

## 2014 Annual Report to the School Community

Albany Rise Primary School

School Number: 5427



Name of School Principal:  
Belinda Jones

A handwritten signature in black ink, appearing to read 'B. Jones', written over a horizontal line.

Name of School Council President:  
Fiona Dewhirst-Daniel

A handwritten signature in purple ink, appearing to read 'Fiona Dewhirst-Daniel', written over a horizontal line.

Date of Endorsement:

22.4.2015

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.





## About Our School

### School Context

Albany Rise Primary School is a community committed and united towards achieving continuous improvement in student outcomes. Our focus during 2014 has been to provide a stimulating learning environment and improve student results in Literacy and Numeracy. The school has a stable and dedicated staff consisting of: 3 Principal class members, a Student Welfare Officer, 15.9 equivalent full time teaching staff as well as 5.86 Education Support Staff. Our school is characterised by a rich multi cultural community with an emphasis on instilling our school values of: *respect, responsibility and resilience*. Albany Rise prepares students to become global citizens through the integration of learning technologies, a focus on inquiry learning and the internationalising of education through our sister school relationship with China. A play based learning approach for students is utilised across Prep - 2 to improve oral language, develop social skills and promote literacy skills. The "Clever Kids" program, Maths Olympiads, music program and UNSW testing are just a few of the many opportunities provided for student enrichment. Specialist programs in Performing Arts, Visual Arts, Mandarin and Physical Education, along with a range of extra-curricular opportunities: excursions, a camping program and sports clinics, enrich learning across the school. A focus on building positive relationships across our school community has strengthened links between the school and home. Student wellbeing programs provide a strong and ongoing focus on building relationships, support and building a cooperative learning environment.

### Achievement

Albany Rise Primary School is proud of the progress our students have made in 2014. Our commitment is to providing outstanding learning opportunities with a focus on Literacy and Numeracy. Our teachers plan in teams to provide targeted differentiated learning for students across all curriculum areas.

Our NAPLAN data at year 3 and year 5 is within the expected range for Reading and Numeracy when compared to other Victorian Government schools with similar characteristics. The 4 year average for NAPLAN in Reading and Numeracy is within the expected range when characteristics that make a difference to student learning are taken into account.

NAPLAN data shows a broad spread of achievement in 2014. Most students in year 3 and 5 were at or above the National Minimum Standards in all assessment areas. Students achieving at the national minimum standards have been provided with targeted intervention. Our student learning outcomes, based on teacher judgments, show that students are performing within the 60% band of Victorian Government Primary Schools in English and Mathematics given the background characteristics of our students.

All Program for Students with Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

Catering for individual student needs is a focus with individualized learning provision planned and implemented according to individual learning and social development.

Building staff capacity has been a focus with the provision of peer observation protocols, staff goal setting and whole school and individual professional learning opportunities.

The whole school Explicit Instructional Model has been adopted and utilized to ensure a consistent approach to learning and teaching.

In 2015 we will be further developing our school approach to student self reflection and goal setting and continue to work on the moderation of student assessments to assist with teacher judgments.

### Engagement

Our student connectedness to school is comparable to other schools with students with similar background characteristics. A school focus on routines and emphasis on targeted learning time ensures that students optimise their classroom learning.

During 2014 whole school practices were developed in teaching and learning including the use of student self reflection, student surveys and goal setting.

At Albany Rise Primary School we empower students to utilise their potential to take on leadership roles through an emphasis on the development of relevant skills and the provision of authentic opportunities to utilise these skills.

Leadership opportunities include: year 5 trained peer mediators, school captains, school vice-captains and house captains selected from students who are moving into year 6 and vice house captains selected from students moving into year 5. In addition a Junior School Council comprising students from years 2-6 is formed each year.

Transition into, through and beyond our school is achieved through scheduled opportunities during the year. Our preschool to prep program is comprehensive and ensures that children and parents are supported as they move into our school. We have close links with local secondary schools, allowing many primary to secondary opportunities to be undertaken.

Communication with the community is activated through: staff availability to parents via parent/ teacher/ student conferences, the use of student diaries, electronic resources and weekly assemblies. During 2014 our school website has been developed and has provided a valued means of communication, with class and specialist blogs and school events regularly updated.

Student attendance strategies include regular monitoring and follow up of attendance issues and an emphasis on educating families in relation to school attendance.





