

2016 Annual Report to the School Community



School Name: Auburn South Primary School

School Number: 4183



Name of School Principal:

Marcus Wicher

Name of School Council President:

Mark Emney

Date of Endorsement:

21 / 03 / 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

At Auburn South Primary School, we develop a positive sense of identity within a community that encourages individuals to flourish as inquirers, creative thinkers and globally responsible citizens. Whilst Auburn South Primary School is proud of its students' high levels of academic achievement, it is our focus on developing the 'whole child'; academic, social, emotional and physical that allows our students to truly thrive. Students are encouraged to be creative, inquisitive and committed to achieving their personal and academic goals. They are empowered to make choices that impact learning and relationships in a positive way.

As an authorized International Baccalaureate Primary Years Program (IB PYP) school we ensure that all students are able to identify their strengths, experience personal and academic growth, be challenged in their learning, and reach their potential. This commitment to the philosophy of the IB PYP also ensures that our students to develop the skills, knowledge and attributes required to become an internationally minded citizen. Innovative programs like the Stephanie Alexander Kitchen Garden program support this philosophy and build upon our already high levels of student engagement and connectedness to school.

Significant progress was made in 2016 as the school continued to implement our current strategic plan. The focus of this plan is to build on existing high levels of student achievement by further improving student growth and engagement outcomes in literacy, numeracy and inquiry learning. With a strong overall focus on 'whole school' wellbeing, the school has continued to develop and implement its Positive Education approach to improving student wellbeing *and* academic performance.

In 2016 the school's Student Family Occupation (SFO) density was 0.1 and in 2016 the Language Background Other Than English (LBOTE) proportion is 0.31. This LBOTE proportion has grown significantly since 2013 when it was 0.19. In total, 25 different languages are spoken and of the 216 students that come from Language Backgrounds Other Than English, 84 speak English as an Additional Language (EAL).

The school's enrolments have steadily grown over the past 6 years and currently cater for 670 students. There are three Principal class officers, 37.6 teachers and 6.3 Education Support Staff (administration, school nurse, library and integration). With a strategic focus on improving the school's Mandarin Languages program, the school hosts a Language Assistant from China and in 2017, a delegation will travel to China to formalize sister-school partnerships in Nanjing and Beijing.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

With a professional learning focused on implementing a whole school approach to writing (Writer's Notebook) and spelling (Word Study), positive progress was made in terms of our school strategic plan targets. In spelling, 2016 Relative Growth Data obtained from NAPLAN indicated that our students achieved the highest level of High Relative Growth since 2010. In writing, Relative Growth Data indicated that we had the lowest percentage of students achieve Low Relative Growth since 2013. With a very high percentage of students achieving medium growth (in writing), our target in 2017 will be to maintain the low levels of low growth while increasing the percentage of students achieving high growth.

Our focus on building teacher capacity to improve learning outcomes in mathematics and a staff development focus on using formative assessment strategies to further engage, challenge and support students in their learning has seen significant NAPLAN growth data improvements. In 2016, students achieved the highest level of High Relative Growth in mathematics since 2010. Relative to similar schools, our NAPLAN performance results in mathematics (Years 3 and 5) are well above the results for primary schools with similar characteristics.

Professional Leadership

As part of the Education State's 'School Leadership' initiative, Auburn South Primary School takes great pride in developing and supporting the existing and aspirant leadership capabilities of staff. In 2016, an aspirant leaders team attended the highly sought after 'Emerging Leaders' program at the Bastow Educational Leadership Institute, 2 members of staff participated in the Boroondara 'Leaders in the Making' program for aspirant principals, 6 members of the school's leadership team attended Dr Viviane Robinson's 'Open to Learning' leadership conversations training and the school principal mentored 2 aspirant principals as part of the Bastow Institute's 'UP Principal Preparation' program. With a reputation for developing high capacity leaders, Auburn South Primary School partnered with schools such as Serpell Primary School and Mount View Primary School to explore ways in which our schools and the Department of Education and Training can more effectively identify, develop and support high potential school leaders.

Positive Climate for Learning

In 2016, the school developed staff capacity and confidence to enact a whole school approach to the positive management of classroom behavior. Combined with the school's Positive Education approach, all teaching staff received training in Restorative Practices. With a whole school focus on understanding what constitutes 'safety at school', we exceeded our Student Attitudes to School survey targets for Student Safety and Classroom behavior.

Achievement

At Auburn South Primary School, students are provided with an innovative, differentiated curriculum which focuses on the development of strong literacy, numeracy and thinking skills. Creativity, international mindedness, personal and interpersonal learning are key components of our school's program of inquiry.

Teacher teams plan collaboratively to ensure that the curriculum is effectively differentiated. This ensures that students are engaged, challenged and supported in their learning. Collaborative Teacher Teams are supported professionally by an assistant principal that is dedicated to curriculum development, innovation and implementation. This focus on teacher collaboration and collective responsibility ensures that the teaching is responsive to the specific needs of our students.

