

# 2018 Annual Report to The School Community



**School Name: Ardmona Primary School (1563)**



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 March 2019 at 12:06 PM by Jean Varty  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 27 March 2019 at 03:56 PM by Nikia Snow (School  
Council President)

## About Our School

### School context

Ardmona Primary Schools is situated in a picturesque setting with vast playground areas including two ovals and basketball courts and is located 5 kilometres from the nearest township of Mooroopna. Our student population is drawn from the local farming area of Ardmona and surrounding areas of Mooroopna and Tatura. We recognise that each child comes to us with a range of experiences and these are acknowledged and built when planning and implementing teaching and learning activities. The school has been offering a quality, small-school education with a country feel with two multi-age classes from Prep to Year 6 along with specialist education programs in the field of performing Arts, Cultural studies in First Nations Curriculum, and Sport. Programs are supported by three full time teaching staff including a teaching Principal, three Education Support staff inclusive of student wellbeing and a 0.3 business manager. Mobile Art and Library vans accommodate extra curricula linked to thematic units of study.

The school's central focus is on high standards of literacy and numeracy for all students and flexible classroom structures operate during reading, writing, spelling and maths lessons to respond to the different achievement levels of individual students. All students have a class group where they meet with their teacher with flexible groupings based on individual learning needs determined by pre- assessments including social and emotional wellbeing. Students are supported in a learning hub known as a nurture room. These groups are flexible and regularly change. Student learning is well resourced with 1-1 computer ratios and interactive virtual learning supported by small student teacher ratios with a focus on individual guided learning goal setting where achievement and development is reported frequently to students through teacher feedback.

The school is proud of its work over the period and illuminating is the dedication and professional practice of all staff incorporating the Berry Street Education Model and supported programs in Respectful Relationships that cultivate positive relationships. Work in these areas integral to daily programs and routines and is evidenced in the school's student opinion survey data results which highlights advancement in student connectedness to school and the schools culture in facilitating an inclusive safe, respectful learning environment where by each student can strive for personal success.

The school over the period has celebrated the completion of stage one of capital works with updated facilities in the Mod five building accommodating superior private learning hubs. School Council has investing additional time in working alongside the Victorian Schools Building Authority in the advance of the stage 2 capital works project planning incorporating architect visitations and tender options. The present position is set to move forward with the works in modernising and restoration of the original school building established in 1874 to be completed semester two of the 2019 year. Strong partnerships exist with the School Council in supporting a successful and positive education for all children which is validated with their enthusiasm in the project partnership.

### Framework for Improving Student Outcomes (FISO)

2018 FISO priorities included

Excellence in teaching and Learning:

- Improvement of individual student learning outcomes
- Building Practice Excellence
- Curriculum planning and assessment

Professional leadership

- Building leadership teams

Improved Wellbeing of students in the school

- Positive climate for learning

Building community

- Community Engagement in learning

Underpinning our work was the our focus on improving numeracy and literacy practices and student results through the implementation of the Dr John Munro's 'High Reliability teaching and learning practices' guided by HITS which navigated the schools instructional model along with explicit use of student feedback and coaching.

Focus in Numeracy was supported by the employment of a Numeracy teaching and learning coach with the support of additional Educational support staff to support student learning and program implementation. Pre and post assessments were undertaken and all staff trained in the delivery of the Numeracy fluency assessment and work undertaken in setting individual learning goals and targets. All data was tracked and collated by teaching staff providing lesson focus and the review of the curriculum plans. Evidenced was the improved individual learning growth in Number against NFA pre and post assessments. PLT meetings and additional PLC work alongside the coach focused on building data literacy for all staff and the planning and the development of Numeracy lessons and program planning that was reflective on individual student learning needs and steered approaches to differentiation. This was complemented by timed allocations for staff including peer observations of coach and each other and feedback sessions so to inform practice and build capacity.

Work in the area of literacy viewed lead staff attending Bastow Lead Literacy Reading professional learning and all staff attending on line Bastow virtual learning sessions led by the network allowing for professional conversations and essential challenges to refine and improve practice and build common understandings.

Teaching was targeted at student levels driven by individual data. This incorporated koori education support. PLT meetings focused on high impact teaching strategies and introduction of formal class observations and feedback.

Work is ongoing in building community and engagement in learning through the schools website news updates, opportunity for parents and community to link with Professional learning opportunities based on needs an example Peter Attwood's research on disability, weekly news and information updates on the breadth of learning and supports along with awards events regularly held by Kiwanis, Mooroopna Lions, Gambina and local Mooroopna Secondary College. The school is pivotal with the consistent celebrations of student learning growth against individual student learning milestones is continual with heavier investment in student agency in 2019.

## Achievement

In 2018 teacher judgements of student achievement against the Victorian Curriculum showed a lower percentage of students working at the expected levels in English and whilst similar to like schools slightly lower expected levels of achievement in Mathematics. A school comparison shows that in English and Mathematics teachers at this school have assessed students as having a lower performance than would be expected in similar schools. There is an inconsistency in teacher judgement that requires exploration with enhanced work in data literacy and moderation a key focus in 2019.

NAPLAN Year Three Reading and Numeracy in the top three bands showed that students performed lower the middle range of Victorian schools. NAPLAN Year Five Reading and Numeracy were also lower than the middle range of Victorian schools.

