

2022 Annual Report to the School Community

School Name: Armadale Primary School (2634)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 29 March 2023 at 04:47 PM by Rochelle Cukier (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 05 April 2023 at 03:29 PM by Rod Hampel (School Council President)

How to read the Annual Report

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.

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)

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.

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.

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

School context

Armadale Primary School (APS) is located in the inner south-east suburbs of Melbourne, approximately 6.8 kilometres south-east of the CBD in the residential suburb of Armadale. Our school's vision is to be an exemplary learning community. We place the highest value on honouring and developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world. Our values are: Relationships; Respect, Responsibility; Resilience and Reflection. These values are explicitly linked to our aspiration to enable agency, ownership and intrinsic motivation in all our students. Our intent is to provide for the fullest possible development of each learner enabling them to achieve a strong moral purpose and compass and empathic regard for those who they learn with. We aspire to enable children to become curious and independent thinkers; active contributors and global participants who flourish and thrive and enjoy both social progress and emotional wellbeing. We enact a curriculum that meets the needs and interests of children, co-designing a curriculum which provides children with authentic, real, challenging and relevant learning opportunities. Co-designing creates empowerment and agency and promotes the will and motivation for children to achieve their best.

Our learning ecology at Armadale Primary sets the conditions that builds coherence across the learning places in the school, ensuring that our children experience high quality, engagement-rich, action-oriented learning experiences. Our committed and dedicated staff learn collaboratively across the school, collecting evidence of each child's learning and assessing their growth using learning continuums. This evidence of growth is then published on data walls, ensuring the learning is visible to all. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century. Specialist curriculum classes P-6 comprises LOTE Italian, Health and Physical Education; Library; The Arts and our Kitchen Garden Program. Students have the opportunity to participate in the Student Representative Council; Choir, Orchestra, whole school swimming programs, camps, incursions and excursions, house athletics and swimming Carnivals; Inter school sports and Gala Days.

Whole school events which include Italian Day, Harmony Day and Book Week are highlights of the school calendar every year. Students are also afforded opportunities to participate in a variety of clubs through our highly regarded in-house School Council run OOSHC program. Performing arts; Lego construction, tennis, instrumental and orchestral music lessons are offered to our students through external providers as extra-curriculum offerings. APS offers 255 (136 female, 119 male) students excellent educational provision within a heritage listed site. Our overall socio-economic profile remains low. We have 2 FTE Aboriginal student and 6 students enrolled through the Department's International Educational Division. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 learning specialist, classroom and specialist teachers, (15.0 EFT) and 6 Educational Support Staff (6 EFT).

Progress towards strategic goals, student outcomes and student engagement

Learning

We are very intentional in the design of our teaching and learning and in the implementation of our curriculum program to ensure that all children are able to grow, thrive and flourish whilst in our care. We ensure that all teachers know where each child is at through early assessments, so that the learning can be targeted specifically at each child's point of need and growth is moved forward along the learning continuum. Data walls are highly visible to all and shared with parents, teachers and children. Children are positioned to have agency of their learning and are equipped with the skills, knowledge and dispositions to be challenged and stretched in their learning. Through feedback from their teachers, students know what their next steps are and what they need to do to meet their learning goals.

The teacher judgement learning data clearly shows that 97% of all children In Prep to Year 6 in English are performing at or above age expected standard. This places us favourably above local and similar schools who at 95%.

We are also sitting 10% above the state average for this measure.

Similarly for Mathematics, 97.3% of children are performing at or above age expected standards, compared to similar schools who are at 95% and the state is at 86%.

In NAPLAN, it is important to look at trend data rather than individual cohorts and in Reading at both Year 3 and Year 5 over the 4-year average we have been similar to similar schools.

In all measures for Reading, we have been well above the state data.

For numeracy, we are also similar to similar schools in Year 3, slightly above similar schools in Year 5 and significantly above the state for both Year 3 and 5.

