

# 2022 Annual Report to the School Community

School Name: Alphington Primary School (3599)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 of the previous calendar year 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 27 March 2023 at 04:36 PM by Shane Wilkie (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 04 April 2023 at 09:27 AM by Matt Cobby (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

# About Our School

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## School context

Alphington Primary School is a vibrant primary school situated on the city fringe, in an area bounded by Heidelberg Road and the Yarra River. The school is in close proximity to the Alphington Paper Mill (APM) development and is expecting to see a growth in enrolments in the coming years. 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 is recognised for its strong academic achievement, focus on high quality teaching and strong sense of community. The school culture is founded on two school rights: • We all have the right to feel safe • We all have the right to learn as much as possible. Alongside the two rights Alphington Primary School has embedded a set of values to guide the conduct and practices of all stakeholders and which the school fosters in its relationships. These are: • Kindness: Demonstrating empathy and being inclusive; displaying gratitude. • Respect: Consideration for self, others and the world around us; being polite and courteous. • Resilience: Being flexible and able to bounce back; being optimistic. • Curiosity: Showing interest and wonder; making choices; a love of learning. • Integrity: Being honest and fair; having a sense of what's right and living it. These rights and values underpin the school's commitment to nurture students to become confident and contributing citizens. High attendance data reflects the school's emphasis on a positive attendance program and engagement of every student through the many and varied opportunities the school provides.

The staffing profile reflects the strong commitment APS has to developing the capacity of our teachers. The school has 19.8 EFT teachers: 2 Principal Class and 0.79 EFT Education Support Staff. The school's physical environment is aesthetically inviting with well-maintained buildings, classroom and playground areas giving the school flexible learning spaces and child friendly play areas that provide a safe and secure school environment. The school has recently finished an upgrade providing learning spaces for up to 700 students, our current enrolment is 345 students. The upgrade includes a three level learning centre with 16 classrooms, toilets, areas for collaborative learning, outdoor learning spaces and state of the art facilities. There is a new competition grade gymnasium which also includes a performing arts room and a canteen. This space will be utilised by the school and also available for community sporting groups to hire. The original main building has been renovated to include restoration of original features along with a new roof, ceilings and flooring to house 4 classrooms, a learning hub and the junior library. The addition of a two level administration area, staff centre and the senior resource area which provides plenty of space for our reading community.

The playgrounds include both active and passive spaces with artificial turf-playing areas and a flexible ball-sport court. An upgrade to the outside play spaces is also underway with the senior play equipment and 'forest' area being redesigned by the students, followed by the Southern area of the school which is being developed to include play equipment, curious areas, passive and active play spaces for junior students. All works completed in the school involve student voice with the strong belief that these are the students' learning spaces and the adults support and activate the learning.

Classrooms are technology rich with interactive whiteboards / TVs or screens and 1:1 individual net books or iPads. Specialist programs comprise of Physical Education and Sport, Visual Arts, Performing Arts and LOTE Mandarin. The school aims to develop students' knowledge, skills and understandings in literacy and numeracy as well as of 21st Century competencies. Teachers use the Victorian Curriculum Framework for planning and also utilise other frameworks such as Australian Curriculum and Department initiatives- FISO, HITS, Amplify and the Practice Principles. Teaching and Learning programs enable students to transfer and apply their learning to new and different situations in preparation for lifelong success within and beyond their community. APS students are provided with many opportunities to develop their skills in many varied ways. A positive approach to student wellbeing, based on rights and responsibilities for all is prominent in our programs and is incorporated in the curriculum as well as the implementation of DET's Respectful Relationships program. There is an accepted expectation that all students, staff and parents work together to achieve the school goals for the benefit of all. This partnership is supported through the extensive use of individual learning plans, open and regular communication and opportunities to celebrate learning.

