

2023 Annual Report to the School Community

School Name: Aitken Hill Primary School (5567)



- 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 29 April 2024 at 02:23 PM by Peter Hansen (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 29 April 2024 at 09:00 PM by Heyam Masri (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

Aitken Hill Primary School neighbours rapidly growing residential areas in the suburb of Craigieburn. The school is located at the intersection of Elevation Boulevard and Waterview Boulevard. Aitken Hill Primary School opened in 2019, built to accommodate 475 primary students. The school truly presents as an innovative, unique and contemporary school. The curriculum, approach to pedagogy and culture works in harmony with the design of the school buildings. Aitken Hill Primary School's architectural form and educational ethos aligns to emphasise creativity, collaboration, innovation, wellbeing and community engagement. The Learning Communities have been carefully designed to allow for a flexible learning space incorporating a variety of different educational modes to take place in the one building.

There are 2 Learning Community buildings which can each house up to 200 students. Learning Communities incorporate a rich array of educational activities including wet areas, quiet reflective areas, withdrawal spaces, some library spaces and small classroom spaces. Each learning community building is built to house 8 groups of 25 students with the key focus on flexible spaces. Below is further information regarding the layout of the Learning Community buildings and portables.

In 2023, the school's enrolment was 800 students.

- Prep had 125 students with 6 teachers, a ratio of 1:20
- Year 1/2 had 270 students with 12 teachers, a ratio of 1:22
- Year 3/4 had 250 students with 9 teachers, a ratio of 1:27
- 5/6 had 155 students with 6 teachers, a ratio of 1:25
- P-2 395 students 18 teachers Ratio 1 : 22
- Whole school ratio 800 students 1: 24

Staffing profile:

- 1 Principal, 2 Assistant Principals,
- 10 Leading Teachers/Learning Specialists,
- 49 Teaching staff (44.0 EFT), 23 ES (19.6 EFT)
- 1 Business Manager

At Aitken Hill Primary School the student is at the centre and purpose of all that we do. Our teachers and support staff work hard to provide a teaching pedagogy reflective of 21st Century. We deliver learning based on student need, planning student learning based on current data. Our students are encouraged to explore their world through inquiry learning to become thinking, informed, resilient and self-directed learners who are able to be the best they can be and contribute actively to their community. The students' talents, efforts and achievements are rewarded in an environment which fosters mutual respect, personal integrity and a strong sense of self-worth. Our vision is to be a leader in 21st century learning. To create a learning community where every student has the opportunity to achieve success and participate as a responsible global citizen who creates opportunities for themselves and others. Building a better world, one student at a time. It is the mission of Aitken Hill Primary School to provide our students with a safe and supportive learning environment that motivates and challenges students to achieve their full potential. To provide excellence in teaching and learning and to ensure that all students experience success. Through community connectedness, students develop a love of learning allowing them to become self-motivated and curious citizens. At Aitken Hill Primary School, we pursue excellence, inspire performance, empower students to think big and be the leaders of tomorrow. Our objective will be to challenge students to be the very best they can be. Our role is to help every student reach their potential. The skills needed for the 21st century, which support a love of learning that goes beyond the classroom, are actively embraced by Aitken Hill Primary School. Our core values underpin all dimensions of our School environment. They are embraced and modelled by staff and promoted throughout the school community. They are closely linked with our School Wide Positive Behaviour Support Matrix, Caring for learning, Caring for self, Caring for others and Caring for our school.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, Aitken Hill Primary School's Annual Implementation Plan focused on the following:

As part of student learning, we provided support for learners who needed scaffolding and to extend students who are thriving, especially in the area of mathematics.

We strengthened the way teachers plan together and build on their ability to use student data and evidence to inform teaching and learning. This included the use of High Impact Teaching strategies in order to improve student learning outcomes.

We built our teachers capacity to use evidence to plan learning based on the student's need as well as build on their next steps for learning.

Our teachers worked with student's to set goals, monitor and reflect on their learning.

We worked with regional support staff to enhance our approach to reading and provided professional learning and coaching for teachers to implement in their classrooms and with their teams. This work was also supported by our tutors who work intensively to support our students at risk.