Wellbeing

Our Strategic Plan articulates the wellbeing goal for all of our students which is to further enhance the social and emotional wellbeing of every student as well as our KIS to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. We were very fortunate to have in 2022, sponsorship from Jellis Craig Armadale to enable all of the children to participate in The Resilience Project. The DET had also allocated funding to enable us to appoint a Disability and Inclusion co-ordinator last year and this teacher was highly supportive to parents, teachers and students.

The wellbeing of all APS students is of the highest priority to the school and is reflected in our whole school approach to student wellbeing, which is not implemented separately to the curriculum, but sits at our core. Relationships, trust and acting with kindness and integrity are at the cornerstone of our culture. Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices and other pro-social designs, are an integral part of our nurturing and inclusive culture. In 2022 we strengthened our understanding of Restorative practices and put in place Relationship mentoring at every lunchtime and it is this process that we use to help children take ownership and responsibility for their actions and to see another person's perspective. Both these strategies assist children to restore their friendships and relationships with others. We continued to implement a positive psychology education program with themes of resilience, gratitude and kindness, through our Big Idea. We continued to implement Yoga, meditation, mindfulness and circle time as part of our daily classroom practices. Circle time provides the opportunity to discuss issues, areas of concern and brainstorm ways in which children can be more connected across the school. In 2022, "Harmony Day" became a week of celebrating our multicultural heritage, inclusiveness and appreciation of cultural diversity to create a sense of belonging. We were fortunate to have Aunty Joy Murphy conduct a "Welcome to Country" and a smoking ceremony, we celebrated the Holi Festival, we had a range of activities for the children to participate in that increased the student's understanding of other cultures.

The ATOSS data in 2022, shows that the children's sense of connectedness from all children in Year's 4-6 has a school percentage endorsement of 88% with similar schools only ranking at 77% and the state average is at 78%.

The other measure on the management of bullying, APS had a school percent endorsement of 84% compared to similar schools only ranking 74% and a state average of 76%.

Engagement

Our student engagement goal in our current Strategic Plan is to strengthen student engagement in learning. In 2022, overall student absences are less than the state median, with extended family holidays overseas being the main reason for absences. To improve our absence rate, we will continue to emphasise students' agency in their learning and strengthen the overall engagement and partnership with our community. The philosophy of developing the whole child continues to underpin the school's approach to student wellbeing and engagement. The emphasis on partnering to learn with our children and our community enables children to feel empowered as learners and parents as partners in each child's journey.

In 2022, the leadership team undertook Professional Learning Community (PLC's) training where our focus was to strengthen the learner agency for all of our learners. Our teachers are working on creating the conditions in the classroom where children are positioned agentially, that is being quipped with the skills and knowledge to know what the next steps are to move their learning forward.

Our results from our Student Attitudes to School Survey continue to be outstanding and place us at the highest level against all other schools. This is again testament to the work of all of our teachers, the relationships that they have and the very positive learning culture obvious at our school. Students in Years 4-6 in 2022 have positively endorsed once again how they feel about the learning environment at APS in the following variables: Effective teaching practice for cognitive engagement - stimulated learning: APS **94%** similar schools **81%** - differentiated learning challenge: APS **95%** ; similar schools **83%** - self-regulation and goal setting: APS **90%**; 81% similar schools - sense of confidence: **89%** APS 78% similar schools - student voice and agency **83%** APS; 63% similar schools.

It is incredibly rewarding and gratifying to have such highly engaged students at our school.

Other highlights from the school year

Our Kitchen Garden Program continues to be an amazing asset for our school and wider community. Since July 2022 when we had our kid's kitchen constructed, children across all year levels have had the opportunity to cook in the kitchen, follow procedural recipes, cook from our school's community cookbook, harvest produce from our kitchen garden and use the space to conduct science lessons which show the changes in the state of matter when heat is applied.