2016 NAPLAN results for Literacy and Numeracy are similar to statistically similar schools and results are substantially above the state median. All results (Year 3 and 5) are in the top 20% of Victorian Government Schools.



A targeted approach to writing (Writer's Notebook) and spelling (Word Study) has seen the maintenance of high relative growth and an upward achievement data trend (2013-2016) for our Year 3 and 5 students. In spelling, 2016 Relative Growth Data obtained from NAPLAN indicated that our students achieved the highest level of High Relative Growth since 2010. In writing, Relative Growth Data indicated that we had the lowest percentage of students achieve Low Relative Growth since 2013. With a very high percentage of students achieving medium growth (in writing), our target in 2017 will be to maintain the low levels of low growth while increasing the percentage of students achieving high growth. The 2016 NAPLAN Numeracy results were extremely strong with students achieving the highest level of High Relative Growth since 2010.

In 2017 the school will continue to target relative growth improvements in Literacy (Reading, Writing and Spelling) and Numeracy (Number and Algebra). A continued focus on *formative assessment* will ensure that that learning engagements and design are responsive to the diverse learning and wellbeing needs of students.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Auburn South Primary School students are connected, engaged and motivated to learn. This is evidenced by strong Attitudes to School Survey results. Over the past 5 years, our Attitudes to School survey results are in the top 20% of all Victorian government schools.

The school's focus on Positive Education ensure that teachers and students are developing a more complex understanding of what engagement in learning actually means. Students explore character strengths and are developing an understanding of how these strengths, when activated and nurtured, can improve performance and increase engagement in learning.

Mindfulness meditation is also used in a variety of ways to ensure that students develop the ability to focus their attention to where it needs to be. Engagement and wellbeing benefits can be observed throughout the school.

The Year 6 Student Action Leadership Teams continue to thrive with students encouraged to take 'action' that has a positive impact on the school and broader communities in which we live and learn.

Technologically, the school is extremely well resourced. Interactive whiteboards are in every classroom and students in Years 5-6 continue to be involved in the 1:1 MacBook program. In 2017, the school will be investing further in more than 140 new devices to support, enhance and improve learning experiences. In support of Education State priorities, coding is being taught at various levels across the school. This classroom focus is supported by lunchtime 'coding clubs' and a school holiday 'Code Camp'.

The Prep, 'Stepping Up to School' transition program ensures that students and parents are welcomed and given every opportunity to feel valued as new members of the school community. All new students are invited to attend the 'Prep Interview' with a member of the principal team. A series of parent workshops are run in conjunction with the transition program to ensure that parents are also inducted into the school in an effective way. Towards the end of the school year our Year 6 learning center was transformed into 'Auburn South High' so that our soon to be graduating students could start to explore and experience what life in secondary school will look like. Partnerships with Auburn High School and other local schools, continues to enhance they ways in which we support students with this important transition to secondary school.

The annual Year 6 PYP Exhibition, is a highly challenging learning engagement that showcases the attitudes, positive learning habits and personal attributes that have been developed and nurtured throughout each child's 7 years at school.

A professional learning highlight for 2016 was the school's focus on formative assessment. While the use of formative assessments ensures that teaching and learning is responsive to student needs, it also plays a significant role in improving engagement outcomes. Students and teachers co-construct learning goals that that are both meaningful and challenging while the use of success criteria ensures that students understand and respond positively to teacher expectations. By collaborating with the teacher to define the criteria, students begin to develop an understanding of what high quality and challenge actually means in the context of their own work. Staff engagement and wellbeing, as measured by the annual Staff Opinion Survey, shows that Auburn South staff are highly engaged in their work, are intellectually stimulated and experience high levels organisation trust; these working conditions are essential for high performance in and outside of the classroom.

Student absence data is similar to statistically similar schools and well under the state mean. The school will continue to promote the importance of attendance and being at school on-time.

Developing the capacity of our staff and the capabilities of our students will continue through the ongoing implementation of the International Baccalaureate Primary Years Program. In 2017, the school will be focused on broadening the community's understanding of International Mindedness. This will be achieved through purposeful learning, meaningful action and a deeper understanding of the IB PYP Learner Profile. The school's partnerships with our sister schools in Nanjing and Beijing (China) will also contribute greatly to a deeper and more meaningful understanding of why International Mindedness is so central to the philosophy of the IB and Auburn South Primary School.

In 2017, to further increase student, staff and community engagement, the school will continue to broaden its understanding and practical application of Positive Education while exploring new ways to further capitalise on the strengths of the Auburn South community.



Wellbeing

Auburn South Primary School is committed to ensuring that all students develop a positive sense of their own identity, are emotionally resilient and experience high levels of wellbeing.

