

2022 Annual Report to the School Community

School Name: Aitken Creek Primary School (5522)



- 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 30 March 2023 at 03:03 PM by Peter Katsikapis (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 10 May 2023 at 06:39 PM by Zaria Asad (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

Aitken Creek Primary School is situated in Craigieburn that is surrounded by new and evolving housing estates. The school has a student population of around 1100 students, our staff comprises of a total of 118 staff, 70 teachers, 37 educational support staff and 3 principal class officers. Our teachers work in learning communities to plan and develop curriculum programs to cater for their students' individual needs. The school upholds high expectations of all and the school values of respect, teamwork, achievement, responsibility are embedded in all aspects of school life. Our students' background is multicultural with 35 identified languages spoken at home, the major groups being Punjabi, Urdu, Hindi, Turkish, Arabic and Assyrian. ACPS is in a growth corridor with a rapidly increasing population. Sixty eight percent of students have a language background other than English. One percent of the student population identifies as being Aboriginal and Torres Strait Islander.

At ACPS the child is at the centre and purpose of all that we do. Our teaching pedagogy is reflected in 21st Century designs incorporating an technology-rich environment and Personalised Learning for all students. The curriculum is delivered in a positive, stimulating and challenging learning environment where every child experiences success and develops a love of life-long learning. Our students are encouraged to explore their world through inquiry to become thinking, informed, resilient and self-directed learners who aspire to be the best they can be and contribute actively to their community. The key components of the teaching programs at ACPS are the effective teaching of literacy and numeracy.

The underlying philosophy of the school is to facilitate lifelong development and growth of our students so they can achieve their full potential as individuals and as members of a healthy and productive community. Parents, students and staff are strongly encouraged to work together in partnership to ensure our students live up to our expectations

The core beliefs that we base our work on are:

- Through effort, everyone can succeed and personal achievements are celebrated;
- Active engagement, as well as positive work habits and attitudes, are essential to learning;
- Social skills are fundamental in the way we interact with each other.

Our school Values are: Respect, Teamwork, Achievement and Responsibility

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school underwent a review. The process set out the new strategic directions for the next four years. While the review process was undertaken, we continued our work in achieving the goals and targets as outlined in our previous Strategic and Annual Implementation Plan. We focused our attention in the area of literacy, numeracy and student wellbeing. 2022 teacher assessments based on the Victorian Curriculum indicate that 77.8% of our students are working at or above level in English. In Mathematics teacher assessments based on the Victorian Curriculum indicate that 74.6% of our students are working at or above level. Our results show that in 2022 we performed lower to state average and similar schools in both Reading and Mathematics when it came to teacher judgement.

In 2022, our NAPLAN Year 3 Reading results show that we had 83.5% of students working in the Top 3 bands, compared to Similar Schools at 74.7%. In 2022, our NAPLAN Year 5 Reading results show that we had 63.3% of students working in the Top 3 bands, compared to Similar Schools at 66.8%.

In 2022, our NAPLAN Year 3 Numeracy results show that we had 65% of students working in the Top 3 bands, compared to Similar Schools at 58.4%.

In 2022, our NAPLAN Year 5 Numeracy results show that we had 48.7% of students working in the Top 3 bands, compared to Similar Schools at 50.8%.

Our 2022 goals were:

Goal 1: Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

- We identified student areas of need and developed structured intervention programs to ensure that identified students made progress.

- We regularly assessed and monitored the impact of the intervention offered
- Interventions included: Tutoring, Phonics, Corrective Reading, Numeracy Readiness, English as an additional Language support.

Goal 2: To improve reading outcomes for all students.

- We provided sequenced professional learning to staff in the areas of phonological awareness, oral language.
- Supported the implementation of phonological awareness through the development of planning documentation and coaching and modelling of practice.
- Provided additional leadership to support the sequencing of planning and build staff capacity in this area.

Goal 3: To improve Mathematics outcomes for all students with a particular focus on number and algebra.

- We provided sequenced professional learning to staff in the areas of problem solving.
- Supported the implementation of numeracy through the development of planning documentation and coaching and modelling of practice.
- Provided additional leadership to support the sequencing of planning and build staff capacity in this area.

