

2018 Annual Report to The School Community



School Name: Auburn South Primary School (4183)



**AUBURN
SOUTH**
PRIMARY SCHOOL

- 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 2018 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 25 March 2019 at 02:32 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 2018 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.

Attested on 28 March 2019 at 07:59 AM by John O'Callaghan (School Council President)



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.”

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.

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 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.

In 2018, the school’s Student Family Occupation (SFO) density was 0.1 and in 2018 the Language Background Other Than English (LBOTE) proportion is 0.34. This LBOTE proportion has grown significantly since 2013 when it was 0.19. In total, 25 different languages are spoken and of the 231 students that come from Language Backgrounds Other Than English, 95 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 2018.

The school’s enrolments have remained consistent over the past 4 years and currently caters for 672 students. There are three Principal class officers, 36.3 teachers and 6.1 Education Support Staff (administration, school nurse, library and integration). With a commitment to continually improving the school’s Mandarin Languages program, the school hosts a Language Assistant from China and in 2018, the school launched its inaugural China Learning Exchange Program, whereby 9 students and 3 staff travelled to China to visit our sister schools, Fuxue Hutong Primary School in Beijing and Jinling Primary School in Nanjing.

Framework for Improving Student Outcomes (FISO)

In 2018, the School chose to focus on the Excellence in Teaching and Learning (Building Practice Excellence) and the Positive Climate for Learning (Health and Wellbeing) FISO improvement initiatives. As part of a focus on Building Practice Excellence, the school’s leadership and teacher teams have worked towards developing a collective understanding of the school’s strategic pillars, Inquiry, Agency, Positive Education and International Mindedness. Teachers and the school’s leadership team have also established what these pillars look like in terms of high quality teaching and learning practice. These ‘indicators of practice’ have been and will continue to be used as part of teacher observations and feedback conversations as we continually seek to improve and evaluate the effectiveness and impact of the school’s teaching approaches with students. As part of this focus on Building Practice Excellence, the school also aimed to establish consistent instructional models that could be applied to all areas of teaching and learning. This work began with the implementation of the Writer’s Workshop instructional model, which comprises of a mini-lesson, independent writing time (which may include an additional focus group mini-lesson, one-on-one conferencing or peer-to-peer feedback) and whole class sharing time and reflection. While the Writer’s Workshop instructional model has been implemented with varying degrees of consistency across the school, it was felt that this strategic focus would need to continue in 2019 once greater depth of understanding was gained in terms of the School’s Strategic Pillars.

Within the Health and Wellbeing FISO improvement initiative, the school re-established a staff Positive Education working party to work on the development of a consistent approach to the teaching of wellbeing knowledge and strategies. As part of this work, Positive Education at Auburn South Primary School was defined as being, "A holistic approach to education that empowers people to live a healthy and fulfilling life." This approach to wellbeing, which is based largely on positive psychology and the science of wellbeing, allows members of our school community to:

- acknowledge, appreciate and manage emotions
- develop and maintain positive relationships
- understand character strengths
- explore values
- live an active lifestyle
- take meaningful action to create change
- cultivate hope and optimism

Through the positive education working party, the school has also established plans to better understand the complexities of student wellbeing and mental health through the implementation of online wellbeing surveys, the re-introduction of the school's vertical wellbeing groups (previously called habitat groups), the employment of Project Rokit and Life Education to deliver targeted wellbeing programs for students and the organisation of the school's annual Grow Your Mind Day which is aimed at students developing an understanding of how having a 'Growth Mindset' helps them with their learning while supporting the development of resilience and optimism.

As part of a key improvement strategy to enhance community engagement and the promotion of parents as partners in learning, the school also implemented Seesaw, an online portfolio platform that provides parents with the opportunity to regularly connect (in real time) with learning highlights and achievements that occur on a day-to-day basis. Children across all year levels are now able to post (via Seesaw) samples of work or learning highlights that they are proud of and video reflections for parents to engage with and comment on.