The Year 3/4 students in particular have enjoyed cooking a 2 or 3 course meal together, starting at each of the 4 stations in teams, combining their individual recipes and elements of the meal into a tasty and sumptuous meal with fresh and tasty produce. Delighted children say that they haven't ever eaten as many vegetables as they do in the kitchen garden program. Children help set the big table in our gardens, serve the teachers and then clean up afterwards. We love that our children are learning such important life skills.

Other highlights have been those opportunities which enable our community to come on site and participate in activities with the children, such as BOOK WEEK where authors and illustrators present to both children and parents, our annual Book Parade and the inspiring read aloud sessions where parents and grandparents shared their favourite books with the children. Another opportunity was the whole day Italian Festa where parents helped with the rotation of activities, such as tarantella dancing, pizza making, Italian games and drama and the serving of gelato.

These highlights are a wonderful reflection of our community partnership and the involvement and support that we value from our families and the wider community.

Financial performance

Armadale Primary School maintained a very sound financial position throughout 2022 however we have been negatively impacted by a loss of families during COVID.

This loss of families in 2020-2021 creates a loss of credit funding in the SRP for our school whilst still maintaining current staffing levels.

Therefore the Financial Performance and Position report shows an end of year operating deficit of \$ 154,927 and whilst we are in the fortunate position of having a healthy cash surplus in the High Yield account, this will be used to pay back part of the deficit. This means in 2023 we will need to be very frugal with our spending in our cash budget and optimise the opportunities to apply for grants. The school also receives a very small amount of Equity Funding, which contributed towards the resources used for children with learning difficulties and special needs.

For more detailed information regarding our school please visit our website at
<https://armadaleps.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 255 students were enrolled at this school in 2022, 136 female and 119 male.

11 percent of students had English as an additional language and NDP 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).

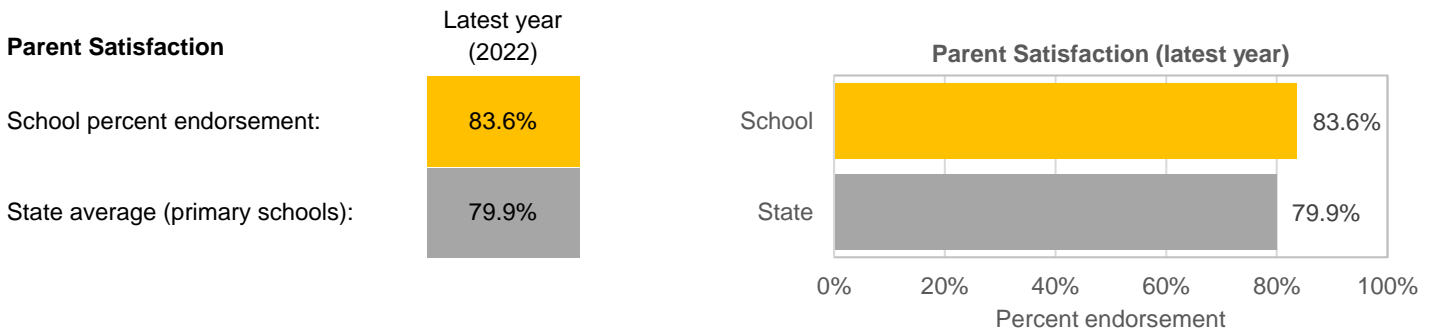
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

