**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 16 March 2023 at 05:16 PM by Raelene Harvey (Principal) |

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| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 05 April 2023 at 08:53 AM by Kylie Davis (School Council President) |

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School Name: Aldercourt Primary School (5043)

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

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**

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| **School context** |
| In 2022 we saw a more consistent year of students attending school after two years of the COVID pandemic interrupting onsite learning. This meant we made full use of our new spaces incorporating a welcoming space, community room and 5 consulting rooms. Peninsula Health came on site and the rooms were operating fully by the end of 2022. The Early Learning Centre with 3 and 4 year old kindergarten as well as play group commenced in 2021 and throughout 2022 the kindergarten staff were working closely with our prep team to make it a smooth continuity of learning for the students that attended prep for the 2023 year. We are a part of the Frankston North Education Plan, a progressive initiative supported by the State Government. Aldercourt Primary School is one of three schools, together with Mahogany Rise Primary School and Monterey Secondary College that serve the Frankston North community. With targeted support from the DET in the South-Eastern Victoria Region (SEVR), through the Differentiated Support for School Improvement (DSSI) initiative, the schools have come together to form the FNEP. The FNEP aims to transform opportunities for the community with the three schools working closely together to offer high quality education from birth to adulthood, act as the platform for the delivery of a range of health and wellbeing services and open their facilities for extensive community use. The schools are partnered with and supported by Our Place, an approach developed by the Colman Foundation, a philanthropic organisation that aims to improve social and educational opportunities for children and their families, the Brotherhood of St Lawrence and the Frankston City Council. The vision for us as a whole community is based on success in life and in learning.In 2022 we were awarded the Victorian Education Excellence Award where we were awarded the team award and the Lindsay Thompson Award for Excellence in Education. These awards came with a monetary amount that we will use going forward to upskill our staff for the continuous improvement in our teaching and learning. In 2022 the school had 199 enrolments and a Student Family Occupation index of high. The school provides accredited Out of School Hours Care, early learning kindergarten and playgroup, access to community services including the local council, and specific wellbeing programs. In 2022, our staffing profile was made up of: 15.6 Full-time equivalent teaching staff and12.0 Non-teaching staff. As a whole community, our three schools within the community hold the same vision, "Every child and family in the Frankston North community to succeed in learning and life". Across our schools we all hold the same three key values. These are the foundation for how we make decisions, plan and take action and shape the way we work together within our school and community. The three key values in Frankston North are: 1. Be a Learner 2. Be Respectful 3. Be Safe. We want our students to feel safe and happy. We want them to enjoy learning and achieve highly. We want them to be confident in tackling challenges but are caring of others along the way. We want them to develop positive social skills, healthy relationship values and a strong sense of themselves as individuals.Our curriculum is inclusive and developmental. Students are challenged to extend their skills and knowledge in a caring and supportive environment. The school provides a comprehensive curriculum with a strong focus on literacy, numeracy, and social-emotional learning, with further programs and initiatives focused on supporting the development of the whole child. Wellbeing is at our core. Aldercourt Primary School has embarked on a learning journey towards implementing the Berry Street Educational Model (BSEM) Strategies in our daily practice. BSEM is an education initiative based on proven positive education, trauma-informed and wellbeing practices that enable students’ academic and personal growth. The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement. Students and teachers develop Ready to Learn Plans for their class, or individually, to support them in identifying helpful strategies that support them to regulate themselves so they can de-escalate strong emotions. Our school uses the Berry Street Education Model and Resilience Rights and Respectful Relationships as cornerstones to our P-6 wellbeing programs. We have a dedicated Wellbeing Team made up of a coordinator, teacher, education support staff member who focusses on hands-on-learning and counsellor who offer support to students and families, and support teachers and education support staff in their planning and delivery of our programs. We had a major change over of leadership with both the principal and assistant principal changing throughout the year. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 we continued to work hard to ensure the health, wellbeing, and learning of our students was a priority. We aimed to provide a continuity of learning for students through the development of a whole-school approach to curriculum, instruction, assessment and collaborative practice. This has been achieved by continuing to deepen teacher practice by embedding regular modelling, coaching, feedback and reflection processes through the Professional Learning Teams (PLT’s), together with deepening the whole school approach to student data and assessment to inform point of need teaching and learning would be the focus for the next strategic period. We have worked on continuing to implement a consistent approach to teaching and learning through the use of HITS and our school's instructional model to continue building teaching excellence. Our teacher judgement of student achievement percentage of students working at or above age expected standards in English and Mathematics were both above similar schools as was our percentage of students in the top three bands of testing in NAPLAN in reading.The introduction of decodable texts across the school, reading nights and professional development for our staff should continue to see our literacy results improve. The PMSS (Primary Maths and Science Specialist) program has seen some wonderful teaching implemented in the area of numeracy with a consistent approach through our instructional model across the school. Over the coming four years, we will be prioritising:1. Literacy and numeracy across the school including writing, reading and numeracy.2. Deepening teacher practice, collaboration, and assessment and data practices.3. Student engagement, agency and voice in learning.4. Student wellbeing and community engagement including partnerships. Our Student Agency and Voice Team (SAVs) and our Enviro Heroes team have brought student voice and action into our learning. It has been terrific to be able to bring back lunch time clubs, whole school events and parents back on site to engage our community back into classrooms and feeling a part of their child's learning journey.  |
| Wellbeing |
| The wellbeing of students, families and staff continues to be a priority at Aldercourt PS. Every child in the school nominates two champion teachers to support them if they need it or to celebrate their achievements with. The mantra of unconditional positive regard for our students is upheld across all aspects of the school. The wellbeing staff have continued to run whole class social skills and wellbeing lessons with each of the classes to continue to build these skills after extended lockdowns. SSGs continue termly for all PSD, OOHC and Koorie students and families. The building of community expectations and positive behaviour, the use of trauma-informed practices, and the use of consistent routines and structures across the school continues to be a strength of the school. For students who are at greater risk of disengagement, we provide a range of wellbeing supports, including trauma-informed practices and adjustments, to re-engage and activate students in their learning. Having staff members work with our students, who understand them, and know them as learners, is extremely important. Our equity funding also allows us to employ more human resources to support our students. In 2022 we have identified and sourced funding for relevant students who have been successful under the new DIP funding model. Employing an ES specifically to concentrate on the paperwork for the funding has been a great success and enabled us to fund more support for our students. In our Attitude to School Survey our Sense of Connectedness and Management of Bullying were again above similar schools. |
| Engagement |
| To support our students back to school the focus was on building stamina and engagement in learning. A major focus has continued to be placed on the Berry Street strategies for student engagement; in particular brain breaks, spotting micro-moments, continuing to use ready to learn plans, and implementing our whole-school behaviour traffic light system.Attendance has been at the forefront continuing to follow up students who were away for more than 2 days with check in phone calls and support where needed. Continuing to reflect with staff on the mantra of unconditional positive regard always to ensure students feel supported and thrive at school is and will continue to be a major focus. |
| **Other highlights from the school year** |
| An absolute highlight in 2022 was winning the Victorian Education Excellence Award as this recognised each and every staff member in the school, along with families and our external supports and the wonderful work they have done over the years to make Aldercourt PS the wonderful learning hub it is today. Working closely with the Frankston North schools in the FNEP, Monterey SC and Mahogany Rise has also been a highlight as we work closely together to improve the outcomes for Frankston North families. Leadership work closely together to provide coaching opportunities for middle leadership development, complete learning walks across the three schools and have 6 meetings together a year where we share strategies and experiences to ensure we are working closely on our collective goals.  |
| **Financial performance** |
| Funding received under the PSD program and DIP funding is used to employ ES staff members in every classroom to support student learning. Equity funding is used to employ staff as part of our Literacy Support team as well as our Wellbeing team. Every student at Aldercourt Primary School is supplied lunch daily, which is prepared by our school cook. The cost of the food and staff is paid out of equity funding. At the end of 2021 we successfully received a grant of $60,000 from Schools Plus to support our work across the community in building up teaching and leadership excellence. We successfully applied and received a $25,000 grant to support the building and instalment of an outdoor classroom and shade sails within our school grounds which will be completed in 2023. We installed windows in our prep building as well as internal walls in our senior building to decrease the noise that was affecting the calm learning environment. We continue to receive money from Bingo and our fundraising team which allows us to plan for further improvements to our grounds in 2023. While there is an expected deficit forecast, the equity funding will ensure the school maintains its strong financial position. |
| **For more detailed information regarding our school please visit our website at** [**http://www.aldercourtps.vic.edu.au**](http://www.aldercourtps.vic.edu.au) |