Achievement

One of the School's strategic goals is to improve student learning outcomes across all areas of the curriculum. In 2018, students in Years 3 and 5 achieved mostly outstanding results in the National Assessments Program for Literacy and Numeracy (NAPLAN). A number of results were as strong as the school has had in the past 5 years (in both Years 3 and 5). The school's strongest performance areas across Years 3 and 5 are in Numeracy and Reading. While our results in Spelling and Grammar & Punctuation were also very strong, the anomaly this year was our Writing results which were much lower than expected and will be targeted as a growth area in 2019. In Numeracy, the Department of Education and Training (DET) has classified our school as an 'Influence' School whereby 'Performance is high or very high'. To be classified as an 'Influence' school, we need to demonstrate that, "This level of performance is maintained consistently over 3 years or is on a positive improvement trajectory with the school acting as an influencer and system leader."

In 2019, the school will continue to develop teacher understanding of how to develop students as writers through a Workshop model that incorporates the 6+1 Traits of Writing. Building on from 2018, the school will also look at developing a consistent 'Auburn South' instructional model/s that supports high quality learning and teaching. This model will be reflective of the school's strategic pillars: agency, positive education, international mindedness and inquiry. In addition to this and to ensure that teaching is targeted, the School will further develop teacher capacity to effectively use a broad range of data to inform practice within the school's Teaching and Learning Cycle.

Engagement

Within the School's Annual Implementation Plan, improvements in the percentage of positive responses from students (via the annual Student Attitudes to School Survey) were sought in terms of Student Voice and Agency. While other indicators of positive student engagement such as differentiated learning challenge (85% positive), high expectations for success (95% positive) and motivation and interest (86% positive) remain very high, student responses to questions related to Voice and Agency did not improve as the school had expected (66% positive). This will continue to be a strategic focus in 2019 as we develop staff and student knowledge and capacity to develop learner agency through voice, choice and ownership.

The school's attendance record when compared to both the State and statistically similar schools is excellent with absence rates being classified as being, "Well below the results for primary schools with similar characteristics." This is supported by student survey results which highlight positive 'Student Attitudes to Attendance' (87% positive).

Wellbeing

Within the School's Annual Implementation Plan, improvements in the percentage of positive responses from students (via the annual Student Attitudes to School Survey) were sought in terms of Resilience. While the school hasn't yet reached the target of 'Resilience' responses being 85% positive, responses remain very high at 80% positive. Other key indicators of student wellbeing and resilience such as School Connectedness (82% positive), sense of inclusion (87% positive) and school management of bullying (85% positive) have either improved from 2017 or remained high. Respect for Diversity (79% positive) has improved from 2017 and student responses indicating bullying has also decreased (13% negative). While bullying decreased in 2018, verbal and physical factors for student increased slightly (from 2017) and this will be a focus for 2019 by further developing staff knowledge and capacity to enable positive student relationships through the implementation of consistent approaches to support wellbeing.

Financial performance and position

In 2018, the School finished the year with a surplus of just over \$30,000. While there are many budget related variables that contribute to the financial position of the school, an increase in International Student Program revenue and lower than projected expenditure in areas such as professional learning and administration were the most significant. The school's biennial, Auburn South Fair was a resounding success and raised just over \$80,000. Funds raised via the 2018 Fair will support a variety of school building and facility improvements in 2019 (refurbishment of main toilet block, heating and cooling in the hall, sustainability projects (i.e. solar energy) and classroom modernisation). The school's Parents Association also enjoyed another successful year with just over \$30,000 raised across activities that included the School Fun Run, the Mother's Day Stall, the Father's Day Breakfast, the School Disco and the End of Year Concert. Funds raised by the Parents Association in 2018 supported the completion of the Burgess St Quiet Play project and the resurfacing of our school's main sports court with astro-turf.

The main sources of funding for the school are derived from parent contributions, the school's International Student Program, hire of facility and license agreements with a range of external providers and via the school's locally run and managed canteen and uniform shop. In 2018, the school continued to invest in the ongoing upgrade of Information and Communication Technologies (including the employment of a local technician), teacher professional development and teaching and learning through the ongoing implementation of the International Baccalaureate (IB) Primary Years Program (PYP). The school's Council also approved additional expenditure of just under \$20,000 to support the school's strategic goals to improve outcomes in literacy and mathematics. In 2018, the Auburn South School Council also agreed (to keep the cost to parents down) to continue to subsidise the Year 3-6 Stephanie Alexander Kitchen Garden program. Teacher replacement costs for both leave and professional learning represents a significant expense for the school. In 2018, just over \$100,000 was invested in the school's maintenance and OHS program for buildings, facilities and grounds.