The school's assessment and reporting procedures enable ongoing and comprehensive communication between teachers and parents to ensure student progress is closely monitored and needs are addressed. Information disseminates within the school through weekly newsletters and assembly, Compass, meetings, forums and information sessions. We are in true partnership with the community and are all extremely proud of every aspect of the school.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

The school continues to perform above Similar schools with regards to Teacher Judgements of student achievement with 96% students P-Year 6 at or above the expected standards in English and 97% students at or above the expected standards in Mathematics.

The school continues to perform above Similar schools with regards to Year 3 NAPLAN Reading and Numeracy. In reading students in year 3 in the top three NAPLAN bands reached 98% and in year 5 there were 93%. In Numeracy students in year 3 in the top three NAPLAN bands reached 92% and in year 5 there were 68% which was below similar schools at 72%.

The strong performance in student learning can be attributed to the consistent application of the instructional model and the implementation of teaching strategies to complement this model. The focus on individual achievement with differentiation is key to ensure each student's learning needs are met. Our professional staff strive to support every student to be the best they can be and this is well documented with Individual Learning plans and programs such as Student Excellence program, tutoring, small group extension and the partnership with home that supports student learning.

The Professional Learning Community initiative continues to be embedded in our practices with the focus on the growth of each student has meant the staff thoroughly analyse data and work in teams to develop and implement 'next steps' for each student's learning. The school continued to focus on the consistent teaching of writing and maths and the development of documentation for the teaching of these areas, including the school's model and lesson expectations, resources and assessments. There was also a focus on reading, with an analysis of the teaching taking place. This work will continue in 2023.

### Wellbeing

Student Opinion data- sense of connectedness: Student data collected from Years 4-6 show a percentage endorsement for Sense of connectedness at 78.4% which is higher than Similar schools. In 2022 the school progressed the work being done around student health and wellbeing by reviewing the current whole school practices and drafting an Alphington Primary School Wellbeing Framework and developing and implementing an innovative and supportive return to school learning program. The wellbeing of students, staff and the wider community has become a key focus for the school. The school completed additional student 'check in' surveys to gather more information with regards to school connectedness, safety and how they were feeling. The focus on the Houses and House activities has become integral to the students and the students feeling of belonging to the school.

The other factor considered from the Student Opinion survey is: Management of Bullying. The data collected from year 4-6 showing a percent endorsement is 72.5% which is lower than Similar schools. The implementation of anti-bullying approaches continues to feature throughout the classes and throughout the year. Focus groups were asked to share their experiences which has highlighted some areas of future focus such as the less structured part of the day. The school continues to celebrate learning and offer the community many opportunities to come into the school and share in the love of learning privileged by APS.

### Engagement

Alphington's high attendance rate is reflected in the 2022 absence data and is above Similar schools with the average being 17.5 days absent compared to Similar schools with 19.5 days absent. The school's average attendance rate F-Year 6 ranges from 91- 89%. 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. The majority of explained absences are due either to illness or extended family holiday. The transition initiatives in the K-Prep 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 2022 year saw a shift in focus and an emphasis on students feeling connected to school, in recognition of the disruption to schooling due to the many lockdowns. Initiatives the school developed to engage students included: Start-Up Program – Implemented during the first three weeks of the school year. This successful program supports establishing relationships, class agreements, building teamwork and cooperation, establishing individual and class goals at the start of the year, and revisiting throughout. • The 4Rs Program – Rights, Resilience and Respectful Relationships teaching and learning resources to support the personal and social capability curriculum. • Circle Time – The opportunity to apply learning and respond to incidents and situations from our daily lives • House events- all students are encouraged to participate in their House colors, chants and activities designed to connect students to their school in a range of ways. • Days of significance – International Women’s Day, Harmony Day, National Day of Action Against Bullying and Violence, First Nations Day • Student Voice and Agency - Provide opportunities for students to participate in Action Teams, Philanthropy, Student Leaders, Buddy System and Alphington House System. Our students have a voice and it is listened to.

APS’ strong focus on transition across the school continues to be successful with term 4 activities playing a key role in preparing students for the year ahead. The usual practice of mixing classes was done in 2022. Parents and students were able to make requests for friendships and staff considered these carefully before classes were formed. 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. Kew High send past students to talk with our year 6 students about secondary school life.

