



# **Principal's Reflections on 2017**

Presented to the Annual General Meeting  
on  
Tuesday 20 March 2018 at 6:30pm  
(also published on School Website & in Newsletter)

***“Learning for Life”, describes our Vision to ensure that every student is equipped with the transferable knowledge, skills and understanding necessary to thrive in a rapidly changing and globally connected world. Our Mission: is to provide a high quality, supportive and engaging learning program which builds the academic, social and emotional capacity of every student at Aspendale Primary School. We provide opportunities for our students to develop understandings of essential concepts, skills, knowledge and attitudes that will enable them to be life-long learners in our ever-changing world. Our Core Values of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact at Aspendale Primary School.***

## ***The Journey So Far ...***

***2017 was another year of significant achievement at Aspendale Primary School. Academic results remained high, enrolment growth continued, curriculum programs expanded, and students, staff and the school community enjoyed the benefits of the significant re-development of school facilities and grounds over the previous years.***

***With nearly all 2017 academic results equal to and in many areas higher than the previous (2016) year - when the school was described in a Review conducted by Monash University as high performing and in the top 10% of schools across the state - 2017 results demonstrate this level of achievement to be sustained.***

***Whilst the improvement of each student to the best of their academic potential remains at the core of all programs, a focus on the development of the 'whole child' is evident through many social skills programs, welfare programs, extension/co-curricula activities and personalised learning programs. These are summarised later in this report.***

***2017 was certainly another year of positive change, with extra classes added to the school structure again, (for the 11<sup>th</sup> consecutive year), specialist programs expanded, quite a few new staff commencing, and teachers commencing/returning from family leave.***

***The maintenance of a cohesive teaching and non-teaching team has remained a core focus, ensuring our school culture, pedagogy and beliefs remain constant and that our trend of steady school improvement continues.***

***To this end, the staff-designed ‘Aspendale Core Purpose’ document remains the key to our shared efficacy, a vital component in the on-going achievements during this phase of growth and positive change at Aspendale Primary School.***

***Parent support remains a feature of the school, with a high level of parents indicating satisfaction with the school in 2017 and willingly helping out in so many ways throughout the year.***

***Most importantly, at Aspendale Primary we pride ourselves on being a values-based school, where students learn in a happy, caring and stimulating environment and are taught by dedicated, talented and caring teachers who plan and teach collaboratively and share responsibility for the social, emotional as well as academic needs of every child.***



## **Staffing**

At the commencement of 2017 the school structure consisted of 24 classes, with an average of 22 students in each class. In addition, specialist programs/teachers were provided in Performing Arts, Visual Arts, Physical Education, Chinese Mandarin Language and a 'Learning Enhancement' program.

We welcomed quite a few new and returning staff members:

- **Mrs Emma Jones** and **Mrs Carla Youngs**, returned from family leave part-time;
- **Ms Lina Pietrasik**, into **Foundation**;
- **Miss Emma Hickey**, into Year 2;
- **Mr Corey Grindley**, into Year 1;
- **Mr John McHaffie**, into Year 4;
- **Mr Tom Packham** into Year 6;
- **Mrs Jude Hale**, into the Visual Arts program in a part-time capacity;
- **Mrs Jo Gilbert** and **Mrs Beth Wallace** into Education support;
- **Mrs Mel Bach** moved into the position of PYP Coordinator

At the end of Term 1, **Ms Jess Johnston** left on Maternity leave. At the end of Term 2, **Mrs Sue Cullen** retired and **Ms Elani Gibney** taught her Year 1 class for the remainder of the year.

At the end of Term 3 we welcomed **Mr Chris Snow** as handyman gardener.

In Term 4, our Principal for the past 12 years retired, **Mr Phil Anthony**. As the school has steadily grown the staffing profile has evolved over the past 12 years to feature people with a diverse range of experience, backgrounds and interests, a reasonable gender balance, and most importantly, a strong commitment to teamwork, exemplary standards, and school improvement across all levels of the school.