In addition to the funding sources described above, the school also received a Federal grant via the Sporting Schools Fund to employee coaches from Rugby Australia to run a touch rugby program for students in Years 2-4. The school also received a State funded equity (social disadvantage) grant of \$6086 which supported the ongoing cost of providing literacy support and enrichment for students in need. To support the Year 5/6 Swimming program, the school received a grant of \$7830 as part of a state-wide initiative to make swimming lessons more accessible for students.




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

Enrolment Profile

A total of 665 students were enrolled at this school in 2018, 315 female and 350 male.

14 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






















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>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> Similar</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>	<div><p>Reading</p><table><tr><td>25 %</td><td>48 %</td><td>27 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>10 %</td><td>61 %</td><td>29 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>34 %</td><td>45 %</td><td>21 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>18 %</td><td>56 %</td><td>26 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>16 %</td><td>51 %</td><td>33 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	25 %	48 %	27 %	Low	Medium	High	10 %	61 %	29 %	Low	Medium	High	34 %	45 %	21 %	Low	Medium	High	18 %	56 %	26 %	Low	Medium	High	16 %	51 %	33 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
25 %	48 %	27 %																														
Low	Medium	High																														
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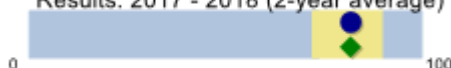


Performance Summary

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 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>94 %</td><td>94 %</td><td>94 %</td><td>95 %</td><td>94 %</td><td>94 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	94 %	95 %	94 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	94 %	95 %	94 %	94 %										

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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,392,588
Government Provided DET Grants	\$553,854
Government Grants Commonwealth	\$5,660
Revenue Other	\$44,785
Locally Raised Funds	\$1,365,547
Total Operating Revenue	\$6,362,434

Equity¹

Equity (Social Disadvantage)	\$6,086
Equity Total	\$6,086

Expenditure

Student Resource Package ²	\$4,495,522
Books & Publications	\$15,003
Communication Costs	\$13,035
Consumables	\$227,544
Miscellaneous Expense ³	\$472,632
Professional Development	\$49,517
Property and Equipment Services	\$341,942
Salaries & Allowances ⁴	\$342,757
Trading & Fundraising	\$295,927
Travel & Subsistence	\$19,993
Utilities	\$54,991
Total Operating Expenditure	\$6,328,863

Net Operating Surplus/-Deficit	\$33,572
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Asset Acquisitions	\$29,720
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Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$100,379
Official Account	\$28,451
Other Accounts	\$117,940
Total Funds Available	\$246,770

Financial Commitments

Operating Reserve	\$246,770
Provision Accounts	\$4,614
Cooperative Bank Account	\$11,631
Capital - Buildings/Grounds < 12 months	\$80,000
Total Financial Commitments	\$343,015

- (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 15 March 2019 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.

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)

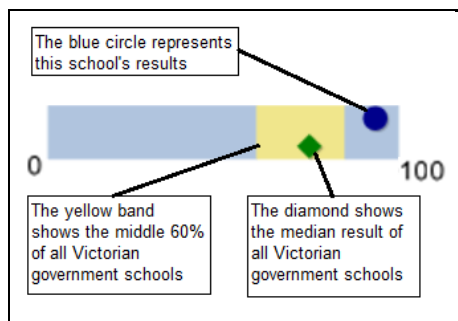
Engagement

- 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).

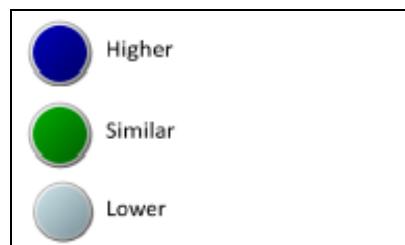


What does *School Comparison* refer to?

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*' or '*ND*' 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').