

2017 Annual Report to the School Community

School Name: Aspendale Primary School

School Number: 4193



About Our School

School Context

Aspendale Primary School is located on a large, picturesque site in a well-established residential beachside suburb on Port Phillip Bay, 27 km south-east of Melbourne, close to public transport, parklands and recreational facilities. Students are drawn from the local and wider Aspendale community, which the school has served since 1925.

Aspendale Primary School is committed to continuous improvement and achieving excellence in teaching and learning at every level. Academic results are very good, with a strong focus on Mathematics and English through personalised learning programs. The school is proud of its reputation for innovative classroom teaching practices as well as provision of a variety of core and co-curricula learning opportunities in The Arts and PE/Sport.

Re-development of the school buildings and grounds over recent years has resulted in a modern, attractive physical learning environment, purpose-built for collaborative learning and teaching, complimented by a stimulating landscaped outdoor environment conducive to cooperative play, both passive and active.

Early in 2016 the school was accepted as a candidate school for the International Baccalaureate (IB) Primary Years Program (PYP). This will build upon pedagogical approaches already in place, where students learn through inquiry, critical thinking and creativity; and allow students to further develop their global awareness and understanding of the world around them. An exciting and flexible learning program develops Aspendale students as independent thinkers and literate information learners.

Active parent participation has long been a feature of the school. An Outside School Hours Care program is conducted on site and is well utilised by the school community.

In 2017 the school staffing profile consisted of 38.8 equivalent full time staff: Principal, Assistant Principal, Leading teacher, 27.2 teaching staff, and 8.6 Education Support Staff.

The 562 (Feb 2018) Aspendale Primary students are taught in 26 straight classes and enjoy an environment which includes spacious playing fields, a Performing Arts Centre, a Visual Arts Centre, a new gym, new canteen, a full-size hall, and stimulating, flexible teaching spaces with adjoining outdoor learning areas and a vegetable garden.

Aspendale Primary is a values-based school, where students learn in a happy, caring and stimulating environment, taught by dedicated and talented teachers who plan and teach collaboratively. Enrolment growth every year for the past 12 years reflects strong community support for the culture, results and strategic direction of the school.

Framework for Improving Student Outcomes (FISO)

The 2018 FISO priorities in place at Aspendale Primary School are: Building practice excellence, Curriculum planning and assessment and Building communities

In 2018, the school will continue to refine its comprehensive Professional Learning program. This incorporates teachers reflecting on their practice through a whole school model for observation and feedback which will include regular walkthroughs each term. Data will be gathered, analysed and utilised to enhance forward planning and identify areas of need.

Teacher 'capacity building' will continue, focussed on provision of a concept driven, inquiry based approach to student learning. As a candidate PYP school we are aiming for full authorisation as a World School this year. Teachers will continue to be provided with ongoing, professional learning opportunities to deepen their understanding of the delivery of the Primary Years Program.

As a school which prides itself on high level use of data to drive learning and teaching, staff are working towards developing a deeper understanding of assessment for differentiation.

Achievement

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.

Foundation to Year -6 student achievement data in most areas of English and Mathematics continues to show that students receiving a grade of 'C' (expected standard) is higher than would be predicted, showing that school programs meet the individual needs of students and extend their abilities. Writing is an area that we are working towards building a consistent approach across the school.

2017 NAPLAN results are again strong, with data showing the school to be above the state mean in all areas: reading, writing, numeracy, spelling, grammar and punctuation, in Year 5. In Year 3, data showed the school to be above the state mean in the following areas: reading, writing, numeracy, grammar and punctuation. However, Spelling results were below the state mean.

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.



Engagement

Aspendale Primary School maintains a safe (including cyber-safe) and supportive learning environment where all students experience success through active participation and engagement in the International Baccalaureate – Primary Years Program.

The school:

Is committed to a learning environment which promotes independence and self-motivation	Provides an engaging curriculum which promotes student-centred learning and targets the individual needs of every student.
Encourages students to take responsibility for their learning	Has an inquiry approach to learning allowing students to develop their higher order thinking skills
Engages with the community to implement a whole school approach to a sequential social skills program which maximises educational outcomes for students	Fosters students interest and develops their talents through a broad range of extra-curricular activities
Student attendance data remains high in comparison to the state average, with the 'Cool to be at School' program having a positive impact.	Provides a highly successful transition program for both Kinder to Foundation and Year 6 to Year 7. This also includes 'Up Days' for a seamless transition between year levels.

