2011 Annual Report to the School Community

Axedale Primary School
School Number: 1008
Axedale Primary School is situated 20kms from Bendigo and has served the community for 141 years since opening in 1870. The setting is a rural environment that is safe and attractive and provides a stimulating learning environment. From mid-2011 we watched our new school being built with an expected move in date of early 2012. A permanent Principal, Mr. Lex Johnstone, was appointed in April. Axedale's motto is "Excellence Through Endeavour" and the school aims for this in every respect. Students are encouraged and equipped through our broad based curriculum to strive for academic and physical excellence, as well as excellence in values, attitudes and behaviour. Axedale Primary aims to foster a culture of contributing to and being involved in, a strong local community. There is a strong partnership between parents and staff with a high level of positive parent participation on School Council, committees, as classroom helpers and social activities. Our School and Community group raised over $7000. 2011 ended with an enrolment of 48, staff consisted of a Principal, 2.4 teachers and 0.7 Education Support Staff. We operated a P/1, 2/3/4 and 5/6 class structure. Axedale PS has a strong commitment to the arts and sport and we offered specialist programs in Art, Health and PE, ICT and Environment. We have a very well-resourced library and computer lab and our 5/6 students are involved in the Netbook 1-1 program. Students also participated in extra curricula activities including gym, swimming, camps, choir, private music lessons and Active After-School Communities.

<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of a wide and deep curriculum has been a focus of the Axedale Primary School's curriculum. Developing the whole child and contributing to community are seen as important areas that sit alongside the vital areas of literacy and numeracy. Provision of student specific Learning Improvement Plans have made differentiated teaching a key feature of classrooms. Intensive work with literacy and Ultrant Coaches have strengthened classroom practice in these areas. Teacher judgements demonstrate that in Reading 5/7 grades are performing within +/-10% of state mean, in Writing 6/7 grades are within +/-10% and in Numeracy all seven grade are within +/-10% of state mean. NAPLAN testing demonstrates that Gr. 3 students, in the areas of Reading, Writing and Number performed 2% higher than state averages. In similar areas, grade 5 performed at 10%. Analysis of student data has been intensive and given direction for planning. The introduction of Mathletics and continued use of On Demand testing has provided further valuable sources of data. The introduction of new learning spaces in 2012 will only enhance the quality teaching provided at Axedale PS. Student attendance data across the school indicates an average 16 days absence /student. Individual students with significant health issues recorded high absentee data, skewing results. A target of 12 days has been set for 2012. Student Attitude to School data shows improvement in 7/11 areas from 2010 with improvement in Student Relationships data an aim for 2012. Junior School Council was reformed and they organised a number of fund raising and participation days. Grade 6 students and parents attended the National Young Leaders Day in Melbourne. The Active After-School Communities Program continued with 20-30 students participating. Our Code of Conduct and whole school behaviour management strategy focussed on respect of people, property and allowing all students to learn. Maintaining the caring nature of our school and promoting values across the school community remains a key feature. Weekly achievement awards and attendance awards are used to promote our values and reward attendance. Prominent displays of children's work and photos are in the newsletter, the &quot;Axedale Antics&quot; and on noticeboards. Large street board advertising events to the community promotes parent involvement. Axedale Primary School has maintained a strong program to support the various transitions our students make. Our Prep students' transition to school was again aided by the excellent transition program conducted throughout the year. Two events per term eg. picnic in the park, footy day, decorated hats, craft day. Strong communication links with our feeder pre-school has been maintained. Regular meetings and visits have been undertaken. Information sessions for parents have been held regularly throughout the year. Updated Parent Information packages have been provided. Social confidence is enhanced by our buddy system across the school. School Council and School and Community Committee provide an opportunity for parents to be involved in school decision making, community building and curriculum briefings. Grade 6 students and families attended the Grade 6 Graduation evening which for many, was a culmination of seven years of primary education at Axedale PS. All Grade 6 students were involved in transition programs with the White Hills Cluster, involving four half day sessions and a full Orientation Day.</td>
<td></td>
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</tbody>
</table>
Axedale Primary School

How this school compares to all Victorian government schools

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

1. Student Learning
Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

2. Student Engagement and Wellbeing
Combining student attendance rates and results from the annual student Attitudes to School survey.