Wellbeing

2022 Attitudes to School Student Survey results indicate that students' sense of connectedness was above both State and Similar Schools. Students indicate that they feel connected to their peers, to their educators and to their overall school experiences. When it came to students' perceptions around managing bullying, our students positive responses are above State and Similar School averages. Their abilities to manage bullying in a learning environment indicates that our students have the skills and are effectively supported when managing these situations.

Our school's Wellbeing and Engagement Policy provides a consistent approach to well-being and discipline strategies within the school. As a school community, we operate on strong and consistent values that underpin our social interactions, expectations and behaviours. Social skills are enhanced through programs implemented by our teachers and well being team this includes: Resilience, Rights, and Respectful Relationships Government initiative and our internal Building a Culture of Community and Respect program.

Aitken Creek Primary School continues to implement the School Wide Positive Behaviour Support framework.

Engagement

During 2022, as a school we continued to focus on improving our student attendance. On average across the school our student absence days was 26.1. This was marginally better to similar schools and higher than state average. Our Prep cohort had the most absence days compared to the other year levels.

A huge barrier with attendance was reengaging with families post COVID and the changing directives around student's ability to attend school when they or a family member contracted COVID. Another significant factor was the amount of families going on extended family holidays post COVID lock downs.

We continue to strengthen our processes and promote then benefits of sending their children to school every day.

Financial performance

Aitken Creek Primary School maintained a sound financial position throughout 2022. The 2018-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year surplus of \$1,966,065. This Surplus was reserved and will be allocated for future additional school resources and infrastructure to further develop and maintain a large school environment. Aitken Creek Primary School received Equity Funding of \$218,024. This funding contributed towards the employment of additional Educational Support staff to assist with learning and welfare programs. Tutor funding was allocated to support the Statewide "Catch Up " initiative. The Commonwealth grant of \$14,886 mainly consisted of the Sporting Schools Grant to facilitate the tennis program. The Revenue Other of \$42,569 reflects income from bank interest and reimbursements from entities. Locally raised funds of \$191,627 consist of income from voluntary parent contributions, gym hire, fundraising and commission from the canteen, uniform supplier and school photographer. In 2022 the school was successful in gaining a capital government grant of \$20,000 to go towards the installation of an additional shade sail.

For more detailed information regarding our school please visit our website at
<https://www.aitkencreekps.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 1099 students were enrolled at this school in 2022, 530 female and 569 male.

68 percent of students had English as an additional language and 1 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).

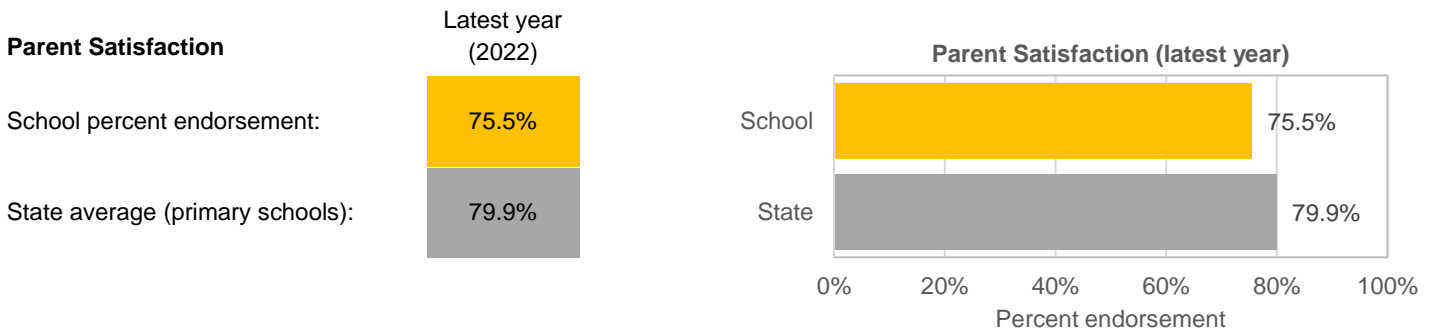
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