## Student Achievement

2017 Student Achievement Data reflected excellent academic results and progress.

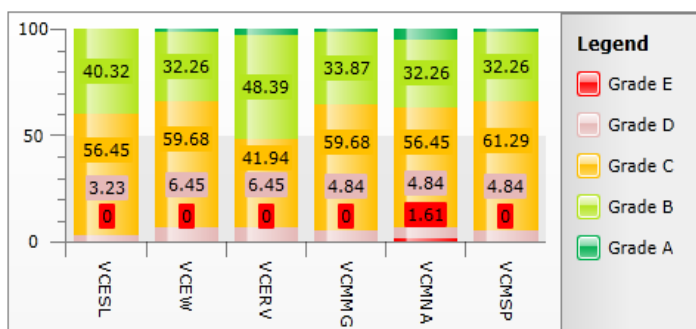
Individual student progress is closely tracked and measured using a variety of assessment tools. Student's assessment results are recorded via our data management system and are used to guide teaching and learning. Our assessment procedures also assist in the development of modified and individual programs for those students working below the expected level. Our teachers work collaboratively to analyse assessment data to plan learning experiences that target the needs of students. This focus on individual growth, as well as engaging and extending capable learners is at the core of our success.

All students on Individual Learning Improvement Plans (ILIPs) in 2017 made progress against the majority of their personalised goals which were set throughout the year. We continued to use programs such as Fitzroy Reading Program to assist all students to make progress.

In 2017, our NAPLAN results were again very pleasing, with all results above state averages, except for Spelling in Year 3. It is interesting to note that Spelling in Year 5 again made further gains, a pleasing sign that our approach is working.

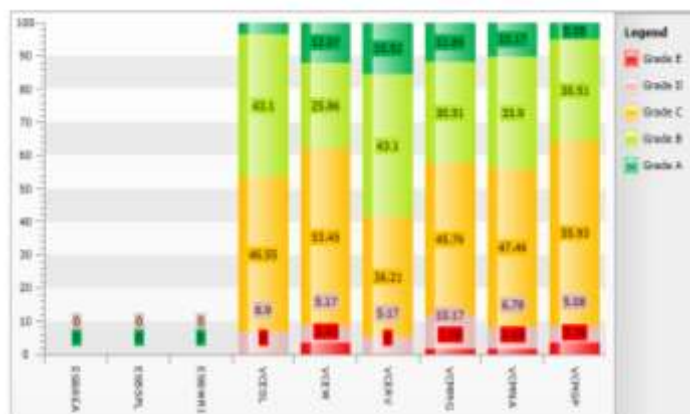
Spelling, will continue to be a focus across the school as we continue to embed our spelling program. Please refer to tables later in this report for further student achievement trend data.

2017 Year 5 Student Achievement Data



	VCESL	VCEW	VCERV	VCMMG	VCMNA	VCMSP
Grade A	0%	1.61%	3.23%	1.61%	4.84%	1.61%
Grade B	40.32%	32.26%	48.39%	33.87%	32.26%	32.26%
Grade C	56.45%	59.68%	41.94%	59.68%	56.45%	61.29%
Grade D	3.23%	6.45%	6.45%	4.84%	4.84%	4.84%
Grade E	0%	0%	0%	0%	1.61%	0%

2017 Year 6 Student Achievement Data



	ESBR	ESBS	ESPL	ESBR	VCESL	VCEW	VCERV	VCMMG	VCMNA	VCMSP
Grade A	0%	0%	0%	0%	3.45%	12.07%	15.53%	11.86%	10.17%	5.08%
Grade B	0%	0%	0%	0%	43.1%	25.86%	43.1%	30.51%	31.9%	30.51%
Grade C	0%	0%	0%	0%	46.55%	33.43%	36.21%	45.76%	47.46%	33.93%
Grade D	0%	0%	0%	0%	6.9%	5.17%	5.17%	10.17%	6.78%	5.08%
Grade E	0%	0%	0%	0%	1.45%	0%	1.69%	1.69%	1.69%	3.39%

Example: Year 5/6 2017 Vic Curriculum data shows the high number of students working above the expected level in English and Maths. This is a general trend across the school.

In Semester 2, a family began at Aspendale, with English as an Additional Language. The Year 6 table reflects this in the first three columns.

## Defining our 'Our Core Purpose'

Written by staff several years ago and updated regularly since then, this 28 page 'Core Purpose' document defines the shared understanding of the core purpose of our school: **our vision, mission and guiding values**.

It details **what** we teach, (curriculum); **how** we teach, (pedagogy); and how we **measure** success and achievement at Aspendale Primary School.

