

2021 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 2021 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 07 March 2022 at 01:13 PM by Peter Katsikapis (Principal)

- This 2021 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 28 April 2022 at 11:10 AM by Deana Rowe (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, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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 (ACPS) is situated in Craigieburn that is surrounded by new and evolving housing estates. The school had a student population of over 1000 students. Our staff comprised of a total of 118 staff, 77 teachers, 37 educational support staff and 4 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 percent of students have a language background other than English. One percent of the student population identifies as being Aboriginal and Torres Straight 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

Framework for Improving Student Outcomes (FISO)

Upon using the FISO Framework Continua to review and reflect on our progress towards the FISO initiatives, we generally sit at the embedding stage with some areas heading towards the excelling stage. Our school has rapidly grown over the last few years, with an increased retention of staff in 2021. The impact of this continuity has allowed us to focus on consistency of practice for all the FISO improvement priorities. We have developed an agreed and viable curriculum through collaborative and focused work on scope and sequences in Literacy and Numeracy. We have also improved the internal structures and programs to support building practice excellence within our staff.

Excellence in teaching and learning- Building practice excellence.

The key improvement strategies included:

Literacy

- Deepen teacher knowledge and understanding of the reading and viewing learning area of the English Victorian Curriculum including the EAL Continuum.

Numeracy

- Develop, document and implement a whole school approach to teaching and learning in Mathematics.
- Deepen teacher knowledge and understanding of the number and algebra learning area of the Mathematics Victorian Curriculum.

Positive climate for learning - Setting expectations and promoting inclusion.

The key improvement strategies included:

- To embed positive behaviour expectations that are set, understood and enacted by the whole-school community through the School Wide Positive Behaviour Framework
- Activate student voice, agency and leadership to ensure students are engaged in personally relevant and appropriately challenging learning

2021 has been another challenging year as a result of COVID and school closures. This has restricted our efforts to connect with teachers and students face to face and as such provided a more challenging platform in continuing to drive our Key Improvement Strategies and improvement in aspects of the FISO Framework Continua. We modified our professional development plans in light of remote learning and continually reflected on how to best meet the needs of all stakeholders: students, parents and teachers.

Our ability to productively utilise the FISO Inquiry Cycle with our Professional Learning Communities was inhibited due to the variance in the engagement of students.

The school took part in further School Wide Positive Behaviour training for our SWPBS Implementation Team and this further strengthened the implementation of the framework throughout 2021, particularly when students returned to onsite learning.

2022 will see us reengage with our Key Improvement Strategies and develop new strategic direction as part of the School Review process.

Achievement

As we continue our work in achieving the goals and strategies as outlined in our Strategic and Annual Implementation Plan we reflect on our progress so far and continue to focus our attention in the area of literacy and numeracy.

2021 teacher assessments based on the Victorian Curriculum indicate that 77.7% of our students are working at or above level in English. In Mathematics teacher assessments based on the Victorian Curriculum indicate that 76.2% of our students are working at or above level.

Our results show that in 2021 we performed lower to state average and similar schools in both Reading and Mathematics when it came to teacher judgement. The inconsistent access to face to face assessments and teaching through the remote learning program impacted teacher judgement as they had limited opportunities to assess students and accurately report student progress.

In 2021, our NAPLAN Year 3 Reading results show that we had 65.7% of students working in the Top 3 bands, compared to Similar Schools at 74.1%. This equates to approximately 12 students from the cohort working at a lower rate, when compared to the Similar School average.

In 2021, our NAPLAN Year 5 Reading results show that we had 60% of students working in the Top 3 bands, compared to Similar Schools at 64.7%. This equates to approximately 6 students from the cohort working at a lower rate, when compared to the Similar School average.

In 2021, our NAPLAN Year 3 Numeracy results show that we had 56.7% of students working in the Top 3 bands, compared to Similar Schools at 61.3%. This equates to approximately 6 students from the cohort working at a lower rate, when compared to the Similar School average.

In 2021, our NAPLAN Year 5 Numeracy results show that we performed the same as Similar Schools, achieving 56.3% of students working in the Top 3 bands.

When comparing our high gains in NAPLAN to similar schools (our growth between year 3 and 5 achievements) ACPS performs well overall.

In Reading our high gains (23%) matched similar schools.

In Numeracy our high gains (30%) were above similar schools.

In Writing our high gains (11%) were below similar schools.

In Spelling our high gains (23%) were close to similar schools.

Our Grammar and Punctuation (30%) were above similar schools.

