

## 2015 Annual Report to the School Community

Armadale Primary School

School Number: 2634



Name of School Principal: Rochelle Cukier

Name of School Council President: David Portnoy

Date of Endorsement: 29<sup>th</sup> April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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

Armadale Primary School prides itself on being a nurturing and dynamic learning community that develops engaged, creative and reflective learners who can 'be the best they can be' in an ever changing global society. Underpinning the school's purpose is a philosophy which is committed to educating the whole child. Highly experienced and dedicated staff work collaboratively in professional learning teams to plan and implement an engaging curriculum that supports the diverse developmental needs of our students. Empowering students in the learning process and valuing student voice is key to ensuring Armadale students are highly engaged in their learning. Our positive education approach and focus on fostering a growth mindset supports the developmental growth of all students and. The school is committed to ensuring that student-teacher ratios are kept to a minimum, particularly from Prep -2. Students are placed in mixed ability groups across and within classes. This approach acknowledges that learning is a developmental process through which students proceed in different styles and rates. The Curriculum provides equal access and participation for the range of individual differences in the school to ensure maximum outcomes. Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education, Information and Curriculum Technology, Visual Arts and Performing Arts. Students participate in Choirs, Glee Club, Chess and Art Clubs, whole school swimming, Camps and excursions, House athletics and Swimming Carnivals; Inter school sports and Gala Days, School Productions and Art shows. Italian Day and the Book week parade are highlights of the school calendar every year. Students are also afforded opportunities to participate in clubs through the OOSHC program and instrumental music and orchestral music have all been provided to our students through external teachers. Armadale Primary School offers 370 students educational provision; demand for enrolments has grown steady over the past four years. The majority of students attend from socially and economically advantaged families within our neighbourhood zone (Student Family Occupation index has remained relatively stable over the four years at 0.15, (State Mean was 0.5143). The school has an overall staff of 31, 28 equivalent full time staff, including two Principal class, 21 teachers and seven Educational Support Staff.

### Achievement

Armadale Primary continues to ensure that all students are challenged to achieve their best and are successful and supported in their learning journey. In 2015, student achievement at Armadale PS remained high. At P-6, 48% per cent of all students were achieving 6 months and above their expected levels in Reading and 40% of all students are performing at 6 months or more ahead of their expected achievement in Number and Algebra. This validates our excellent educational provision. Our teacher assessments across AuSVels domains do reflect a rather conservative approach and provide an opportunity for capturing evidence of learning in different modalities.

NAPLAN results confirm our overall high achievement with students achieving well above state mean results in all of the areas measured for Year 3 and 5 and at similar levels to other schools within the same socio-educational range. Starting at Prep, the school has continued to personalise student learning by implementing an inquiry based learning methodology that enables students to explore and create their learning. From 3 -6 students embrace a more research based methodology which facilitates the production of an Educational Research Project each term. We will continue to embed a pedagogical curriculum model which places students at the centre of all learning. We are beginning to develop a growth mindset in our students which will further deepen their learning experiences.

### Engagement

The philosophy of developing the whole child continues to underpin the school's approach to student wellbeing and engagement. The results from the Attitude to School Survey completed by Year 5 and 6 students were outstanding in 2015. All of the variables measured rated higher than both state and region means and are higher than schools with a similar comparison. The highest variables were: Student motivation at 97%; Teacher empathy and effectiveness at 95%; and stimulating learning at 90%. Reflective practices; use of student voice; student agency; student empowerment through a negotiated and differentiated curriculum and the quality relationships that teacher have with the children all underpin our outstanding student engagement.

Our Year 6 leadership program enables all Year 6 students to apply for and hold leadership positions of responsibility for an entire year. Peer Support training for all Year 5 students afforded these students the opportunity to engage with younger students and have a positive impact on student relationships. In 2015, overall student absences are far less than the state median, with extended family holidays being the main reason for absences.

## Wellbeing

The wellbeing of all Armadale Primary students is of the highest priority to the school and is reflected in our whole school approach to student wellbeing, which is articulated within our Student Engagement Policy. This priority also extends to all staff, parents and the wider community as demonstrated by the wonderful PFA initiative "Armadale Cares".

Our wellbeing ratings as derived from the Attitudes to school survey in 2015 place Armadale higher than similarly advantaged schools in Melbourne and significantly above state and region means. The highest rated variables were School Connectedness – 93%; Student Safety – 96%; Connectedness to Peers –97%; and Student Distress (students not feeling any stress at school) at 95%. One of the school 's Professional Learning teams focused on "Student Wellbeing" and was responsible for investigating the implementation of a Peer support program in 2015. The Year 5 students enjoyed their role in connecting more deeply with younger students in their groups and modelling to them proactive friendship strategies. The school continues to implement a positive psychology education program with themes of resilience, gratitude and kindness. Yoga classes continue to be taught as part of our curriculum program and our teaching staff use mindfulness in their classrooms. An annual whole school "Harmony Day" showcases our multicultural heritage, our inclusiveness and appreciation of cultural diversity. Everyone has the right to feel safe at APS underpins all of whole school operations and practices.