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## Other highlights from the school year

There are many highlights to celebrate through a year at APS. A few of these are our focus on authentic student voice and how this aligns with House activities, fundraising events, initiatives and celebrations of particular days. Our year 6 students take action in their community and this sees them running the canteen, learning about profit and loss and other aspects of running a business. Our year 5 students work on philanthropy and how they can contribute to their community. This sees them writing a plan and presenting it to their peers. Some of the projects involve visiting the pre-school and supporting these young learners and supporting initiatives in the school like recycling and sewing a carry bag which became a gift for their buddy.

Our excursion and incursion program utilises resources both in and out of the school and sees the students building on experiences and furthering their understanding of the world and their part in it.

Our specialist programs celebrate each area of learning with many sporting opportunities, the Performing Arts program which culminates with a concert, where all students perform. Our Visual Arts program culminates with an Art show which combines to also celebrate our student writing.

Our outdoor education program begins in Prep with a dinner at school, the year 2’s sleepover at school and the year 3,4,5 and 6 have an offsite camp utilising parts of Victoria that provide different challenges and opportunities to develop personal skills in a different environment.

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## Financial performance

Alphington Primary School finished 2022 in a strong financial position. Grants for furniture, ICT, infrastructure and library allocated from the upgrade are included in the High Yield account and are set aside to future proof the school for increased enrolments. Major improvements for the year included continued expansion of ICT infrastructure, technical support and replacement/repairs of screens. There was a fundraising event for the parents which focused on bringing the community together. The students also held an SRC organised Color run which raised a substantial amount of money which will be used towards the next outdoor project to replace the aged year 3/4 play equipment. Camps and Excursions were able to proceed in term 4. The equity funding and the Tutoring funding received from Department of Education 2022 was directed towards small group intervention, throughout the school. The school installed the long-awaited year 5/6 play equipment. Given the increase in costs for all aspects of running the school, School Council decided to raise the school charges for 2023.

For more detailed information regarding our school please visit our website at  
[www.alphinps.vic.edu.au](http://www.alphinps.vic.edu.au)

# Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 361 students were enrolled at this school in 2022, 172 female and 189 male.

4 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

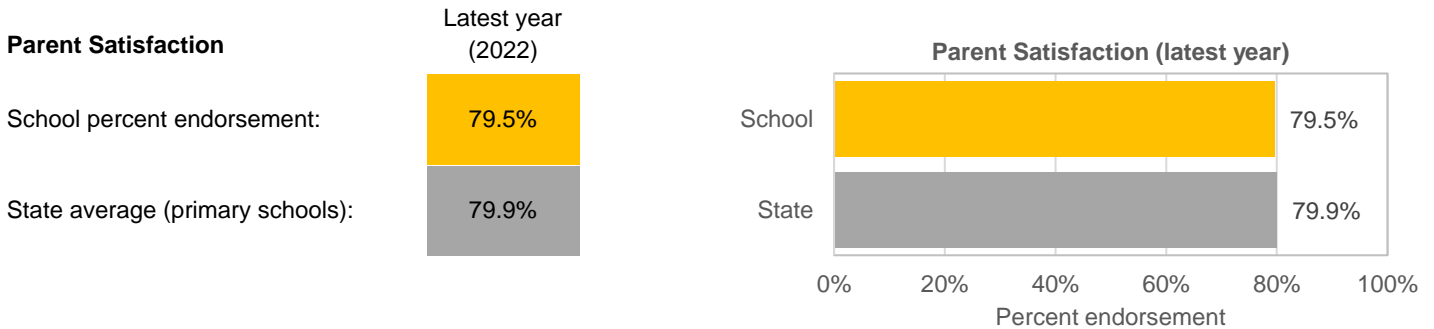
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

