

2015 Annual Report to the School Community

Alphington Primary School

School Number: 3599



Name of School Principal: Melissa Mackenzie

Name of School Council President: Catherine Ellis

Date of Endorsement: 22 March 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

The school is situated in an area bounded by Heidelberg Road and the Yarra River. It is set amidst residential streets, close to parklands, a sporting oval and public transport, and is a focal point for the community it serves. The school includes flexible learning spaces, two library/resource centres, a multipurpose room and art/craft room. Classrooms are technology rich with interactive whiteboards, individual netbooks and iPads. The playground includes both active and passive spaces with two artificial turf playing areas and two re-surfaced flexible ball-sport courts. The school is recognised for its strong academic achievement, focus on high quality teaching and community involvement. Values of kindness, respect, resilience, curiosity and integrity underpin the school's commitment to nurture students to strive for personal excellence by inspiring learning, creativity and self-belief.

Alphington Primary School strives for personal growth and academic achievement. It aims to inspire children by fostering curiosity and the development of competence, confidence and resilience. Children are supported to learn independently and collaboratively, to be valued and value others and to take pride and pleasure in participation and achievement.

Personalised learning programs cater for diverse student needs through differentiation within an Inquiry based approach. The school aims to prepare children with lifelong learning skills that can be applied and transferred to new and real world situations. Exemplary Visual and Performing Arts, Physical Education and Language (Italian and Mandarin) programs with a focus on sustainability and technology, support the belief that learning should be fun, stimulating and challenging. A positive approach to wellbeing based on the rights and responsibilities for all is integral to the school's ethos. The school is proactive with wellbeing initiatives including 'KidsMatter Primary', 'Better Buddies' and 'Solving the Jigsaw', supporting students in the development of social and emotional skills. The school continues to offer a broad range of optional extracurricular programs including a comprehensive camping program, instrumental music, singing, dance, chess and French. Two sister school relationships one in Huaibei, Anhui Province, China and another with Hope Vale School in Far North Queensland strengthen student understandings of our links with Asia and our indigenous culture.

Data indicates the school's Literacy and Numeracy standards remain above state-wide benchmark averages. The relative growth measure for the Year 3-Year 5 matched cohort continues to improve annually, indicating strong growth. The school SFO (Student Family Occupation) is already very high and is showing an increasing number of students coming from professional backgrounds. There were 420 students, 26.4 FTE teachers: 3 Principal Class and 6.6 Education Support Staff, in 2015.

Achievement

Teacher Assessments:

The school mean is above state mean on teacher judgements across all disciplines. Teacher judgements across the school indicated: 96% of students achieving at or above the expected level in Reading, 90% at or above the expected level in Writing and 93% at or above the expected level in Numeracy.

NAPLAN:

Year 3 Reading results remained very high (school mean 513) compared to the state mean (441). These results indicate a greater proportion of students achieving above the National Minimum Standards (NMS). Of these students, 81% achieved the top two bands (significantly above the expected level). These very strong results reflect the sustained focus on literacy learning including the Classroom Helpers Program, implementation of new digital reading programs and 'CAFÉ' Reading- (Comprehension, Accuracy, Fluency, Expand vocabulary). 98% of students achieved above the NMS (National Minimum Standard) in Writing. In Year 3 Numeracy, the school's mean score was 448 compared to the state mean of 411. It is pleasing to note that the percentage of students achieving in the top two bands was 60% which reflects the improvement strategies implemented in Numeracy in recent years.

Year 5 Reading results indicate that 94% of students were at or above the NMS, with a school mean score of 583 compared to the state mean of 510. Of these students 82% achieved the top two bands (significantly above the expected level). 94% of students achieved above the NMS in Writing. Numeracy results were also very strong with the school mean of 573 compared to the State mean of 504. It is very pleasing to note that 79% of students achieved the top two bands performing significantly above what is expected. These results reflect the improvement strategies implemented in Numeracy in recent years.

Of particular note is the strong learning gain data from years 3-5, with 94% of students attaining medium-high growth in Reading, 98% attaining medium-high growth in Numeracy and 85% attaining medium-high growth in Writing. These results are significant and it is pleasing to know that Alphington Primary School has been recognized by ACARA for attaining 'substantially above average gain in NAPLAN results'.

