

2023 Annual Report to the School Community

School Name: Ardmona Primary School (1563)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 20 March 2024 at 01:22 PM by Jean Varty (Principal)

- This 2023 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 27 March 2024 at 04:05 PM by Nikia Snow (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Ardmona Primary School is set in a picturesque setting located 1.3 kilometers from the township of Mooroopna in a growing residential area of the Goulburn valley. The school's family Occupation and Education (SFOE) index is 0.5975 SFO index 0.6500. The staffing profile made up of 1 Principal, 2 class teachers including 1-1 tutor accommodating individual learning programs and successful learning extensions. Recognised staffing roles including well-being 0.4, Education support Koori educator supplementary role in curriculum delivery for student learning and engaging communities, secretary 0.3 and part-time 'Before and after school care coordinator.' Everyday values of our inclusive school are for each student to "Be safe, be respectful and be a learner". The Ardmona Primary schools' successful model of instruction is proudly based around the Berry Street model of practice incorporating delivery of a variable curriculum linked to personalised teaching and learning programs. Underpinning the delivery of curriculum essentially is strong relationships with all students and with explicit work in personal well-being and learning supports.

The schools ambient learning environment over the year has had significant upgrades with modern designs including upgrades to its 'Kids Kitchen and laundry area, Multi-purpose Music and performing arts room; Outdoor learning space with benches and decking; Outdoor sports and bike education learning Hub, shaded sand play -early years space, large covered play ground, sensory and inclusive learning environments with outdoor musical instruments; large netball courts, sporting oval, painted play and learning designed areas on asphalt to name a few. Individual learning hub areas are significantly located in classes with all class rooms resourced with large interactive screens supporting learning linked to wide world web and significantly supporting online personalised tutor weekly learning programs.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Ardmona Primary focused on the school's instructional model and alignment was made successfully with its existing model to embed Berry Street Model of practices into each curriculum area of instruction. Planning against the AIP allowed teachers to focus work in evolving teaching practices completing Leading Numeracy and introducing Numeracy diaries for student reflective feedback. The schools Tutor was successful in promoting student learning aligned with individual education plans and learning goals that were central to student voice with specific connections with 1-1 learning and small groups. Within the classroom setting a broad range of strategies in implementation of instruction in the delivery of a variable curriculum in numeracy linked to student collaborations and inquiry. In keeping track of student performance staff were proactive in relation to student performance and celebrations of learning success. In conjunction with Undera Primary School a partnership was introduced. This allowed for teachers across both schools to begin to share resources and discuss practices to best support students in learning. A professional learning day with insight to FISO 2.0 with Michael Y'mer in the area of numeracy generated work with new curriculum and planning initiated. Learning walks commenced to determine if teachers are differentiating to cater to individual student needs and if so to what extent. Moderation was a key focus in literacy over the year. Staff analysis of individual student data steering student learning goals the IEP template linked to Sentral being utilised by all staff linked to tracking of Teacher judgement of individual learning outcomes specifically in English and Mathematics.

The schools data showed an improvement as a result of these initiatives.

Target in 2023 70% of students at or above standard Number and Algebra (TJ)- 77% met

Target in 2023 65% of students at or above standard in English reading and viewing (TJ) 77% met

Target 53% of students will be at or above age standard in English Writing (TJ) 66% met

Increase SSS Climate domain to 65% Collective efficacy- 100% met

The work over the year is endorsement of the commitment of staff in continually supporting professional learning opportunities involving building of high impact teaching strategies in supporting student learning needs and collaborative and professional learning communities that are undertaken as a professional team.

Wellbeing

The Ardmona Primary schools' model of delivery of instruction is the Berry Street model of practice and unequivocally its success is predominantly linked to our staff collective efficacy and building an effective team a key driver our strong working relationship with all students, knowing the student and his or her needs and having unconditional positive regard for each individual. During the year our

explicit work in personal well-being and learning supports for students was a focus of advance including induction of new staff in professional practices linked to the Berry Street model aligned with our instructional model so to enrich existing teaching knowledge and skills. Inclusive was professional learning linked to the work of Dr Tom Brunzell founder of Berry St Education model for all teachers. This work was further supported with two staff including the Principal and Well Being teacher participation in the 'Mental Health in primary Schools initiative', steered by Melbourne University their team approach robust in implementing strategies reviewing the school's curriculum and approaches to successful lesson delivery. The impact was alignment with DET Respectful Relationships program and Berry Street education in curriculum planning for effective teaching. Supplementary the schools leadership engaged in Disability and inclusion regional forums and platforms enhancing knowledge base and extending its advanced approaches to inclusive practices for students.