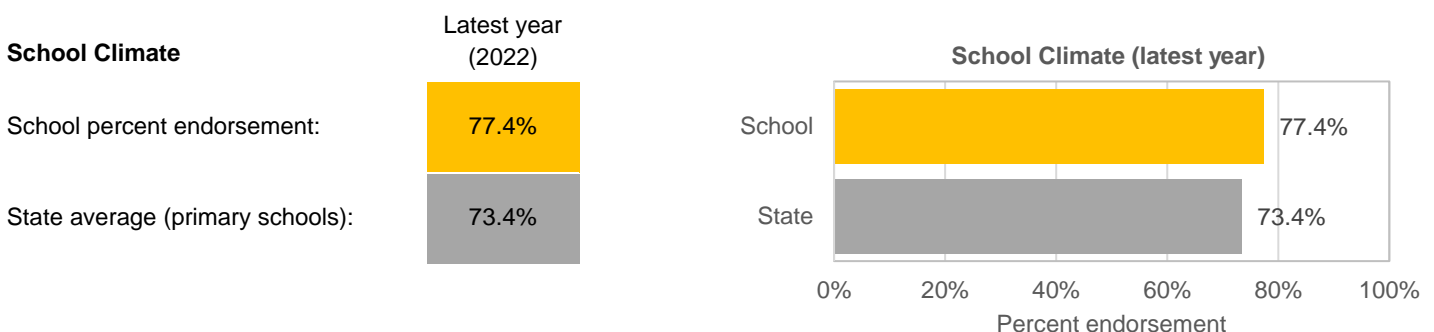


School Staff Survey

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:

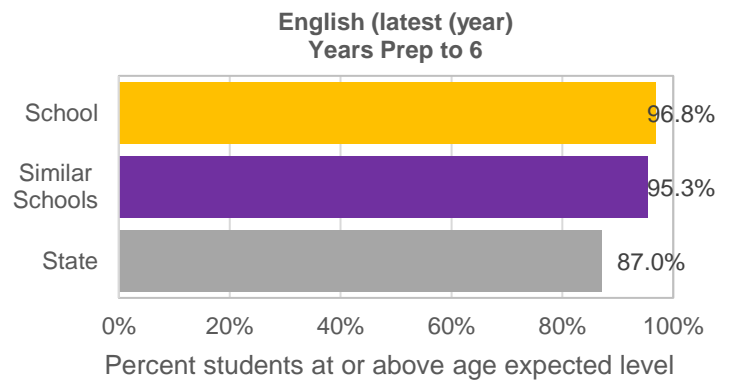
96.8%

Similar Schools average:

95.3%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

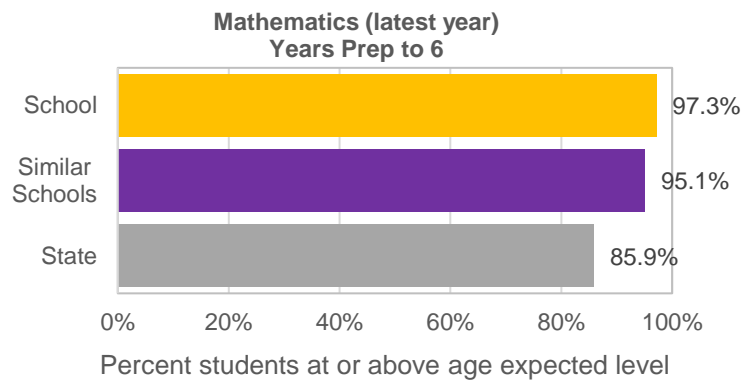
97.3%

Similar Schools average:

95.1%

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.

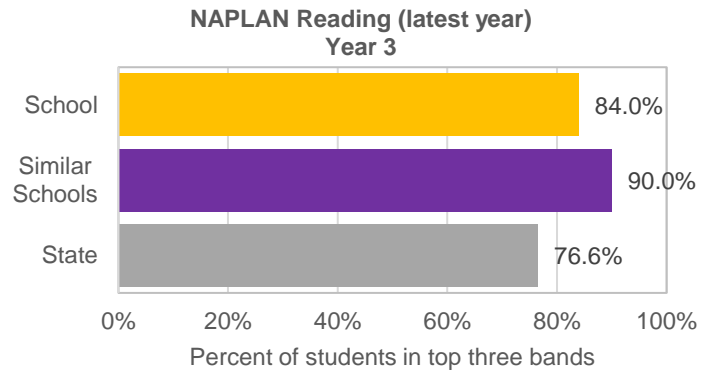
NAPLAN

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.

