

2018 Annual Report to The School Community



School Name: Alfredton Primary School (1091)



- 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 2018 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 12 March 2019 at 10:26 AM by Laurel Donaldson
(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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

Alfredton Primary School (1091)

About Our School

School context

Alfredton Primary School's (APS) culture is built on strong partnerships with its broader community where we value the 3R's of Respect, Responsibility and Relationships. This commitment is demonstrated by the behaviour of our students, staff and parents and further illustrates our shared ongoing commitment to the school's vision that every child will flourish with time, effort and support.

Our Teaching and Learning philosophy values the individual child, recognising the strengths and diversity each brings to their learning. We seek to develop independent and motivated lifelong learners who are equipped for the 21st century. Staff are committed to a culture of performance and development and use data, research, reflective practice and best practice to support students to achieve their goals.

The Principal and staff are committed to building upon the strong educational ethos of the school, where education is a collective responsibility. APS is situated in the west of the regional Centre of Ballarat. The enrollment fluctuated throughout the year with a peak of 572 students. Staffing comprised 2 Principal Class Officers, 1 Leading teacher, 33 Teaching staff and 9 Educational Support Officers.

Framework for Improving Student Outcomes (FISO)

In 2018, APS focused its school improvement efforts on Building Practice Excellence.

In the area of Building Practice Excellence APS worked towards building the capacity of all staff to use evidenced based, targeted teaching across the school to ensure growth for all students using the PLT inquiry cycle. This focus included the strategies below:

- * Developed the data literacy capacity of teachers to interpret school data at the whole school /cohort / individual student level to inform the School Improvement focus, PLT inquiry cycle (through Bastow PLCs) and the School Review process (which was held over until 2019).

- * Implemented the data literacy process above so all staff developed a shared understanding of the Professional Knowledge, Engagement and Practice required to improve student outcomes in English and Maths.

- * Continued to develop Proficiency Scales for students to plot progress against I can statements and track their learning to know what to next.

APS staff continued to develop the Peer Observation program and therefore enhance their reflective practice both individually and within team settings.

The relative growth of our students between years 3 and 5 remained high within Reading and Numeracy and as a consequence, the school was nominated to be become a School Improvement Practice leader to support and lead Buninyong Primary School to embed consistent and effective assessment practice across the school.

2018 was the last year of the APS four year Strategic Plan. Term four was spent conducting the Pre Review Self Evaluation which highlighted that APS is a high achieving school which resulted in a move from Evolving to Embedding within the FISO continua and in one area moving to excelling.

APS is looking forward to building on the achievements on the 2015 - 2018 Strategic Plan as we set the direction for the school for the coming years.

Achievement

The school's goal is to improve learning outcomes for all students from Foundation to Year 6 by providing every student with the opportunity to reach their learning potential through a comprehensive and sequential curriculum that caters for students' individual needs. Collective accountability for assessment of student learning is rigorous and data is used to inform future learning needs. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school works actively to build the capacity of teachers through the development of our agreed school wide pedagogy.

In 2018, our overall P-6 results show a higher percentage of students achieving at or above expected levels in

Alfredton Primary School (1091)

English compared with schools with alike student backgrounds and characteristics. Our overall results for Maths are similar to other like schools. NAPLAN Assessment results indicate that APS bypassed state medians for students achieving in the top 3 bands in the area of Reading in Year 3 and in both Reading and Numeracy in Year 5. In Year 5, our results reflect a higher result than like schools. Learning Gain in Numeracy, Reading and Writing is above that of similar schools. We are performing significantly higher than all schools across our Network in Numeracy and Writing. The school continues to regularly identify and track students not performing at expected levels in English and Mathematics. The school has a growth mindset and a culture of high expectations for our teachers and learners, to ensure that all of our students flourish.

Engagement

Our school staff work together with families and support agencies to support children to attend every day and on time. In 2018 APS recorded the average absence per student as 13.99 days across the year. This is below the state average and indicated that the most students attended school between 90% - 95% of the time. This attendance data was shared with the school community and success is shared with students.

Student Support Groups meet regularly to determine individual plans and to support targeted students to enhance engagement outcomes across grades, cohorts and the school.

In 2018, the school engaged in a number of innovative programs to support student learning including a one to one device program from Year 4, developing processes concerning proficiency scales for students to track their own learning and working with teachers through surveys and two way feedback to ensure student voice within the classroom environment.

Every year level developed the student led civics and citizenship projects which focussed upon supporting our local area. Whole year levels planted trees around new housing developments, cleaned rubbish from our creel areas and raised money for the local RSPCA.

Students participated in, and enjoyed whole school events, camps and excursions or incursions, sporting events and community involvement. Parent and family involvement in school programs and the school community is encouraged.