## Productivity

The school worked very hard in 2015 to ensure that we optimised the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students. We regularly reviewed the curriculum provision, particularly with regard to specialist programs to ensure alignment with student learning needs. We will continue a cyclical upgrade of classroom furniture and ongoing purchase and upgrading of ICT hardware to ensure our technological provision is of the highest quality for students. Local fundraising efforts saw the expansion of landscaping, fencing and more synthetic grass coverage throughout the school to provide more passive play spaces, the establishment of a sensory garden space and reconstruction of the sandpit allowed for greater creative and imaginative play. The school expanded its connection with Stonnington Council, Stephanie Alexander kitchen program and we were incredibly grateful for locally raised funds through our active PFA. Through the DET maintenance program our 2 main buildings underwent roof restoration which will keep the school water tight and looking good for many years to come.

For more detailed information regarding our school please visit our website at  
<http://armadaleps.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 370 students were enrolled at this school in 2015, 186 female and 184 male. There were 4% of EAL (English as an Additional Language) students and 0% 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.








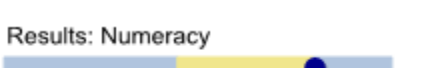
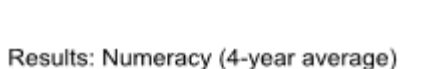




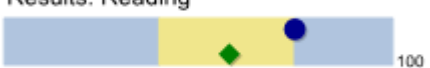
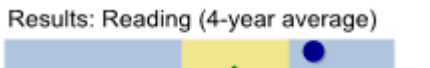
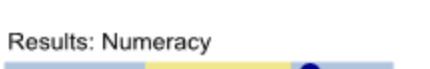
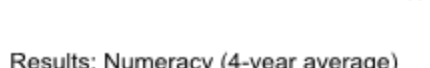




## Performance Summary

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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Lower</p>
<p><b>Towards Foundation Level AusVELS</b></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><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></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><b>NAPLAN Year 3</b></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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>54%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>57%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>33%</td> <td>52%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>60%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>46%</td> <td>40%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	54%	26%	Numeracy	11%	57%	32%	Writing	15%	33%	52%	Spelling	15%	60%	25%	Grammar and Punctuation	15%	46%	40%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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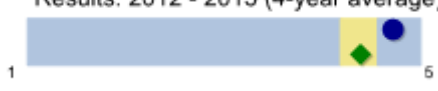



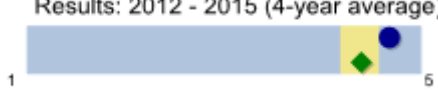


## Performance Summary

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><b>Average Number of Student Absence Days</b></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="560 824 1034 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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> <td>96 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	94 %	96 %	96 %	95 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	94 %	96 %	96 %	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><b>Students Attitudes to School - Connectedness to School</b></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> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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> Higher</p>

# How to read the Performance Summary

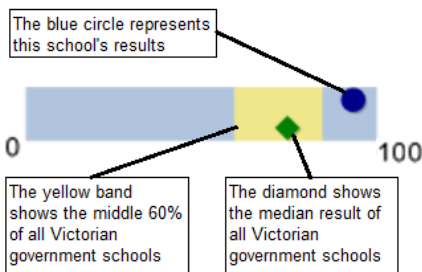
## What are student outcomes?

*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.

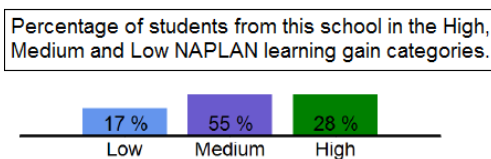
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

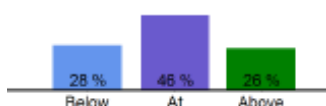


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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
Student Resource Package	\$2,378,422
Government Provided DET Grants	\$140,702
Government Grants Commonwealth	\$106,428
Government Grants State	\$6,441
Revenue Other	\$52,422
Locally Raised Funds	\$787,613
<b>Total Operating Revenue</b>	<b>\$3,472,027</b>

Funds Available	Actual
High Yield Investment Account	\$179,618
Official Account	\$3,489
Other Accounts	\$17,875
<b>Total Funds Available</b>	<b>\$200,983</b>

Expenditure	
Student Resource Package	\$2,457,994
Books & Publications	\$5,287
Communication Costs	\$3,707
Consumables	\$81,768
Miscellaneous Expense	\$366,973
Professional Development	\$24,589
Property and Equipment Services	\$248,165
Salaries & Allowances	\$309,361
Trading & Fundraising	\$45,766
Travel & Subsistence	\$40
Utilities	\$27,795
<b>Total Operating Expenditure</b>	<b>\$3,571,444</b>

Financial Commitments	
Operating Reserve	\$28,100
Asset/Equipment Replacement < 12 months	\$8,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$3,384
Beneficiary/Memorial Accounts	\$10,528
Revenue Received in Advance	\$7,971
School Based Programs	\$30,000
School/Network/Cluster Coordination	\$15,000
Provision Accounts	\$5,000
Repayable to DET	\$79,000
Other recurrent expenditure	\$14,000
<b>Total Financial Commitments</b>	<b>\$200,983</b>

**Net Operating Surplus/-Deficit** (\$99,417)

**Asset Acquisitions** \$1,969

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

In 2015, the school's financial position was still quite healthy despite having a net operating deficit. This was attributed to the operating deficit from the previous year where the cash grant for Term 3 and 4 was not provided to the school, because of the education decisions made at the local level. Ongoing monitoring of the school's financial position throughout 2015 was capably undertaken by the Business Manager and overseen by the Finance sub-committee of School Council.

Armadale Primary School's financial position was enhanced by the commitment of our highly supportive parent community and the success of the PFA run activities. The monies raised from the fundraising activities directly benefitted student wellbeing and engagement by enabling further landscaping of the school grounds.