## Wellbeing

Student wellbeing is a major focus and a highly valued area of success at Albany Rise with a variety of strategies in place to ensure that our students are happy and able to focus on their learning.

During 2014 teachers continued to embed experiences into their teaching and learning programs which demonstrate awareness that children learn best when they feel supported and connected to one another and the school. 'Circles' are a daily classroom practice across the school.

Our Quality Beginnings program ensures that children have a positive start to the year with an emphasis on setting the scene for learning and understanding class routines and expectations. A whole school celebration day provides a valued and positive conclusion to this program.

The Kids Matter framework has been utilised successfully during 2014 to ensure that we effectively cater for positive mental health outcomes. Kids matter parent surveys have been conducted and utilised to set goals in relation to improving our school community. Staff training in Kids Matter component 1 has been provided. Restorative Practices are utilised across the school with all staff trained and new staff as they arrive also receiving training.

The Bounce Back program has been utilised across all levels to develop competencies and build resilience. In addition 'Better Buddies', 'Kids Hope mentors', Peer Mediation, 'Cool Kids', student leadership programs and group pro social programs have supported student wellbeing needs across the school.

Our Student Wellbeing Coordinator (0.8 EFT) provides daily support for students and families.

Our parent opinion survey results in 2014 indicated high levels of satisfaction with all variables in the third and fourth quartiles.

## Productivity

During 2014 funds have been utilised to develop our school website. Class, level and specialist blogs and whole school events and news are updated regularly. Training for teachers across the school and a planned approach to updating the website have ensured a vibrant and interactive site which is well received by the local community and beyond. An ICT professional learning team has developed an 'E' learning plan and continues to resource this plan effectively. Ongoing skill development of staff is a focus of the ICT team. Our student wellbeing coordinator is resourced to the level of 0.8 with additional funds provided through the school budget.

Whole school professional learning will be an area of review and planning during 2015.

Workforce planning has been extensive with careful consideration and planning required to accommodate staff changes due to attrition.

For more detailed information regarding our school please visit our website at  
<http://www.albanyrise-ps.vic.edu.au>



## Performance Summary

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 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

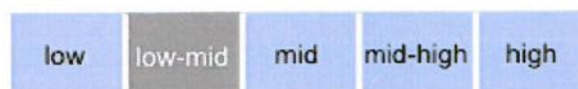
### School Profile

#### School Enrolments

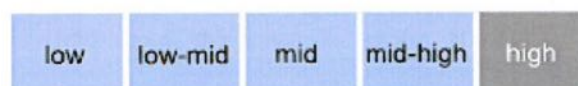
A total of 294 students were enrolled at this school in 2014, 142 female and 152 male.

#### 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.



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



#### School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.




Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

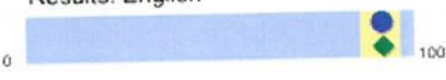
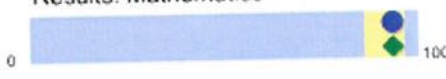


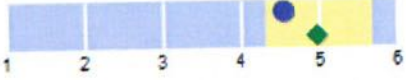
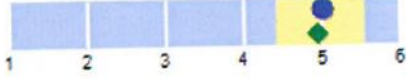
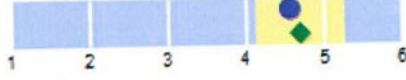
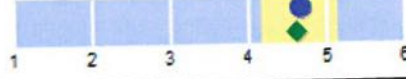




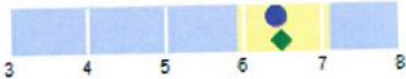
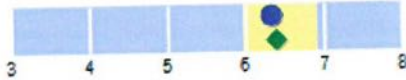
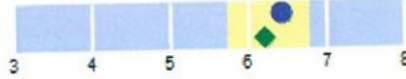
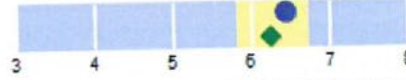













## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

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

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b></p> <table><tr><td>Low</td><td>Medium</td><td>High</td></tr><tr><td>26 %</td><td>51 %</td><td>23 %</td></tr></table> <p><b>Numeracy</b></p> <table><tr><td>Low</td><td>Medium</td><td>High</td></tr><tr><td>26 %</td><td>47 %</td><td>28 %</td></tr></table> <p><b>Writing</b></p> <table><tr><td>Low</td><td>Medium</td><td>High</td></tr><tr><td>17 %</td><td>64 %</td><td>19 %</td></tr></table> <p><b>Spelling</b></p> <table><tr><td>Low</td><td>Medium</td><td>High</td></tr><tr><td>26 %</td><td>56 %</td><td>18 %</td></tr></table> <p><b>Grammar and Punctuation</b></p> <table><tr><td>Low</td><td>Medium</td><td>High</td></tr><tr><td>19 %</td><td>58 %</td><td>23 %</td></tr></table>	Low	Medium	High	26 %	51 %	23 %	Low	Medium	High	26 %	47 %	28 %	Low	Medium	High	17 %	64 %	19 %	Low	Medium	High	26 %	56 %	18 %	Low	Medium	High	19 %	58 %	23 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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### Engagement

### Student Outcomes

### School Comparison

#### Student Attendance

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.

Average 2014 attendance rate by year level:

#### Results: 2014



#### Results: 2011 - 2014 (4-year average)



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


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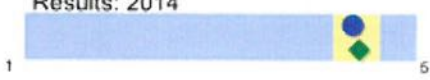



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	92 %	92 %	93 %	93 %	94 %	92 %





## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

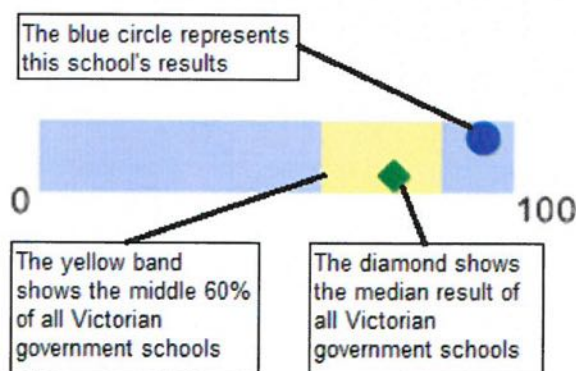
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. 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 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 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.

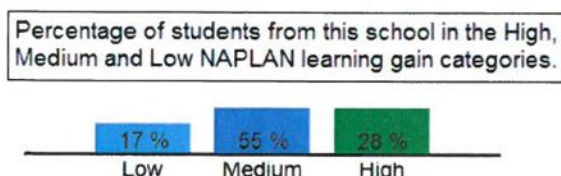
A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

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.

Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



More information on school comparison performance measures can be found at:  
<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## 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 *'About Our School'* statement provides a summary of this school's improvement plan.





## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,121,421	High Yield Investment Account	\$39,437
Government Provided DE&T Grants	\$264,647	Official Account	\$35,005
Government Grants Commonwealth	\$4,668	<b>Total Funds Available</b>	<b>\$74,442</b>
Revenue Other	\$3,459		
Locally Raised Funds	\$235,517		
<b>Total Operating Revenue</b>	<b>\$2,629,712</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$2,080,535	Operating Reserve	\$37,147
Books & Publications	\$6,848	Revenue Receipted in Advance	\$10,552
Communication Costs	\$6,493	Other recurrent expenditure	\$26,743
Consumables	\$61,667	<b>Total Financial Commitments</b>	<b>\$74,442</b>
Miscellaneous Expense	\$171,778		
Professional Development	\$9,054		
Property and Equipment Services	\$134,550		
Salaries & Allowances	\$8,794		
Trading & Fundraising	\$43,472		
Travel & Subsistence	\$3,417		
Utilities	\$40,678		
<b>Total Operating Expenditure</b>	<b>\$2,567,286</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$62,426</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

Salaries and Allowances refers to school-level payroll.

### Financial performance and position commentary

During 2014 the School Council has endorsed all funds and ensured an operating surplus. Expenditure has been carefully monitored and budgets adjusted as needed. Professional learning has included a 'Bastow Business Manager Leadership Program', student wellbeing training and training for staff in giving and receiving feedback.

An ongoing maintenance program of painting has continued along with regular maintenance to grounds and buildings. Other resources and maintenance items purchased during 2014 have been: carpets for classrooms, air conditioning, a data projector for the computer lab, line marking and additional wireless points. Grants received included funding for Teacher Led Research and funding for the development of our sister school program - \$5000 received in 2014.

A major, planned, expenditure item was the re development of the school website.