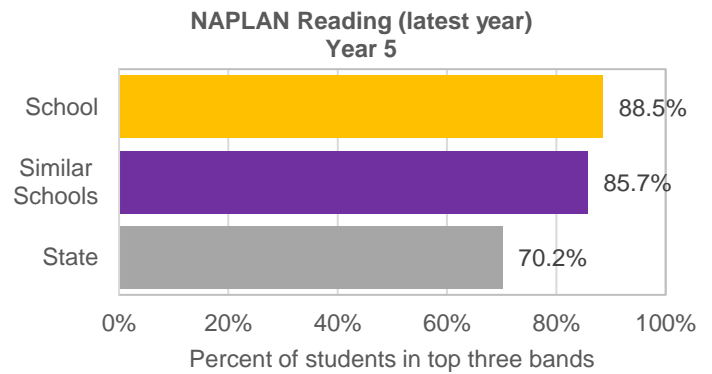
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.0%	88.2%
Similar Schools average:	90.0%	89.0%
State average:	76.6%	76.6%



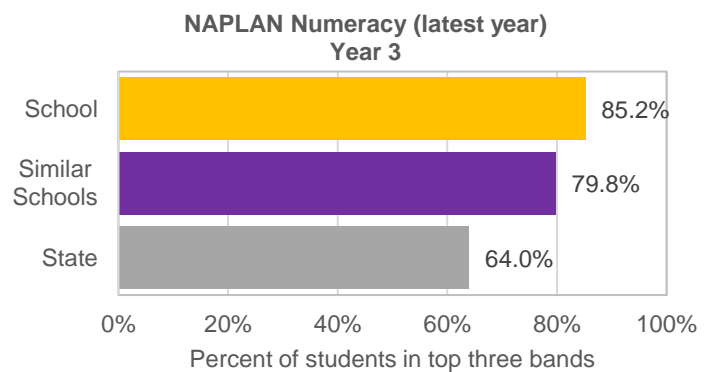
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.5%	84.8%
Similar Schools average:	85.7%	84.9%
State average:	70.2%	69.5%



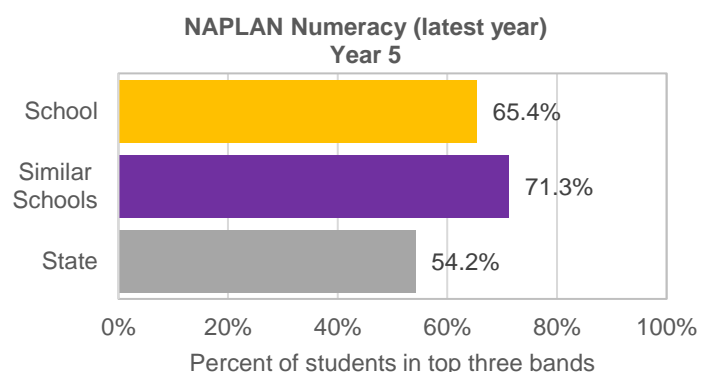
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	81.3%
Similar Schools average:	79.8%	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:	65.4%	79.3%
Similar Schools average:	71.3%	76.2%
State average:	54.2%	58.8%



WELLBEING

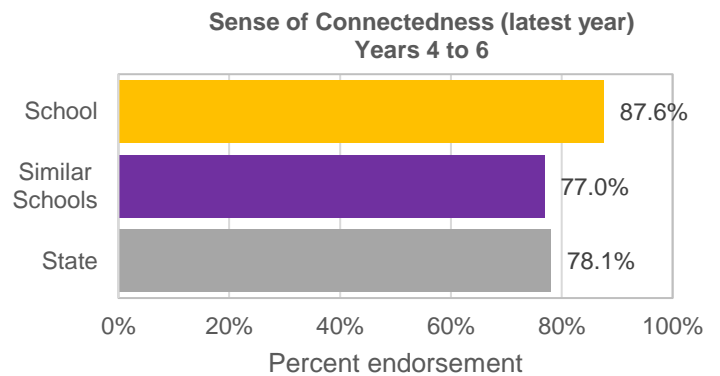
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	87.6%	89.9%
Similar Schools average:	77.0%	78.3%
State average:	78.1%	79.5%

