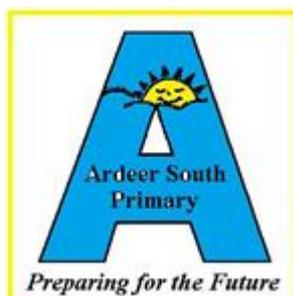


2018 Annual Report to The School Community



School Name: Ardeer South Primary School (5064)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 02 May 2019 at 12:21 PM by Stuart Telford
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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.

Attested on 08 May 2019 at 10:59 AM by Barbara Bates
(School Council President)

About Our School

School context

Ardeer South Primary School is situated in West Sunshine and in 2018 the school had an enrollment at the end of the year of 239 students, this number fluctuated throughout the year due to the transient nature of some enrollment. The students come from diverse socio-economic and cultural backgrounds, and has an ICSEA Value of 957. The school actively promotes tolerance and acceptance of all nationalities and cultures. Ardeer South had 29 staff consisting of one principal class staff, 23 teachers (17.91 EFT), a Business manager and 5 education support staff (4.05 EFT). In 2018 the school commenced the second year of the Strategic Plan for 2017 – 2020. Strategic Plan teams were formed to ensure the achievement of goals in the areas of Student Learning, Student Engagement & Well Being as well as Student Pathways & Transitions. The school continued to place a high emphasis on staff professional learning within and outside the school. A key focus of school based professional learning was in the area of Developing Effective Professional Learning Communities. The school continued a second year partnership with the Melbourne University Graduate School of Education to further improve numeracy outcomes across the school. A Literacy Consultant was employed to guide the development of our literacy practices and to further develop staff understanding. A number of curriculum sessions and a curriculum day were devoted to supporting this work. Professional Learning Communities were further developed to assist teams of teachers in learning how to collaborate to focus on improving areas of student learning identified through the analysis of student data. The school Assessment Schedule as well as the Student Performance Analyser assists in tracking student progress over more than one year. An independent speech pathologist was employed weekly to support students with language difficulties. The school engaged students through a variety of means such as our Visiting Artist Program, a Multicultural Day as part of our LOTE program, offering a range of activities in our Active After School Communities Program, further introducing iPads throughout the school as well as supporting our students' participation in inter school sport.

Framework for Improving Student Outcomes (FISO)

The school has identified in its School Strategic Plan and Annual Implementation Plan the following FISO Initiatives;

1. Building Practice Excellence and curriculum planning and assessment
2. Setting expectations and promoting inclusion
3. Instructional and Shared Leadership
4. Build and embed a strong researched based instructional model and agreed approaches to teaching and learning to ensure whole school consistency of practice and approaches to planning
5. Build teacher capacity and pedagogy in deep content knowledge in Literacy and Numeracy.
6. Develop effective tracking and monitoring processes for student growth in Literacy and Numeracy. A digital copy of all student data will be maintained on the R-Drive on the school's network, student assessment in both Numeracy and Literacy in SPA and a Data Wall will be maintained in the confidential cabinet in Room 18 to assist teachers with analysis of the data.
7. Establish and embed a whole school approach to improve student absences and punctuality
8. Strengthen partnerships with the school community to expand opportunities and improve outcomes
9. Build a high quality Professional Learning Community that measures the impact of learning through teacher collaboration.
10. Build teacher capacity and improve teacher knowledge in purposeful assessment and maintaining rigorous data to inform planning, instruction and feedback that supports the learning growth of every student

Achievement

- Teacher Judgement of students working at or above the age expected level in Reading and Viewing F-6 were above similar schools. Teacher judgement for Speaking and Listening is below the result for similar

schools. Teacher judgement for Writing was similar in comparison to other schools given the same background characteristics.

- Teacher judgement for Mathematics F-6, Number and algebra was above the results for primary schools with similar characteristics. In Measurement and Geometry, Statistics and Probability our school results are similar to like schools.
- Year Three NAPLAN Reading and Mathematics, the percentage of students in the top two bands in 2018 were similar in comparison with like schools. The four year average was deemed similar as well. This is an improvement from 2017 as we were below similar schools. In Writing, the result was well above like schools with 96% in the middle and top bands leaving only 4% in the bottom two bands.
- Year Five NAPLAN Reading and Mathematics, the percentage of students in the top two bands was deemed well above the results compared to like schools which demonstrates a high growth compared to 2017. In both Reading and Mathematics, the four year average was above the results of like schools. In Writing, the percentage of students in the top two bands is similar to like schools. It is pleasing to see we have increased our middle two bands percentage and there are no students in the bottom two bands.
- Year Three to Five the learning gain in Reading and Writing was similar to like schools. The Year Three to Five Numeracy learning gain was above the results of similar schools. In Reading, the number of students experiencing medium to high growth was lower (79%) than in 2017 (91%). In Writing, the number of students experiencing medium to high growth was higher (83%) than 2017 (63%) and there are fewer students experiencing low growth (17%) compared to 2017 (33%). In Numeracy, the number of students experiencing low growth has doubled since 2017. High to medium growth has decreased as well.