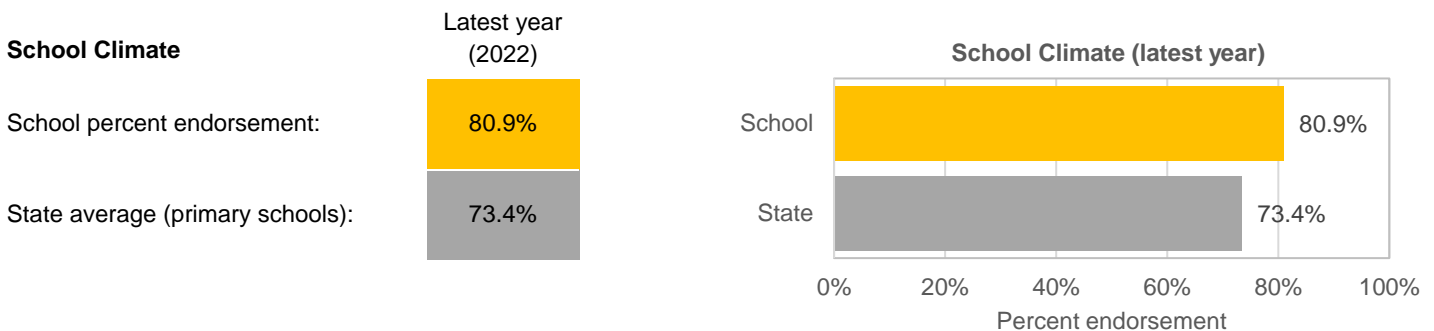


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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





## LEARNING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

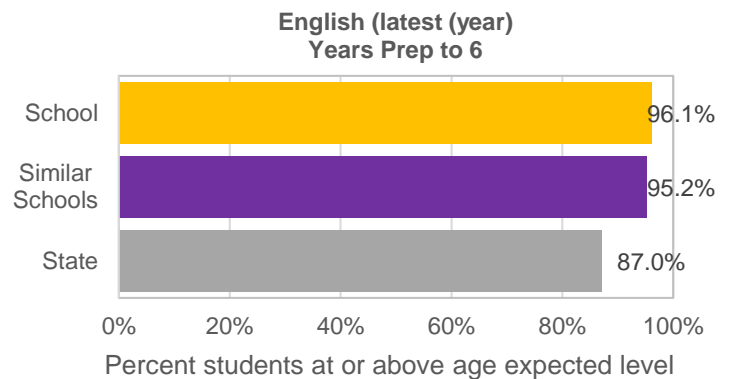
96.1%

Similar Schools average:

95.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

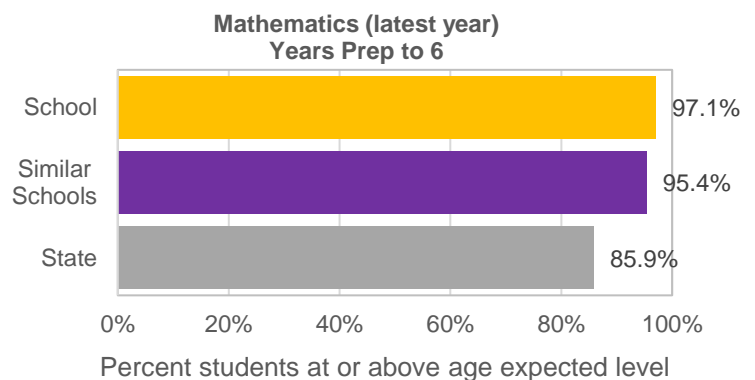
97.1%

Similar Schools average:

95.4%

State average:

85.9%



## LEARNING (continued)

**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

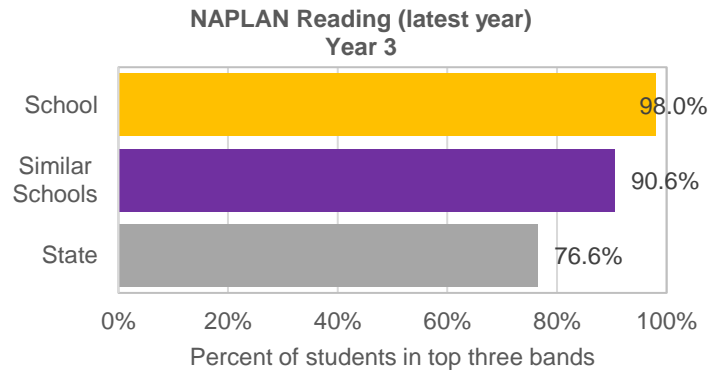
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

