

2015 Annual Report to the School Community

Avondale Primary School

School Number: 4812



Name of School Principal: Paul Mulroyan

Name of School Council President: Nicole Mina

Date of Endorsement: _____
26 April 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

Avondale Primary School is located 12 kilometres north-west of the Melbourne G. P.O. The school community enjoys the leadership of an active and vibrant school council with five supportive sub-committees. This school has 20.6 equivalent full time teaching staff: (two principal class officers, 20.6 teachers) and 9.25 equivalent full time education support staff. There are 355 students enrolled at the school.

Avondale Primary School is an inclusive learning community that is committed to students achieving high learning outcomes. The development of core values, agreed goals and a shared school vision underpins the philosophy of the school's approach to education. Students state that they are in a safe and supportive learning environment. Student achievement data show that the school continues to achieve outcomes that are at or above the expected level. Further improvement is expected as the school continues to seek to improve the academic outcomes for all students.

The Program for Students with a Disability supports student progress to a standard of satisfactory or above, in achieving individual goals. The school employs a Primary Welfare Officer whose main duties are to monitor and encourage high levels of student attendance. The school's web site can be accessed at: <http://www.avondaleps.vic.edu.au>.

Achievement

Avondale students have been consistently achieving at or above the expected level in all areas over the last seven years.

The NAPLAN results demonstrate that the four year average for year 3 and year 5 students are above the state median score in writing and numeracy. In 2015 the year 3 and year 5 results for writing were above the median for Victorian Government Schools and reflect the excellent work done by teachers in this area.

The school is pleased with these results as they reflect the strong culture of continuous school improvement. The school will continue to provide staff with on-going professional development so that we may continue to improve literacy & numeracy programs and assessment practices. Our professional learning teams will continue to focus on sharing good practice, the moderation of student work and the tracking of student progress.

Although a significant proportion of our students come from EAL families, achievement has been at or above state expectations.

Engagement

Avondale Primary School has improved further in this area with the average attendance rate for students being relatively high. School attendance is closely monitored and absences longer than 2 days are followed up with a phone call. The Attitudes to School Survey of year five and six students compares well with other schools. Students have continued to respond favourably to school connectedness, student safety, classroom behaviour, teacher empathy and teacher effectiveness. We will continue to strive to make our school a safe, happy and engaging environment for all students.

The school has strong emphasis on the development of our students' knowledge, skills and behaviours and strives to make every student a responsible community member.

As a school we believe that the data continues to be a strong endorsement of the school's focus on valuing each student and placing a premium on achieving academically and socially.

We are working to further develop and expand our student engagement by continuously improving our curriculum, improving and challenging our professional practice and ensuring that our focus is on student learning.

Wellbeing

Staff at this school believes that the data continues to be a strong endorsement of the school's focus on valuing each student both academically and socially. Staff undertake a variety of tasks to ensure student transition is a positive experience including; communicating with kindergartens, organising school visits for the children and organising information evenings and school tours for parents to ensure they are familiar with our school community.

The school recognises that our relationship with parents is important and teachers are available to meet with parents during the year, as well as at designated parent teacher interview times.

The school also employs nine ES staff and one welfare coordinator to ensure the wellbeing of students with a disability or requiring additional support. These students are integrated within the normal school environment.

Productivity

Program Budget and monthly reports tabled at the Finance subcommittee meetings and ratified by the school council twice per term. The expenditure of the credit component (salaries) was made after discussions with a staff consultative committee about creating vacancies and selection committee members.

We believe the budget was expended productively to ensure a broad and generalist education for students.

A maintenance person is employed for 3 days per week to improve the learning environment. Parent volunteers continue to enhance facilities with murals and gardening programs.

For detailed information regarding our school please visit our website at
<http://www.avondaleps.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 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 355 students were enrolled at this school in 2015, 165 female and 190 male. There were 31% of EAL (English as an Additional Language) students and 1% 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.









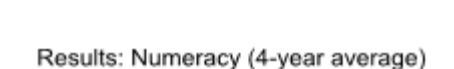





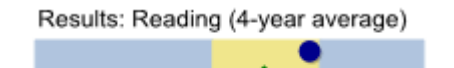
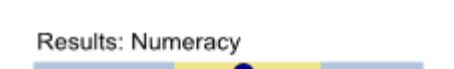
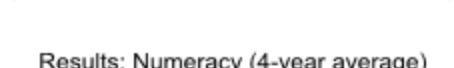




Performance Summary

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> Lower</p> <p> Similar</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> Similar</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> Higher</p> <p> Similar</p> <p> Similar</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; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>45%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>42%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>73%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>20%</td> <td>67%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	45%	38%	Numeracy	17%	53%	30%	Writing	16%	42%	42%	Spelling	7%	73%	20%	Grammar and Punctuation	20%	67%	13%	<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>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	93 %	93 %	91 %	92 %	93 %	<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										
93 %	94 %	93 %	93 %	91 %	92 %	93 %										

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

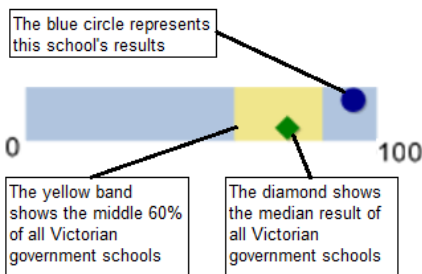
What are student outcomes?

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.

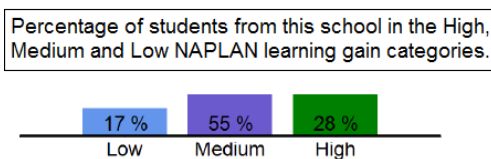
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

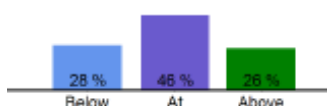


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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

Revenue	Actual
Student Resource Package	\$2,632,377
Government Provided DET Grants	\$327,159
Revenue Other	\$26,369
Locally Raised Funds	\$298,248
Total Operating Revenue	\$3,284,152

Expenditure	
Student Resource Package	\$2,599,163
Books & Publications	\$34,191
Communication Costs	\$5,879
Consumables	\$21,336
Miscellaneous Expense	\$220,896
Professional Development	\$10,786
Property and Equipment Services	\$207,722
Salaries & Allowances	\$3,559
Trading & Fundraising	\$109,756
Utilities	\$19,009

Financial Position as at 31 December, 2015

Funds Available	Actual
High Yield Investment Account	\$84,809
Official Account	\$26,428
Total Funds Available	\$111,238

Financial Commitments	
Operating Reserve	\$30,000
Capital - Buildings/Grounds incl SMS<12 months	\$42,919
Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
School Based Programs	\$28,319
Total Financial Commitments	\$111,238

Total Operating Expenditure **\$3,232,297**

Net Operating Surplus/-Deficit **\$51,855**

Asset Acquisitions **\$12,740**

Student Resource Package Expenditure figures are as of 21 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

Avondale Primary has used its financial, human, physical and planning resources to support improved student outcomes and has achieved the stated goals and targets identified in the *Annual Implementation Plan 2015*. The school continues to maintain a sound financial management position ensuring allocated government funds are expended in the current year with the exception of planned capital improvements.