

2022 Annual Report to the School Community

School Name: Amsleigh Park Primary School (5428)



- 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 04 April 2023 at 02:03 PM by Michael Cormick (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

Attested on 14 April 2023 at 09:44 AM by Ana Meyborg (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

Nestled in the quiet residential area of Oakleigh East, Amsleigh Park is affectionately known as a 'hidden gem'. Our quiet and large suburban campus offers a high standard of facilities and grounds, and our students have ample room to grow and develop. We cater to children from Oakleigh East and the surrounding suburbs of Huntingdale, Oakleigh, Mount Waverley, Chadstone and Clayton. We pride ourselves on offering a friendly, welcoming and caring culture all across our school community.

At Amsleigh Park Primary School our purpose is: *'to provide a safe and inclusive community that fosters resilience, innovation, connection and lifelong learning.'* Our purpose is complemented by our school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'.

In 2022 our socio-economic profile changed minimally with an SFOE of 0.246, placing us in the low band. Generally this means our parents have high levels of education and occupations, and lower levels of disadvantage. Census day enrolment was 332, an increase from 2021, showing moderate growth. A prep enrolment of 57 students was pleasing and consistent with previous years. By the end of 2022 our enrolment had increased further to 342.

In 2022 our school was organised into 16 classes with 5 specialist programs – Art, Physical Education, Performing Arts, German and STEM (Science-Technology-Engineering-Maths) and inclusive of intervention programs for Reading, English as an Additional Language support and Maths Extension. The Tutor Learning Initiative continued in 2022 through the generous funding support of the Department of Education and Training.

Our staff comprised: 2 principal class, 22 teachers and 12 education support staff (Full time equivalent 27.2). Strongly committed to continuous improvement and achieving excellence in teaching and learning, our highly professional learning community worked collaboratively in 2022. Our school staff climate data remains consistently high and staff engagement and a shared commitment to improving student outcomes is a core focus for our school.

We are fully committed to the provision of differentiated learning that meets a broad range of student needs and abilities, as evidenced through our team planning documentation. Our whole school instructional model, based on the 'gradual release of responsibility', is well embedded into classroom teaching practice. We consistently strive for excellence in both teaching and learning programs, and endeavour to have all students achieve their best.

Well behaved and cooperative, Amsleigh Park PS students are highly respectful and motivated to learn. With continued support from teachers and support staff, our students settled back into the 2022 school year generally well. Additional teaching of well-being was mandated across our school to support students in catching up on their social skills which was impacted by remote learning.

In 2022 we undertook construction of two projects that had been delayed by State-wide lockdowns. A new Covered Outdoor Learning Area (COLA) and covered walkway between the main building and the Thelma Bailey Centre have further improved outdoor areas considerably. A new shade sail over the mandala was also completed earlier in the year.

Progress towards strategic goals, student outcomes and student engagement

Learning

During the 2022 school year our teaching staff took the opportunity to rebuild students learning stamina and bridge any learning gaps that might have occurred through remote learning in 2021. Teachers commenced the year with a goal to make sure that students had the opportunity to consolidate and extend learning in all curriculum areas.

NAPLAN testing went online in 2022 which was a significant change for Amsleigh students. Grade 3 data for Reading was slightly higher in 2022, and above State averages and comparable to similar schools with 83.3% of students in the top 3 bands. Grade 5 results were well above State and comparable to Similar Schools averages with 76.9% of students in the top 3 bands. The teaching of reading changed in 2022 with a new focus on the teaching of synthetic phonics being implemented. As an evidenced based approach to the teaching of reading we are confident this will lead to further gains in coming years.

NAPLAN results for Numeracy for Grade 3 remained positive (83% in top 3 bands) and comparable to similar schools and well above the State average. This increased from 2021 when it was 79%. Grade 5's results in the top three bands were well above State and just above similar schools and the 4-year averages. These results are indicative of quality teaching of Mathematics across our school.

Teacher judgement data for Reading in 2022 shows 33% of our students were above the expected level (6-18 months ahead) and overall, 91.9% were at or above expected. Pleasingly, this is once again above similar schools and state averages. Overall, we remain very pleased with student outcomes in Reading for 2022 but aim to have more students achieve above the expected level in coming years.

