

Aspendale Gardens P. S.

No. 5301

2007 Annual Report to the School Community



School Overview

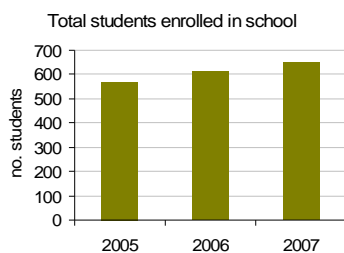
2007 was the first full year of our Strategic Plan (2007-2010). The 2007 Annual Implementation Plan identified the following Key Improvement Strategies and Significant Projects to be worked on through the year:

- Whole school development and improvement to Performance and Development structures involving all teaching and non teaching staff
- Trial and develop an online whole school data base to record agreed assessment records
- Enhance curriculum opportunities for all children at every Level
- Enhance learning outcomes for all students by reviewing our learning environment including shared grouping of children based on need

Staff worked on developing these areas throughout the year.

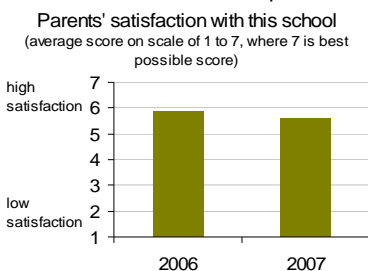
Student Enrolments

This graph shows the continual growth of the school every year since it has been open. In 2007 Prep enrolment was 93, lower than the previous two years. In 2007 the school had 28 classes for the 647 students.



Parent Satisfaction

In 2007 the general satisfaction on the Parent Opinion Survey dropped marginally as shown in this graph. The 2006 mean was 5.87 compared to the 2007 mean of 5.61. This is just below the State Primary Median.



Teacher Satisfaction

The average score for teacher satisfaction (morale) on the Staff Opinion Survey at this school was 76.4 on a scale from 0 to 100 where 100 is the best possible score. This is very close to the score in 2006.

Teacher Absence

The average number of days absent per teacher was 5.53 days which is slightly lower than the State Median.

Teacher Retention

Of the 44 teaching staff at June 2006 (including those on leave without pay), 38 or 86% were still at the school at June 2007. This matches the figure across all Government schools.

Teacher Participation in Professional Learning

During 2007 all teaching staff participated in a wide variety of professional learning throughout the year identified by school goals and the development of individual professional goals through an enhanced performance and development program. Level 1 teachers focussed on enhancing their understandings of Developmental Play based learning and a number of staff explored personal areas using an action research model. A key area of learning was involvement with the Success for Boys program. This included a whole staff two day conference.

Teacher Qualifications

All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at: http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Principal's Report

In 2007 our school continued to grow and develop. Facilities and resources continued to be a major focus including the relocatable infill being carpeted; technology resources expanded to include a number of notebook trolleys to be shared across the school and 17 interactive tablets with roof mounted projectors placed in teaching areas and new creative play resources placed in all Level 1 rooms. A further two classroom relocatable was installed to meet our student population growth. Much of this work was funded by the fantastic work undertaken by our dedicated fundraising team.

During Term One I resigned and successfully reapplied as Principal resuming at the start of Term Two. During my absence Gaye Peel assumed the Principal's role very effectively. In Term Two Gaye was asked by our Region to be Acting Principal at a neighbouring school. Our staff numbers continue to grow and Leading Teachers have been effective Team Leaders at each of the Levels across the school.

Our curriculum program at all Levels continues to be refined to ensure it is relevant to the needs of all students. For the first time we reported to parents using all relevant domains from the Victorian Essential Learning Standards (VELS). This process was supported by the development of an assessment data base which enhanced our assessment processes. We were involved with a number of local government school cluster initiatives including the Success for Boys program.

We continued our work with the Alannah and Madeline Foundation and the Buddy Bear Framework. All staff and students worked hard throughout the year to promote our school values in all that we did. Our comprehensive student well being program continues to provide a learning environment that allows all children to achieve to their potential.

A highlight was success in the Wakakirri Story Dance competition. In our second year our 'Wakki Team' won their regional final and competed in the State Final at Moonee Ponds. All involved students, teachers and parents are to be congratulated on this fantastic achievement. Our senior students competed in a variety of interschool sporting competitions with very pleasing results. All Levels were involved in special performing arts activities under the guidance of Julie Lach and Shain Kurelja and teachers. Instrumental Music tuition continues to be accessed by many children. Our choir led wonderfully by parent Jeanette Dunn performed at a number of events as did our Small Rockers band.

We hosted a morning visit by students from Anderson Primary School, Singapore. We provided breakfast and lunch and the choir and Small Rockers entertained. This was a wonderful cultural experience for children involved.

