

2017 Annual Report to the School Community



School Name: Auburn South Primary School

School Number: 4183



- 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 Regulation 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 2017 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

Signed 16 April 2018 at 02:51 PM by Marcus Wicher (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Signed 22 April 2018 at 03:03 PM by Mark Emney (School Council President)



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 authorised 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.

Our school's intent is to fulfil our vision and improve student learning outcomes across all areas of the curriculum while promoting positive health, inclusivity and empowerment for all students, parents and staff.

To achieve this, we prioritise the following four strategic pillars:

Inquiry: Learners are curious and have the skills to pursue learning that has real-world relevance and impact.

Agency: Learners are autonomous, resilient and motivated to take action.

International Mindedness: Learners thrive in a culturally diverse & rich learning environment. They actively see different perspectives and understand the world through a local and global lens.

Positive Education: As learners, our mindsets, strengths, relationships, emotions and sense of meaning, engagement and success are central to the pursuit of our best possible selves.

In 2017 the school's Student Family Occupation (SFO) density was 0.1 and in 2017 the Language Background Other Than English (LBOTE) proportion is 0.32. 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, 100 speak English as an Additional Language (EAL). The number of students that attract EAL funding support has also grown significantly from 33 student in 2012 to 74 by the end of 2017.

The school's enrolments have steadily grown over the past 6 years and currently cater for 674 students. There are three Principal class officers, 37.9 teachers and 6.4 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 travelled to China to formalise Sister School partnerships in Beijing and Nanjing.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence & Curriculum Planning and Assessment

The school continues to prioritise investment and time into the professional development of all teaching staff. All staff contributed towards the development of a school specific Teaching and Learning Cycle (including corresponding planning documents), which, as a tool is designed to support high level collaborative planning that effectively supports differentiated approaches to support, challenge and extend students with their learning. In 2017, the school successfully implemented the Victorian Curriculum.

Professional learning was also focussed on the development of core practice in Literacy (Word Study & Writing) and Mathematics (Number) and all staff participated in *peer observation, feedback and coaching conversations* training.

Building communities

The school is continuing to explore a broad range of ways to engage with parents as partners in learning. With 2017, highlighted as a year of formal review by the Department of Education and Training, the school sought to engage, staff, students and parents in the development of the school's new Strategic Plan. This process of engagement led to the school developed strategic intent which is to, *"Improve student learning outcomes across all areas of the curriculum while promoting positive health, inclusivity and empowerment for all students, parents and staff."*

The school's leadership team also has plans in place to implement the Sentral Learner Management System and in 2018, parents will be further connected to student learning and progress through the implementation of Sea Saw, a home-school learning and engagement platform. With parents identifying (via the 2017 Parent Opinion Survey) 'teacher communication' as a growth area for the school, the school is confident that these initiatives will further connect parents to the rich and meaningful learning that occurs in classrooms each day.



In 2017, the school also established two Sister Schools in China; Fuxue Hutong Primary School in Beijing and Jinling Primary School in Nanjing. Memorandum's of Understanding between our schools highlight the importance of developing positive relationships through collaborative learning and effective communication. These partnerships will also play a significant role in enhancing our community's understanding of how to further develop in our students, the attributes associated with *international mindedness*.

Achievement

The school's strategic plan identifies targets related to increasing the proportion of students achieving high levels of relative growth (year 3-5 NAPLAN data) while reducing the percentage of students achieving low levels of relative growth. In 2017, 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. In 2014, results for Year 5 reading were classified as being lower than statistically similar schools. Since then (last 3 years), results for Year 5 reading have been rated as 'similar' and in 2017, across all assessments, students performed strongest in the NAPLAN reading assessment.

In 2017, 80% of students achieved medium-high growth in Numeracy (30% High). In Reading, 82.5% of students achieved medium-high growth (31.5% High). In Writing, 77.5% of students achieved medium-high growth (31.5% High). In Spelling, 80% of students achieved medium-high growth (32.5% High) and in Grammar and Punctuation, 82.5% of students achieved medium-high relative growth (32.5% High).

Teacher teams plan collaboratively to ensure that the curriculum is effectively differentiated. 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 and learning targets of our students. With a strategic focus on improving outcomes across *all areas* of the curriculum, the school will continue to develop and refine pedagogical practices to ensure that all students are engaged, supported and challenged in their learning. The school's ongoing authorisation as an International Baccalaureate World School, ensures that learning, through an inquiry approach, is purposeful, relevant and highly engaging for students.

Engagement

The school actively encourages high levels of attendance as this is positively correlated with improved student academic, engagement and wellbeing outcomes. While attendance rates at Auburn South a significant better than the state average, data for 2017 indicates that our students are absent for a similar number of days when compared with schools that are similar to ours. In 2017, our Prep students were away for the most days (17 per student) whereas our Year 6 students were only away for 9 days each per student.

The 2017 Student Attitudes to School survey results indicate that students at Auburn South Primary School are highly challenged and engaged in their learning. Within questions that relate to student engagement, 86% of Year 5/6 students responded positively to 'Differentiated Learning Challenge'; 95% of students responded positively in terms of teachers having 'High Expectations for Success'; 91% of student indicated positive 'Motivation and Interest' in learning and; 87% of students responded positively to questions relating to 'Stimulating Learning'. Student 'Connectedness to School' was also rated by parents as a relative strength with 91% of responses returned as positive.