Students achieving above the expected level for Writing in 2022 was 19%. Overall, 86% of students were at the expected level or higher in Writing in 2022 which is equal to similar school averages. Data from teacher judgments also correlates with NAPLAN results. Overall Writing is not as successful as Reading which is also evident in education across Australia. This will be interrogated further in the school review due in 2023.

Teacher judgments for Number and Algebra shows that 32% of students were above the expected level, and that overall, 93.8% of our students were at or above expected level. Data for Statistics and Probability and Measurement and Geometry are also consistent. Our results for Mathematics remain stable and whilst they are at the same level of similar schools we would like to continue to improve teaching in this area. During 2022 there was an emphasis on updating some resources and continued focus on core skills such as subitising, place value and multiplicative thinking.

Wellbeing

At Amsleigh Park we pride ourselves on our proactive whole school approach to managing and supporting student well-being. In 2022 there was an increased need in this area as teachers and support staff continued to help students to readjust to school life and build positive interactions with their peers.

Well-being support is strongly endorsed by our students, and the Well-being Supplementary Report based on the Attitudes to School Survey shows that our school is once again excelling in 9 out of 10 areas. Highlights include: Positive endorsement of advocate at school (92%), positive endorsement of attitudes to attendance (90%), sense of connectedness (90%) and stimulated learning (90%). This is a significant achievement and indicative that our overall school culture is one of high care and support. This is also supported in the school performance report in which we are rated in this key measure as 'influencing.'

Implementing 'The Resilience Project' (TRP) continued in 2022 as our community focused on the virtues of being grateful, having empathy and practising mindfulness. The special acronym GEM was reinforced through the student learning sessions all across 2022, and all students completed TRP activities and reflections in their workbook. Resilience is also shown through AtoSS as an area in which our school is excelling.

Our strategic well-being goal in 2022 was the continued implementation of School Wide Positive Behaviour Support (SWPBS). Through SWPBS our teaching staff consistently build high expectations for student behaviours and model both positive and respectful relationships. SWPBS requires a whole school effort and commitment and is monitored by the 'Well-being' professional learning team.

Social-Emotional Learning continues to be explicit in our curriculum, and all classes follow our SEL scope and sequence. In 2022 all classes at Amsleigh Park PS increased the number of SEL sessions for students in order to provide more targeted support for students well-being after remote learning.

Our teaching and Education support staff provided ongoing and targeted support for our students on the Program for Students with Disabilities. A student support group (SSG) meeting was held each term to monitor and plan around the student's Individual Education Plan. All children who have PSD funding made progress in their individual Education Plans in 2022.

Engagement

At Amsleigh Park PS the delivery of learning at our school is structured around evidenced based teaching practice and developing interesting and stimulating learning opportunities and building high levels of student well-being. Our aspiration is that every child will experience success, develop confidence, independence and resilience, whilst also undertaking a range of engaging learning experiences.

Absences from school decreased in 2021 with an average of 19.1 days comparing favourably to similar schools (21) and State (23) and a pleasing trend in a difficult year in which we battled absences due to COVID-19 and other viruses. The four year trend (11.4 days) remains ahead of both similar school and state averages as well.

Attitudes to School Survey data from 2021 show high levels of student endorsement of stimulating learning (90%), differentiated learning challenge (90%) and effective classroom behaviour (90%) all well above similar schools and State-wide data. Learner dispositions including effort (90%), motivation (88%) and confidence (88%) are also strong results. All results are above similar schools and State-wide data and evidence a healthy learning culture. Our school achieves high levels of engagement.

The Parent Opinion survey shows a strong correlation to student attitudes and variables for student cognitive engagement; high expectations for success (98%) and stimulating learning environment (86%) are excellent endorsements of teaching at our school for 2022.

Our highly engaging and popular specialist programs in 2022: STEM, Visual Art, Performing Arts, Physical Education and German language offered high quality learning opportunities for our students. These programs continued to provide depth and breadth to the learning experiences on offer our students.

Extra-curricular opportunities enhance learning at school and in 2022 our students enjoyed a range of excursions and incursions. Camps for Grade 3-4 and 5-6 provided opportunities to undertake outdoor education activities led to memorable experiences for students.