Wellbeing

Our goal is to provide experiences for all students that enhance readiness and enthusiasm to continue the next step in their learning, including transitioning into, moving between year levels or into secondary colleges, in resilient, confident and enthusiastic ways.

There is a strong emphasis on social and emotional learning in our Strategic Plan. The Bounce Back Program that is implemented across the school, was interconnected with Respectful Relationships as a partner school.

Community engagement is a high priority within our school, and highly successful events such as sports day and events, the garden show, mini fete, walkathon, family nights and art show which all strengthen bonds whilst generating good will and enthusiasm across multiple stakeholder groups.

The school continues to have ongoing positive relationships with the local preschools. Feeder kindergarten groups visited the school across the year on multiple occasions. The school's Buddy Program is a feature of the induction process of new students as they are welcomed into the school community. The wellbeing leader and the chaplain have ensured students, and their families, receive support in all emotional and social aspects of their school life.

The school introduced the Zones of Regulation and began to develop a Sensory space to support those students who required it.

Year 6 students participate in all relevant transition programs offered by local secondary colleges. The school continues to review its transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings. The annual Attitudes to School outcomes continue to reflect our desire to develop happy, resilient caring students and 2018's results sit comfortably with similar schools.

Financial performance and position

Alfredton Primary School (1091)

The school is in surplus due to carry forward of previous years surpluses and partially being utilised for staffing to keep student teacher class size ratios down.

Some of our IT equipment in 2018 was updated and over \$30,000 invested in the purchase of Laptops to replace our outdated ones.

Our buildings and grounds had minor spending and some of our guttering replaced at a cost of \$12,000.

We received \$55,679 in Equity funding. This funding was used to offer the Multi Lit Program for students needing extra literacy support.

Alfredton was selected as a Lead School in the School Improvement Partnership with Buninyong PS and received \$31,000 to support this partnership during 2018.

The school applied and received Sporting Grants totaling \$4500.

Our Parents and Friends raised approximately \$20,000 in 2018. One of the purchases they made was a Defibrillator.

We continue to manage our finances responsibly to ensure that funds are used strategically to support teaching and learning across the school.

**For more detailed information regarding our school please visit our website at
<https://www.alfredtonps.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.

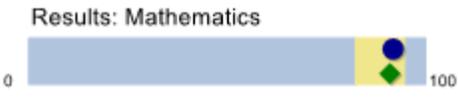
Members of the community can contact the school for an accessible version of these data tables if required.

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 557 students were enrolled at this school in 2018, 278 female and 279 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 2 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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> Similar</p> <p> Lower</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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>44%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	49%	30%	Numeracy	18%	50%	32%	Writing	21%	55%	24%	Spelling	23%	49%	28%	Grammar and Punctuation	28%	44%	28%	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 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>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	93 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	93 %	93 %										

Performance Summary

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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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,978,798	High Yield Investment Account	\$285,368
Government Provided DET Grants	\$574,208	Official Account	\$17,597
Government Grants Commonwealth	\$14,018	Total Funds Available	\$302,964
Revenue Other	\$19,265		
Locally Raised Funds	\$230,395		
Total Operating Revenue	\$4,816,686		
Equity¹			
Equity (Social Disadvantage)	\$55,679		
Equity Total	\$55,679		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,748,397	Operating Reserve	\$10,000
Books & Publications	\$3,233	Funds Received in Advance	\$28,703
Communication Costs	\$7,064	School Based Programs	\$264,261
Consumables	\$127,959	Total Financial Commitments	\$302,964
Miscellaneous Expense ³	\$180,679		
Professional Development	\$17,086		
Property and Equipment Services	\$275,252		
Salaries & Allowances ⁴	\$296,290		
Trading & Fundraising	\$31,838		
Utilities	\$48,825		
Total Operating Expenditure	\$4,736,624		
Net Operating Surplus/-Deficit	\$80,062		
Asset Acquisitions	\$0		

(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 04 March 2019 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.

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)

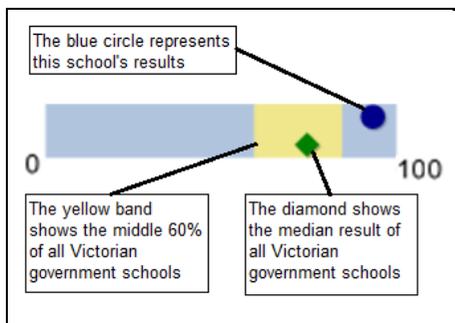
Engagement

- 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).

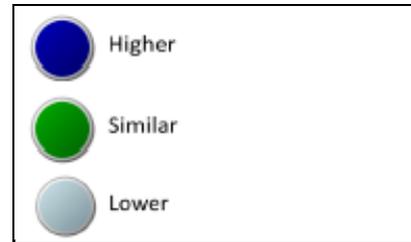


What does *School Comparison* refer to?

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' or 'ND' 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').