Key:
Range of results for the middle 60% of Victorian government schools: 
Result for this school:  
Median of all Victorian government schools: 

Overall socio-economic profile
Based on the school's Student Family Occupation index which takes into account parents' occupations.

Proportion of students with English as a second language

42 students (17 female, 25 male) were enrolled at this school in 2011.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg
### Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

- Percentage of students in Years Prep to 6 with a grade of C or above in:
  - English and Mathematics
  - All other subjects

The grades are the same as those used in your child's end of year report.
A 'C' rating means that a student is at the standard expected at the time of reporting.

### Student Outcomes

<table>
<thead>
<tr>
<th>Results: English and Mathematics 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: English and Mathematics 2007 - 2010 (4-year average)</th>
<th></th>
</tr>
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<tbody>
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</tbody>
</table>

<table>
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<tr>
<th>Results: All other subjects 2010</th>
<th></th>
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</tbody>
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<th>Results: All other subjects 2007 - 2010 (4-year average)</th>
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<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

### School Comparison

**Key:**

- Range of results for the middle 60% of Victorian government schools:
  - Lower
  - Similar
  - Higher

**Result for this school:** Median of all Victorian government schools:

#### Results: English and Mathematics 2011

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Reading 2008 - 2011 (4-year average)

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Numeracy 2011

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Numeracy 2008-2011 (4-year average)

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Reading 2011

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Reading 2011

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Numeracy 2011

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

#### Results: Numeracy 2008-2011 (4-year average)

- Band 1
- Band 2
- Band 3
- Band 4
- Band 5
- Band 6

**Version 1, February 2012**
## How this school compares to all Victorian government schools

### Student Engagement and Wellbeing

**6. Student attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2010 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>91%</td>
</tr>
<tr>
<td>Yr1</td>
<td>85%</td>
</tr>
<tr>
<td>Yr2</td>
<td>94%</td>
</tr>
<tr>
<td>Yr3</td>
<td>84%</td>
</tr>
<tr>
<td>Yr4</td>
<td>96%</td>
</tr>
<tr>
<td>Yr5</td>
<td>93%</td>
</tr>
<tr>
<td>Yr6</td>
<td>91%</td>
</tr>
</tbody>
</table>

**7. Student attitudes to school**

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr1</td>
<td>5</td>
</tr>
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</table>

Results: 2008 - 2011 (4-year average)

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Yr1</td>
<td>5</td>
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</table>
The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The first page outlines what your school is doing to improve its results. The second page summarises your school’s performance. The third and fourth pages provide a detailed breakdown of each of the result areas.

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
What is a School Comparison?

The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance.

Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.
Axedale PS had a successful year financially in 2011. With expenditure of $123,937, we were able to record a cash surplus of $20,256. Funds were spent carefully and maintenance completed strategically with the arrival of new building in mind. Priority areas in student learning and safety were maintained as required. A staffing surplus was achieved which will allow further staffing flexibility in 2012. Significant BER funds for furniture, ICT and landscaping are still held and listed under Assets or Equipment Replacement, with expenditure to begin once the new school is open. It is expected BER funds will be spent by the completion of 2012. Maintenance funds of $26,464 include money the school has saved for the development of our grounds once the new building work is completed. Again, the aim is to complete these works during 2012. Recurrent expenditure of $18,670 allows for the employment of specialist teaching staff to provide a broad curriculum range for our students. A Financial Audit has been completed and the Auditor's Report was extremely positive in evaluating the financial processes and management withing the school. Axedale is in a sound financial position heading into 2012, which will see the opening of a whole new school and the beginning of a whole new era for the Axedale Township.