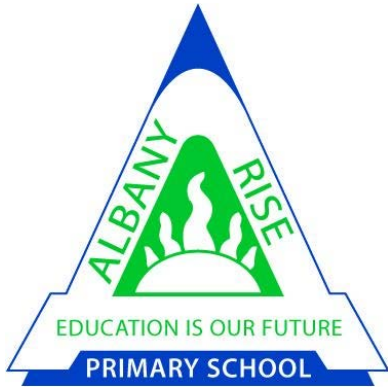


# 2016 Annual Report to the School Community



School Name: Albany Rise Primary School

School Number: 5427



Name of School Principal:

Judith Drew

Name of School Council President:

Ben Rowe

Date of Endorsement:

15<sup>th</sup> March 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Albany Rise Primary School is focussed on the development of each child's potential in a caring and supportive environment. Albany Rise is situated in the south-eastern suburb of Mulgrave with enrolments of 296 students during 2016. Our emphasis on student engagement through strategic curriculum development and assessment has ensured a learning environment with high expectations and positive student results. Developing the capacity of all staff at Albany Rise remains a strong strategy, ensuring academic excellence through programs that are engaging and rigorous. During 2016, many new staff joined the Albany Rise team, which began the year with: 3 Principal class members, a Student Welfare Officer, 16.6 equivalent full time teaching staff as well as 7.2 Education Support staff. Our school has a rich multi-cultural community with an emphasis on ensuring the values of: *respect, responsibility and resilience* are embedded across the school. Our student leadership programs include Junior School Council, House leaders and a strong student voice through student forums and actions. During 2016, students led a resilience project which impacted across the school community. Learning opportunities are further enriched by specialist programs in Performing Arts, Visual Arts, Mandarin and Physical Education, along with a range of extra-curricular opportunities such as excursions, choir, sports and camping program. Other opportunities for student enrichment include; Maths Olympiads, our music program and ICAS assessments.

Student wellbeing programs provide a strong and ongoing focus on building relationships, support and building a cooperative learning environment.

During 2016, resource acquisitions have ensured all students have access to netbooks through the ICT Hub, and in classrooms from years 3 to 6. Ongoing investments in digital resources such as iPads, iPods and related software allows all students access to digital tools.

Our school values a strong relationship between home and school, with parent participation encouraged and valued. We have multiple home school communication strategies to enhance our relationship with parents and carers. Albany Rise ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all our students.

### Framework for Improving Student Outcomes (FISO)

#### Improvement initiative 1: Curriculum planning and Assessment

During 2016, staff reviewed the whole school Assessment schedule, adjusting the content and implementing the schedule school wide. The use of data and assessments to inform teacher judgements was reviewed, with staff making greater use of data portals, such as Compass and SPA. Peer Observations of practice occurred. Teaching staff began to develop consistent planning approaches and critically analysed current practices. Targeted additional support was provided for students identified 'at risk' in literacy and numeracy, including training and funding for programs: MultiLit, QuickSmart, Numeracy intervention (F-3) and Literacy Intervention. Digital portfolios were developed with students in year 3-6, supporting the development of individualized learning goals.

#### Improvement initiative 2: Building Leadership Teams

Staff members across the school were encouraged to seek leadership roles and new responsibilities due to staff attrition. Access to leadership programs for staff included a school based 'Developing Leaders Program' (DLP) and three staff attending the Bastow 'Leading Curriculum and Assessment' program. A school Professional Learning Coordinator was appointed, with policy developed and new processes being trialed. All teaching staff were involved in a FISO Community of Practice (Writing) with 'new' leaders assigned to action professional learning across four schools. This will continue to be a focus in 2017. Staff in the DLP successfully collaborated to ensure eSmart accreditation was achieved.

### Achievement

During 2016, student voice and individual goal setting has been a focus with teachers' attention directed to implementing a differentiated curriculum catering to individual student needs. This has included a comprehensive review of planning and assessment approaches across the school.

Our NAPLAN data at year 3 is within the expected range for Reading and Numeracy when compared to other Victorian Government schools with similar characteristics. Reading results for this cohort were particularly pleasing. The 4 year average for NAPLAN in Reading and Numeracy is within the expected range and comparable to schools with similar characteristics. Our NAPLAN data for year 5 reflects the inclusive nature of our whole school program, with all students in this cohort encouraged to take part. Catering for individual student needs is a focus with individualized learning provision planned and implemented according to individual learning needs and social development.

In 2017 we will be undertaking a whole school review, utilizing the opportunity to critically analyse programs for teaching and learning.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Attendance is recognized as a key contributor to student success at school. During 2016, student leadership initiatives were designed to ensure all students were engaged in learning and connected to the school. For students with identified attendance concerns, individual programs were put in place, including home visits and access to appropriate support. Our 2016 student attendance data remains stable, with attendance at all levels between 90-92%. This will continue to be an area of focus for 2017 as we promote the importance of regular school attendance and develop more stringent tracking and support processes.

The Quality Beginnings program has been implemented again in 2016, to support students optimise their classroom learning and identify themselves as learners. During 2016 student self-reflections, student surveys and goal setting have continued across all levels. Transition programs, including our preschool to foundation program, are comprehensive and ensure that children and parents are supported as they move into our school. We have continued to build close links with local secondary schools and pre-schools.