It remains a 'living' document, subject to change, refinement and improvement. As our school grows and staffing changes, as noted in sections of this report, this document will maintain our collective efficacy, ensuring we remain consistently focussed on the things that matter most at APS. Teacher Professional Learning is aligned with many areas of the document, reflecting our commitment to continuous improvement and achieving excellence in teaching and learning.



## Sister School Visit

Term 3 marked our very first visit from our sister school, Xu Ri Jing Cheng Primary School.

This first visit will certainly have a lasting impact on our school community, as we continue to build a strong relationship with them.

We are now in the process of planning a visit for 2018



## Specialist and Co-Curricular Programs

Students at Aspendale Primary School were provided with opportunities to be involved in a great variety of co-curricular programs to broaden their learning in 2017.

A variety of lunch time clubs were held throughout the year, providing different year levels the opportunity to gain from new experiences. Some of these clubs included Coding, Drawing, Lego, Gardening, Construction, Running Club and Science. After-school activities included Art Smart, a Lego club and Relaxed Kids.

We continued to be a host school for the GATEWAYS Program (2 day programs for highly able students), with students from around Melbourne (and many of our own) enjoying the workshops.

## Achievements 2017

Aspendale Primary School continues to strive for excellence in student learning. With nearly all 2017 academic outcomes and survey results equal to and in many areas higher than the previous (2016) year, 2017 results demonstrate this level of achievement to be sustained in most curriculum areas.

The school's co-teaching model fosters a collaborative, supportive environment which allows teachers to provide a targeted teaching and learning program. This practice also provides staff with the opportunity to further develop and improve their practice and leads to a consistent approach to instruction across the school.

In 2017 we continued to develop our capacity to deliver a high quality teaching program through the introduction of the LAUNCH Design Thinking Inquiry cycle. Our Making The PYP Happen workshop days were invaluable in embedding an understanding of core elements of the PYP teaching and learning approach.

An extensive camping program for Years 3 to 6 provided the opportunity for the development of independence and personal development via this outdoor education experience. Year 2 students also enjoyed a night of 'camping' together- but at school.

Opportunities for students to develop leadership skills continued to be numerous, via programs such as the Junior School Council, the Year 6 Leadership Program, Marine Ambassadors (Beach Patrol in 2017) and Year 5 Peer Mediation Training.

**State Schools' Spectacular** - For the second year, 15 of our students participated in the 2017 'State Schools Spectacular' at the High Sense Arena, as dancers joining approximately 3000 in this full-scale production. Our students enjoyed a variety of core and co-curricular learning opportunities through classroom and specialist programs.

The **Bike Ed program** was again taught in Year 4, ensuring students gained practical and important skills in this area.

The **Physical Education (PE) /Sport program** provided a wide range of co-curricular opportunities for students to participate at local inter-school level. In 2016 we had many students achieve excellent results at district and state level in many different fields. As the school is situated within walking distance of the local beach on Port Phillip Bay, an Intensive Swimming program is an important feature of the PE program.

Year 5 & 6 students walk across to the beach for this, whilst Foundation to Year 4 students use a nearby (heated) pool. Our Visual Arts program was well show cased around the school and special achievements were recognised with the Artist of the Week award.



In the Performing Arts, the School Band and School Choirs (2) have established a well-deserved reputation as they perform at various local venues as well as regularly within the school. Performances have included concerts at the Aspendale Senior Citizens.

A broad co-curricula music program offered students also includes the opportunity to learn a variety of instruments including the vivacious violins, piano, drums, keyboard and guitar, vocal tuition. Many of the children who take instrumental lessons had the opportunity perform at assembly.

**Performance Fortnight** consists of a 5/6 Musical and year level concerts. What a spectacular show the Year 5 & 6 students put on. Aladdin Trouble had that little bit of everything; a villainous villain, a love story and a little bit of magic. It made us feel proud to watch students blossom on stage.

Big school events such as these also really highlight the superb dedicated team we have at Aspendale.

Year level concerts showcased dancing, singing and performing with instruments.



A comprehensive **Visual Arts program** provided many opportunities for students in this creative area, completing the range of specialist programs which broaden the learning experiences of all Aspendale students. Plans are in place for an Art exhibition in 2018.

### **Curriculum Development**

Our 'Innovation and Development' Teams in English, Maths, Global Awareness and Wellbeing continued to lead curriculum initiatives in 2017. We focussed on developing a common approach to teaching and learning in all curriculum areas, with a particular emphasis on making meaningful transdisciplinary links, an important requirement of the PYP.

