

**2015 Annual Report to
the School Community**

Albany Rise Primary School

School Number: 5427



Name of School Principal:

Judith Drew

Name of School Council President:

Julie Black

Date of Endorsement: 27.4.2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 2015.

About Our School

School Context

Albany Rise Primary School provides a caring and supportive environment focussed on the development of each child's potential. During 2015 we have continued to focus on developing a stimulating learning environment and improving student results in Literacy and Numeracy. Albany Rise maintains a strong commitment to and background in achieving academic excellence through programs that are engaging and rigorous. The school has a dedicated and professional teaching team working enthusiastically to deliver meaningful and stimulating teaching and learning programs for the students. In 2015, our school staff consisted of: 3 Principal class members, a Student Welfare Officer, 18.0 equivalent full time teaching staff as well as 6.65 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*. A play based learning approach for students is utilised across Prep - 2 to improve oral language, develop social skills and promote literacy skills. The student leadership programs, Maths Olympiads, music program and UNSW assessments are just a few of the many opportunities provided for student enrichment. Learning is further enriched by the engaging Visual Arts, Performing Arts, Language (Mandarin) and Sports opportunities provided for our students. Opportunities such as choir, musical production, market day and sports carnivals are all highlights of student life at our school, along with a range of extra-curricular opportunities including; inquiry based excursions, year 2-6 camping program, daily lunchtime activities and targeted sporting opportunities. A focus on building positive relationships across our school community, through our 'KidsMatter' approach, 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 2015. 2015 saw the commencement of the 3rd year of our strategic plan. During 2015 classroom practice has been a focus with teachers' attention directed to implementing our whole school Explicit Instructional Model; focusing on communicating explicit learning intentions and success criteria to students, and undertaking a professional peer observation and feedback approach to teacher practice. Our NAPLAN data at year 3 and year 5 results match those achieved by schools with a similar socio-economic profile and are 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 2015. 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 against AusVELS outcomes, 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. This support will be further extended in 2016. A strong emphasis on analysis of student learning data, monitoring individual performance and providing appropriate individualized support to students has been effective in supporting and catering for all students. In 2016 we are developing a whole school sequential plan in relation to higher order thinking and completing E-Smart accreditation.

Engagement

Students engaged in their learning want to come to school. A collective effort to promote punctuality and diligently follow up unexplained absences was strengthened in 2015, with a parent portal (Compass) introduced to enable families to notify class teachers of absence. Our student connectedness four year average is similar to other schools with students with similar background characteristics. A school focus on routines, with each class implementing the Quality Beginnings program and an emphasis on targeted learning time, was adopted so that students optimise their classroom learning. During 2015 student self-reflection, student surveys and personalised goal setting have continued across all levels. Student attendance between 90 and 93% shows we are performing within the state Victorian median. Student attendance strategies include regular monitoring and follow up of attendance concerns and an emphasis on educating families in relation to school attendance. Transition into, through and beyond our school is achieved through scheduled opportunities during the year. Our preschool to prep program is comprehensive and expanding, ensuring that children and parents are supported as they move into our school. We have further developed our close links with local secondary schools, allowing many primary to secondary opportunities to be undertaken. This will continue to grow in 2016, with shared Science, Language and Music opportunities planned. Other successful programs we have in place include: Class Parent Representatives, Kids Hope Mentors, Choir performances at local venues, a sister school program and Parent as Partners Education programs. Provision of a broad range of extra-curricular activities is an ongoing focus for the school. Highlights for 2015 include; swimming, buddies, camps, assemblies, incursions and excursions with all students participating in our biannual whole school musical 'This is Australia' in 2015, using Rowville Secondary College as our venue for the first time.

Wellbeing

Albany Rise provides an exciting and inclusive curriculum which meets the academic, social and emotional needs of all students. As a school we understand the link between student wellbeing, engagement and achievement and this underpins our student wellbeing provision. The wellbeing of all of our students is of the highest priority. Teachers develop nurturing and caring relationships with their students and much thought is given to the grouping of students within 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 2015 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 in the approach, including all new staff as they arrive.

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, student leadership programs and group pro social programs have supported student wellbeing needs across the school. Our school values (Respect, Responsibility and Resilience) are regularly referred to, along with a pro-active approach to developing social and cooperative learning skills, there is an expectation of high levels of personal behaviour at all times. Three way parent/student/teacher conferences have enhanced the parent partnership and provide parents with the opportunity to engage with their children in discussions about their learning – at the same time giving the school's students greater responsibility for their learning.

To provide assistance to students with additional needs, a range of resources such as speech, psychologist and a social worker are utilised. A number of external providers have been sourced to support students across the school. 14 students received support through the Program for Students with Disabilities.

Our Student Wellbeing Coordinator (0.8 EFT) provides daily support for students and families. During 2015 our school successfully applied for a grant as part of the Building Resilience program. Student data was collected through a survey provided and this data will inform a student led program which will be implemented in 2016.