Other highlights from the school year

2022 was a successful year in many ways as we continued to rebuild after the challenges of the previous two years. It was a welcome relief to run many of the events that are enjoyed by our school community and build important connections and participation.

Our Camping (Outdoor Education) program was embraced enthusiastically by students and staff. Our Grade 3-4s visited the ever-popular Lady Northcote in Bacchus Marsh for 3 days in June and enjoyed a memorable experience. This was the first time some of the participants had stayed away from home, so it was an important opportunity to build independence and confidence in a supported environment. Our Grade 5-6s visited Camp Sunnystones across one school week, each year level spending 3 days-2 nights at camp. Both groups had a great experience, and it was a relief to run a camp for 5-6s after preceding years were cancelled. Later in 2022 our Grade 2s enjoyed an exciting sleepover at school whilst the Grade 1s had a 'late stay'. The camping program continues to be a popular and important opportunity for students, and we are fortunate to have great support from our staff that enables us to run the program.

Our annual school production was also another great highlight of 2022, and it was the first opportunity undertake this whole school event since 2019. The show, 'And the Winner Is...?' was centered around a spectacular awards night and included many funny sketches from our Grade 6s and many wonderfully engaging dance numbers from our classes. With the full complement of costumes, lighting and sound the annual production is a great highlight of school life and is well enjoyed by students, staff and parents/carers.

Another big highlight of the school year was the completion of three important facilities projects. The construction of our new COLA (covered outdoor learning area) as a school funded capital works project was completed in Term 2. The fantastic result has been a popular addition to our outdoor learning areas. With a full-size basketball/netball court the COLA is well used during Physical Education as well as for assemblies and special events. A new shade sail further increased outdoor shaded areas. The total increase in shaded areas in 2022 was nearly 900m² when combined with a new covered walkway between the main building and Thelma Bailey Centre.

Financial performance

Amsleigh Park Primary School maintained an excellent financial position in 2022. We maintain a healthy balance of funds, and we plan to use these financial resources to undertake improvements to our grounds, and continue to provide upkeep of buildings, such as our BER building, which is showing signs of wear. In 2022 we completed a school funded capital project to construct a covered outdoor learning area (COLA) and an all-weather basketball netball court.

A small Student Resource Package (SRP) surplus from 2021 was carried into 2022 and enabled the school to confidently undertake our workforce plan.

Equity funding received in 2022 was used to increased tutoring support and extended the TLI beyond the funding received.

We were also successful in receiving a minor capital grant of \$90,000 to construct a covered walkway linking our main building and Thelma Bailey Centre (Gym).

Careful financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students.

For more detailed information regarding our school please visit our website at
www.amsleigh.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 341 students were enrolled at this school in 2022, 159 female and 182 male.

24 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).

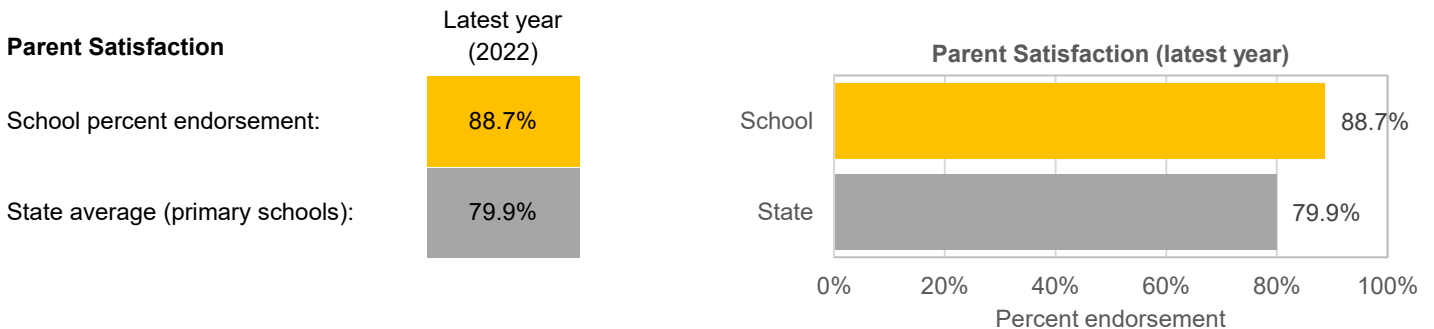
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