Explicit teaching, based on strong assessment practice, formed the basis of the teaching and learning program.

Victorian Curriculum (a change from AusVELS) was implemented across the school. Professional conversations and opportunities to moderate ensured that staff had a thorough knowledge of curriculum beyond the year level in which they taught, vital to improving student outcomes as point of need could be pinpointed.

The Learning Enhancement Program (LEP) was used in various levels of the school to further develop the capabilities of students, particularly in English and Mathematics. The GRIN (Getting Ready in Numeracy) program was used to target students who required revision of key mathematical concepts, often in the morning before the school day commences.

In 2017, the Fitzroy Reading Program continued to be used to target students who were not tracking well with reading. The LEP teachers also targeted students working well above standard in Writing.



### **International Baccalaureate - Primary Years Program (PYP)**

#### **2017**

In 2016, we formally started the journey to become an authorised International Baccalaureate Primary Years Program (PYP) school.

As an official candidate school we began implementing the PYP. This involved a strong focus on staff developing a deep understanding of the 'written' curriculum.

Throughout the year, professional learning opportunities were provided to enhance staff capacity to deliver the PYP curriculum. Staff planned, taught and reflected in collaborative teams in order to develop quality Units of Inquiry. We began the implementation of the LAUNCH Design Thinking Inquiry cycle across the school to further support this work, and to provide more opportunities for students to 'drive' their learning.

Access to high quality professional development is one of the many advantages of becoming a PYP school. As part of the Victorian PYP Network, we were afforded numerous opportunities to attend professional learning such as Teach Meets, where network schools gathered once a term to share best practice. Collaboration and the sharing of information and ideas is strongly encouraged. Our consultant, Ruth Adams, continued to offer wonderful support in our second year of the programme.

In Term 2, two Curriculum Days were held which focussed on staff developing a comprehensive understanding of all aspects of the PYP, including what the written curriculum, how to implement it in the classroom and how to assess.

These themes provide the foundation of learning in every year level and are; Who We Are, How We Express Ourselves, Where We Are in Place and Time, How the World Works, How We Organise Ourselves and Sharing the Planet.

Students are at the centre of this approach, with the focus on developing conceptual understanding, skills, attitudes, knowledge and action in order to becoming internationally minded citizens.

We have continued to work with our collegiate support group (Aspendale Gardens and Seaford North). In Term 4, the 3 schools conducted another 'Teach Meet', providing staff with the opportunity to visit other schools and share PYP related topics. The topic of this was, 'Formative Assessment.'

## Student Wellbeing

At Aspendale Primary School our core values of Passion, Respect, Integrity, Commitment and Empathy guide how we teach, learn and interact.

The social and emotional wellbeing of every student is enhanced through a comprehensive wellbeing program which includes: Friends for Life, Bounce Back and our unique whole school social skills program 'APS Kids Are Global Kids'.

The positive school culture is reinforced at student-led school assembly each week, where 'Student of the Week' awards recognise achievements and highlight our fortnightly PYP attitude.

*Restorative Practices* assist our students with the development of relationships with their peers and the use of strategies to support the resolution of conflict through mediation and reparation. This program also includes regular "circle time" in every classroom.

Student Leadership continues to have a strong focus at Aspendale PS. Year six students have the opportunity to be selected for School and House Captains, Peer Leaders, ICT Leaders, Community Leaders, Media Leaders, Environmental Leaders, Enrichment Leaders, PE, Music and Art Leaders; and assist with the successful Prep/Year 6 Buddy transition program.

As a *Kids Matter* school the development of a strong collaborative partnership between home and school is an on-going priority. Our students are also involved in programs beyond our school community, as Marine Ambassadors and The City of Kingston Junior Mayor Program.

Each classroom inspires a sense of connectedness and reflects a strong value based approach to teaching and learning, with the Learner Profiles of the PYP curriculum.

## eLearning

In 2017 eLearning was a continued focus at Aspendale PS. The eLearning Innovation and Development team was merged with the STEM team and it's goals reworked to integrate with with STEM team. The focus was to maintain and sustain the eSmart status awarded in 2016. This included further information sharing and education through the use of the eSmart curriculum and the Wellbeing team. Harmony Day is an example of the integration of eSmart and Wellbeing at Aspendale PS. The eSmart curriculum was aligned with the Victorian Curriculum during 2017 and this information will develop further the relationship between the eSmart curriculum and the Wellbeing team.