HIGHLIGHTS RELATED TO STUDENT ACHIEVEMENT DATA:

- English Teacher Judgement: students at or above expected level: Prep to 6 up by 2.2 %
- Reduced gap between our school and similar schools for Year 5 Reading NAPLAN by 5.8%
- Reduced gap between our school and similar schools for Year 3 Numeracy NAPLAN by 3.7%
- Reduced gap between our school and similar schools for Year 5 Numeracy NAPLAN by 11.5%

PROPOSED FUTURE DIRECTIONS AND STRATEGIES:

In Literacy and Numeracy we will continue to build teacher knowledge and understanding of the reading curriculum and work collaboratively with regional support staff. This will include professional learning and coaching with teachers to improve their use of reading strategies and teaching practices. We will further strengthen teachers planning and the way they work together by attending their meetings as a leadership team and coaching our leaders.

Wellbeing

To improve student wellbeing, we provided resources to support students overall wellbeing and their mental health, especially the most vulnerable.

We further imbedded our approach to student resilience and continued to build their sense of inclusion and a positive approach to their wellbeing. We strengthened our partnership and engagement with parents, carers and families, particularly during our Student Support Group meetings.

To support the improvement of student wellbeing we appointed staff to key roles, 4 Assistant Principals – 2 for curriculum and 2 for wellbeing and a Mental Health and Wellbeing Leader. We continued to keep student ratios in classes as low as possible. We completed our trauma informed practice in the form of Berry Street Education Model training. We worked closely with our Regional coach for School Wide Positive Behaviour Support to deliver professional learning for teachers and create calm classrooms where students are aware of their expectations. This includes a positive approach to responding to student behaviour and our reward system.

We worked with network schools to build our knowledge of how we can improve student's mental health and delivered professional learning to our staff to support them in the classroom. Our School Wide Positive Behaviour team conducted learning walks, visiting classrooms to observe teachers and students working together and then provided our teachers with feedback on how they are going.

HIGHLIGHTS RELATED TO WELLBEING:

- Reduced gap between our school and similar schools for Management of Bullying Year 4 – 6 by 3.3%
- We received a Blue award for School Wide Positive Behaviour Support
- implementing Berry Street strategies as per training to strengthen working relationships between teachers and students
 - Golden Statements - teachers can use in the classroom to give directions, issue requests, state their expectations and repeat their directions/requests/expectations
 - Unconditional Positive Regard - listening to students with empathy and understanding and looking for ways to connect with the child and build their self esteem
 - Self-Regulation - helping students to identify and be aware of their behaviour and ways they can improve their behaviour and be ready to learn
 - De-escalation - proactively creating a calm routine and predictable environment, consistently monitoring and identifying stress levels and implementing interventions to maintain a calm classroom with students ready to learn

- o Welcome Circle - greeting students together in the morning and sharing what's happening throughout the day whilst also celebrating achievements and celebrations, setting expectations for the day and what's going well

PROPOSED FUTURE DIRECTIONS AND STRATEGIES:

- continue to work with School Wide Positive Behaviour Support coach and our leadership team
- continue to provide Professional Learning on School Wide Positive Behaviour Support for all staff
- provide training for staff that are new or have missed Berry Street training.
- Appoint Disability and Inclusion leader
- Join Disability and Inclusion Community of Practice with our network schools

Engagement

We improved student voice and involvement through our work with our student leaders and Our House Spirit - Our House Spirit work closely with our student leadership team to survey, plan, action and review special activities for all students in the school. Teachers strengthened their connection with students in their classroom by building relationships as part of our Berry Street Education model work.

We also improved our student attendance between 1 and 3 percent for all year levels.

PROPOSED FUTURE DIRECTIONS AND STRATEGIES:

- create & conduct surveys to gather feedback from students
- regular contact with families of students with low attendance
- build attendance into our school reward system
- support students to track their own attendance
- share effect on student learning when attendance is low with families

Financial performance

ANNUAL REPORT SURPLUS:

Aitken Hill Primary School showed a net operating profit of \$224,813.12 This surplus comprises of the following:

operating reserve	provision	\$55,510.45
parent CSEF funds held		\$41,499.00
Funds carried forward from DET funding		\$79,624.00
Recurrent expenditure		\$48,179.67

ADDITIONAL STATE/COMMONWEALTH FUNDING / SOURCES OF FUNDING:

Commonwealth Funding - Australian Sports Commission was successfully attained for our physical education program from the "Schools Sporting Grants Fund" with all funds utilised as per grant conditions over two terms.