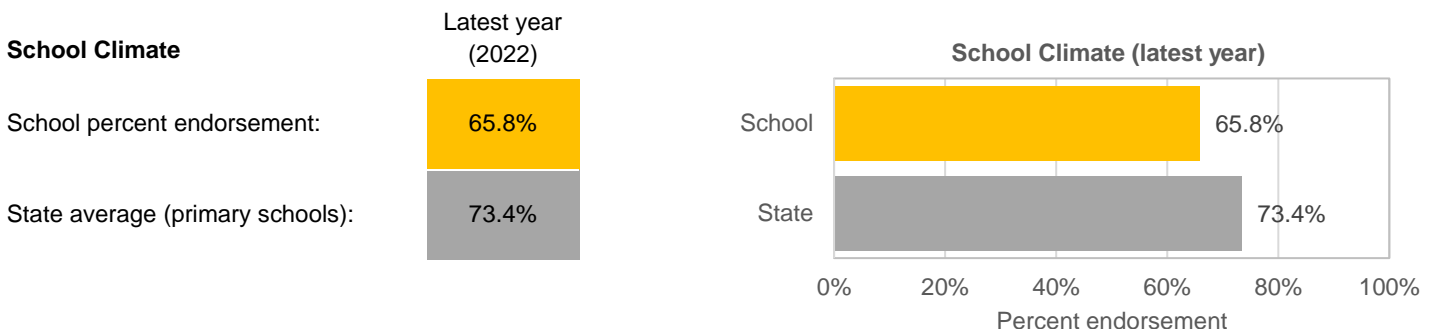


School Staff Survey

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:

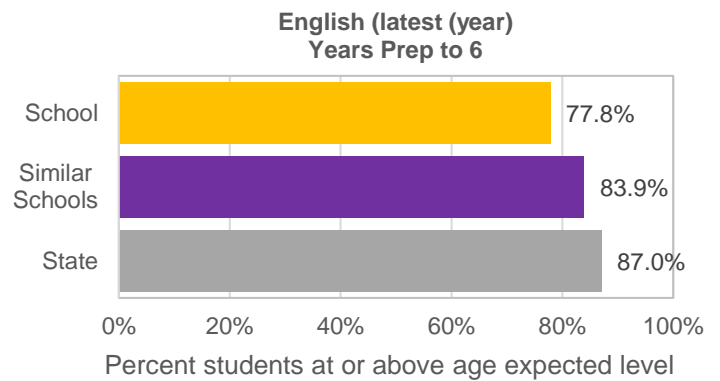
77.8%

Similar Schools average:

83.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

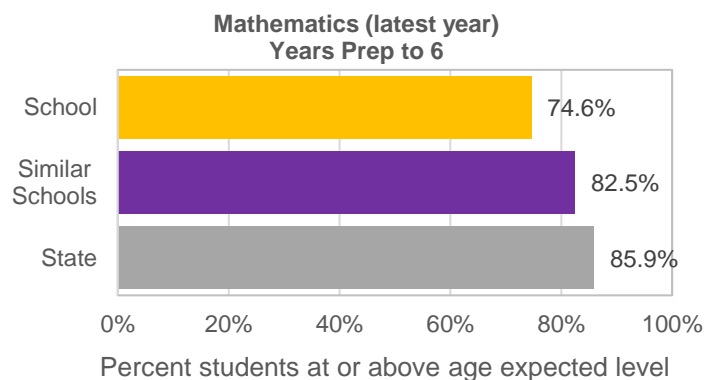
74.6%

Similar Schools average:

82.5%

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.

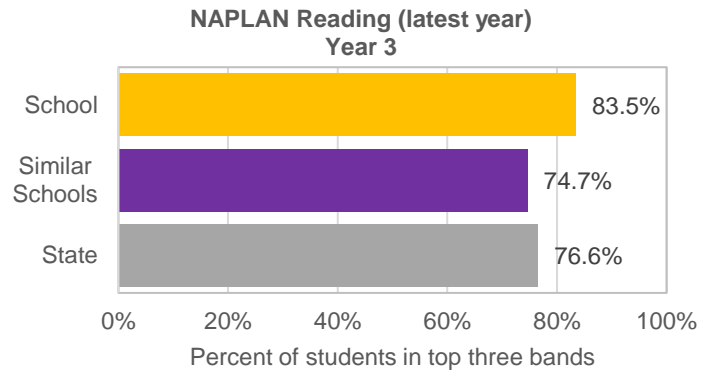
NAPLAN

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.