Productivity

Albany Rise Primary School has a clear focus on preparing our students as 21st century learners. The Principal Class Officers, level team leaders and Curriculum PLT leaders work with all staff to align the Strategic Plan, Annual Implementation Plan and teacher Performance and Development Plans. All staff are working towards commonly defined goals that are appropriately resourced and linked to performance plans. Teachers are provided with common weekly planning time and planning days each term to ensure consistency in planning across each level and a focus on future learning tasks and engagement strategies. Ongoing professional learning is undertaken by all staff supporting the performance and development focus for our school. In 2015 all staff participated in a range of professional learning events and sessions to support both our strategic priorities and to develop teaching capacity and wellbeing expectations. During 2015 funds have been utilized to continue to resource English as an Additional Language and provision for Quick Smart intervention in Numeracy.

Our student wellbeing coordinator was resourced to the level of 0.8 with additional funds provided through the school budget. Professional learning directed towards leadership development was completed through the Leaders in the Making program. New staff were provided with training in relation to restorative practices and school wide programs. Our new Business Manager was provided with training as required. A further office assistant was employed to provide additional support in administration. Additional training was provided for staff initiating the Resilience Program. A dedicated EAL space was resourced and utilized during the year. Our Sister School Grant funding has been utilized to employ an artist to work with students on a collaborative art project, as well as resources to promote technical collaboration.

The upgrading of our school library with new furniture, carpet and laptops commenced in 2015 and will be completed during 2016.

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

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 288 students were enrolled at this school in 2015, 138 female and 150 male. There were 23% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



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 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

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"> English Mathematics <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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</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 primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

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>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>35%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>39%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>37%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>6%</td> <td>71%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>42%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	35%	35%	Numeracy	29%	39%	32%	Writing	27%	37%	37%	Spelling	6%	71%	23%	Grammar and Punctuation	23%	42%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	35%	35%																							
Numeracy	29%	39%	32%																							
Writing	27%	37%	37%																							
Spelling	6%	71%	23%																							
Grammar and Punctuation	23%	42%	35%																							

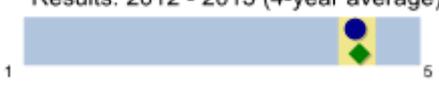
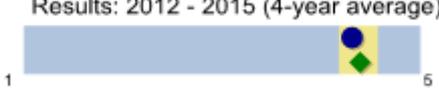
Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>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.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>93 %</td> <td>90 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	90 %	93 %	92 %	93 %	93 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	90 %	93 %	92 %	93 %	93 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</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.

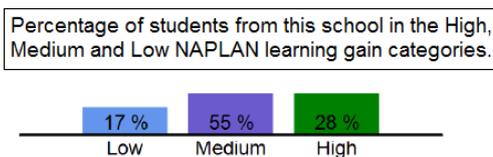
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

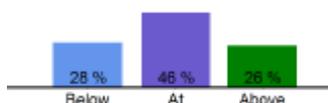


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 Aboriginal 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: <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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$2,205,331
Government Provided DET Grants	\$288,279
Government Grants Commonwealth	\$6,287
Revenue Other	\$6,931
Locally Raised Funds	\$219,425
Total Operating Revenue	\$2,726,253

Funds Available	Actual
High Yield Investment Account	\$55,225
Official Account	\$33,330
Total Funds Available	\$88,555

Expenditure	
Student Resource Package	\$2,223,025
Books & Publications	\$4,326
Communication Costs	\$5,452
Consumables	\$75,117
Miscellaneous Expense	\$142,771
Professional Development	\$10,198
Property and Equipment Services	\$131,962
Salaries & Allowances	\$19,686
Trading & Fundraising	\$41,699
Utilities	\$24,820
Total Operating Expenditure	\$2,679,056

Financial Commitments	
Operating Reserve	\$72,406
Capital - Buildings/Grounds incl SMS<12 months	\$8,649
Revenue Received in Advance	\$7,501
Total Financial Commitments	\$88,555

Net Operating Surplus/-Deficit	\$47,197
Asset Acquisitions	\$37,180

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

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.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

Through careful planning and budgeting via the school's Finance Committee and the School Council, the predicted revenue and expenditure was closely aligned. Funding received through the state government enabled the school to erect a long awaited security fence around the school. Parenting fundraising events have assisted with supporting programs such as Fresh Fruit Friday and the purchasing of additional literacy materials. The use of the QKR app. has been an effective tool to assist parents with payments for school activities and uniform requirements. The school has continued to fund the Quick Smart Numeracy program and provide additional assistance to EAL students through a qualified teacher. Additional support, through local payroll, has been provided in the office with a change in our business manager. Our photocopiers were upgraded and a set of 28 laptops were leased.