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 199 students were enrolled at this school in 2022, 96 female and 103 male.

14 percent of students had English as an additional language and 10 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: High

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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 62.4% |
| State average (primary schools): | 79.9% |

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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 71.5% |
| State average (primary schools): | 73.4% |

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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 79.8% |
| Similar Schools average: | 69.8% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 75.7% |
| Similar Schools average: | 67.9% |
| State average: | 85.9% |

LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 60.5% | 50.7% |
| Similar Schools average: | 59.0% | 61.3% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 56.7% | 47.3% |
| Similar Schools average: | 51.2% | 52.7% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 35.1% | 37.8% |
| Similar Schools average: | 44.0% | 47.0% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 39.3% | 36.1% |
| Similar Schools average: | 31.7% | 37.3% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 81.4% | 85.4% |
| Similar Schools average: | 74.1% | 76.1% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 78.0% | 82.4% |
| Similar Schools average: | 73.4% | 76.0% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 28.8 | 19.2 |
| Similar Schools average: | 27.6 | 22.3 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 83% | 85% | 89% | 87% | 88% | 87% | 77% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,853,737 |
| Government Provided DET Grants | $496,627 |
| Government Grants Commonwealth | $17,909 |
| Government Grants State | $0 |
| Revenue Other | $19,389 |
| Locally Raised Funds | $343,883 |
| Capital Grants | $20,000 |
| Total Operating Revenue | **$3,751,544** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $531,511 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$531,511** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $2,724,504 |
| Adjustments | $0 |
| Books & Publications | $204 |
| Camps/Excursions/Activities | $50,465 |
| Communication Costs | $4,711 |
| Consumables | $63,683 |
| Miscellaneous Expense 3 | $15,952 |
| Professional Development | $20,398 |
| Equipment/Maintenance/Hire | $65,680 |
| Property Services | $54,732 |
| Salaries & Allowances 4 | $107,101 |
| Support Services | $65,251 |
| Trading & Fundraising | $122,204 |
| Motor Vehicle Expenses | $7,973 |
| Travel & Subsistence | $25 |
| Utilities | $32,312 |
| Total Operating Expenditure | **$3,335,195** |
| Net Operating Surplus/-Deficit | **$396,350** |
| Asset Acquisitions | **$299,388** |

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 | $815,090 |
| Official Account | $16,678 |
| Other Accounts | $0 |
| Total Funds Available | **$831,768** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $93,890 |
| Other Recurrent Expenditure | $10,612 |
| Provision Accounts | $0 |
| Funds Received in Advance | $35,042 |
| School Based Programs | $346,067 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $2,730 |
| Capital - Buildings/Grounds < 12 months | $291,481 |
| Maintenance - Buildings/Grounds < 12 months | $51,945 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$831,768** |

*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.*