Home, school and community partnerships continue to be a key focus area across the school. Programs we have in place include: Parent Representative program, Kids Hope Mentors, Choir performances, Sister School program and Parent Education programs. Our biannual whole school 'Fun Fiesta' was a highly successful event in 2016 with a high level of community participation.

In 2017, our focus on ensuring a stimulating and engaging learning environment will incorporate effective assessment practices, data analysis and individualised instruction.

## Wellbeing

Albany Rise Primary School has a very strong and documented commitment to staff and student wellbeing. Student Safety and Wellbeing continue to be a priority for our whole school community. As a school we understand the close link between student wellbeing, engagement and achievement and this underpins our student wellbeing provision.

The whole school Kids Matter framework has been utilised to ensure the school effectively caters for positive mental health and wellbeing outcomes. Staff training in Kids Matter has been provided, and will be reviewed and recommenced in 2017 due to large numbers of new staff and families to the school. Restorative Practices are utilised across the school with all staff trained, including new staff as they arrive. In 2016, a school wide matrix was developed to promote the identification and reinforcement of positive behaviours across the school.

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

A range of External providers of health services has been made available to students and their families, such as speech, psychologist, ASD counsellor, O.T. etc. The school has developed close ties with Monash Link (Health) and School Focussed Youth Services.

Our Student Wellbeing Officer (0.8 EFT) coordinates support for families and students on a needs basis, along with practical support to whole cohorts through a range of programs. Student forums and feedback opportunities have been provided to identify and address opportunities for improvement. CCTV installation across the school occurred during 2016 and was positively supported by the school community.

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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 296 students were enrolled at this school in 2016, 139 female and 157 male. There were 29% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Similar</p> <p> Lower</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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <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>56%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>47%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>48%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	56%	16%	Numeracy	40%	47%	13%	Writing	27%	56%	18%	Spelling	23%	59%	18%	Grammar and Punctuation	45%	48%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	56%	16%																							
Numeracy	40%	47%	13%																							
Writing	27%	56%	18%																							
Spelling	23%	59%	18%																							
Grammar and Punctuation	45%	48%	7%																							



## 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><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>92 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	91 %	90 %	92 %	92 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	91 %	90 %	92 %	92 %	91 %										





## 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><b>Students Attitudes to School - Connectedness 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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

# How to read the Performance Summary

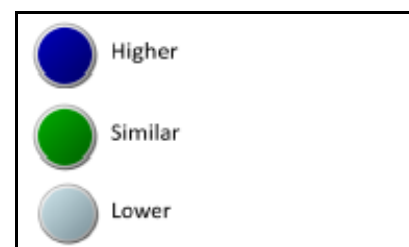
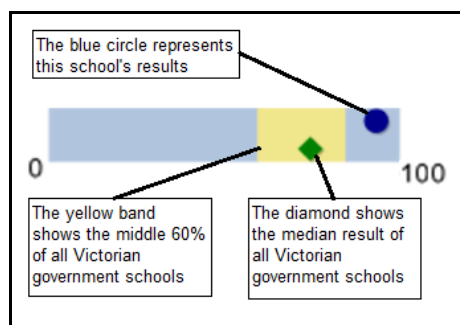
## What are student outcomes?

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, P-12 and specialist schools, 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.

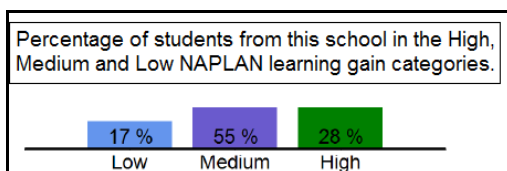
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

In 2016, the school continued to upgrade facilities, with new carpet installed to the Library along with furniture. Additional grants and funds were gained for a new Shade sail (completed at the start of 2017) and CCTV installation. Telstra Grant and Teacher Lead Research grant funds were accessed to support oral language programs and KidsMatter resource purchases. Additional funds were directed to professional learning to build teacher capacity in leadership, particularly in Writing, assessment and curriculum. Significant changes in the staffing profile throughout 2016 contributed to the net operating surplus at the conclusion of the year. A comprehensive asset review was undertaken, with all outdated and non-viable assets removed from the school asset register. Further asset purchases, including air conditioning, carpets and ICT resources are being implemented in 2017. Resilience Grant funds in 2016 supported the implementation of the student led Building Resilience program with guidance provided from Andrew Fuller (Monash University) and our student Wellbeing team.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,351,474
Government Provided DET Grants	\$317,567
Government Grants Commonwealth	\$34,761
Revenue Other	\$9,167
Locally Raised Funds	\$234,396
<b>Total Operating Revenue</b>	<b>\$2,947,366</b>

Expenditure	
Student Resource Package	\$2,298,613
Books & Publications	\$3,806
Communication Costs	\$5,608
Consumables	\$86,679
Miscellaneous Expense	\$244,628
Professional Development	\$11,750
Property and Equipment Services	\$157,702
Salaries & Allowances	\$15,104
Trading & Fundraising	\$46,580
Utilities	\$32,035
<b>Total Operating Expenditure</b>	<b>\$2,902,506</b>

**Net Operating Surplus/-Deficit** **\$44,860**

**Asset Acquisitions** **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$47,915
Official Account	\$31,599
<b>Total Funds Available</b>	<b>\$79,514</b>

Financial Commitments	
Operating Reserve	\$79,514
<b>Total Financial Commitments</b>	<b>\$79,514</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.