2021 has been another challenging year as a result of COVID restrictions and school closures. This has restricted our efforts to connect with families and students face to face and has provided us with limited opportunities to fully implement our improvement initiatives.

Students supported through the Program for Students with a Disability required an extended timeline to ensure they showed a satisfactory progress in achieving their individual learning goals as identified in their Individual Education Plans. An extended focus during this time centered around resourcing and additional adjustments to support students and families. Many of these students were able to access onsite supervision, however they were not able to be supported by their individual classroom teachers as they were working offsite delivering remote learning.

In 2021 we aimed to implement targeted numeracy and literacy intervention programs to provide additional support and consolidation for students affected by the 2020 disruptions and school closures as a result to COVID, however with further COVID disruptions throughout 2021 staff had to be redirected and programs not fully implemented. Our English as an Additional Language Program focused on new arrivals and small group classroom support, which continued through COVID in an online environment.

2022 will see us reengage with our Key Improvement Strategies as well as take part in a School Review which will outline our future School Improvement Strategies, goals and targets for the next four years.

Engagement

2021 student attendance was on average 93%, 14 days absent per student across Years P-6, an improvement from last year and slightly better than similar schools. These results are reflective of the COVID situation. Families had restricted movement and overseas travel compared to pre-COVID years.

During 2021 the school continued to have a focus on attendance by allocating designated staff members to implement and oversee the Department of Education notification system around late arrivals as well as our school-based trigger action point process.

2022 will see us reengage with our Key Improvement Strategies to improve attendance rates.

Further actions to enhance student engagement include promoting students' voice and action through our curriculum programs (Challenge Based Learning Framework across the school and Directed Discoveries program in the junior school) and through an expanded student leadership program incorporating, School, House and Specialist Captains, a Student Representative body, school social media production and student feedback mechanisms.

As a school we have embedded weekly classroom Community Meetings to enhance Student Voice and Agency as well as Student Voice and Action teams at each year level.

When onsite, students have access to extracurricular activities as part of our clubs program run by our teachers and Educational Support Staff during student breaks.

Wellbeing

2021 saw the re engagement with the Attitudes to School Student Survey.

The 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.

As we take part in the School Review in early 2022 we will evaluate our current performance and develop future direction.

Finance performance and position

Aitken Creek Primary School maintained a sound financial position throughout 2021. The 2018-2022 School Strategic Plan, along with the 2021 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 \$1,257,440. This Surplus was reserved and will be allocated for additional school resources and infrastructure to further develop and maintain a large school environment.

Aitken Creek Primary School received Equity Funding. 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.

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.

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 1074 students were enrolled at this school in 2021, 515 female and 559 male.

66 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).

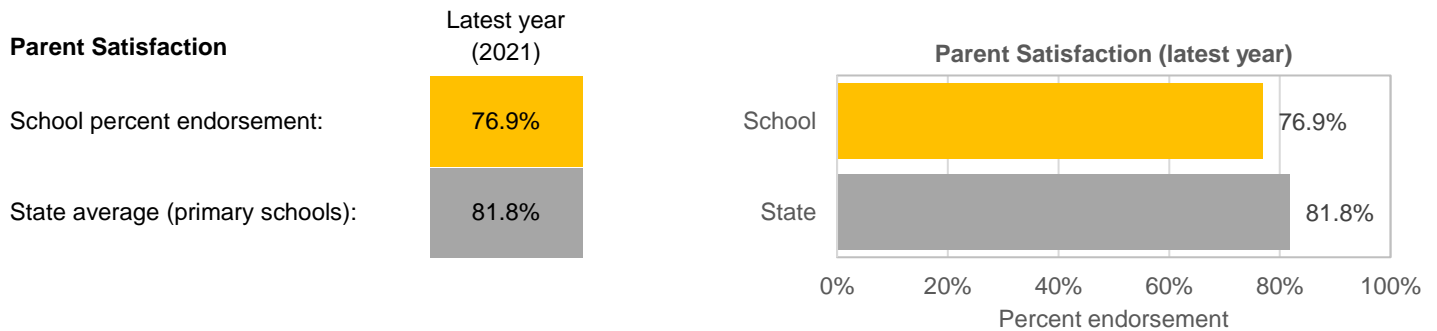
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

