

# 2017 Annual Report to the School Community



School Name: Airly Primary School

School Number: 4169



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 27 March 2018 at 09:49 PM by Brenda Talbot (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 19 April 2018 at 01:57 PM by Dawn Michie (School Council President)



## About Our School

### School Context

Our school's purpose is *'to provide a safe, caring & engaging learning environment that equips children with the necessary skills & knowledge to become positive & active contributors to the local & global community, ensuring their ability to thrive & be safe, even outside of school hours.'* Our School Values include: Respect, Attitude, Co-operation & Environment.

In 2017 three classes ran. There was an increase in enrolments to 33 on Census day (later up to 39). This meant extra staff were employed (teacher, aide + extra admin time). One staff member went on family leave which resulted in a new graduate teacher being employed. Families came from Stratford, Sale, Maffra, with the return of local Airly families as well.

2017 was a School Review year and this was undertaken in the second semester. The community was involved, mostly via School Council with the review of and development of new policies to ensure we met VRQA and Child Safety Standards. Excellent Parent Opinion Survey results endorse the support of our community. The Review led to three goals to pursue in 2018: To maximise student learning growth in Literacy and Numeracy, To develop empowered, engaged and resilient learners who take high levels of responsibility for their learning, and To build a strong and collaborative rural cluster that drives school improvement.

### Framework for Improving Student Outcomes (FISO)

In 2016 Airly PS was a part of the Wellington Network's Systematic Synthetic Phonics Trial, introducing systematic synthetic phonics to Foundation students. This trial was very successful so our FISO initiative remained the Systematic Synthetic Phonics focus in 2017. This learning was used across the school, highlighting areas of need for older students and also introducing explicit grammar learning past Foundation level using the Jolly Phonics program.

Staff continued to be involved in the FISO planning group to run a Systematic Synthetic Phonics Professional Learning Team across the Network. The focus was to encourage more schools to adopt this learning and to introduce them using previous knowledge of our experience and resources. Classroom teachers shared their learning, strengths and weaknesses, and further developed their practice from sharing their knowledge, undertaking professional reading and examining their data closely.

School resources have continued to grow for decodable texts and staff are aligning these with more precision and availability to suit the needs of individual students. New staff were also upskilled to implement this program effectively.

### Achievement

Staff undertook the DET Professional Learning Community program in semester 2. This saw a shift and a new focus on Numeracy commenced. ABCS PLT meetings altered to become PLC meetings between five Cluster schools (Airly, Bundalaguah, Cobains, Seaspray & Wurruk, with Loch Sport somewhat involved as well.) Professional learning was largely led by the 'middle leaders' (classroom teachers), driving planning, data analysis and changes to teacher practice. A growing sense of shared learning arose and shared ownership of 'our' students rather than 'my' students.

The percentage of students working at or above age expected standards in English and Mathematics, according to Teacher Judgements is higher than similar schools, given student backgrounds and characteristics.

No data is available for NAPLAN testing in 2017 due to limited numbers completing the test.

Parent Opinion Survey results for "School Satisfaction" are higher than the middle 60% of Victorian Government schools.

School Staff Survey results for 'School Climate' are lower than the middle 60% of Victorian Government schools.

### Engagement

2017 saw all year levels achieve higher than 91% attendance, except for Year 6. The DET Senior Well-being & Engagement Officer was engaged to assistance with chronic absence. School comparison rates show Airly PS had similar results to alike schools, given the background characteristics of students and less absences over the last four years than similar schools.

Staff undertook much training throughout 2017 to meet the needs of our school community. We were a part of the SAFEMinds Wellington Network and this learning was further enhanced when all staff undertook KidsMatter training in the latter part of the year. ES staff were employed longer hours to ensure they could be a part of this whole school professional development. Staff also undertook Trauma training. The focus on Health & Well-being arose from needs within our school community, to support students with individual needs.

Our sustainability journey continued as we earned recognition for the Energy and Biodiversity modules of the ResourceSmart Program. Through ongoing student monitoring of the school's solar energy production, a fault with the inverter was identified and able to be rectified. This gave our students an insight into the real-life effects of their sustainability learning. A second drinking trough was also installed as a result of student's having a voice about the school operating efficiently.



## Wellbeing

Grades 4 to 6 completed the Attitudes to School Survey in 2017. Our results for School Connectedness and Management of Bullying both received lower results than that of similar schools with alike student backgrounds and characteristics.

