

2022 Annual Report to the School Community

School Name: Auburn Primary School (2948)



- 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 24 March 2023 at 04:46 PM by Tim Sawalaga (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

To be attested by 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

Auburn Primary School has had a presence on this site for over 133 years. It is a vibrant school with a strong sense of community, student engagement, and parent participation. Our inquiry-based, balanced, comprehensive curriculum addresses both academic and social and emotional learning.

The school possesses spacious and well-maintained grounds and garden areas, and the site has a heritage overlay. Our buildings provide a combination of new and refurbished, flexible learning areas, each of which connects to at least one other teaching space. This facilitates team teaching and fosters the development of an interconnected learning community.

Our school motto, of LEARN from the past, CONNECT with the present, CREATE our future, alongside our values and student code of conduct provide a solid basis on which to develop responsibility in our students. We aim to support young learners to develop strong values and ethics, contribute positively to society, and know how to be great learners and great people.

Strong literacy and numeracy skills are core to our programs. We recognise the importance of providing a curriculum program that personalises the learning pathway for each student.

Across the school, we are strongly focused on the developmental nature of learning, supporting students to move from 'where they're at' to the next step along the learning continuum. We adopt a carefully planned combination of explicit teaching and an inquiry-based approach, incorporating student interest and student voice. This underpins an engaging, relevant curriculum, viewed through a science lens, and applied through Investigations (Foundation – Year 2), and Inquiry-Based Learning for areas such as History, Geography, and Technology in Years 3-6. Across the school, in elements of Mathematics and English, we teach using a combination of inquiry and focused teaching, using differentiated, clinic group teaching to accurately target each student's zone of proximal development, for 'just in time' teaching.

A range of curriculum experiences is provided through our classroom and specialist programs - Chinese, Visual Arts, Performing Arts, and Physical Education. ICT is used as an important tool for creating and communicating. A combination of notebooks and tablets and a range of operating systems are used, with students in Years 3-6 able to BYO devices to school.

School Wide Positive Behaviour Supports (SWPBS) systems and processes set up school-wide expectations linked to our school values, and a strong focus on restorative justice supports our students to build and maintain positive relationships. Positive education principles, including the identification of character strengths, provide the tools to promote healthy minds and a strong PE program promotes healthy lifestyles.

Our school community is generally economically advantaged, indicating that our students should achieve highly, academically. Approximately 2% of families are economically disadvantaged and approximately 15% of students speak English as an additional language.

Our staff culture is focused on working collaboratively to build and enable the best outcomes for students, staff, and the community. Our staff works with high expectations for our students and each other, and a level of professionalism that keeps students at the centre. Our average staff FTE was 29.2 across 2022.

During the course of our current strategic plan, significant resources have been allocated to building teacher excellence and supporting consistency between classrooms. The principal, two Assistant Principals, two Learning Specialists, and expert teachers across the school, support a personalised professional learning program for all teachers, which includes, coaching, mentoring, and leadership development.

Our school community highly values learning and expects that every child has the opportunity to develop strongly - academically, and socially, with a strong sense of what's right.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was the fourth and final year of our strategic plan, and there was much to celebrate during our review in the final stages of the year. Our NAPLAN data for Year 3 students in the top 2 bands continue to be above state and similar schools in all tests - *Reading, Writing, Numeracy, Spelling and Grammar & Punctuation*. During our recent Department-led review, the Panel found a key highlight was Auburn Primary School's development of practice excellence in Literacy where the school had successfully undertaken a number of initiatives. These included:

- The implementation of an instructional model for Literacy and the development of high-quality Literacy teaching linked to HITS.
- consistent schoolwide implementation of reading and writing workshop models with supporting documentation.
- the establishment of key roles including Literacy leader and learning specialists, to provide coaching, modelling, and professional learning.
- an improved professional understanding of high-impact teaching and learning in Literacy, through a range of whole-staff professional learning and staff self-identifying goals.
- focused intervention/support for identified students in the area of Literacy through reading interventions and the tutor learning initiative.
- well-resourced, mini libraries across all year levels, and consistent use of book boxes and reader's and writer's notebooks, allowing for student agency in their learning.
- participation in a Community of Practice aligned with common improvement goals through the use of data, staff mentoring, and recruitment and well-being support.

The Panel found through fieldwork, teacher interviews, and the staff opinion survey and positive endorsement around the effectiveness of the focus on Literacy and instructional model that was reflected in the high levels of student achievement in Literacy.