## Transition Programs - Kinder to Foundation and Year Level to next Year Level

### Kinder to Foundation

An extensive Kinder to Prep Transition Program, including a 4 visit orientation program and parent information sessions, again superbly prepared our ever-growing number of new school members for their introduction to Aspendale Primary School.

### Buddy Program

In 2017 our 'Buddy' program was highly successful. Our Foundation students once again enjoyed the guidance and friendship of their Year 6 buddies. The Year 4s were paired with a Year 1 buddy and the Year 5s with a Year 2 buddy. The Year 3 students go through a transitional year, training to become 'big buddies' and participate in the Friends for Life program to prepare them.

### Transition between year levels

Once again late in Term 4 we had two very successful whole school 'Up Days' where students spent time transitioning to their next year level. This is a wonderful opportunity for the children to spend time in their new space and experience a taste of what to expect next year.



*Teddy Bears Picnic ~ Buddy Program ~ December 2017*

## Facilities and Grounds

### Vegetable Garden Works

Term 2 saw the beginning of some excavation work in our vegetable garden, followed by the creation of our compost bins.

**Working Bees** were again with very good levels of attendance at each one enabling many important jobs to be completed. The overall numbers of parents involved was again very high, reflecting a strong parental willingness to get involved. We are indeed fortunate to have the involvement of parents special B & G committee projects, led by only to an attractive, orderly learning sense of community which exists at



at week-end Working Bees and parent Stuart Kerr, contributing not environment for students but also the Aspendale Primary.



**Whilst stage 1 of the School Modernisation Project** is now complete we remain hopeful that **Stage 2 funding** will flow in 2018, enabling the much needed upgrade to the original (main) building, the original hall, and further grounds developments including replacement of the old playground equipment in the junior area and installation of shade structures.

### New Portable for Year 6

With our growing numbers we were allocated a new portable towards the end of 2017.

**Overall, our 523 (in Feb 2017) Aspendale Primary** students share an environment which includes spacious playing fields, zones for a variety of play, including a large 'Friendship Garden'; landscaped grounds and gardens; a Performing Arts Centre; a Visual Arts Centre; a new Gymnasium; a new Library; a vegetable garden; a dedicated Mandarin Chinese teaching space; a full-size hall equipped with sound, lighting curtains, suitable for on-site productions; a new canteen and stimulating 21<sup>st</sup> C flexible learning spaces.

## Social Activities 2017

### Night on the Green

Our annual 'Night on the Green', was held in our school courtyard, was once again an overwhelming success. It was pleasing to see so many families take advantage of the weather, the entertainment and the food available.

There was a strong sense of community throughout the night, culminating in the presentation of badges to our 2017 school leaders by the Hon. Tim Richardson, our State Member for Mordialloc, with Ms Monica Badier representing the Hon. Mark Dreyfus.



## Reporting to Parents:

In addition to the mid and end of year written progress reports, teachers once again prepared an end of the Term 1 'Interim Reports' to parents, providing a snapshot of student progress over the first 2 months of the school year.

Student-Led conferences from F-6 were held mid-year with a high attendance by families.

As is the practice in place at APS, staff continued to meet with parents, as required, throughout the year to discuss student wellbeing and academic progress.

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**The tables and summaries below provide additional information to the school community regarding current school performance and performance trends at Aspendale Primary School.**

Year	Total School Enrolments (February)
<b>2017</b>	<b>523.0</b>
2016	482.0
2015	468.0
2014	439.0
2013	421.0
2012	376.0
2011	360.2
2010	345.2
2009	316.0
2008	280.0
2007	270.0
2006	259.0
2005	254.0

### Student Enrolments

The confirmed enrolment on Census Day, February 29, 2017, was 532, continuing the growth trend of the preceding 11 years.

It is noted that enrolments on February 28, 2018 (Census day) have increased to **562**.

This growth trend is expected to continue over the next 2 to 3 years, seeing enrolments move into the mid to high 500's and beyond.

Year	APS - General Satisfaction-	State Mean
<b>2017</b>	<b>93%</b>	<b>n/a</b>
2016	6.28	5.84
2015	6.29	5.84
2014	5.92	5.88
2013	5.76	5.82
2012	5.97	5.82
2011	5.98	5.78
2010	6.25	5.74
2009	5.79	5.92
2008	5.59	5.91
2007	5.88	5.88
2006	5.21	5.87
2005	4.80	5.33

### Parent Satisfaction (scale of 1 – 7)

The excellent results of the Parent Opinion survey came out in percentages in 2017 reflect that in general parents are very satisfied.