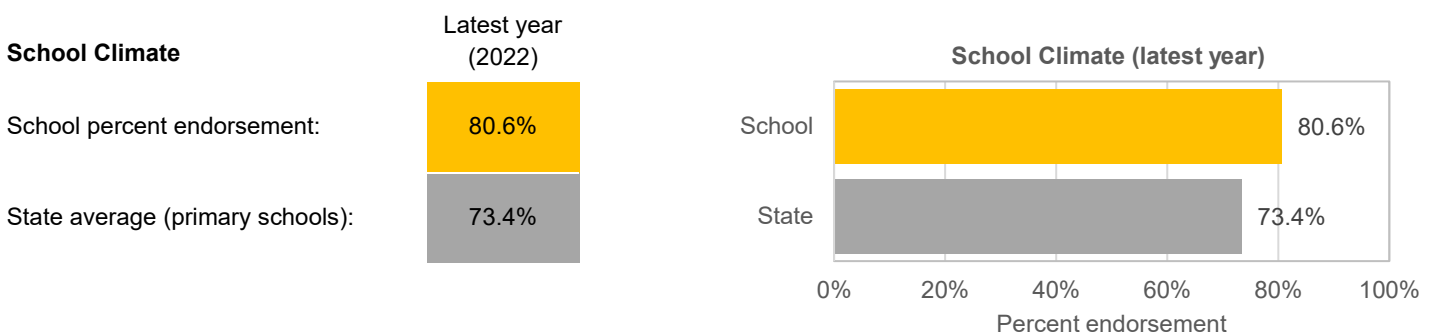


School Staff Survey

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:

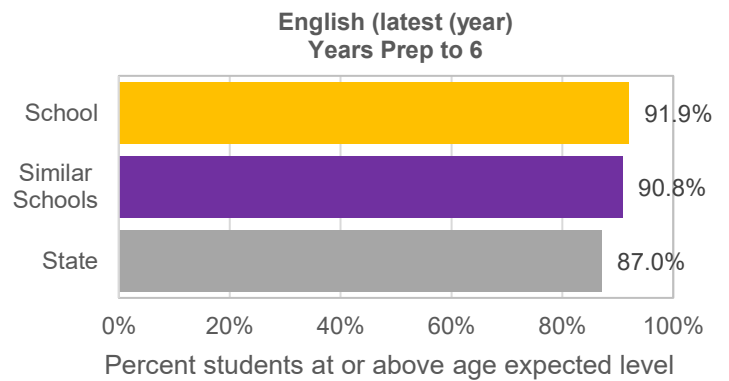
91.9%

Similar Schools average:

90.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

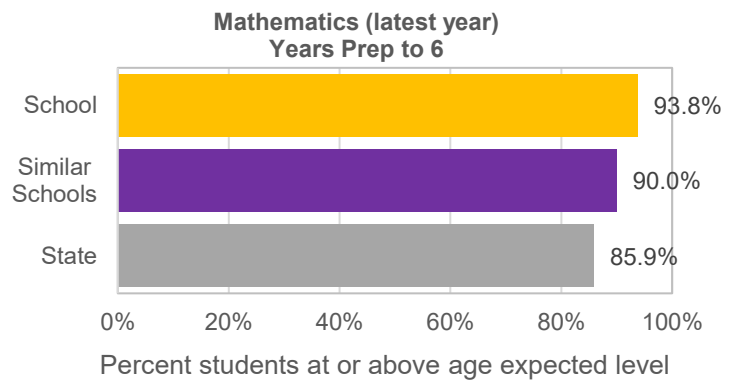
93.8%

Similar Schools average:

90.0%

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.