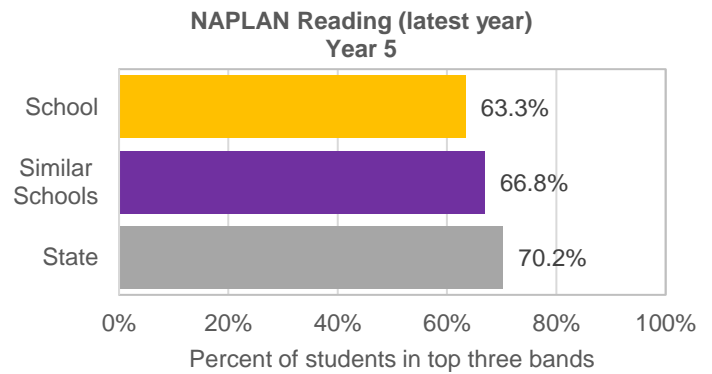
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.5%	73.1%
Similar Schools average:	74.7%	74.5%
State average:	76.6%	76.6%



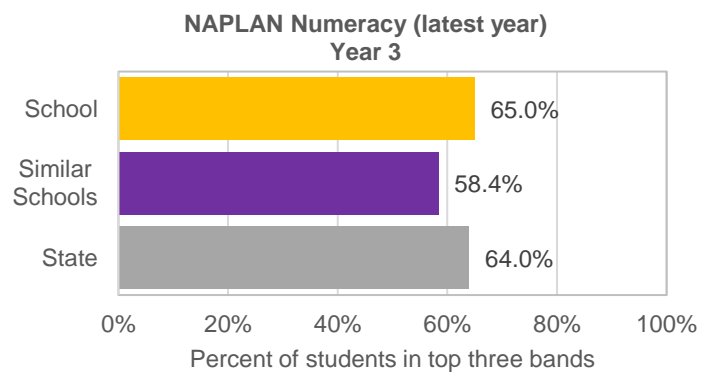
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.3%	59.9%
Similar Schools average:	66.8%	65.4%
State average:	70.2%	69.5%



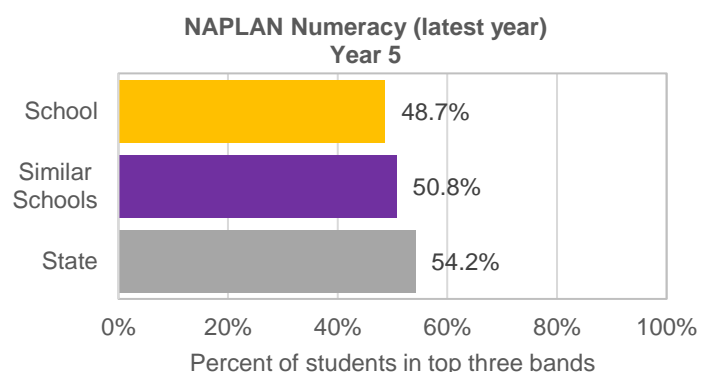
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.0%	57.8%
Similar Schools average:	58.4%	60.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.7%	48.3%
Similar Schools average:	50.8%	54.4%
State average:	54.2%	58.8%



WELLBEING

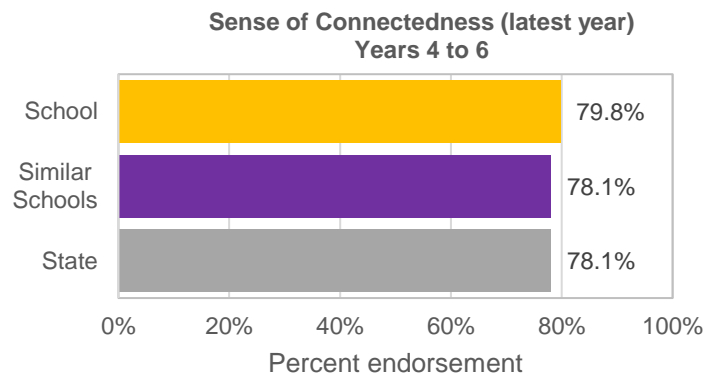
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	79.8%	79.4%
Similar Schools average:	78.1%	80.1%
State average:	78.1%	79.5%