School Council continues to focus on this school measure, aiming for a trend of consistent and sustained improvement.

### Staff Satisfaction

Year	APS - General Satisfaction	State Mean
<b>2017</b>	<b>91.2%</b>	<b>n/a</b>
2016	90.11	79.44
2015	86.89	80.1
2014	617	<i>*new scale</i> 534
2013	Not administered	n/a
2012	90.7	81.3
2011	95.2	81.3
2010	87.7	80.3
2009	88.4	80.9
2008	79.4	80.8
2007	82.0	79.2
2006	78.2	78.1
2005	72.0	77.6

Our upward trend, remained high and improved on the year before. There was no data by which to compare ourselves against the State Mean.

However, it is a very pleasing result and reflects the strong team culture at Aspendale Primary School.

## Student Learning

The following tables provide an overview of school trends and a comparison to State Means in relation to NAPLAN Results. NAPLAN tests are pen and paper tests administered once a year according to Government test conditions and guidelines. These formal tests are a part of a wide range of assessment strategies used by teachers to track student achievement and progress. **As always, parents are invited and encouraged to discuss their child's progress based on the broad range of assessment's conducted throughout the year.**

NAPLAN ~ READING				
Year Level	YEAR	School Mean	State Mean	Difference-state mean
3	2017	464	446	+18
	2016	494.2	435.4	+ 58.8
	2015	474.0	441.0	+ 33.0
	2014	466.0	433.0	+ 33.0
	2013	445.0	435.0	+ 10.0
	2012	449.9	433.2	+ 16.07
	2011	459.4	434.5	+ 24.9
	2010	451.4	431.6	+ 19.8
5	2017	516	521	+5
	2016	544.3	508.1	+ 36.2
	2015	536.0	510.0	+ 26.0
	2014	542.0	511.0	+ 31.0
	2013	518.0	511.0	+ 7.0
	2012	536.5	504.7	+ 31.8
	2011	514.8	504.5	+ 10.3
	2010	543.5	502.9	+ 40.6

NAPLAN ~ WRITING				
Year Level	YEAR	School Mean	State Mean	Difference-state mean
3	2017	441	428	+13
	2016	457.3	433.3	+24.0
	2015	482.0	432.0	+ 50.0
	2014	417.0	417.0	= to
	2013	427.0	430.0	- 3.0
	2012	429.7	423.8	+ 5.9
	2011	430.9	417.7	+ 13.2
	2010	415.9	413.0	+ 2.9
5	2017	510	486	+24
	2016	519.1	487.7	+31.4
	2015	517.0	491.0	+ 25.0
	2014	493.0	481.0	+12.0
	2013	478.0	490.0	- 12.0
	2012	503.0	498.0	+ 4.5
	2011	493.7	492.1	+ 1.6
	2010	499.4	494.6	+ 4.8

NAPLAN ~ NUMERACY				
Year Level	YEAR	School Mean	State Mean	Difference-state mean
3	2017	449	421	+28
	2016	478.0	414.2	+63.8
	2015	437.0	411.0	+ 26.0
	2014	464.0	415.0	+49.0
	2013	423.0	411.0	+12.0
	2012	441.6	429.9	+ 11.7
	2011	460.6	424.3	+ 36.3
	2010	420.4	429.3	- 8.9
5	2017	516	503	+13
	2016	546.0	501.5	+44.5
	2015	538.0	504.0	+ 34.0
	2014	527.0	498.0	+ 29.0
	2013	508.0	495.0	+ 13.0
	2012	501.6	490.1	+ 11.5
	2011	494.2	488.8	+ 5.4
	2010	496.6	492.5	+ 4.1

NAPLAN ~ SPELLING				
Year Level	YEAR	School Mean	State Mean	Difference-state mean
3	2017	418	423	-5
	2016	453.0	428.0	+25.0
	2015	434.0	420.0	+ 14.0
	2014	431.0	420.0	+11.0
	2013	418.0	420.0	- 2.0
	2012	426.6	409.7	+ 16.9
	2011	458.0	414.1	+ 43.9
	2010	426.9	412.0	+ 14.9
	2009	399.1	411.6	- 12.5
	5	2017	515	504
2016		507.0	499.0	+8.0
2015		506.0	505.0	+ 1.0
2014		502.0	501.0	+1.0
2013		505.0	500.0	+ 5.0
2012		518.2	498.6	+ 19.6
2011		515.1	500.6	+ 14.5
2010		529.8	503.8	+ 26.0
2009		524.1	497.4	+ 26.7