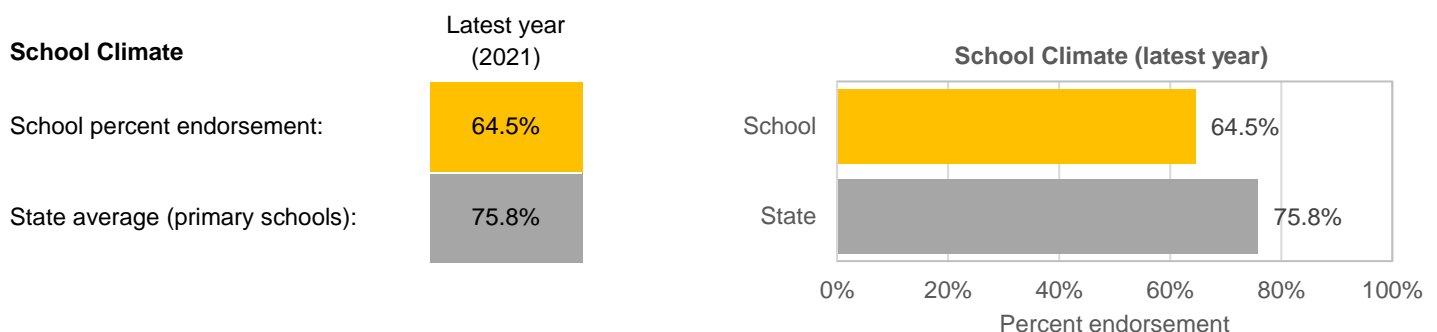


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

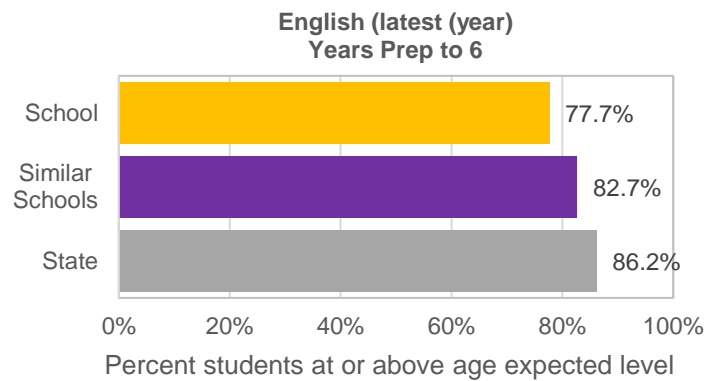
77.7%

Similar Schools average:

82.7%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

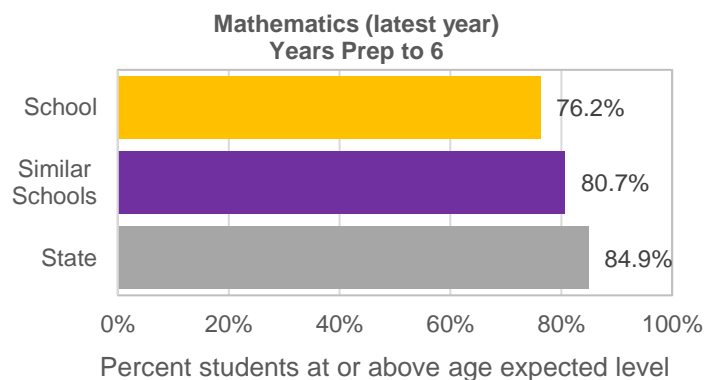
76.2%

Similar Schools average:

80.7%

State average:

84.9%



ACHIEVEMENT (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.

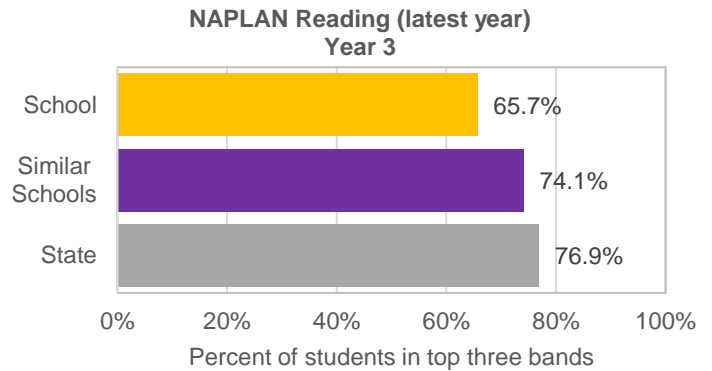
NAPLAN

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 2018, 2019 and 2021 data.