Our Grade 6 leaders undertook the Rotary Junior Community Award Program. For their community service, they ran the school Breakfast Club program. This was introduced one day per week and encouraged healthy breakfast habits amongst the school community.

The Resilience, Rights and Respectful Relationships Program was introduced in all classes, supporting the SWPBS framework. All staff are now trained in delivering Sexuality Education. Airly PS became a partner school to lead school, Bundalaguah PS, for the Respectful Relationships Program. We achieved the Sun Protection, Sexuality & Well-being and the Mental Health & Well-being benchmarks of the Achievement Program.

For more detailed information regarding our school please visit our website at  
[www.airlyps.vic.edu.au](http://www.airlyps.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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 33 students were enrolled at this school in 2017, 14 female and 19 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 11 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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><b>NAPLAN Year 3</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p>
<p><b>NAPLAN Year 5</b></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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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><b>NAPLAN Learning Gain</b> 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>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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="553 913 1040 1003"> <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>91 %</td> <td>91 %</td> <td>90 %</td> <td>95 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	91 %	91 %	90 %	95 %	83 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	91 %	91 %	90 %	95 %	83 %										





## 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><b>Students Attitudes to School - Sense of Connectedness</b></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>	<p><span style="background-color: lightblue; border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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>	<p><span style="background-color: lightblue; border: 1px solid gray; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p>

# 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).

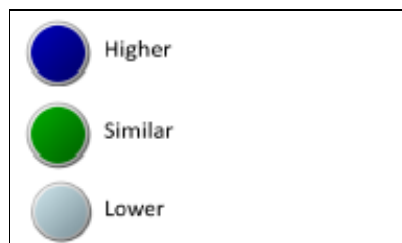


## What does *School Comparison* refer to?

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

The Airly PS community prides itself on its efforts to be a sustainable school. As such, funds are spent carefully and alternate resources are sought to reduce the cost to the school, eg. many art materials used are recycled materials. Through careful fund management, the school achieved a surplus for 2017. Over many years our bank balance has grown and this will be put towards the extension of the Administration Building in 2018.

Many grants were achieved in 2017:

Sporting Schools Grants – enabling students to experience hockey, athletics & swimming programs

First Call Fund – enabling students and the wider school community to attend performing arts in Melbourne

Schools Accessibility Grant – deck modifications & toilet handrails to assist a student with cerebral palsy

Sun Shade Grant – shade sail installed over decked area

Sexual Health Grants – Staff Training (Sexuality & Relationships Education) & Resources (social & emotional)

KidsMatter Grant - \$10,000 via Seaspray PS for the Sale Rural Cluster to train all staff in the KidsMatter framework

Parents Club purchased a new oven to improve the cooking facilities used by staff and students.

New tablets (IT) were purchased for student use, ensuring a 1:1 device ratio.

The ongoing tree removal program was completed.

#### 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	\$540,939	High Yield Investment Account	\$133,315
Government Provided DET Grants	\$99,548	Official Account	\$17,463
Government Grants Commonwealth	\$12,985	<b>Total Funds Available</b>	<b>\$150,778</b>
Government Grants State	\$5,699		
Revenue Other	\$10,379		
Locally Raised Funds	\$16,073		
<b>Total Operating Revenue</b>	<b>\$685,624</b>		

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$54,207
Transition Funding	\$2,497
Equity (Social Disadvantage - Extraordinary Growth)	\$8,131
<b>Equity Total</b>	<b>\$64,835</b>

Expenditure		Financial Commitments	
Student Resource Package <sup>2</sup>	\$494,739	Operating Reserve	\$10,000
Books & Publications	\$2,142	Asset/Equipment Replacement < 12 months	\$1,812
Communication Costs	\$756	Capital - Buildings/Grounds incl SMS<12 months	\$120,000
Consumables	\$6,319	Revenue Receipted in Advance	\$500
Miscellaneous Expense <sup>3</sup>	\$18,944	School Based Programs	\$4,500
Professional Development	\$4,282	School/Network/Cluster Coordination	\$8,966
Property and Equipment Services	\$48,023	Other recurrent expenditure	\$5,000
Salaries & Allowances <sup>4</sup>	\$30,558	<b>Total Financial Commitments</b>	<b>\$150,778</b>
Trading & Fundraising	\$5,252		
Travel & Subsistence	\$264		
Utilities	\$2,624		



<b>Total Operating Expenditure</b>	<b>\$613,903</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$71,721</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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.*