NAPLAN ~ GRAMMAR & PUNCTUATION				
Year Level	YEAR	School Mean	State Mean	Difference-state mean
3	2017	475	450	+25
	2016	481.0	448.0	+33.0
	2015	471.0	444.0	+ 33.0
	2014	466.0	431.0	+35.0
	2013	464.0	440.0	+ 24.0
	2012	427.7	437.9	- 10.2
	2011	460.1	435.2	+ 24.9
	2010	439.7	434.3	+ 5.4
	2009	424.6	434.8	- 10.2
5	2017	506	511	+5
	2016	547.0	510.0	+37.0
	2015	528.0	511.0	+ 17.0
	2014	518.0	509.0	+9.0
	2013	522.0	508.0	+ 14.0
	2012	522.0	499.0	+ 23.0
	2011	536.2	510.6	+ 25.6
	2010	516.0	512.5	+ 3.5



## Student Engagement

In 2017, 185 students in Years 4, 5 and 6 completed the annual 'Student Attitudes to School' survey. The students who completed the survey were comprised of the following:

Year 4 -32 females and 40 males, Year 5 - 26 females and 32 males, Year 6 – 29 females and 26 males.

This has been an area for focussed improvement over the past 5 years. Whilst it is acknowledged that attitudes can vary with each Year 4/5/6 cohort of students, the results overall remain within a range which is pleasing. Please note that the measure changed to percentages in 2017 from a scaled score from 1 – 5.

### School Connectedness

Year	School mean	State mean
<b>2017</b>	<b>89%</b>	n/a
2016	4.50	4.36
2015	4.51	4.38
2014	4.53	4.39
2013	4.28	
2012	4.69	
2011	4.48	
2010	4.65	
2009	4.18	
2008	3.92	

### Student Motivation

Year	School mean	State mean
<b>2017</b>	<b>83%</b>	n/a
2016	4.59	4.55
2015	4.64	4.56
2014	4.65	4.58
2013	4.55	
2012	4.78	
2011	4.41	
2010	4.64	
2009	4.45	
2008	4.26	

### Feeling Safe at School

Year	School mean	State mean
<b>2017</b>	<b>93%</b>	n/a
2016	4.52	4.35
2015	4.48	4.35
2014	4.46	4.40
2013	4.31	
2012	4.61	
2011	4.59	
2010	4.60	
2009	4.36	
2008	4.28	

## Student Absence

The school average for non-attendance has reduced over each of the past three years and remains below state means. The 'It's Cool to be at School' Program has had a pleasing impact, as shown in the table below.

It is noted that, in line with state-wide trends, many absences are due to parent's choosing to withdraw their children for holidays/extended trips during a school term.

Calendar Year	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
<b>2017</b>	<b>9.8</b>	<b>8.8</b>	<b>10.5</b>	<b>10.4</b>	<b>10.3</b>	<b>8.78</b>	<b>12.00</b>	<b>10.06</b>
<b>2016</b>	<b>9.8</b>	<b>12.1</b>	<b>9.5</b>	<b>8.9</b>	<b>9.4</b>	<b>11.3</b>	<b>14.2</b>	<b>10.65</b>
<b>2015</b>	12.1	10.1	8.8	9.0	12.1	11.0	11.6	10.67
<b>2014</b>	7.68	8.86	7.91	6.81	8.65	8.76	9.53	8.29
<b>2013</b>	7.78	8.85	7.79	8.73	9.80	8.12	10.82	8.84
<b>2012</b>	8.63	10.64	9.14	10.37	10.77	11.73	13.03	10.66
<b>2011</b>	13.20	11.62	11.87	12.84	12.55	18.19	14.23	13.50
<b>2010</b>	12.45	12.96	14.81	10.79	15.11	12.96	11.73	12.97