In numeracy, we have commenced a similar improvement journey, in the endeavour to take our performance from good to great. This has included:

- research and professional learning around the development of an instructional model for Numeracy
- review of schoolwide numeracy teaching practices and supporting documentation
- the establishment of key roles including Numeracy leader and learning specialists, to provide coaching, modelling, and professional learning.
- school and network-level professional learning about high-impact teaching and learning in Numeracy.
- focused intervention/support for identified students in the area of Numeracy through the tutor learning initiative and high-ability challenge opportunities.
- an audit of and planning for the resourcing of maths learning materials in all year levels and learning spaces

Following on from the recent success of our literacy improvement journey, and underpinned by our strong staff culture, we anticipate continued improvement in the area of numeracy over the coming years.

Wellbeing

2022 began with a focus on re-establishing familiar routines and relationship building to support our students' wellbeing, following the 2020/2021 periods of disrupted learning.

Acknowledging the importance of providing a safe, inclusive, and positive learning environment, centred around student well-being, the following areas were of focus in 2022:

- ongoing partnership with the Resilience Project, with a focus on the explicit teaching of, and opportunity to practice Gratitude, Empathy, Mindfulness, and Emotional Literacy.
- further refinement of School Wide Positive Behaviour Support (SWPBS) processes to include the promotion of expected behaviours and steps for resolving conflicts.
- staff engagement with the Respectful Relationships curriculum, with further engagement with this, including parent engagement to take place in 2023.

- development of a draft document that brings together Resilience Project, SWPBS, and Respectful Relationships for all year levels. The refinement of this, to include a scope and sequence linking with other curriculum documentation will be work into 2023 and beyond.

A common theme from students in all year levels, as part of the review process in 2022, was the overwhelmingly highlight that the relationships students have within the school are something they value and believe are a strength of the school.

Parent feedback as part of the review process in 2022 included comments relating to the support teachers provide for students' wellbeing, the sense of inclusivity across the school, and the partnership with the Resilience Project are valued.

Engagement

Student leadership opportunities are provided across the school including Junior School Council, with representatives from all classes years 1 - 6, whose role is to advocate for their classmates and provide a voice in school improvement decisions. In 2022, a culmination of previous years' JSC work lead to the installation of our additional flag poles. To celebrate this, a smoking ceremony was held, with parents, carers, and students, and staff coming together to acknowledge this important event.

Our Student Leadership Program provides an opportunity for all year 6 students to have a role. These roles vary in terms of responsibilities, and students can self-nominate to be elected to roles that highlight their strengths or interests. Student-directed inquiries feature across the school - including students having a voice in the initial planning phase, the direction of the unit throughout based on areas of interest, and where they can take their learning afterwards, with this work coming as a result of the Primary Math/Science Specialist (PMSS). Our well-loved Connect program, which provides students with the opportunity to work alongside teachers and students from across the school, was re-launched in 2022, with students able to self-select a Connect group linked to an area of interest with students from all year levels.

The engagement of Auburn Primary School's parents/carers/community has been a strength for many years.

This includes:

- a supportive and engaged School Council and Parent's Association, whose work directly supports strategic targets through fundraising and community events.
- our Parents as Partners program with many parents volunteering their time and expertise to support student learning and with school events.
- developing partnerships with our local Kinders, in the interest of smoother transitions for our incoming preps and continuing to grow our wonderful APS community.

Financial performance

Auburn Primary School through careful financial planning once again maintained its sound financial position, recording a net operating surplus for 2022. The 2019-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for the School Council's allocation of funds to support school programs and priorities. The effective financial management of our Finance Sub-Committee and School Council has supported the school towards the achievement of the school's goals for 2022.

Auburn Primary was fortunate to receive a Sporting Schools Grant from the Australian Sports Commission. The school was also supported with a State Government grant for Shade Sails. These grants along with school funds have supported the health and safety of all students and staff. Equity funding was targeted for integration support, to enable extended learning groups of identified students.

The continued support from the Auburn Parents Association and the local community allows the school to provide the best possible programs & facilities for our students. After two difficult years due to Covid19, a successful community twilight fete was held. The fundraising efforts of the APA in 2022 have enabled the kitchen garden to continue and the completion of the sand pit shelter.

Our current strong financial position will see in 2023, the delivery of our School Strategic Plan and Annual Implementation Plan, specifically for the continued learning growth of all students, particularly in the areas of literacy and numeracy. Funds will also be used for improved maintenance and restoration of our wonderful historic buildings and facilities.

For more detailed information regarding our school please visit our website at:

<https://www.auburnps.vic.edu.au/>

Draft

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 383 students were enrolled at this school in 2022, 187 female and 196 male.

12 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).