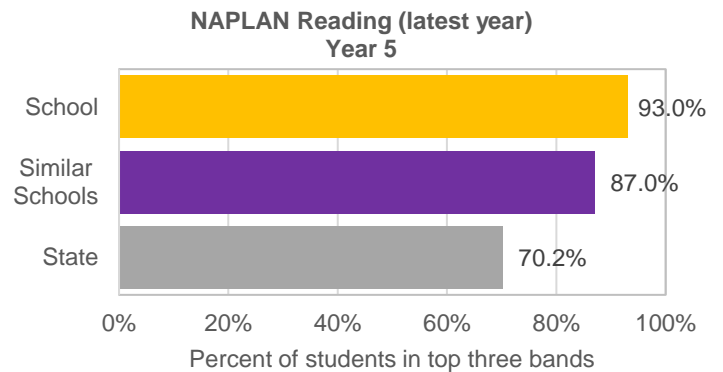
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	98.0%	93.8%
Similar Schools average:	90.6%	90.0%
State average:	76.6%	76.6%



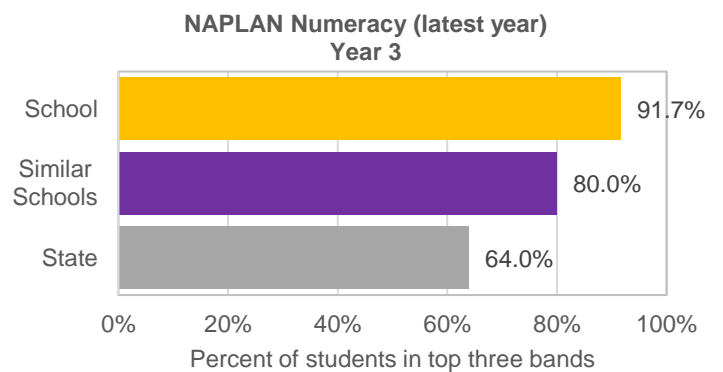
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.0%	89.0%
Similar Schools average:	87.0%	86.2%
State average:	70.2%	69.5%



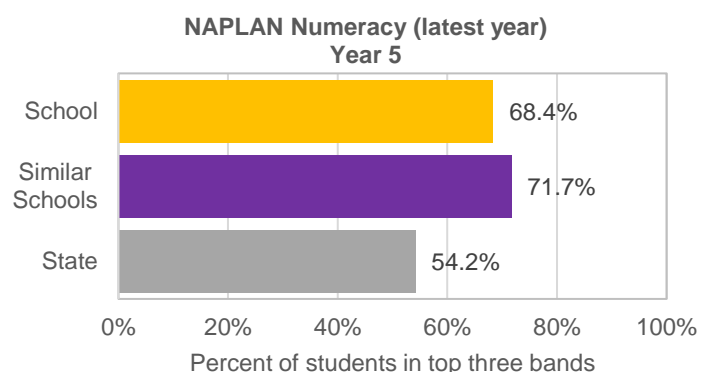
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.7%	88.6%
Similar Schools average:	80.0%	82.7%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.4%	78.5%
Similar Schools average:	71.7%	76.7%
State average:	54.2%	58.8%



