadership skills in various roles and responsibilities, such as, School Captains, School Vice Captains, House Captains, House Vice Captains, Peer Mediators, Environmental Leaders and Student Voice Council. Student Voice is increasingly valued at the school. Through Student Voice Council, Street Talk, student surveys, student focus groups, self and peer assessment and circle time students provided input into school decision making and feedback on their learning and personal growth.

Engagement levels in specialist programs, which are delivered by highly motivated specialist teachers, are high. The Mandarin LOTE program was extended to Year 5. Performances in the areas of academic achievement, sport, sustainability initiatives, performing arts and cultural and artistic achievement are a feature of the school. Students participate in the award-winning Junior and Senior choirs, School Band, Ukulele Club, Wakakirri, Victorian State School Spectacular, Active After School Activities and various lunch time clubs. The school forges links with the local community to provide a depth of extra-curricular activities and opportunities for students. Students are supported to extend their skills and interests through a range of clubs and special activities provided by staff and external agencies. Community initiatives included Family BBQ, School Concert with an 'Everyday Heroes' theme, a proactive parent participation calendar and Summer Festival: a community initiative to embrace multiculturalism.

The on-site kindergarten and Playgroup engaged families with children aged 0 – 5 years. 66% of students attending 4 year old kindergarten commenced Foundation in 2017. The benefits for children included familiarity with the environment and teachers through shared programs, established friendship groups which reduces anxiety and a higher level of readiness to learn. Playgroup provided parents with a strong support network in preparation for their child's kindergarten/school experience. The school highly values the expertise of all teachers and the role of parents as partners in engaging students in all areas of the educational process.

Wellbeing

A sense of belonging is important for our culturally diverse student cohort. Resilient Youth Australia (RYA) data identified Positive Identity as very low, not only, amongst our Year 3 - 6 girls but also within the City of Greater Dandenong. To address this our 2 focus areas have been: 'Healthy values that help shape children's self-identities' and Highlighting intrinsic passions and strengths. A vital component of Positive Identity which is extremely relevant at our school is Cultural Identity because many of our students are bridging more than one culture. The diversity of Athol Road PS exposes students to many different cultures, promoting tolerance. Staff identified the need to highlight and celebrate our school's cultural diversity through a more meaningful and embedded approach rather than a 'special day' approach. This will continue to drive our future directions.

To support parents, the school continued its partnership with Anglicare. A consultant from ParentZone ran:

- five consecutive parent sessions on 'Parenting in Australia', targeted at parents with identified needs around positive parenting strategies. A personal invitation was sent to each parent. While not all parents engaged, a small group of keen parents accepted the offer and actively committed successfully completing the program. Parent survey and oral feedback indicate parents found the course valuable and would like it repeated in 2018.
- an evening forum for fathers, 'Dads Do Matter'. This was a very collaborative forum where dads were actively involved. The presenter commented on the high levels of honesty in the group and the common challenges that fathers were able to express and relate to. The opportunity to engage in open honest discussion with other fathers was appreciated by all participants.
- a Kindergarten Parenting Workshop: Dealing with Emotions.

All attendees were grateful for the opportunity to discuss common issues and challenges. Following positive feedback more sessions are planned for 2018. Parents face various barriers to engagement and participation in school events and activities.

Support strategies included arranging meetings at times convenient for parents (drop off and pick up times); ensuring the venue/room felt safe and comfortable; refreshments; interpreters; no cost events; using parents already engaged with the school as ambassadors; multicultural aides to promote workshops; targeting specific parents with personal invitations. The employment of a Social Worker two days a week has greatly benefited the School Well-being Team and, together with the Well-being Worker and School Psychologist, has enhanced the school's capacity to meet the wellbeing needs of students and families.

Teachers closely monitored attendance and followed up promptly, referring on-going absence to principal class. While attendance levels are high, lateness is an on-going issue which is causing learning concerns with some students. The school's behaviour management program which is implemented consistently across the school minimizes behaviour management issues.

For more detailed information regarding our school please visit our website at athol.road.ps.vic.edu.au



Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 364 students were enrolled at this school in 2017, 167 female and 197 male.</p> <p>87 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>34%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>48%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>52%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>3%</td> <td>62%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>41%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	34%	38%	Numeracy	11%	48%	41%	Writing	17%	52%	31%	Spelling	3%	62%	34%	Grammar and Punctuation	17%	41%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	95 %	96 %	96 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	95 %	96 %	96 %	94 %										



Performance Summary

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

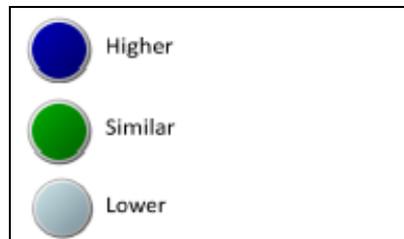


What does *School Comparison* refer to?

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

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

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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



Financial Performance and Position

Financial performance and position commentary

DET grants: monthly cash payment as part of the SRP, Early Childhood grants (on-site 4 year old Kindergarten) and Chaplaincy grant. This funding supported the operation of the school and on-site kindergarten, contributed to the employment of a chaplain and supported the implementation of the Victorian Curriculum. The Commonwealth grant contributes to the running of the Out of School Hours Care program. Other revenue and locally raised funds: bank interest, parent payments for camps, excursions, uniforms, essential items and fund-raising. This money was used to provide students with items essential for their learning within their learning space and in specialist programs and learning experiences within and external to the school.

The annual surplus is committed to a number of projects to be undertaken in 2018 and 2019 including the installation of new roofing on two of the school's older building, painting in these older buildings, new furniture in several learning spaces and a further large injection of funding into Information Technology to employ personnel with the skills and expertise to lead the improvement of the school's IT infrastructure and hardware to support the introduction of Digital Literacies across the school.

The majority of the equity funding has been used on salaries to support the improvement of student learning outcomes: 3 extra teachers to reduce the student/teacher ratio, 2 learning Specialists and a consultant to deliver high quality professional learning to build teacher capacity, a Social Worker (2 days a week) to support the increasing student well-being issues and a Digital Manager (two days a week) to support the introduction of the Year 3 – 6 one to one chrome book program, an overhaul of the school's network and the Seesaw initiative to introduce digital portfolios which showcase student work for parents.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,207,767	High Yield Investment Account	\$699,465
Government Provided DET Grants	\$1,065,750	Official Account	\$63,459
Government Grants Commonwealth	\$19,198	Other Accounts	\$309,018
Revenue Other	\$48,553	Total Funds Available	\$1,071,943
Locally Raised Funds	\$358,286		
Total Operating Revenue	\$5,699,554		
Equity¹			
Equity (Social Disadvantage)	\$914,720		
Equity Total	\$914,720		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,444,852	Operating Reserve	\$156,469
Books & Publications	\$24,221	Asset/Equipment Replacement < 12 months	\$155,505
Communication Costs	\$5,280	Capital - Buildings/Grounds including SMS<12 months	\$63,872
Consumables	\$72,934	Maintenance - Buildings/Grounds including SMS<12 months	\$60,885
Miscellaneous Expense ³	\$360,732	Revenue Receipted in Advance	\$11,650
Professional Development	\$19,241	DET Central Coordination	\$623,562
Property and Equipment Services	\$408,316	Total Financial Commitments	\$1,071,943
Salaries & Allowances ⁴	\$1,004		
Trading & Fundraising	\$81,562		
Utilities	\$22,590		
Total Operating Expenditure	\$4,440,732		
Net Operating Surplus/-Deficit	\$1,258,822		



Asset Acquisitions

\$404,833

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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