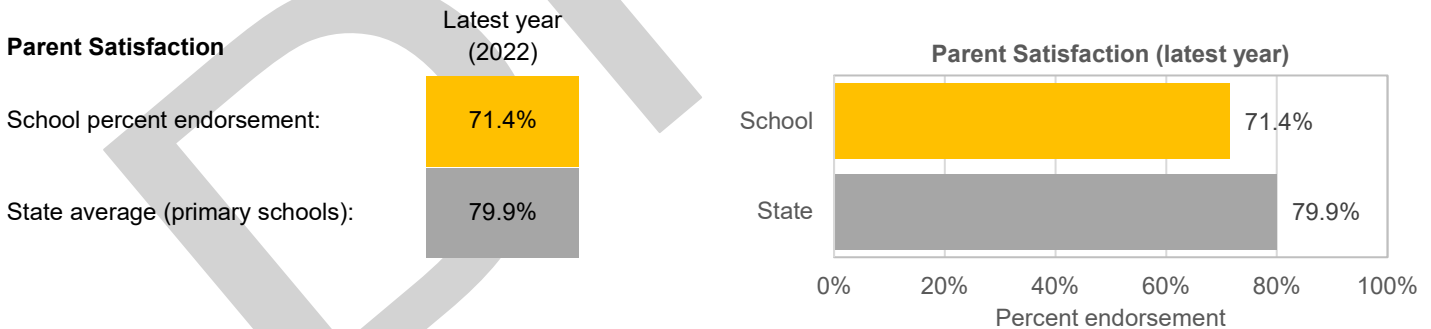
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

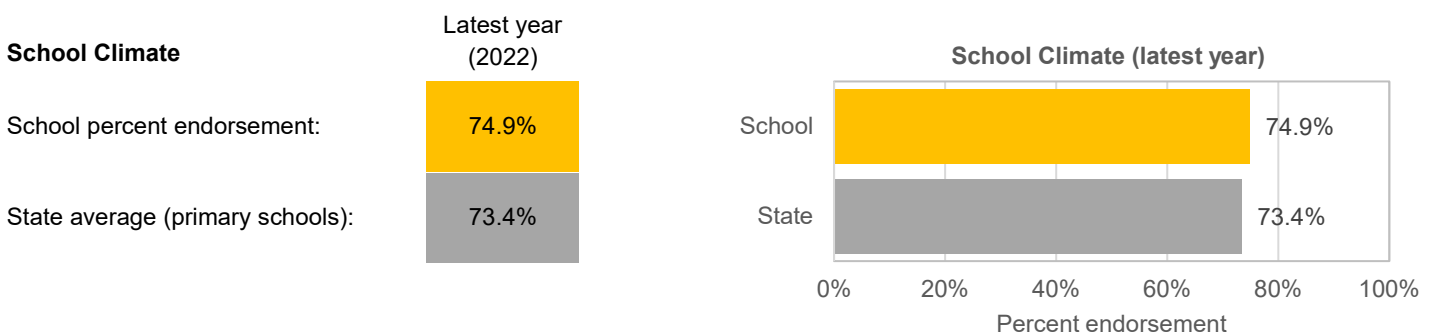


School Staff Survey

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:

95.2%

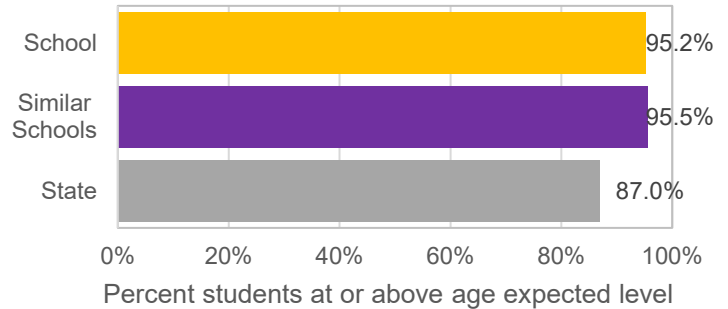
Similar Schools average:

95.5%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

97.0%

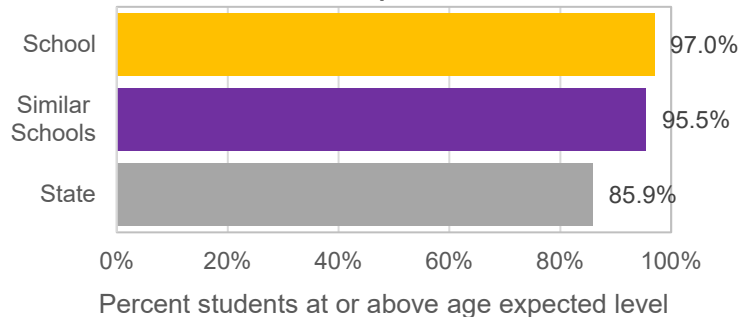
Similar Schools average:

95.5%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



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.