Self assessment:

2015 was a year of review for the school where critical analysis of all data and programs took place. The strong results are testament to the school's commitment to improving learning outcomes for all students and the school's focus on teaching and learning, providing our students with engaging and challenging programs. The review panel noted that the school has made "excellent progress towards its goals" from the Strategic Plan 2011-2015. The school has continued with its learning model; prioritising achievement, curiosity, pace, challenge and engagement. This is complemented by programs such as CAFÉ reading, goal setting, Literature Circles, VCOP writing, Philanthropy and Action teams and the global initiative of New Pedagogies for Deep Learning which aims to develop collaboration, creativity, character, critical thinking, communication and citizenship. These essential skills are included across learning areas and programs. The staff are very committed to professional learning and have developed a comprehensive feedback model where classroom observations and peer feedback are central in the staff ensuring programs are meeting student needs. The new Performance and Development process for staff was implemented successfully and included a focus on identifying areas for improving practice to target student outcomes in Literacy and Numeracy.

Engagement

Alphington's high attendance rate is reflected in the 2015 absence data. The school's average attendance rate P-Year 6 is 95%. This high attendance reflects the school's emphasis on a positive attendance program through newsletter items and individual communications between teachers and parents when a student is absent. It is pleasing to note the significant reduction in absences in Prep and Year 3 from previous years. The majority of explained absences are due either to illness or extended family holiday. The transition initiatives in the K-Foundation Transition Program comprise more formal and informal communications between APS and neighbouring kindergartens including formal information sessions held at the kindergartens and reciprocal teacher visits to kindergarten\ childcare centres. These relationships complement the kindergarten transition reports and the APS Transition program. The school also held a welcome social evening for Foundation parents which was a successful welcoming to the school. The K-Foundation Network continued in 2015 and provided forums for transition understandings to continue.

The Year 6-7 transition program comprises an initial information session, a school visit and transition reports prepared and passed on to secondary schools. Northcote High School invite students to a public speaking event and in 2015 APS was successful in winning this event.

Wellbeing

Parent Opinion Survey data continues to show an upward trend in the majority of areas. Parent responses in the areas of Extra curricular and Parent Input were very strong indicating the parents value the breadth of activities provided and the opportunities to be involved in the school. Teacher Morale, School Improvement and Connectedness to Peers were also areas that scored well. Student Attitudes to School survey data for Student Connectedness to School and Student Perceptions of Safety indicate that the school is performing with similar results to 'like' schools. APS has reviewed the Wellbeing program and continued to implement eSmart and Kidsmatter programs throughout 2015.

The school continued to update its policies ensuring they are keeping abreast with current trends and research. Students strengthened relationships with the Hope Vale sister school, the Austin Hospital, Alphington Aged Care and our local kindergartens through action teams and philanthropic projects. Student leadership fostered a sense of optimism and connectedness to the greater community, attended The National Young Leaders Conference, assisted various causes/organisations and completed a Rice drive to assist asylum seekers.

A psychologist is employed to support students one day a week and a speech therapist visits the school fortnightly to support students and families. External agencies work with the school to assist with wellbeing; ACMA presented cybersafety information sessions to parents, staff and students, and Family Life presented a sexuality education program for Year 5 and 6.

Productivity

The school maintained a low teacher:student ratio across the school in 2015, significantly less than the DET guidelines (Year 3-6 1:25). The school utilized a range of learning spaces to include team teaching, combining the strengths of different teaching styles, enabling collaborative practices and exposing students to a wider peer group socially and academically. The flexibility afforded by this use of space allows for greater student responsibility for their own learning. The Reading Support program continued to operate consolidating literacy learning in Year 1.

The two Assistant Principals led curriculum and professional development across the school. The staff appraisal process was developed to further enhance teacher performance. To ensure the office is fully staffed during school hours a third part-time administration support person was again employed for one day a week during the year.