All funds carried forward in surplus from 2023 funding (Swimming \$7000, Student Wellbeing Boost \$16566, Equity \$15230, disability inclusion \$991, and Student excellence \$33705 are committed to be utilised in the 2024 school year and documented in the 2024 budget.

Shortfall in the school operating reserve carried forward is the result of higher than anticipated casual relief teacher agency costings throughout 2023.. This will be rectified in 2024 with a credit budget to cash budget transfer of funds.

For more detailed information regarding our school please visit our website at <https://www.aitkenhillps.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 781 students were enrolled at this school in 2023, 382 female and 399 male.

61 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).

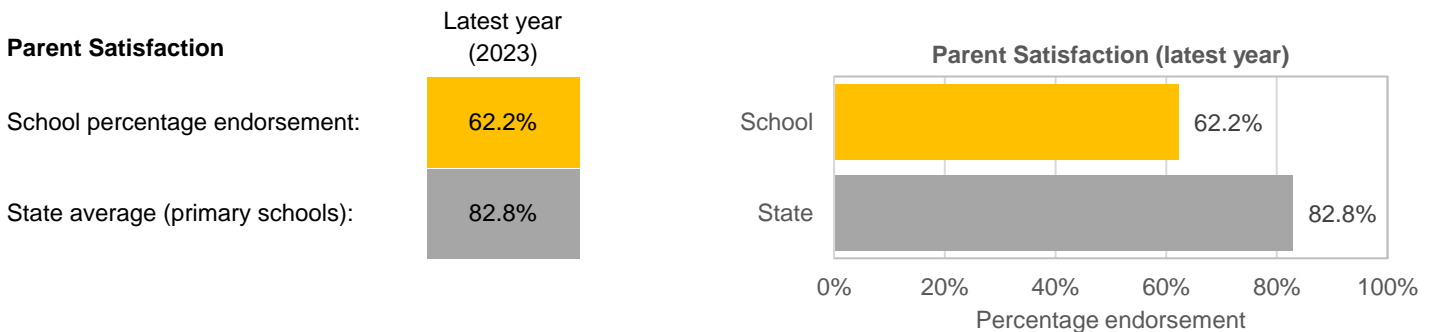
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

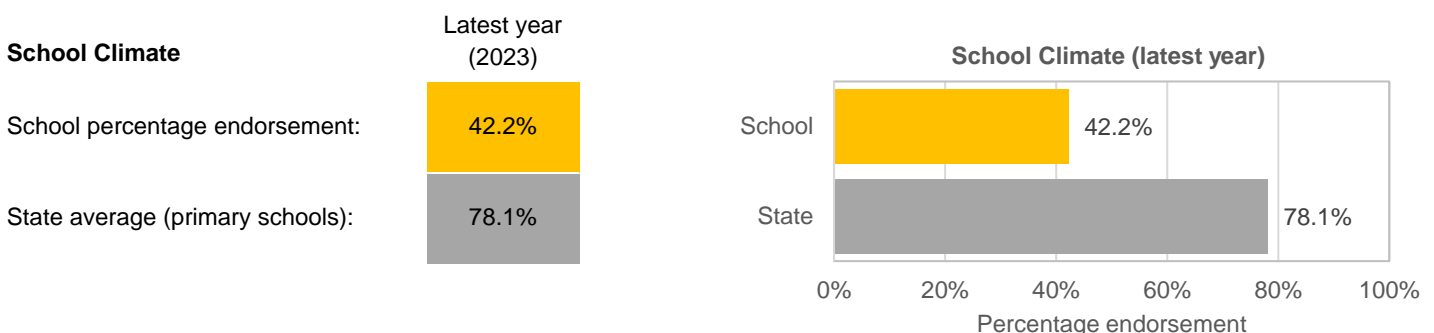


School Staff Survey

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:

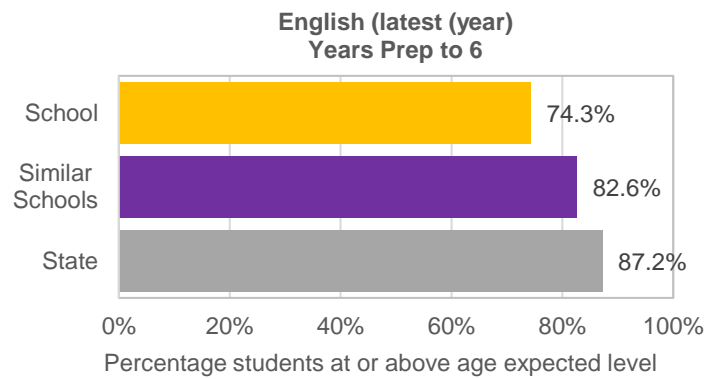
74.3%

Similar Schools average:

82.6%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

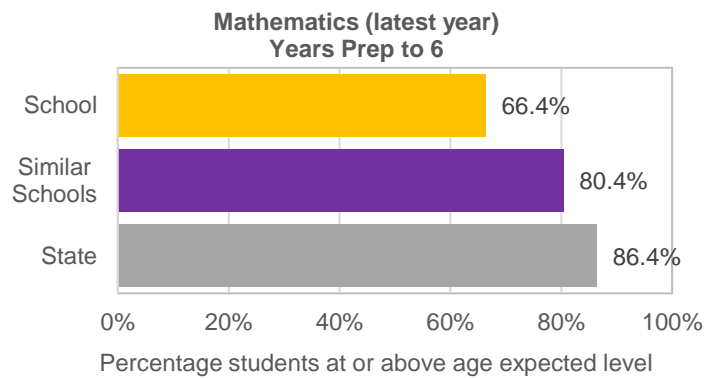
66.4%

Similar Schools average:

80.4%

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:

49.6%

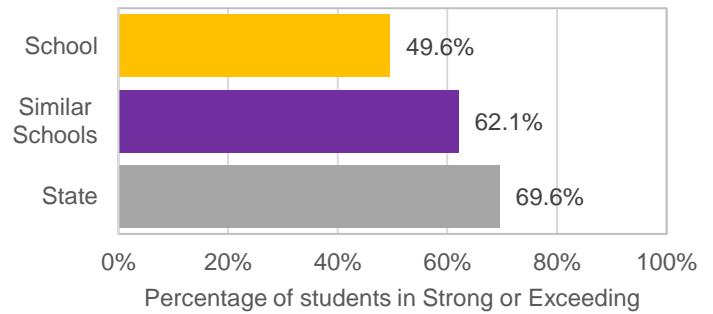
Similar Schools average:

62.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

56.1%

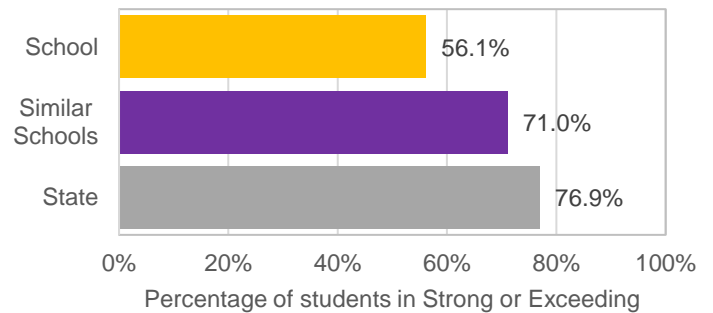
Similar Schools average:

71.0%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

44.7%

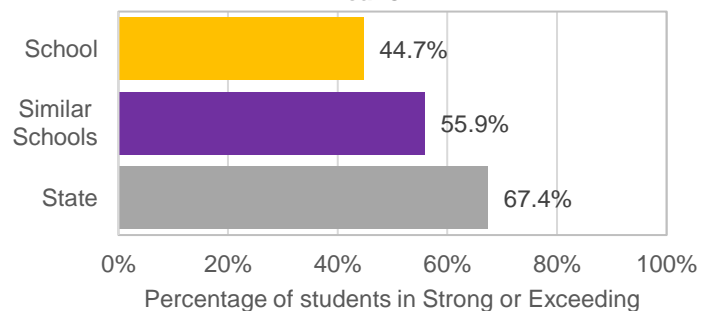
Similar Schools average:

55.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.7%

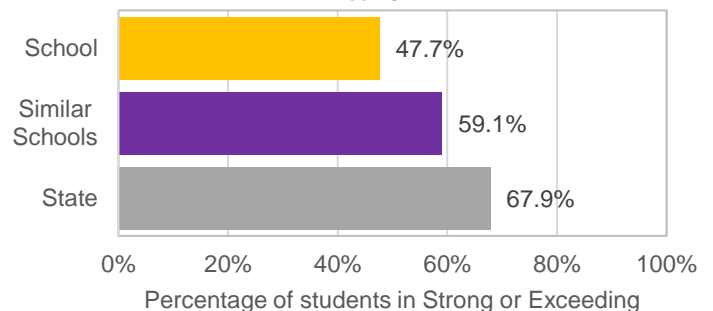
Similar Schools average:

59.1%

State average:

67.9%

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:

68.0%

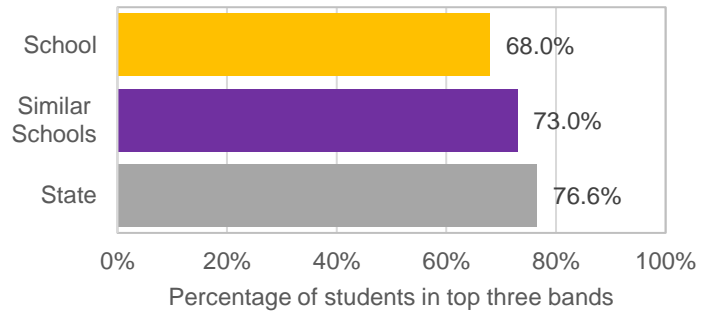
Similar Schools average:

73.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

41.6%

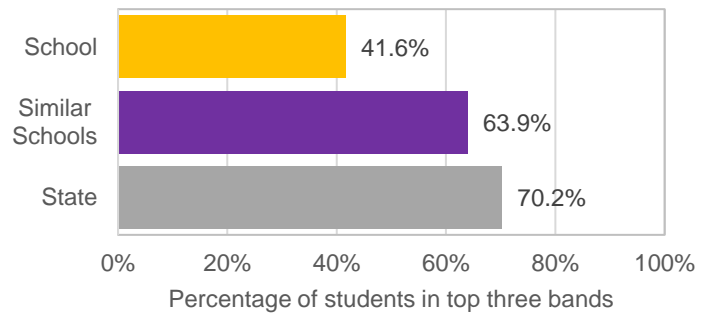
Similar Schools average:

63.9%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

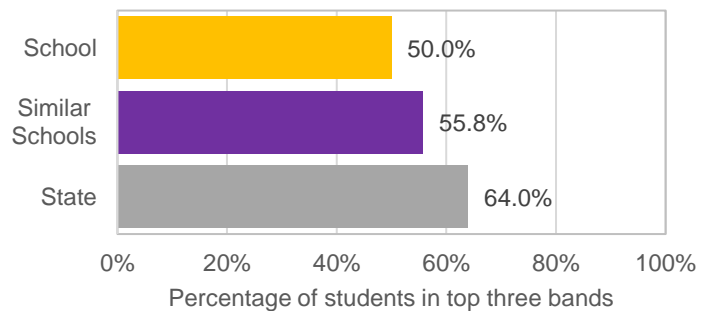
Similar Schools average:

55.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

23.4%

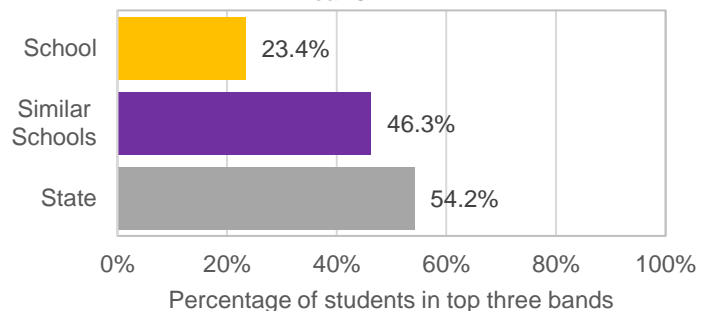
Similar Schools average:

46.3%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

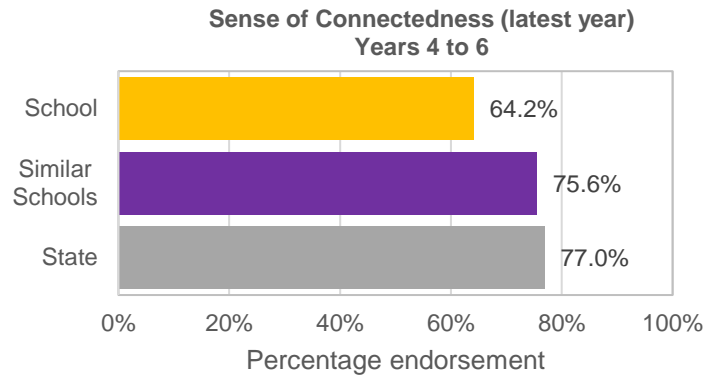
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	64.2%	67.7%
Similar Schools average:	75.6%	78.2%
State average:	77.0%	78.5%

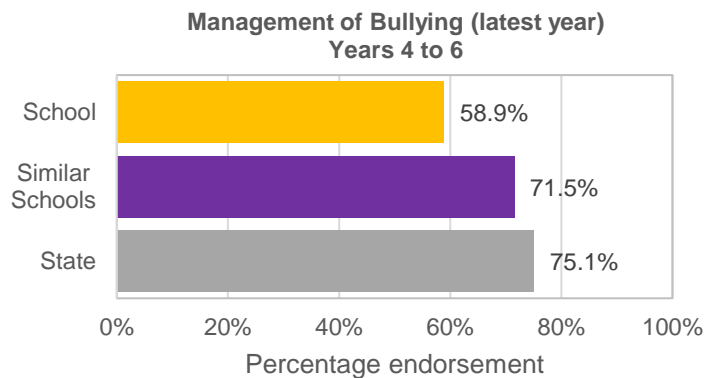


Student Attitudes to School – Management of Bullying

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:	58.9%	61.0%
Similar Schools average:	71.5%	74.2%
State average:	75.1%	76.9%



ENGAGEMENT

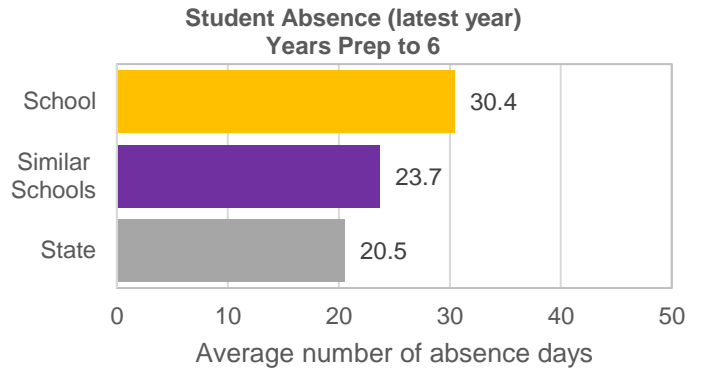
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	30.4	30.1
Similar Schools average:	23.7	21.2
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):	85%	84%	85%	86%	84%	83%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$7,890,138
Government Provided DET Grants	\$1,131,656
Government Grants Commonwealth	\$10,744
Government Grants State	\$0
Revenue Other	\$19,891
Locally Raised Funds	\$177,394
Capital Grants	\$0
Total Operating Revenue	\$9,229,822

Equity ¹	Actual
Equity (Social Disadvantage)	\$257,050
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$257,050

Expenditure	Actual
Student Resource Package ²	\$7,180,244
Adjustments	\$0
Books & Publications	\$7,095
Camps/Excursions/Activities	\$82,538
Communication Costs	\$5,321
Consumables	\$242,343
Miscellaneous Expense ³	\$55,838
Professional Development	\$30,900
Equipment/Maintenance/Hire	\$246,035
Property Services	\$150,717
Salaries & Allowances ⁴	\$0
Support Services	\$441,141
Trading & Fundraising	\$15,883
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$62,114
Total Operating Expenditure	\$8,520,170
Net Operating Surplus/-Deficit	\$709,652
Asset Acquisitions	\$5,830

- (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	\$194,038
Official Account	\$30,775
Other Accounts	\$0
Total Funds Available	\$224,813

Financial Commitments	Actual
Operating Reserve	\$203,435
Other Recurrent Expenditure	\$48,180
Provision Accounts	\$0
Funds Received in Advance	\$41,499
School Based Programs	\$79,624
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	\$372,738

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.