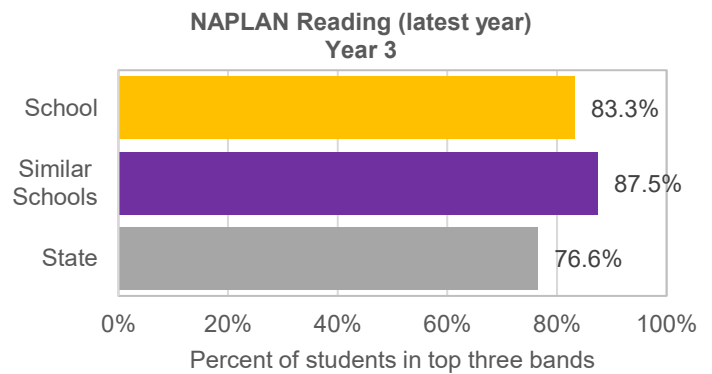
NAPLAN

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.

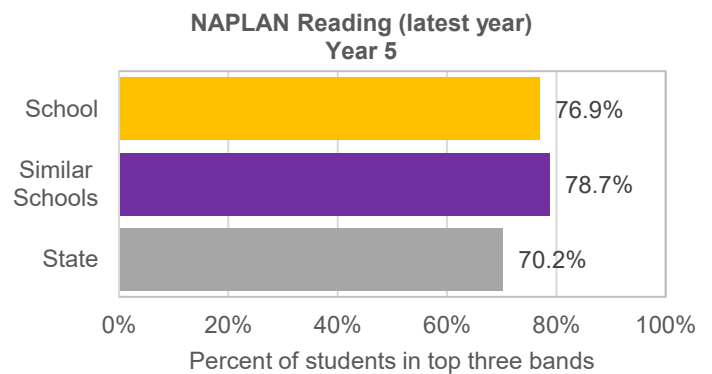
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	83.2%
Similar Schools average:	87.5%	85.7%
State average:	76.6%	76.6%



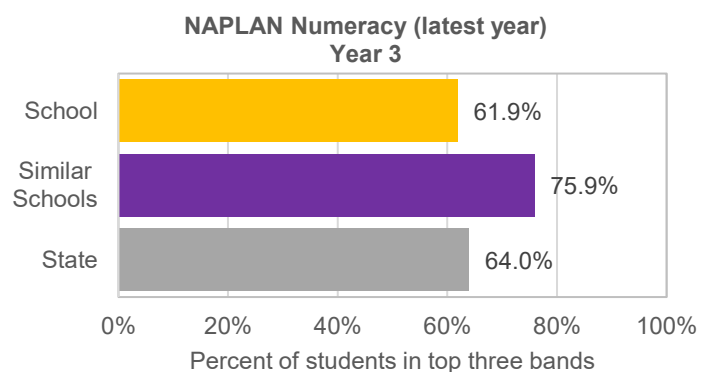
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	78.9%
Similar Schools average:	78.7%	78.2%
State average:	70.2%	69.5%



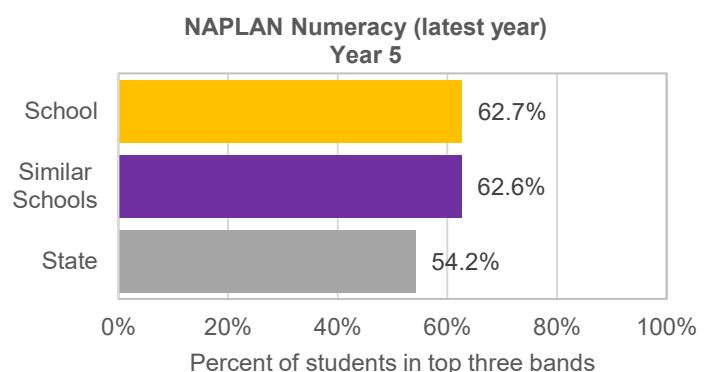
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	61.9%	72.4%
Similar Schools average:	75.9%	75.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.7%	66.2%
Similar Schools average:	62.6%	67.7%
State average:	54.2%	58.8%