### Student Transition to Secondary Schools

#### Year 6 to Year 7

College	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Mordialloc College	14	12	16	28	8	18	22	28	30	29
Parkdale Secondary College	2	5	12	4	12	13	9	11	6	3
Mentone Girls Secondary College	6	7	5	6	6	8	9	2	7	14
Sandringham Secondary College			1					1	1	2
Cheltenham Secondary College			1		1	1				
Mount Erin Secondary College	1			1						
Patterson River Secondary College	1		1		1	1	1			
Mount Eliza Secondary College			2							
McKinnon Secondary College			2		1					
Carrum Downs Secondary College						1		1		
Carwatha College	1									
Frankston High							1	2	1	2
Independent Secondary Schools:	6	4	10							2
Mentone Girls Grammar				1		2		1	2	
Flinders Christian College				1						
Haileybury				1	4	1		2		2
Mentone Grammar				1		2		1	3	
Firbank						1	1			
Kilbreda						1	2	1	4	1
Nagle College				1						
Cornish College					4		2	2	2	
St Bedes					1			2		
Victorian College of the Arts							1			
Ballarat Clarendon College								1		
Beaumaris SC										1
Brighton Secondary										1
Cobram Secondary										1
<b>TOTAL</b>	<b>31</b>	<b>28</b>	<b>50</b>	<b>44</b>	<b>38</b>	<b>49</b>	<b>48</b>	<b>55</b>	<b>56</b>	<b>64</b>

## School Council

### 2017 School Council Parent Members

<b>Mellissa Glanville</b>	<b>President</b> , Finance Committee, Marketing & Comm'n Committee, Community Events Committee
<b>Stuart Kerr</b>	<b>Vice-President</b> , Buildings & Grounds Committee (convenor), Education Committee
<b>Kevin Riant</b>	<b>Treasurer</b> , B & G Committee, Finance Committee, Grants Committee (convenor)
<b>Brett Peatman</b>	Marketing & Communication Sub- Committee
<b>Lori Weare</b>	Community Events Committee, Education Committee
<b>Brad Mill</b>	Community Events Committee
<b>Nikki McCallum</b>	Community Events Committee (convenor), B & G Committee
<b>Jessi Madison</b>	Community Events Committee, Education Committee

### 2017 School Council Staff Members

<b>Phil Anthony</b>	<b>Executive Officer</b> , Finance Committee ( <b>Convenor</b> ), B & G Committee.
<b>Coby Larrieu</b>	Promotions & Grants Committee ( <b>Convenor</b> ), Finance C'tee
<b>Alex Crowther</b>	Community Events Committee
<b>Jack Powell</b>	Marketing & Communication Committee
<b>Mel Bach</b>	Education Committee
<b>Dee Smith</b>	Minutes Secretary, Finance Committee

We are indebted to the hard working convenors and members of Council sub-committees and groups, who once again led the successful completion of a number of programs and initiatives at Aspendale Primary School.

Thank you all for another highly productive year.

### Special Acknowledgements

It is noted that at the start of 2018 Mrs Mellissa Glanville commences her 12th year on School Council and 5th as President. Mellissa's dedication and tireless work is much appreciated by all students, staff and parents and myself.

On behalf of the school community it is my pleasure to thank the following people who have recently completed service on Council: **Mr Jack Powel**(2 years);Ms Alex Crowther (2 years) **Mrs Jessi Maddison**(2 years); and **Mrs Nikki McCallum (2 years)**. **Thank you Jack, Nikki, Alex and Jessi** for your dedicated service to the Aspendale Primary School Community.

### In Conclusion

2017 saw the continuation and completion of many initiatives designed to build upon the many identified strengths of the school as well as address identified areas for improvement.

As the second year of the Strategic Plan (2016-2019), it was encouraging to see the growth and development of the school carry on from the end of the last Strategic phase.

In finishing I would like to pay tribute to the people who drive the improvements and success at Aspendale Primary School- the wonderful teaching and non-teaching staff.

**The non-teaching (ES) team** support learning and teaching in so many ways, often behind the scenes, as they keep our ever-growing school operating smoothly.

The steady improvement in student achievement and expanded provision of a broad range of learning opportunities for all students is a credit to **the talented and dedicated teaching team here at APS**.

**They work closely together to set high, individualised expectations for all students through their collaborative planning, teaching and assessment, tracking individual student progress so effectively throughout each year.**

**Most importantly, they collectively make learning challenging, individualised, fun, and innovative at Aspendale Primary School.**

**Coby Larrieu**

Acting **Principal**

**21 March 2018**

# 2017 Photo Gallery