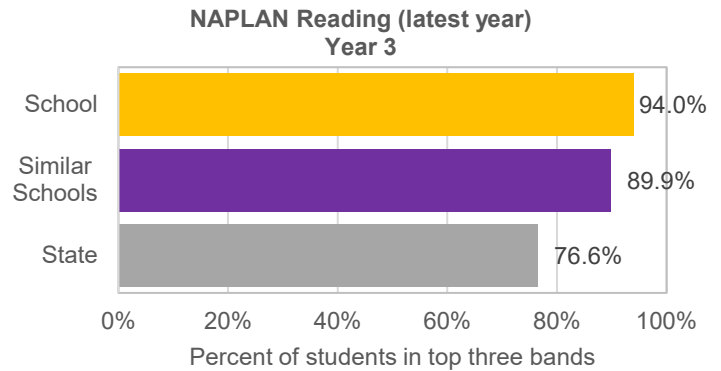
NAPLAN

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.

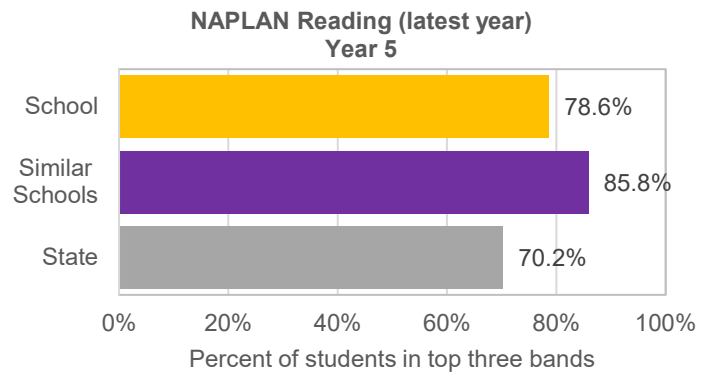
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.0%	91.5%
Similar Schools average:	89.9%	89.7%
State average:	76.6%	76.6%



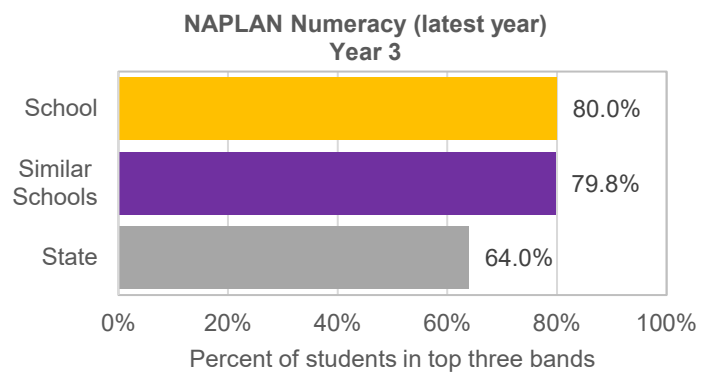
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.6%	77.7%
Similar Schools average:	85.8%	84.8%
State average:	70.2%	69.5%



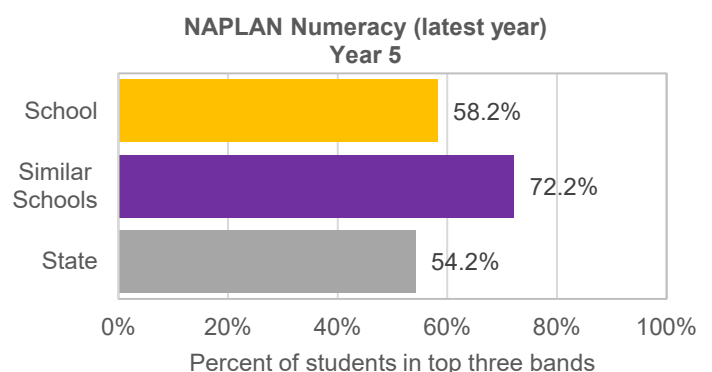
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	85.3%
Similar Schools average:	79.8%	82.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.2%	69.3%
Similar Schools average:	72.2%	76.9%
State average:	54.2%	58.8%