The school's transition program during the year continued to be coordinated by the schools Koori Education and Support, class support and the school's community liaison officer who worked with all students and their families moving into Year F and transient as new enrollments to our school. The role provided opportunities for feeder kindergartens and new parents including our local Aboriginal families to converse with the school, draw understandings in supporting transitions and for those in the Early Years opportunity to participate in the school's two-way partnership transition program activities from term four which included "Best Start" Kindergarten learning activities.

The schools supportive process linked to students and families allows for a smooth, well-planned community-based approach that is extensively linked with local Kiwanis, Lions Club, Vic Police- police in schools program, ASHE (Academy of Sports Health and Education) and Rodney neighborhood seniors and links to the school's positive partnerships well known in the local community.

These groups having an active partnership with the school and significant in awards and presentation ceremonies celebrating student success and highlights over the year and personal growth and achievements, influential enormously on each child's positive self and ultimately student well-being. The school endorses its daily Breakfast Club supported by local food share.

The school endorses its induction program linked to curriculum and planning alongside supporting new and returning staff process throughout term 1 with significant impact on setting direction and support.

Engagement

The school has successfully established an on-site learning and nurture learning space concurrent with the school's partnership with Therapy Animals Australia- PAWS program and integration of a Therapy dog with vital links with personal social and emotional well-being. During the year the school introduced a Therapy dog "Rui" to the team 1.0. her role in mental health and well-being supports for all students augmented in regular fortnightly training sessions Therapy animals Australia. (PAWS)

"PAWS" therapy dog student well-being program delivery has witnessed improved results in student attendance data, students transitioning into school and between lessons tracking on ready to learn charts and Life skills go representative of student's self-efficacy, ability to self-reflect and growth in their work stamina.

The work of the schools Koori education support officer and community partnership representative in enhancing positive relationships with families has influenced understanding of reporting absenteeism with enhanced daily communications. In addition, the supplementary work of the schools committed Tutor as an advocate in enrichment programs and extension activities including student voice and agency with student participation in mathematical state wide challenges has influenced students positive attitude to not only attendance but also engagement and confidence in learning. Extra curricula activities including 'Stomp dance' and 'Blue Earth' encouraging cooperative activities and participation in student learning partnerships a positive driver towards student enjoyment in school and success.

Endorsement of parent engagement was witnessed in public meetings and amp fire dinner meetings incorporating inclusive practices with celebrations of our local aboriginal community and Yorta, Yorta culture with design elements linked to new uniform and promotions of our inclusive practices. The partnerships with parents are supportive and reflective of students positive engagement and enjoyment of school.

Other highlights from the school year

During 2023 Ardmona Primary School highlighted a number of events, encompassing many in learning and linked to well-being including:

- Mother's Day morning tea, Father's Day games afternoon
- Blue earth Student engagement and sporting events
- ASHE feast indigenous games and arts day
- Planetarium visit and Stomp Dance coordination of rural school partnership days

- Lighthouse partnership
- Arts and Bike program
- Formed a strong continuous partnership with Rodney Park aged Care Retirement Village Mooroopna and BEST start Kindergarten local kindergarten
- Police in schools program
- Health lunch boxes- diet and nutrition series- Shepparton Shire
- Active involvement with charities supporting Variety Kids.

Highlighted in the year was the awards evening endorsement of learning success and voice including community awards.

The significant work over the year of the completion of an additional half a million upgrade to the schools building and additional funding for inclusive learning spaces in December has witnessed enriched learning spaces for the school and wider community.