Engagement

Student attendance for 2018 was similar to those of other compared schools. The percentage of students with between 20 and 29.5 days absence was 33%. This was a slight improvement to 2017 where the percentage was 36%. Student absence rates have continued to be affected by the number of children going on overseas holidays and the number of parents keeping children at home on a regular basis. Unexplained absences are followed up with a phone call and letters to parents. Newsletter articles appear on a regular basis. The Parent satisfaction data revealed that 100% of respondents to the survey were satisfied with the school overall in 2018. 53% of staff were positive about the school climate compared to 75% in 2017. 91% of students feel connected to the school.

Wellbeing

91% of Ardeer South's students indicate on the Attitudes to School Survey that they are connected to the school. The most positively endorsed factor for students in Years 4 to 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentage points from 2017. The school has traditionally used the Assistant Principal as a dedicated Welfare person on Staff, who works with all members of the community to develop a strong sense of belonging.

Financial performance and position

In 2018, Ardeer South Primary School received Equity Funding from the Department. These funds were allocated to support students in a number of ways. A Literacy and Numeracy Consultant were employed once a week. These Consultants worked collaboratively with teams of teachers in order to build teacher capacity and the academic performance of students. The school was also successful in receiving the Inclusion Boost funding which went towards a portable sound system for three classrooms to support students with hearing needs. There was an increase in Property Services and Utilities expenditure in comparison to 2017, mainly due to plumbing issues of ongoing blockages.

For more detailed information regarding our school please visit our website at
www.ardeersthps.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

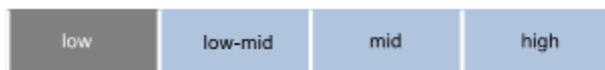
Enrolment Profile

A total of 225 students were enrolled at this school in 2018, 98 female and 127 male.

68 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

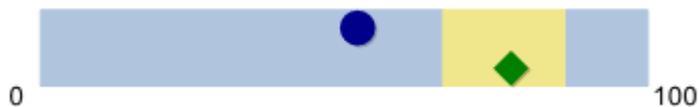
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



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> Similar</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> Similar</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> Similar</p> <p> Similar</p> <p> Similar</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>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>21%</td></tr> <tr><td>Medium</td><td>58%</td></tr> <tr><td>High</td><td>21%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>39%</td></tr> <tr><td>Medium</td><td>30%</td></tr> <tr><td>High</td><td>30%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>17%</td></tr> <tr><td>Medium</td><td>61%</td></tr> <tr><td>High</td><td>22%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>33%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>13%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>29%</td></tr> <tr><td>Medium</td><td>29%</td></tr> <tr><td>High</td><td>42%</td></tr> </table>	Category	Percentage	Low	21%	Medium	58%	High	21%	Category	Percentage	Low	39%	Medium	30%	High	30%	Category	Percentage	Low	17%	Medium	61%	High	22%	Category	Percentage	Low	33%	Medium	54%	High	13%	Category	Percentage	Low	29%	Medium	29%	High	42%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Category	Percentage																																									
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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="528 907 1015 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>91 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	91 %	93 %	93 %	94 %	<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										
91 %	90 %	91 %	91 %	93 %	93 %	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: 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	\$2,255,668	High Yield Investment Account	\$133,748
Government Provided DET Grants	\$426,623	Official Account	\$36,459
Government Grants Commonwealth	\$5,186	Other Accounts	\$59,581
Revenue Other	\$10,865	Total Funds Available	\$229,788
Locally Raised Funds	\$54,211		
Total Operating Revenue	\$2,752,553		
Equity¹			
Equity (Social Disadvantage)	\$411,005		
Equity Total	\$411,005		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,404,498	Operating Reserve	\$74,154
Books & Publications	\$5,247	Other Recurrent Expenditure	\$145
Communication Costs	\$2,997	Funds Received in Advance	\$7,835
Consumables	\$40,415	School Based Programs	\$11,700
Miscellaneous Expense ³	\$216,977	Funds for Committees/Shared Arrangements	\$12,527
Professional Development	\$15,080	Repayable to the Department	\$150,373
Property and Equipment Services	\$130,869	Total Financial Commitments	\$256,734
Salaries & Allowances ⁴	\$38,789		
Trading & Fundraising	\$18,491		
Utilities	\$21,077		
Adjustments	\$19		
Total Operating Expenditure	\$2,894,459		
Net Operating Surplus/-Deficit	(\$141,907)		
Asset Acquisitions	(\$19)		

- (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 15 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').