The school's timetable facilitates two hours of daily Literacy and one hour of Numeracy. Individual Learning Plans continued to be implemented throughout the school for students below or significantly above the expected achievement level. These plans include individual learning goals that are created alongside students and shared with parents at termly support group meetings. Philanthropy projects continued in Years 5 & 6 with many achievements as described in the Wellbeing section. The specialist programs continued to provide students with experiences beyond the classroom and develop talents in the Arts, Sports, PE and Health and languages. Students are provided with a range of different life experiences; these include record numbers participating in the annual Ski Camp, the inaugural student Tour to China, participation in state chess tournaments and a range of musical performances through the Out of Hours Music Program.

Sustainability remains a high priority area with the school reviewing its goals and implementation strategies. A diligent team of staff, students and parents worked regularly in the veggie patch and further progress was made completing the external eco cubby walls. The significant community support enables the school to accomplish a broad range of extracurricular programs. The annual Fair, led by a large team of parents contributes funding for improvement projects. The school concert is supported by a dedicated team of parents that make costumes. The annual Art Exhibition presents the work of local artists and is a major fundraiser that is well attended by the local community each year. These successful fundraising projects together with the Trivia Night continue to fund new projects within the school and are a credit to the school's parent community.

For more detailed information regarding our school please visit our website at
<http://www>

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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 420 students were enrolled at this school in 2015, 220 female and 200 male. There were 3% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



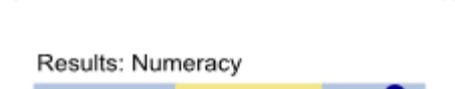
Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Higher</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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> Higher</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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>5%</td> <td>46%</td> <td>48%</td> </tr> <tr> <td>Numeracy</td> <td>2%</td> <td>42%</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>46%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>52%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	5%	46%	48%	Numeracy	2%	42%	56%	Writing	14%	46%	39%	Spelling	14%	50%	36%	Grammar and Punctuation	12%	52%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	95 %	95 %	96 %	94 %	95 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	95 %	95 %	96 %	94 %	95 %										

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

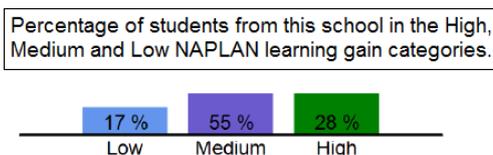
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

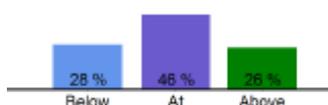


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,794,454	High Yield Investment Account	\$1,229
Government Provided DE&T Grants	\$218,267	Official Account	\$7,105
Revenue Other	\$111,856	Other Accounts	\$15,090
Locally Raised Funds	\$642,758	Total Funds Available	\$23,424
Total Operating Revenue	\$3,767,344		
Expenditure		Financial Commitments	
Student Resource Package	\$2,817,011	Operating Reserve	\$23,424
Books & Publications	\$449	Total Financial Commitments	\$23,424
Communication Costs	\$6,919		
Consumables	\$116,290		
Miscellaneous Expense	\$331,557		
Professional Development	\$18,671		
Property and Equipment Services	\$262,491		
Salaries & Allowances	\$101,964		
Trading & Fundraising	\$86,636		
Utilities	\$22,086		
Total Operating Expenditure	\$3,764,074		
Net Operating Surplus/-Deficit	\$3,260		
Asset Acquisitions	\$6,637		

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.

Financial performance and position commentary

2015 saw continued investment and growth. APS finished the year with a small operating surplus (\$3,260). Major improvements included the installation of evaporative cooling systems in 4 classrooms in the 2010 building, an accessible pathway through the forest and continued investment in technology for students. Revenue increased with student numbers up to 420, which was up against the predicted number of 410 students. Locally raised funds increased by \$56,000 with higher family contributions and payments for camps and excursions. The school's fundraising activities were once again very successful with over \$70,000 raised from the Annual fair and other activities held during the year. The efforts of the school community are essential for improving facilities for students and offsetting the increased costs of running a school.

Local expenditure increased by \$338,000, which was consistent with increased number of students, higher salary costs and the increased running costs of the school. The cost of IT infrastructure, technical support, purchasing equipment and the replacement/repair of iPads and netbooks has significantly increased. School charges were reviewed for 2016 and included the introduction of an IT levy to help offset these ongoing costs. The school is in a healthy financial position going into 2016.

Kathryn McKinley, Treasurer