Outside of the normal classroom program, there are a number of opportunities for students to engage in activities or programs that enrich their learning. A large number of students are enrolled in before school chess programs (incorporating inter-school competitions), more than 40 Year 5/6 students are involved in the Maths Olympiad program and students are given the opportunity to enrol in instrumental music classes and a broad variety of before, during and after-school programs (i.e. sport, coding, art, Mandarin language, Lego robotics).

Wellbeing

The school's approach to wellbeing, Positive Education, is informed by the science, research and interventions associated with positive psychology. This Positive Education approach prioritises the wellbeing needs of students, staff and parents; ensuring that all stakeholders have the knowledge, skills and habits to positively impact individual and collective wellbeing. This approach also incorporates strategies and programs that relate to Cyber-Safety. Auburn South Primary School is accredited as an e-Smart school and all Year 5/6 students complete the Digital Licence which is run through the Allannah and Madeline Foundation and the Click Against Hate program which is run by the Anti-Defamation Commission.

The school adopts a restorative approach to managing student conflict challenges and seeks to empower students with the skills, knowledge and habits to build and maintain effective relationships. The 2017 Student Attitudes to School Survey indicates that 80% of Year 5/6 students responded positively to the ways that the school 'Manages Bullying'; 82% of students responded positively to questions relating to 'Resilience' and; 91% of students responded positively to having a 'Sense of Inclusion'. While only 63% of students responded positively to questions related to 'Experience of Bullying', when compared to



the state, this set of questions ranks the highest and is rated amongst the top 25% of Victorian schools. While 91% of parents, when surveyed, noted that their child/ren feels 'safe' at school, 'Experience of Bullying' was rated as a growth area with 69% of parents responding positively. The school has set ambitious targets within its new strategic plan to further improve in this area and seeks to be a system leader when it comes to the development of positive student relationships and safety at school.

For more detailed information regarding our school please visit our website at <http://www.auburnsthps.vic.edu.au/>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 667 students were enrolled at this school in 2017, 328 female and 339 male.</p> <p>13 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> 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 Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>51%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>48%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>50%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	51%	31%	Numeracy	20%	50%	30%	Writing	23%	46%	31%	Spelling	20%	48%	33%	Grammar and Punctuation	18%	50%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	18%	51%	31%																							
Numeracy	20%	50%	30%																							
Writing	23%	46%	31%																							
Spelling	20%	48%	33%																							
Grammar and Punctuation	18%	50%	33%																							



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="539 913 1024 1012"> <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>91 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	95 %	94 %	94 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	95 %	94 %	94 %	95 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the **About Our School** section refer to?

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

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

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

What does the **Performance Summary** section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

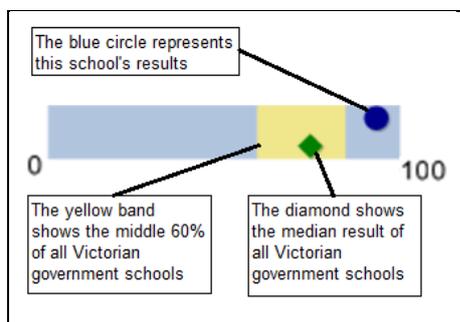
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

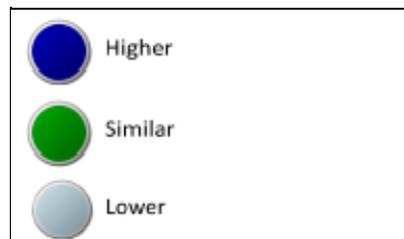


What does **School Comparison** refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '**Data not available**' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the **Victorian Curriculum**?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

In 2017, 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 and for the new Rope Climb Play Structure which is enjoyed by students from across all year levels. Additional funds raised by the Parents Association are carried over to 2018 as they seek to raise funds for the redevelopment of the Burgess St fence-line as a 'Quiet Play' area. Funds from 2017 were also carried over in the school's Building Trust Fund to pay for the redevelopment of a Junior Toilet facility in the Prep/Year 1 Building.

School council is continuing to scope additional improvement projects while ensuring that contingency plans and funding is in place to maintain the school site (buildings and grounds) to a high level.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,371,736	High Yield Investment Account	\$54,018
Government Provided DET Grants	\$444,945	Official Account	\$15,265
Government Grants Commonwealth	\$7,694	Other Accounts	\$127,225
Revenue Other	\$63,953	Total Funds Available	\$196,509
Locally Raised Funds	\$1,245,624		
Total Operating Revenue	\$6,133,953		
Equity¹			
Equity (Social Disadvantage)	\$6,578		
Equity Total	\$6,578		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,415,666	Operating Reserve	\$196,509
Books & Publications	\$7,661	Total Financial Commitments	\$196,509
Communication Costs	\$10,703		
Consumables	\$209,871		
Miscellaneous Expense ³	\$469,212		
Professional Development	\$91,856		
Property and Equipment Services	\$253,762		
Salaries & Allowances ⁴	\$327,221		
Trading & Fundraising	\$236,250		
Travel & Subsistence	\$13,605		
Utilities	\$45,842		
Total Operating Expenditure	\$6,081,647		
Net Operating Surplus/-Deficit	\$52,305		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.



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