Financial performance

Ardmona primary School has managed its funds in a professional and diligent manner. It finished 2023 with a surplus in the staffing budget due to our employment of a adept manager and joint forward planning. The school has continued to find ways to reduce charges to families including uniform with equity money supporting students prerequisites and learning needs. The school utilises a large part of the Equity funding to support the PAWS program to encourage all students to build on connections with learning and daily attendance which has been successful in implementation. The school has also financially managed the School Council Operated OHSC-Before and after school care program which represents \$70,236.45 expenditure . A large proportion of funds in 2023 supported the Tutoring Learning Initiative and Well-being staff member. Additional funds through VSBA capital works grants were spent and invested in refurbishment of the main building, completion of internal student and staff toilets; Inclusive school grants supported musical and outdoor sensory learning spaces. Active schools grant \$30,000 for line marking and outdoor activities. Additional equity expenditure and funding support for student well-being including Blue Earth and class learning resources and spaces.

For more detailed information regarding our school please visit our website at
<https://www.ardmonaps.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 11 students were enrolled at this school in 2023, NDP female and NDP male.

0 percent of students had English as an additional language and 0 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).

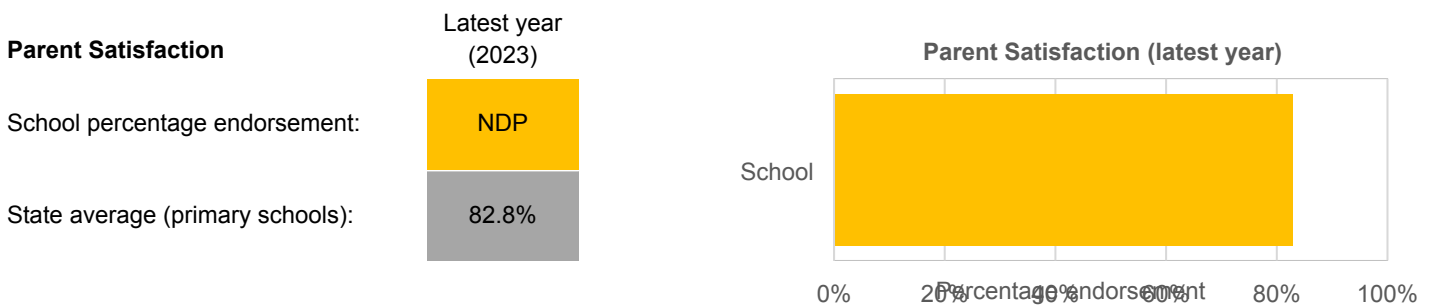
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

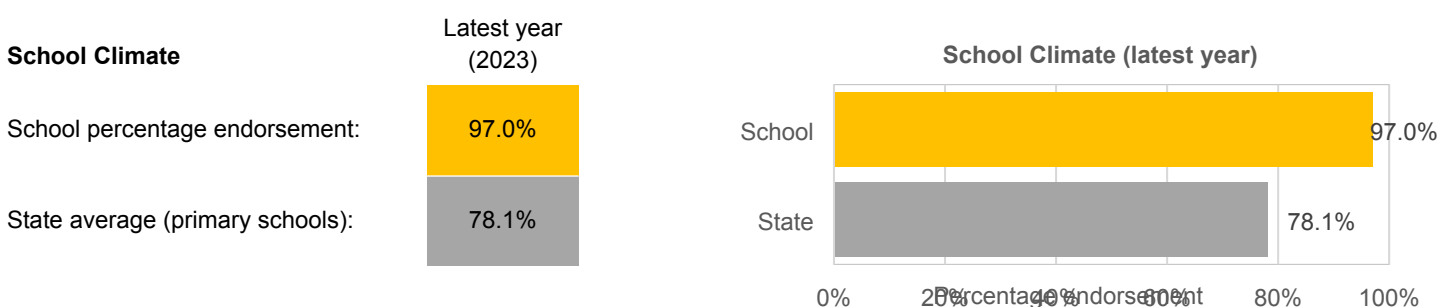


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

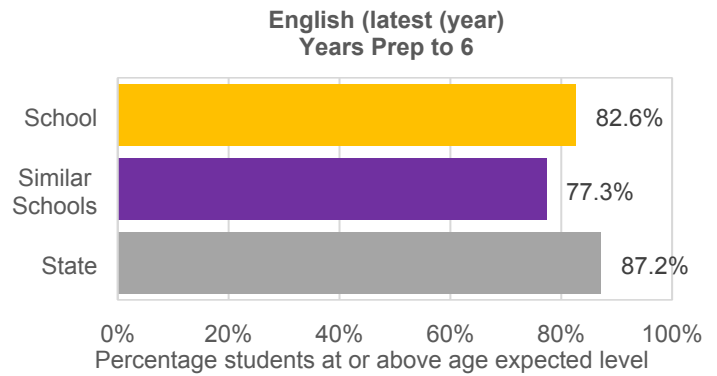
82.6%

Similar Schools average:

77.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

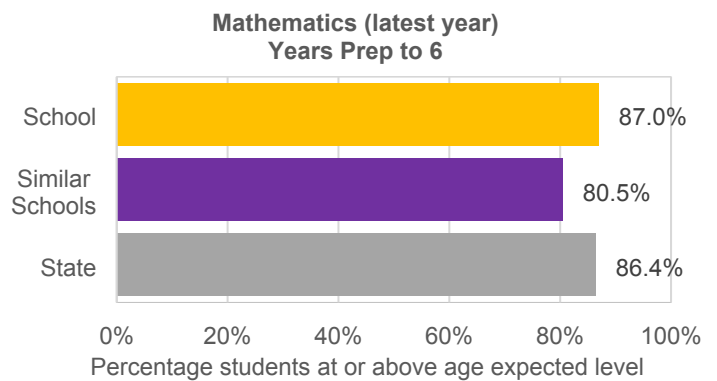
87.0%

Similar Schools average:

80.5%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

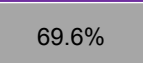
School percentage of students in Strong or Exceeding:



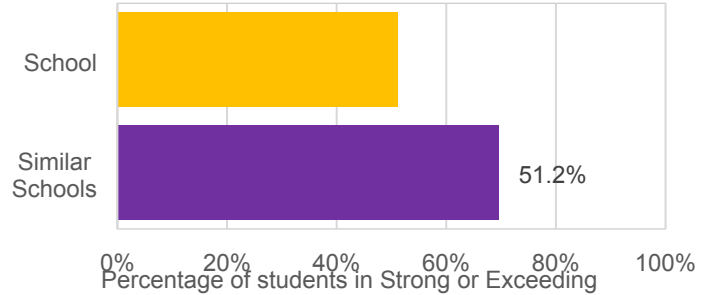
Similar Schools average:



State average:



NAPLAN Reading (latest year) Year 3



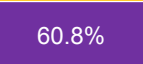
Reading Year 5

Latest year (2023)

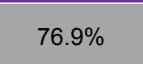
School percentage of students in Strong or Exceeding:



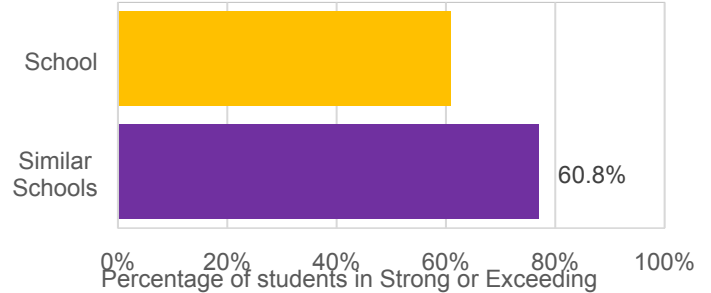
Similar Schools average:



State average:



NAPLAN Reading (latest year) Year 5



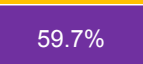
Numeracy Year 3

Latest year (2023)

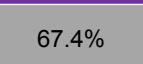
School percentage of students in Strong or Exceeding:



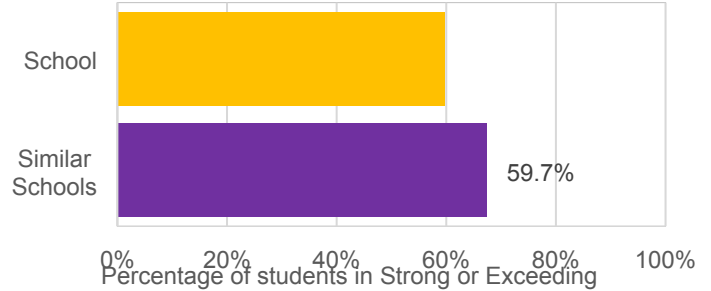
Similar Schools average:



State average:



NAPLAN Numeracy (latest year) Year 3



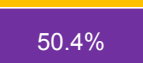
Numeracy Year 5

Latest year (2023)

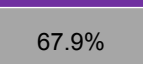
School percentage of students in Strong or Exceeding:



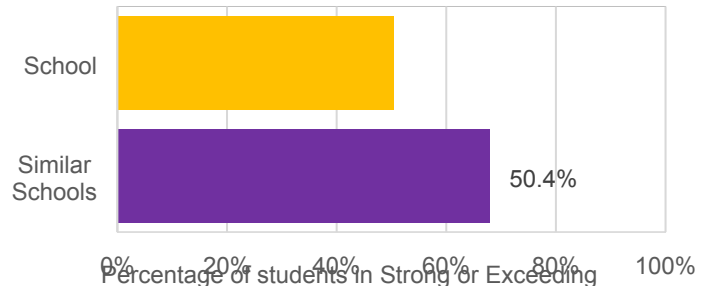
Similar Schools average:



State average:



NAPLAN Numeracy (latest year) Year 5



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

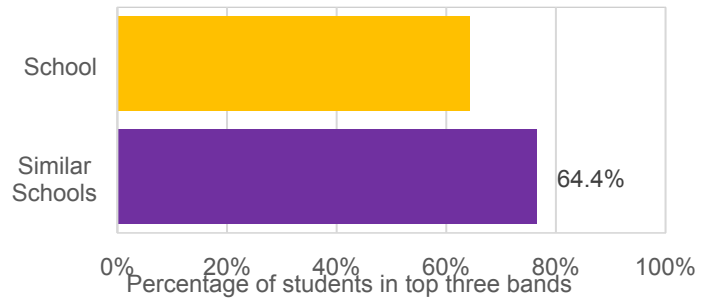
Similar Schools average:

64.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

25.0%

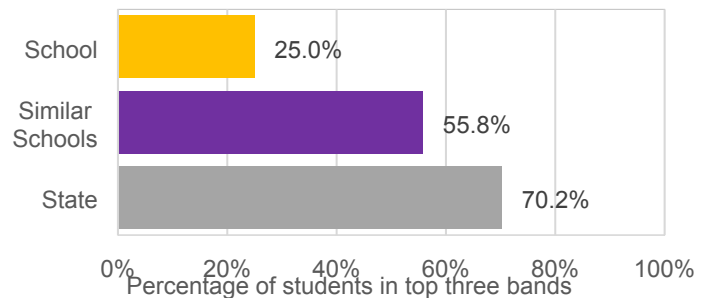
Similar Schools average:

55.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

NDP

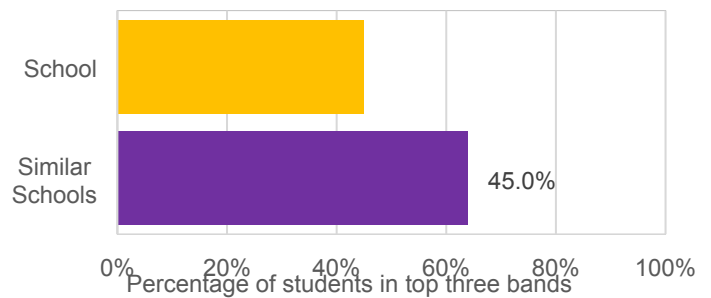
Similar Schools average:

45.0%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

50.0%

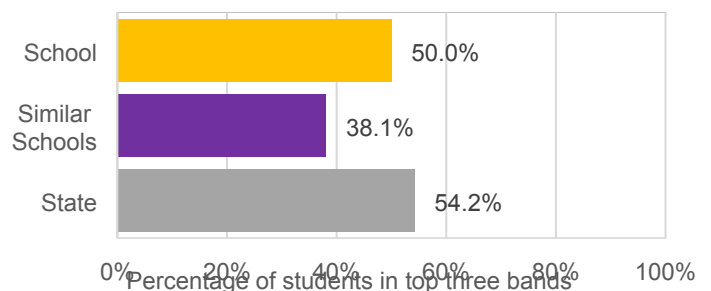
Similar Schools average:

38.1%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

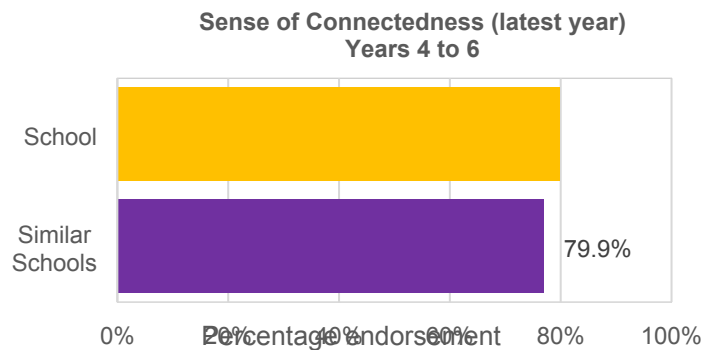
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDP	89.4%
Similar Schools average:	79.9%	82.2%
State average:	77.0%	78.5%

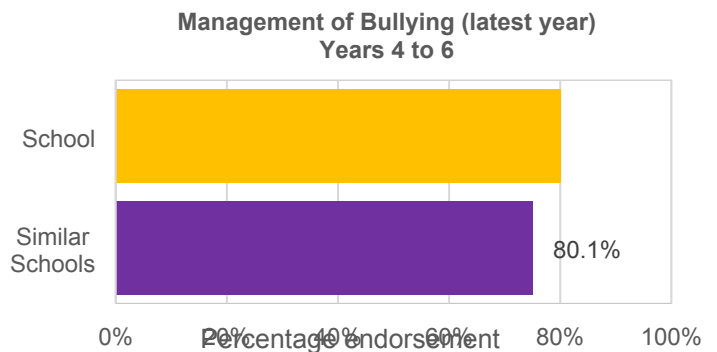


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	NDP	86.5%
Similar Schools average:	80.1%	83.5%
State average:	75.1%	76.9%



ENGAGEMENT

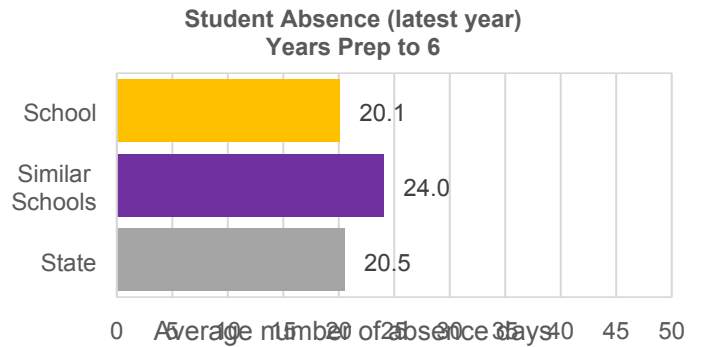
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	20.1	29.5
Similar Schools average:	24.0	20.5
State average:	20.5	18.1



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 (2023):	NDP	84%	NDA	NDP	NDP	NDP	NDP

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$532,592
Government Provided DET Grants	\$181,759
Government Grants Commonwealth	\$107,711
Government Grants State	\$0
Revenue Other	\$11,268
Locally Raised Funds	\$2,282
Capital Grants	\$0
Total Operating Revenue	\$835,612

Equity ¹	Actual
Equity (Social Disadvantage)	\$53,576
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$53,576

Expenditure	Actual
Student Resource Package ²	\$496,278
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$15,573
Communication Costs	\$1,697
Consumables	\$39,620
Miscellaneous Expense ³	\$7,814
Professional Development	\$6,503
Equipment/Maintenance/Hire	\$10,210
Property Services	\$42,730
Salaries & Allowances ⁴	\$47,098
Support Services	\$15,591
Trading & Fundraising	\$20,129
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$6,366
Total Operating Expenditure	\$709,609
Net Operating Surplus/-Deficit	\$126,003
Asset Acquisitions	\$41,175

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$89,806
Official Account	\$8,908
Other Accounts	\$0
Total Funds Available	\$98,714

Financial Commitments	Actual
Operating Reserve	\$32,433
Other Recurrent Expenditure	\$6,011
Provision Accounts	\$0
Funds Received in Advance	\$60,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,444

All funds received from the Department of Education, 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.