## WELLBEING

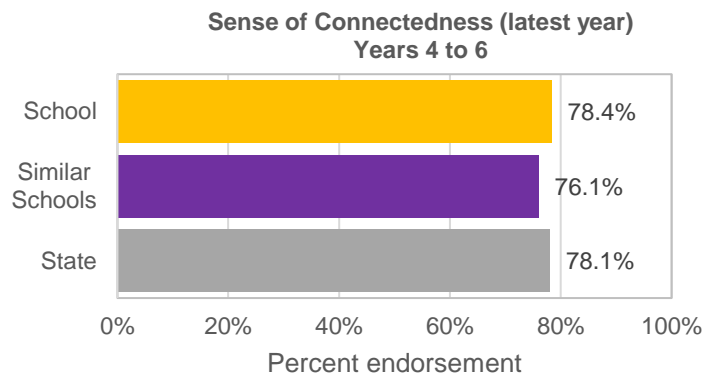
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.4%	76.1%
Similar Schools average:	76.1%	77.3%
State average:	78.1%	79.5%

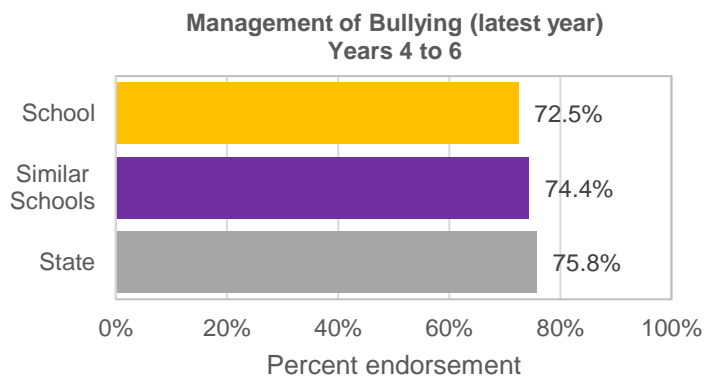


### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.5%	71.7%
Similar Schools average:	74.4%	76.7%
State average:	75.8%	78.3%



## ENGAGEMENT

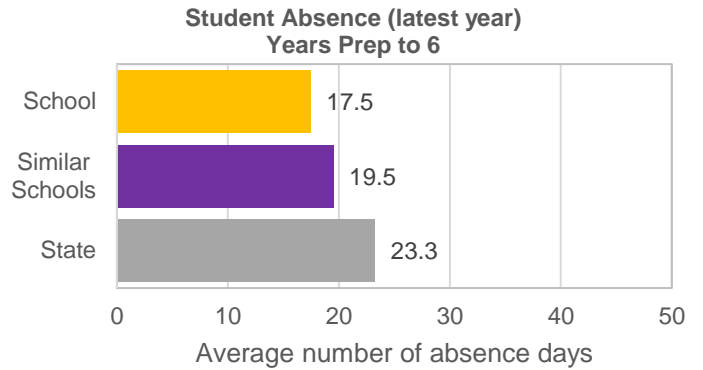
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	17.5	11.3
Similar Schools average:	19.5	12.9
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	91%	92%	92%	91%	89%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,827,207
Government Provided DET Grants	\$316,386
Government Grants Commonwealth	\$11,400
Government Grants State	\$0
Revenue Other	\$17,875
Locally Raised Funds	\$581,875
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,754,742</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,857,057
Adjustments	\$0
Books & Publications	\$2,113
Camps/Excursions/Activities	\$210,521
Communication Costs	\$5,241
Consumables	\$63,373
Miscellaneous Expense <sup>3</sup>	\$23,089
Professional Development	\$9,762
Equipment/Maintenance/Hire	\$173,605
Property Services	\$48,740
Salaries & Allowances <sup>4</sup>	\$74,509
Support Services	\$70,918
Trading & Fundraising	\$27,909
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$64,275
<b>Total Operating Expenditure</b>	<b>\$3,631,112</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$123,630</b>
<b>Asset Acquisitions</b>	<b>\$130,998</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$885,931
Official Account	\$11,119
Other Accounts	\$234,154
<b>Total Funds Available</b>	<b>\$1,131,204</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$123,065
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$100,000
Asset/Equipment Replacement < 12 months	\$156,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$300,000
Asset/Equipment Replacement > 12 months	\$90,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$919,065</b>

*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.*