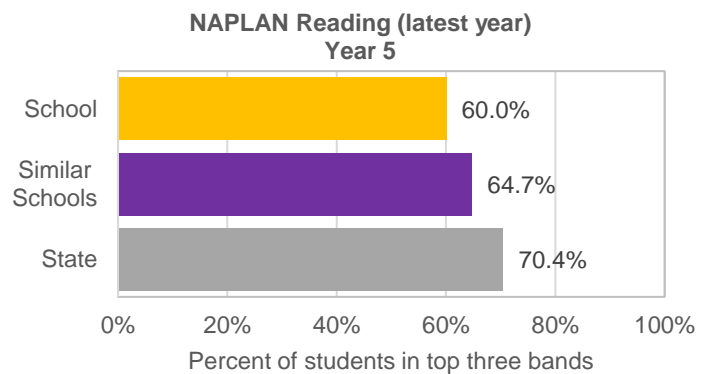
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.7%	69.5%
Similar Schools average:	74.1%	73.6%
State average:	76.9%	76.5%



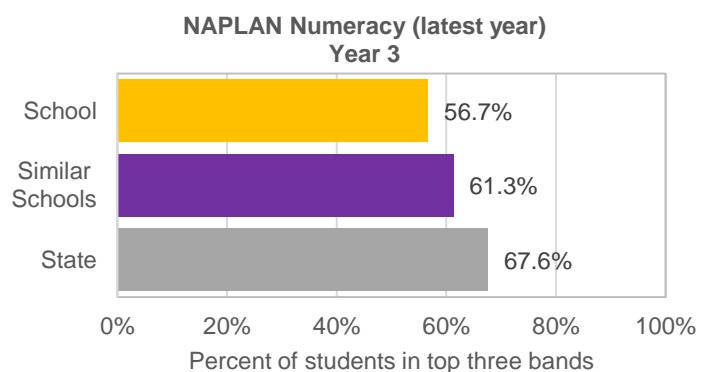
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	60.0%	56.6%
Similar Schools average:	64.7%	62.3%
State average:	70.4%	67.7%



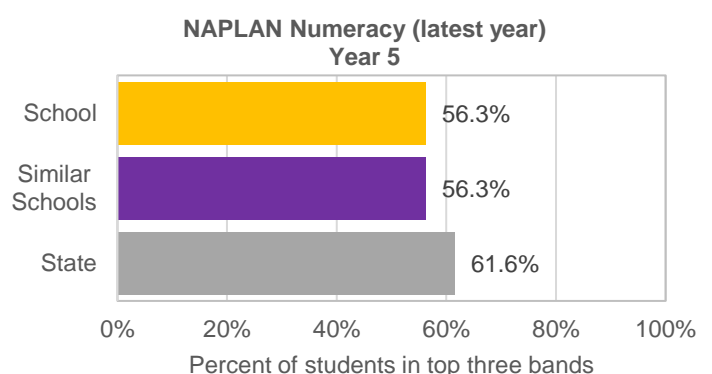
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.7%	53.3%
Similar Schools average:	61.3%	62.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	45.3%
Similar Schools average:	56.3%	55.2%
State average:	61.6%	60.0%



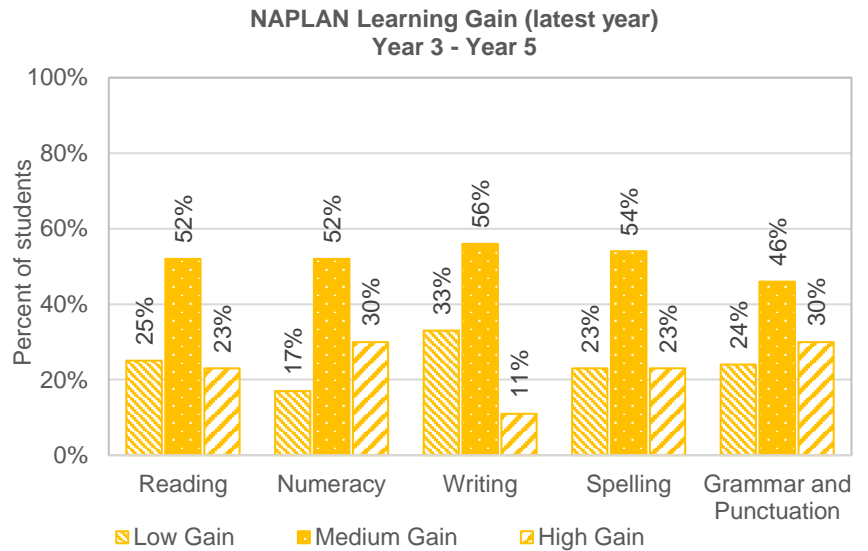
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	52%	23%	23%
Numeracy:	17%	52%	30%	27%
Writing:	33%	56%	11%	24%
Spelling:	23%	54%	23%	26%
Grammar and Punctuation:	24%	46%	30%	29%