WELLBEING

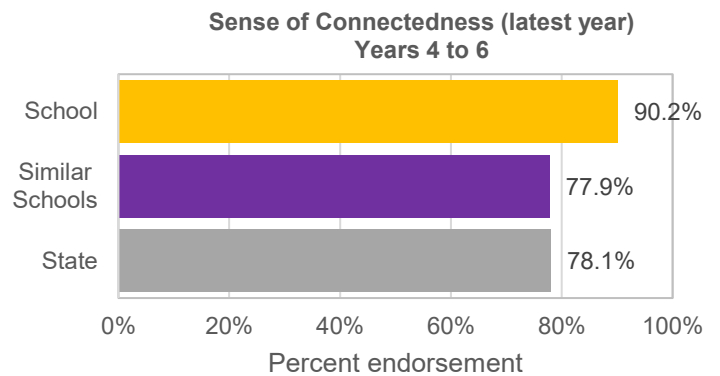
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	90.2%	90.9%
Similar Schools average:	77.9%	79.6%
State average:	78.1%	79.5%

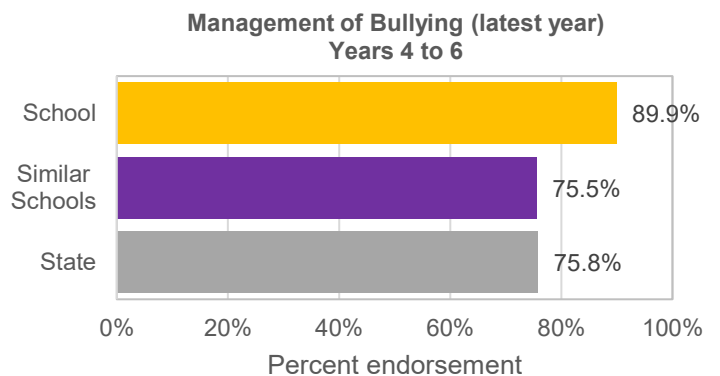


Student Attitudes to School – Management of Bullying

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:	89.9%	90.2%
Similar Schools average:	75.5%	78.3%
State average:	75.8%	78.3%



ENGAGEMENT

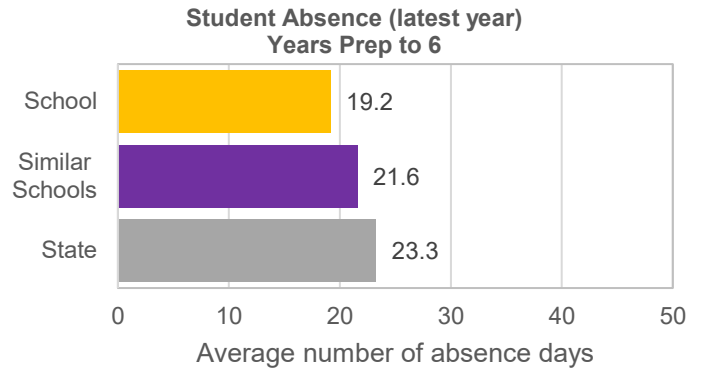
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.2	11.3
Similar Schools average:	21.6	15.2
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):	89%	92%	91%	91%	87%	90%	92%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,938,728
Government Provided DET Grants	\$380,117
Government Grants Commonwealth	\$10,117
Government Grants State	\$43,545
Revenue Other	\$26,470
Locally Raised Funds	\$289,819
Capital Grants	\$0
Total Operating Revenue	\$3,688,797

Equity ¹	Actual
Equity (Social Disadvantage)	\$23,885
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$23,885

Expenditure	Actual
Student Resource Package ²	\$2,955,399
Adjustments	\$0
Books & Publications	\$4,002
Camps/Excursions/Activities	\$131,402
Communication Costs	\$3,039
Consumables	\$71,044
Miscellaneous Expense ³	\$12,800
Professional Development	\$17,673
Equipment/Maintenance/Hire	\$75,549
Property Services	\$107,813
Salaries & Allowances ⁴	\$99,614
Support Services	\$49,963
Trading & Fundraising	\$54,040
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,650
Total Operating Expenditure	\$3,612,988
Net Operating Surplus/-Deficit	\$75,809
Asset Acquisitions	\$254,623

- (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	\$491,591
Official Account	\$30,321
Other Accounts	\$0
Total Funds Available	\$521,913

Financial Commitments	Actual
Operating Reserve	\$94,868
Other Recurrent Expenditure	\$2,916
Provision Accounts	\$0
Funds Received in Advance	\$15,235
School Based Programs	\$27,150
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	\$220,000
Maintenance - Buildings/Grounds < 12 months	\$121,300
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$506,469

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.