Wellbeing

At Aspendale Primary School various programs embed the school values in the daily conduct of all students, staff and community members around our school, contributing to the well-being and happiness of all members of the school community.

The social and emotional wellbeing of every student is enhanced through a comprehensive wellbeing program which includes: A Buddy Program from F-6, 'Friends for Life' program; Peer Mediation Program; and an extensive student leadership program.

"Restorative Practices" is a program in which all staff are trained to implement across the school. This program, which includes regular 'circle time' in every classroom, assists students with the development of relationships with their peers and the use of strategies to support the resolution of conflict through mediation and reparation as a means to build relationships within each class.

As a *KidsMatter* school the development of a strong collaborative partnership between home and school is an on-going priority.

A positive school culture and a strong values-based approach are supported by a behaviour management strategy with well defined boundaries and consequences understood by all students. The positive culture is reinforced at school assembly each week, where 'Student Of The Week' awards recognise achievements and our PYP attitudes are introduced via our whole school social skills program, '*APS kids are Global Kids*'.

The cooperative tone within classrooms and around the school reflects the strong values-based approach in place, ensuring teaching and learning is at the core of all that is done.

For more detailed information regarding our school please visit our website at:
<https://www.aspendale.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 523 students were enrolled at this school in 2017, 268 female and 255 male.</p> <p>6 percent were EAL (English as an Additional Language) students and < 10 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> 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> Higher</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> Lower</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>	<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>43%</td> <td>34%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>61%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>40%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	34%	23%	Numeracy	29%	47%	24%	Writing	26%	61%	12%	Spelling	25%	40%	35%	Grammar and Punctuation	29%	53%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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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 1040 1010"> <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>95 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	96 %	95 %	95 %	95 %	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										
95 %	96 %	95 %	95 %	95 %	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)

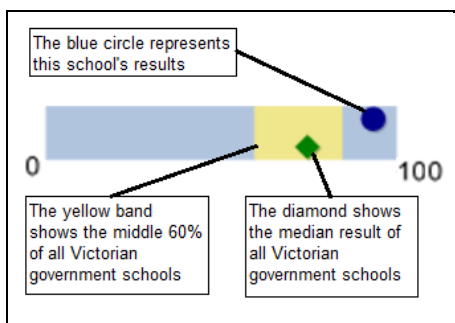
Engagement

- 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).

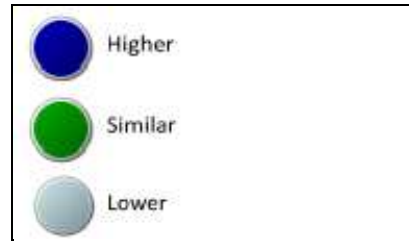


What does *School Comparison* refer to?

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

The school operated within the designated expenditure budget for the 2017 year, fully funding all curriculum programs as planned as well as the leasing/purchasing of a range of high-cost ICT equipment.

Once again the school budget also funded a significant number of school facilities maintenance and improvement projects.

The Fundraising Levy and other locally raised funds continue to be an invaluable source of income every year, with gratitude to the School Council and the Aspendale School community. *[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]*

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	\$3,723,716	High Yield Investment Account	\$36,025
Government Provided DET Grants	\$345,988	Official Account	\$11,644
Government Grants Commonwealth	\$1,482	Other Accounts	\$54,160
Government Grants State	\$4,427	Total Funds Available	\$101,829
Revenue Other	\$5,512		
Locally Raised Funds	\$544,843		
Total Operating Revenue	\$4,625,969		
Equity¹			
Equity (Social Disadvantage)	\$11,960		
Equity Total	\$11,960		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,564,537	Operating Reserve	\$10,000
Books & Publications	\$2,450	Maintenance - Buildings/Grounds incl SMS<12 months	\$70,627
Communication Costs	\$9,760	Cooperative Bank Account	\$1,337
Consumables	\$73,661	Revenue Received in Advance	\$19,865
Miscellaneous Expense ³	\$251,796	Total Financial Commitments	\$101,829
Professional Development	\$41,525		
Property and Equipment Services	\$251,054		
Salaries & Allowances ⁴	\$147,858		
Trading & Fundraising	\$50,124		
Travel & Subsistence	\$20		
Utilities	\$25,673		
Adjustments	(\$95)		
Total Operating Expenditure	\$4,418,363		
Net Operating Surplus/-Deficit	\$207,606		
Asset Acquisitions	\$16,171		



- (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.