Over the past 3 years, the school has worked hard to develop and implement a school wide approach to 'whole school' wellbeing that is built upon the foundations of positive psychology. This approach to wellbeing lives within our school's approach to learning and through our program of inquiry. Students build positive identity and engagement by understanding and playing to their strengths; they understand that by having a growth mindset, success goes hand-in-hand with effort; they are mindful and make positive choices that benefits their relationships and learning and; Auburn South Primary School students are grateful and appreciate both the opportunities they are given and the contributions that others make to their lives and learning.

Overall, the Attitudes to School Survey results demonstrate that on balance and when compared to National results, Auburn South Primary School students have strong morale, experience low levels of individual distress, are extremely connected to the school and their peers, are exposed to purposeful and stimulating learning and are motivated and confident learners. A fulltime assistant principal is employed to oversee student wellbeing and the program for students with disabilities. The school also has access to a range of support services such as an educational psychologist and speech pathologist.

With a focus on Restorative Practices and positive behavior management, the school exceeded Attitudes to School survey targets for both Student Safety and Classroom Behaviour.

In 2017, the school will establish a Positive Education Working Party to ensure that our school's approach is embedded within all relevant policy documents and that our school strategically identifies further opportunities for improvement.

For more detailed information regarding our school please visit our website at
www.auburnsouthps.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 689 students were enrolled at this school in 2016, 337 female and 352 male. There were 12% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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> Similar</p> <p> Lower</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>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>51%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>63%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>42%</td> <td>39%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	56%	25%	Numeracy	12%	51%	37%	Writing	14%	63%	23%	Spelling	19%	42%	39%	Grammar and Punctuation	21%	47%	32%	<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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1042 913"> <tr> <td>Prep</td> <td>Yr1</td> <td>Yr2</td> <td>Yr3</td> <td>Yr4</td> <td>Yr5</td> <td>Yr6</td> </tr> <tr> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> <td>94 %</td> </tr> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	94 %	95 %	96 %	94 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	94 %	95 %	96 %	94 %	94 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

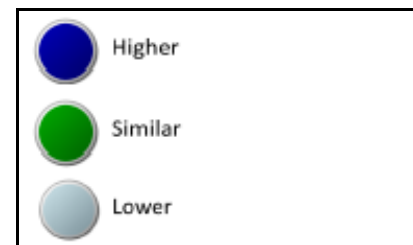
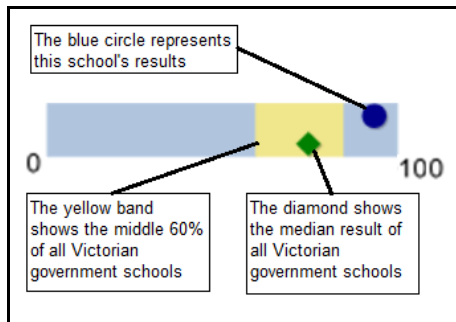
What are student outcomes?

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, P-12 and specialist schools, 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.

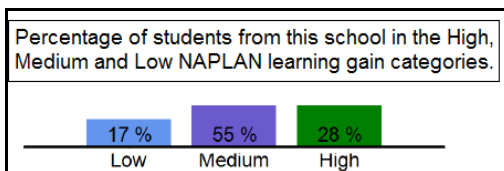
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,414,729	High Yield Investment Account	\$30,749
Government Provided DET Grants	\$480,289	Official Account	\$10,598
Government Grants Commonwealth	\$8,350	Other Accounts	\$44,893
Revenue Other	\$8,484	Total Funds Available	\$86,239
Locally Raised Funds	\$1,354,295		
Total Operating Revenue	\$6,266,147		
Expenditure		Financial Commitments	
Student Resource Package	\$4,452,592	Operating Reserve	\$86,239
Books & Publications	\$12,500	Total Financial Commitments	\$86,239
Communication Costs	\$11,668		
Consumables	\$200,922		
Miscellaneous Expense	\$378,832		
Professional Development	\$116,423		
Property and Equipment Services	\$332,129		
Salaries & Allowances	\$435,124		
Trading & Fundraising	\$292,952		
Travel & Subsistence	\$14,918		
Utilities	\$39,861		
Adjustments	(\$617)		
Total Operating Expenditure	\$6,287,303		
Net Operating Surplus/-Deficit	(\$21,156)		
Asset Acquisitions	(\$2,198)		

In 2016, the school continued to prioritise DET funding on keeping class sizes low, on investing significantly in professional development for staff and on the ongoing maintenance and improvement of the school's facilities, buildings and grounds. The school's active and engaged Parents Association (and associated volunteers) had another successful year and their combined fundraising efforts paid for the Teachers Across Borders Program, the installation of shade sails over the Toorong Rd playground and the installation of a new sandpit for our junior school students. The school's biennial fair was also successful with close to \$90,000 raised. The money raised from this successful and popular community event has been directed towards the following:

- Servicing Multi-Purpose Hall Loan (over 2 years)
- New Monkey Bars
- Shade Sail over Sandpit
- Subsidising the Stephanie Alexander Kitchen Garden Program

School council is continuing to scope additional improvement projects, with further enhancements to toilet facilities a main priority (as per the 2016 Survey).

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.