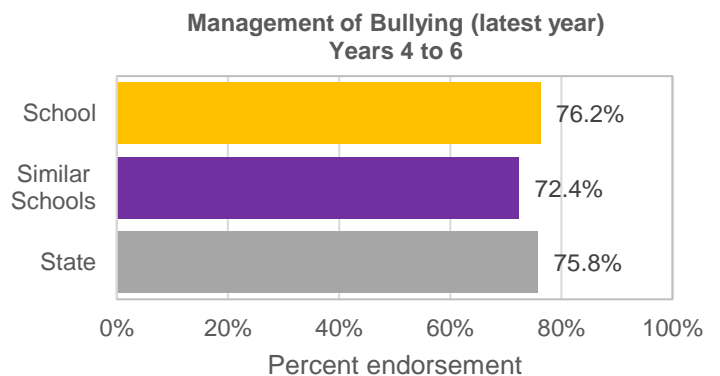


Student Attitudes to School – Management of Bullying

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:	76.2%	77.6%
Similar Schools average:	72.4%	75.8%
State average:	75.8%	78.3%



ENGAGEMENT

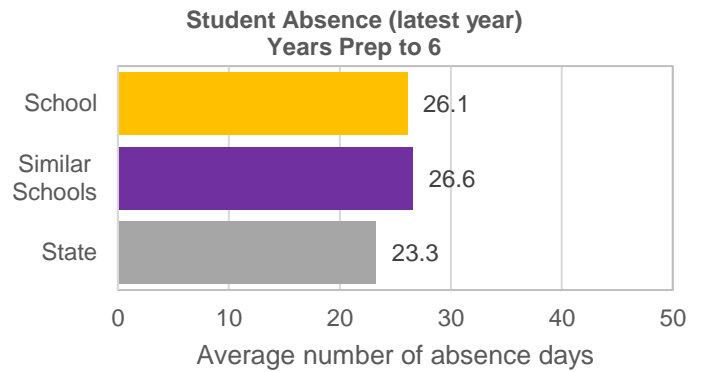
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.1	18.6
Similar Schools average:	26.6	19.4
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):	85%	87%	87%	87%	88%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,970,242
Government Provided DET Grants	\$951,919
Government Grants Commonwealth	\$14,886
Government Grants State	\$0
Revenue Other	\$42,569
Locally Raised Funds	\$191,627
Capital Grants	\$20,000
Total Operating Revenue	\$12,191,243

Equity ¹	Actual
Equity (Social Disadvantage)	\$218,024
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$218,024

Expenditure	Actual
Student Resource Package ²	\$9,245,560
Adjustments	\$0
Books & Publications	\$6,332
Camps/Excursions/Activities	\$126,080
Communication Costs	\$13,465
Consumables	\$171,476
Miscellaneous Expense ³	\$12,314
Professional Development	\$17,334
Equipment/Maintenance/Hire	\$39,928
Property Services	\$10,760
Salaries & Allowances ⁴	\$34,852
Support Services	\$418,662
Trading & Fundraising	\$20,924
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$3,685
Utilities	\$83,808
Total Operating Expenditure	\$10,205,178
Net Operating Surplus/-Deficit	\$1,966,065
Asset Acquisitions	\$29,380

- (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	\$544,912
Official Account	\$74,436
Other Accounts	\$0
Total Funds Available	\$619,347

Financial Commitments	Actual
Operating Reserve	\$158,748
Other Recurrent Expenditure	\$50,190
Provision Accounts	\$0
Funds Received in Advance	\$84,947
School Based Programs	\$79,565
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$60,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$93,935
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$50,000
Total Financial Commitments	\$577,385

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.