WELLBEING

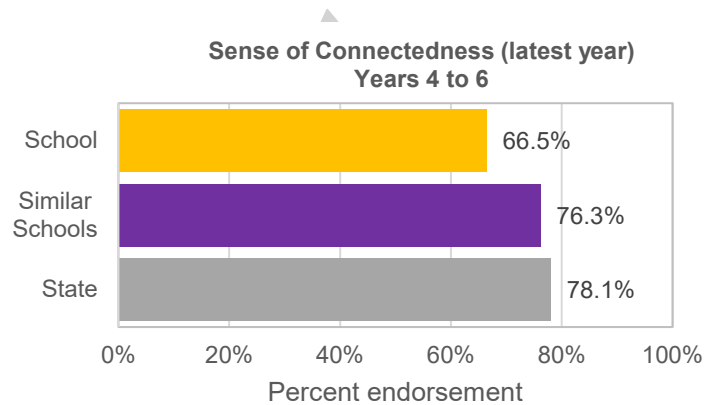
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	66.5%	74.5%
Similar Schools average:	76.3%	78.1%
State average:	78.1%	79.5%

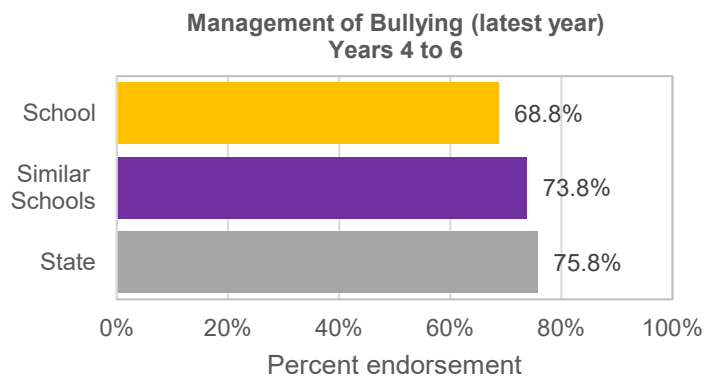


Student Attitudes to School – Management of Bullying

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:	68.8%	72.8%
Similar Schools average:	73.8%	76.5%
State average:	75.8%	78.3%



ENGAGEMENT

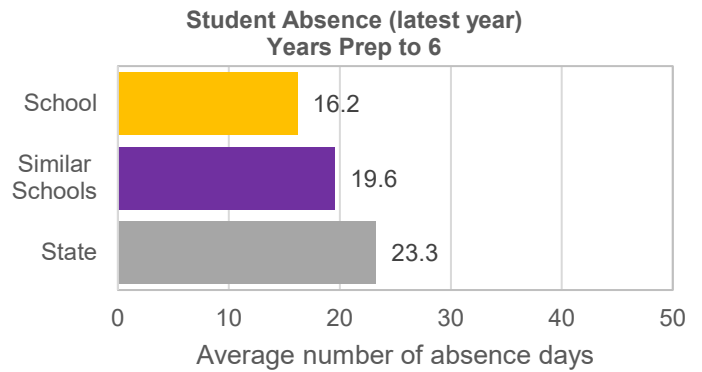
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.2	11.2
Similar Schools average:	19.6	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):	91%	92%	92%	93%	92%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,433,337
Government Provided DET Grants	\$330,221
Government Grants Commonwealth	\$5,600
Government Grants State	\$24,132
Revenue Other	\$14,386
Locally Raised Funds	\$470,440
Capital Grants	\$0
Total Operating Revenue	\$4,278,115

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,931
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,931

Expenditure	Actual
Student Resource Package ²	\$3,217,307
Adjustments	\$0
Books & Publications	\$19,733
Camps/Excursions/Activities	\$177,564
Communication Costs	\$5,763
Consumables	\$61,762
Miscellaneous Expense ³	\$21,946
Professional Development	\$34,654
Equipment/Maintenance/Hire	\$47,387
Property Services	\$74,063
Salaries & Allowances ⁴	\$37,304
Support Services	\$323,685
Trading & Fundraising	\$24,081
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$855
Utilities	\$40,048
Total Operating Expenditure	\$4,086,154
Net Operating Surplus/-Deficit	\$191,961
Asset Acquisitions	\$68,155

- (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	\$570,253
Official Account	\$54,442
Other Accounts	\$28,910
Total Funds Available	\$653,604

Financial Commitments	Actual
Operating Reserve	\$135,131
Other Recurrent Expenditure	\$16,765
Provision Accounts	\$0
Funds Received in Advance	\$87,599
School Based Programs	\$140,709
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$212,695
Capital - Buildings/Grounds < 12 months	\$41,160
Maintenance - Buildings/Grounds < 12 months	\$46,340
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$680,400

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.