ENGAGEMENT

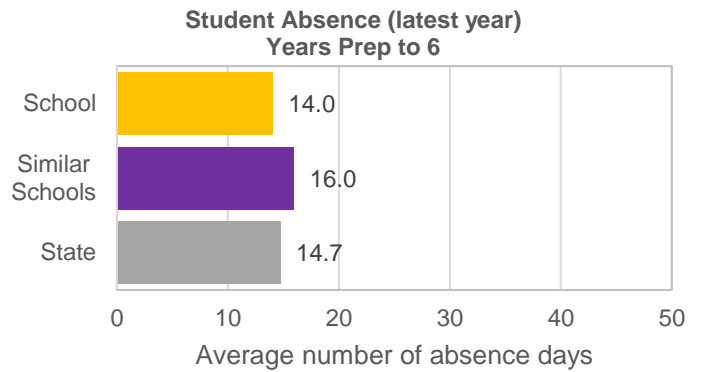
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.0	16.4
Similar Schools average:	16.0	16.5
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	93%	93%	92%	93%	94%	94%

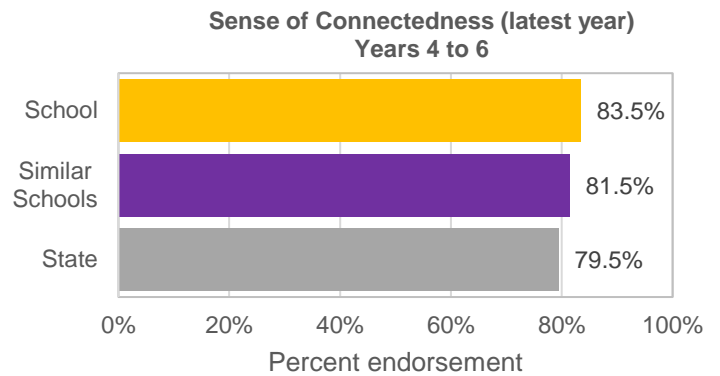
WELLBEING

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 (2021)	4-year average
School percent endorsement:	83.5%	75.4%
Similar Schools average:	81.5%	81.3%
State average:	79.5%	80.4%

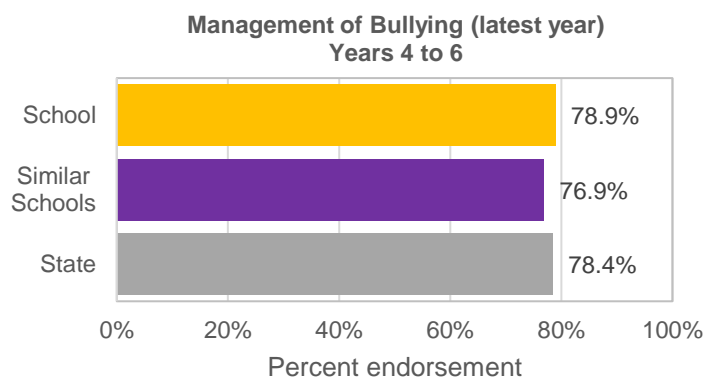


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	78.9%	72.7%
Similar Schools average:	76.9%	78.2%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$10,991,427
Government Provided DET Grants	\$725,599
Government Grants Commonwealth	\$13,199
Government Grants State	\$0
Revenue Other	\$42,562
Locally Raised Funds	\$283,048
Capital Grants	\$0
Total Operating Revenue	\$12,055,835

Equity ¹	Actual
Equity (Social Disadvantage)	\$235,837
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$235,837

Expenditure	Actual
Student Resource Package ²	\$9,802,542
Adjustments	\$0
Books & Publications	\$12,556
Camps/Excursions/Activities	\$89,665
Communication Costs	\$23,537
Consumables	\$189,349
Miscellaneous Expense ³	\$52,824
Professional Development	\$22,363
Equipment/Maintenance/Hire	\$105,585
Property Services	\$55,401
Salaries & Allowances ⁴	\$239
Support Services	\$354,106
Trading & Fundraising	\$18,923
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,831
Utilities	\$69,473
Total Operating Expenditure	\$10,798,395
Net Operating Surplus/-Deficit	\$1,257,440
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$279,820
Official Account	\$67,435
Other Accounts	\$0
Total Funds Available	\$347,255

Financial Commitments	Actual
Operating Reserve	\$157,256
Other Recurrent Expenditure	\$16,944
Provision Accounts	\$0
Funds Received in Advance	\$77,939
School Based Programs	\$24,593
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$346,733

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.