It is pleasing to report that after six years our school continues to provide a quality education for all children. I would like to thank all teaching and non teaching staff for their tremendous dedication to the school. Also thanks to School Council and the many other parents who actively support the operations of the school. Your active support ensures our ongoing success.

Student Progress & Achievements

Student Learning

VELS (Victorian Essential Learning Standards) data

We continued to refine our teacher judgements using assessments against the Domains of VELS. Set out below is a brief summary of the attainment across Levels.

Reading

- At all Levels the school achieved higher than the State 2006 mean except in Prep which had a mean of 0.98 compared to the State mean of 1.01.

Writing

- The same results were achieved with all Levels above State 2006 mean except Prep which was 0.95 compared to 0.97.

Speaking and Listening

- Expected levels of achievement were achieved at all Levels.

Number

- All Levels were at or just above State mean

Measurement, Chance and Data

- All Levels were above or very close to State mean

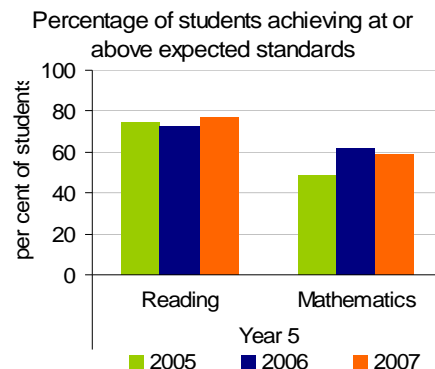
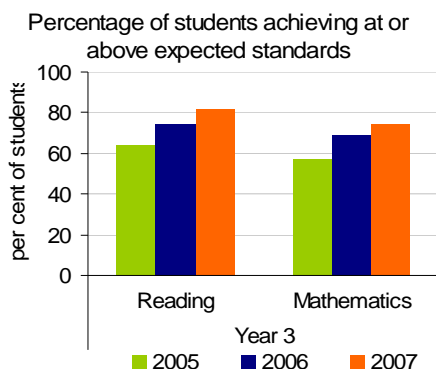
Assessment of Reading Prep-2

This end of year assessment is a state wide process which judges students' ability to read unsighted text.

- Prep reading data at text Level 5 exceeded state data by 10.5%
- Year One reading data at text Level 15 exceeded state data by 8.6%
- Year Two reading data at text Level 20 exceeded state data by 2.6% with 97.4% of our children reaching this benchmark

AIM testing

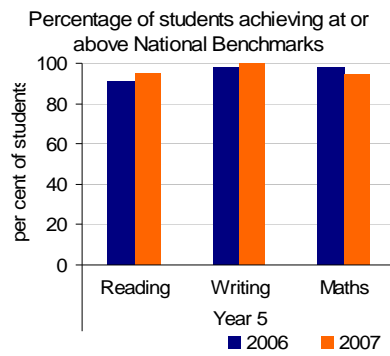
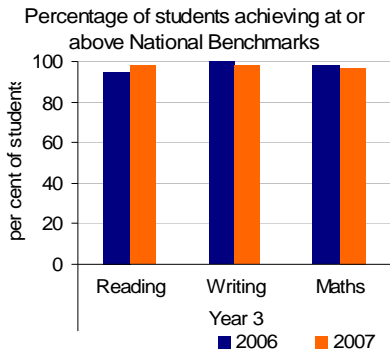
In 2007 Year 3 and 5 children were involved with the state wide AIM testing. The following graphs show trends over the last three years.



In reading at both year levels there is pleasing improvement and when compared with schools from similar School Family Occupation rating (SFO) the results are at expected range. In Mathematics however, the results are below the SFO comparison although at the State Mean. In 2008, it will be planned to continue developing

specific assessment strategies that informs future learning and across Levels provide flexible groupings in mathematics to cater for needs of individual students.

Percentage of students achieving at or above expected standards – The following graphs show the percentage of students according to the AIM results who have been considered as performing at the expected level (a "C" grading) or higher ("A" or "B") against the CSF/VELS. All results are in the high 90% range.



Student Pathways and Transitions

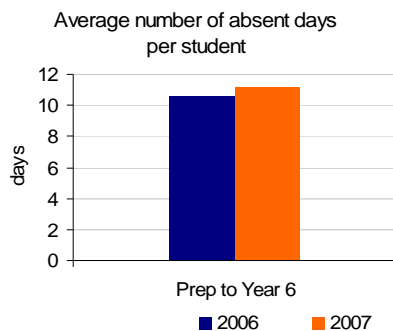
Transition processes at Prep entry and entry to Year 7 continue to be developed and very successful. With our large cohort of Preps (Level 1) our November transition program has been very well received by all involved. In February the Level 1's attend school for four days a week with the other day providing an opportunity for every family to be timetabled for an extensive one on one session involving some assessment and get together to discuss common issues about each child. We continue to have very positive relationships with a major feeder kindergarten, Aspendale Gardens Kindergarten, and we share common data to assist a smooth transition.