Direction and ongoing commitment to improved student learning outcomes at APS will continue by:

- Building teacher capacity through embedding quality evidence based effective teaching and assessment practices school wide driven by DET Literacy and Numeracy strategy agendas.
- Further development of Professional Learning Community approaches towards data literacy
- Concentrating an explicit focus on whole of school writing improvement through implementation the writers workshop and maintaining ongoing Lead Literacy professional learning for staff
- Sustaining the employment of a Numeracy coach
- Maintaining the Scheduling formal classroom observations and feedback
- Augmentation of student voice as a platform for value-added feedback

## Engagement

In 2018 we identified attendance as an area of concern. Our data shows that our students with greater than 20 day's absence was significantly higher than the state average of 15.1. As a result In our pursuit of improved attendance the school has focused on the celebrations of student attendance in its weekly ROAR awards noted in news items, held an awards evening with awards comprising attendance and recognition, promoting and celebrating regular attendance through friendly competitions and class parties. Tracking and monitoring absenteeism is targeted in the ESS job description and relayed daily by the schools wellbeing staff and KESO who have regular daily contact with families. Our work is thorough with daily on line communication and in the past year the introduction of text messaging with informed responses from parent and guardians. The school has invested in an attendance register linked with U-EducateUs that is linked to home school communications and sharing of student learning and successes.

Focused direction in the area of attendance is evident in 2019 with the school continuing its work alongside families in support of individual circumstance and need outsourcing supports when communicated. The school and its committed team are heavily invested in the development of a school culture of positive and respectful partnerships with families drawing on individual talents such as uniform design and assisting in sport. This relationship is ongoing and our work with open communication with families towards improved school attendance and is visible and transfers in the next year.

## Wellbeing

Ardmona Primary School is proud of its School Wide Positive Behaviour culture with the implementation of the Berry Street Education Model as a whole-school-approach to social development of social and emotional wellbeing. The BSEM is aligned with consistency of modelled teaching practices supporting calmer and compassionate classrooms, co-operation and collaboration, and importantly, improved wellbeing and educational outcomes for students. Teachers work with students to develop trusting and enduring relationships that underpin the development of 4 areas of learning: Body, Stamina, Character and Engagement. In 2018, all staff were privileged to undertake the BSEM four days professional learning so to address the schools capacity to address student engagement and connectedness to school, along with the development of a safe and respectful learning environment.

Clearly the BSEM has helped to strengthen the social and emotional development of all learners at Ardmona Primary School with a focus on growth mind sets. The school is incredibly proud of the student school leaders and development of student voice and inclusion in taking on roles inside the school and wider community such as attended at notable events and ceremonies.

Ardmona Primary School continues to implement the BSEM in teaching social skills, problem solving the program encouraging students to think self and others and about making good choices.

Student attitude to school survey results have witnessed a level of change in a positive endorsement 80% with students having sense of connectedness to school the results similar to like schools.

There has been significant increase in the endorsement of:

- stimulating learning
- sense of confidence
- managing bullying

Future direction is to advance our wrap around approach, program planning and align broader curriculum with BSEM.

## Financial performance and position

In 2018 Ardmona primary school finances where heavily invested to ensure that the educational goals and students learning priorities were met. The provision of Equity funding in 2018 provided the school with

opportunity for a planned approach to professional learning, staffing and programs that enriched student learning.

Equity funding was used to

- Provide professional learning in BSEM, Bastow; Literacy and Numeracy
- Employ a full time Wellbeing officer with a focus on learning and attendance
- Employ additional literacy and numeracy intervention supports and resources
- Employ a Numeracy Coach so to support enhanced student learning and build teacher capacity
- Provide for training: BSEM
- Provide resources to enhance learning programs

Overall the school remains in a good financial position with a net surplus in 2018. Budget and expenditure is well planned inclusive of programs, and ensures the school resources including human are in place so to support the students. Financial commitments met timeframes with the school council well informed of the schools finances. The school is committed to providing quality education opportunities to its students which guides budget planning in 2019 with a focus on building teacher practices and resources to support programs.

All funds received from the department or raised by the school council have been expended or committed to subsequent years so to support the achievement of educational outcomes and other operational needs of the school consistent with DET policies School council approvals and the intent or purpose for which funding was provided for the school.

**For more detailed information regarding our school please visit our website at**  
<https://www.ardmonaps.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.

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 24 students were enrolled at this school in 2018, 7 female and 17 male.

0 percent of students had English as an additional language and 40 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.1	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	60.5	90.1	82.6	95.3	Lower
Mathematics	77.8	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	0.0	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	25.0	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	np	64.9	48.8	80.0	np
Year 5	Numeracy (latest year)	np	55.6	37.0	75.0	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	10.5	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	21.1	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	23.1	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	7.7	54.8	39.2	71.4	Lower

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	23.7	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	25.6	15.2	13.2	17.8	Lower

## Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	84	80	91	89	93	77	92

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.0	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	64.4	81.7	73.8	88.7	Lower



### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	69.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	66.1	81.8	73.7	89.7	Lower

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$532,872
Government Provided DET Grants	\$169,266
Government Grants Commonwealth	\$15,510
Government Grants State	\$0
Revenue Other	\$15,456
Locally Raised Funds	\$5,407
<b>Total Operating Revenue</b>	<b>\$738,512</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$85,242
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$85,242</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$485,259
Adjustments	\$0
Books & Publications	\$128
Communication Costs	\$3,839
Consumables	\$38,441
Miscellaneous Expense <sup>3</sup>	\$21,746
Professional Development	\$16,313
Property and Equipment Services	\$60,896
Salaries & Allowances <sup>4</sup>	\$45,820
Trading & Fundraising	\$7,782
Travel & Subsistence	\$0
Utilities	\$7,070
<b>Total Operating Expenditure</b>	<b>\$687,292</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$51,219</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$19,283
Official Account	\$8,147
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$27,429</b>

Financial Commitments	Actual
Operating Reserve	\$27,429
Other Recurrent Expenditure	\$5,483
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$18,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$50,912</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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').