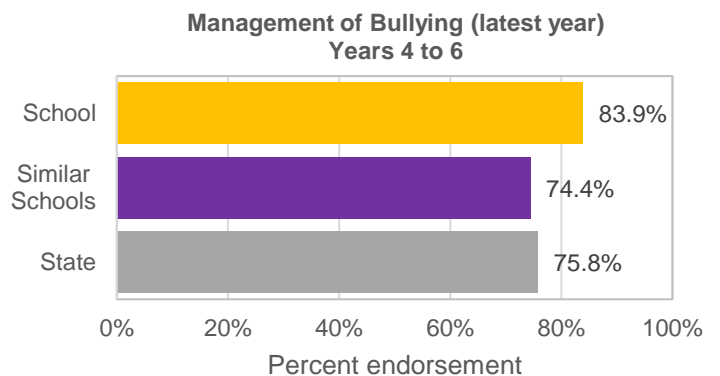


Student Attitudes to School – Management of Bullying

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:	83.9%	89.7%
Similar Schools average:	74.4%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

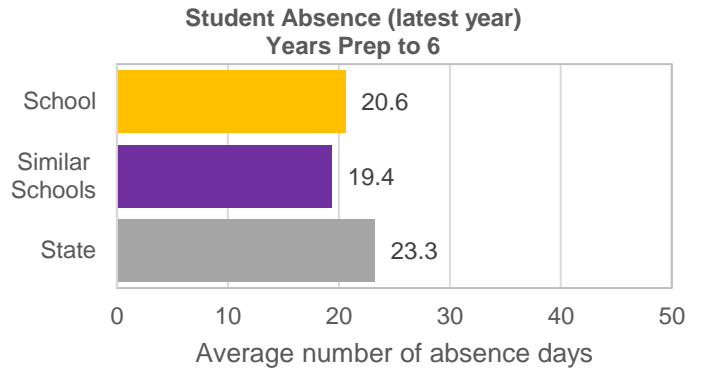
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	20.6	15.9
Similar Schools average:	19.4	13.2
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):	89%	90%	90%	88%	91%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,280,158
Government Provided DET Grants	\$253,357
Government Grants Commonwealth	\$54,425
Government Grants State	\$0
Revenue Other	\$17,139
Locally Raised Funds	\$715,279
Capital Grants	\$0
Total Operating Revenue	\$3,320,357

Equity ¹	Actual
Equity (Social Disadvantage)	\$6,973
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$6,973

Expenditure	Actual
Student Resource Package ²	\$2,461,469
Adjustments	\$0
Books & Publications	\$2,287
Camps/Excursions/Activities	\$129,866
Communication Costs	\$1,843
Consumables	\$83,324
Miscellaneous Expense ³	\$23,458
Professional Development	\$9,170
Equipment/Maintenance/Hire	\$49,958
Property Services	\$80,069
Salaries & Allowances ⁴	\$448,443
Support Services	\$7,268
Trading & Fundraising	\$142,105
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,025
Total Operating Expenditure	\$3,475,284
Net Operating Surplus/-Deficit	(\$154,927)
Asset Acquisitions	\$0

- (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

Funds available	Actual
High Yield Investment Account	\$273,503
Official Account	\$30,347
Other Accounts	\$40,769
Total Funds Available	\$344,620

Financial Commitments	Actual
Operating Reserve	\$157,696
Other Recurrent Expenditure	\$54,480
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$29,948
Beneficiary/Memorial Accounts	\$10,821
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,000
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
Total Financial Commitments	\$262,945

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.