In Level 4 we work closely with our feeder secondary schools to support their transition programs and share knowledge of the progress of children. For 2008 we are planning to enhance leadership opportunities for all senior students.

The mean on the Parent Opinion Survey regarding the school preparing children for the next stage of their education was 5.67 out of a possible 7.0.

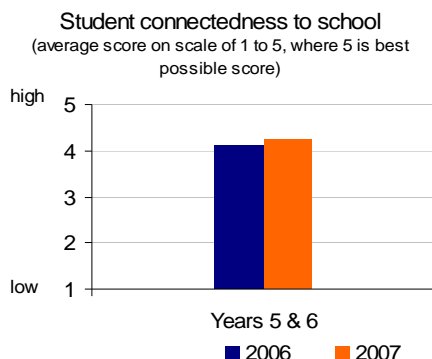
Student Engagement and Wellbeing

Average number of absent days per student



While there is a slight increase from 2006 we continue to monitor absence rates and employ a number of strategies to ensure absences are to a minimum. Our Prep to 6 mean is 11.2 (average days absent per student) compared to the State mean of 13.2.

Students' school connectedness



The graph shows an increase in student perception of connectedness when compared with 2006 data. The data is obtained from The Attitudes to School Survey given to Years 5 & 6 students. It aggregates perceptions in the areas of Student Morale, Stimulating Learning, Student Motivation, Learning Confidence, Connectedness to Peers and Student Safety.

Future Directions

It is our intention to maintain and develop the gains made in 2007. Overall analysis of student data indicates pleasing trends and strategies in place will continue to be refined. These include improvement in assessment strategies and the use of a whole school data base for aggregating assessment results. We will continue to improve the Developmental Play Based strategies in Level One. In 2007 a major focus was on opportunities for student performance and this will continue and develop.

Our future directions for 2008 are set out in the school's Annual Implementation Plan. In summary this outlines the following three areas of development -

- investigate and develop whole school strategies that support Inquiry Learning in all classrooms by employing a skilled consultant to work with staff teams
- enhance our numeracy teaching by Level teams analysing the needs of all children and focus on groups to support the variety of individual needs of all children through flexible grouping at each Level
- provide opportunities for all staff to improve their skills with the use of technology and how it can enhance the teaching and learning environment in all classrooms.

Financial Performance

The Financial report below reflects ongoing sound financial management practises. In 2007 we continued to improve our computer infrastructure in all teaching areas. While the ongoing drought has decimated our gardens we allocated funds for external improvements. We also carpeted the infill area and purchased a range of classroom furniture. This is an ongoing process in our growing school.

| Financial Performance for the year ending 31st December, 2007 | | Financial Position as at 31st December, 2007 | |
|---|----------------|--|-------------------|
| Revenue | 2007 Actual | Funds Available | 2007 Actual |
| DE&T Grants | 344,158 | High Yield Investment Account | 204,921.59 |
| Commonwealth Government Grants | 100,622 | Official Account | 3,488.82 |
| State Government Grants | 0 | Other Bank Accounts Building Fund | 24,874.22 |
| | | Total Funds Available | 233,284.63 |
| Expenditure | | Financial Commitments | 2007 Actual |
| Bank Charges | 2,618 | Camps/Excursions | 2,000.00 |
| Consumables | 102,097 | Building/Grounds including SMS | 100,000.00 |
| Books and Publications | 3,053 | Special Programs inc Student Services | 14,533.63 |
| Communication Costs | 33,622 | Utilities | 17,320.00 |
| Furniture and Equipment | 127,286 | Office requirements & consumables | 21,275.00 |
| Property Services | 152,117 | School Operating Reserve | 78,156.00 |
| Travel and Subsistence | 11,969 | Total Financial Commitments | 233,284.63 |
| Motor Vehicle Expenses | 0 | | |
| Administration | 3,364 | | |
| Health and Personal Development | 460 | | |
| Professional Development | 53,805 | | |
| Trading and Fundraising | 89,835 | | |
| Support/Service | 131,072 | | |
| Miscellaneous | 160,256 | | |
| Total Operating Expenditure | 934,418 | | |
| | | | |
| Net Operating Surplus/- Deficit | 9,254 | | |
| Capital Expenditure (Cases 21 Finance Only) | 31,690 | | |
| Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package | | | |

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact the school office.