

2013 Annual Report to the School Community

Albany Rise Primary School

School Number: 5427



Name of School Principal: Belinda Jones

Name of School Council President: Fiona Dewhirst-Daniel

Date of Endorsement: 14th May 2014

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 set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Albany Rise Primary School is committed to achieving excellence and continued improvement in student outcomes. During 2013 we have continued to focus on improving student performance in Literacy and Numeracy. The school has a stable and dedicated staff consisting of: 3 Principal class members, a Student Welfare Officer, 16.2 equivalent full time teaching staff as well as 5.74 Education Support Staff. During 2013 Albany Rise became a 'Kids Matter' school with an emphasis on developing a framework for student wellbeing programs across the school. Whole staff training in Restorative Practices was undertaken to ensure a consistent school-wide approach. Year 5 students received training in peer mediation. Improved approaches to the explicit teaching of reading strategies, professional learning for teachers in planning for real life, challenging mathematics experiences and a whole school assessment schedule were achievements during the year. A highly successful school production, featuring all students, was performed at the Alexander Theatre at Monash University. Our prep team developed a play based learning approach for students to enhance oral language, develop social skills and improve literacy skills. The "Clever Kids" program was provided for student enrichment across years 3-6 by focusing on students' interests and abilities linked to the multiple intelligences. Specialist programs in Performing Arts, Visual Arts and Physical Education, along with a range of extra-curricular opportunities, were provided. Students in years 3-6 participated in a school camping program. The school offers its 297 students an attractive and stimulating learning environment. All classrooms have interactive whiteboard technology and iPads, iPods, laptops and desktops are utilised as learning tools. A focus on building positive relationships across our school community enhances the partnership between the school and home.

Achievement	Engagement	Wellbeing
<p>Albany Rise Primary School is proud of the progress our students have made in 2013. Our commitment is to providing outstanding learning opportunities with a focus on Literacy and Numeracy. Our staff provides targeted differentiated learning for students across all curriculum areas with specialised learning provision in Performing Arts, Visual Arts and Physical Education.</p> <p>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.</p> <p>NAPLAN data shows a broad spread of achievement with the majority of students above national minimum standards in 2013 and a number of students performing 12 months or more above expectations.</p> <p>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.</p> <p>All Program for Students with Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.</p> <p>In 2014 we will work on developing a consistent whole school instructional model, continue to implement AusVELS and work on the moderation of student assessments to assist with teacher judgments.</p>	<p>Our student engagement and enjoyment of 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. Our 'Clever Kids' program enables students to work in their preferred learning style and experience other learning styles.</p> <p>During 2013 agreed whole school practices were developed in teaching and learning including the embedded use of ICT to engage students.</p> <p>At Albany Rise Primary School we believe all students have the potential to take on leadership roles if they are taught relevant skills and are provided with 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.</p> <p>Communication with the community is activated through: staff availability to parents via parent/ teacher/ student conferences, the use of student diaries and weekly assemblies. Level teams publish a termly newsletter specific to events and curriculum in the Prep, 1/2, 3/4 or 5/6 teaching teams; and the fortnightly school newsletter is provided in hard copy, on the website and via a school app.</p>	<p>Student wellbeing is a genuine priority and a platform for 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.</p> <p>During 2013 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.</p> <p>The Kids Matter framework has been utilised during 2013 to ensure that we effectively cater for positive mental health outcomes. 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.</p> <p>The Bounce Back program has been utilised across all levels to develop competencies and build resilience. In addition 'Buddies', 'Kids Hope mentors', peer mediation, student leadership programs and group pro social programs have supported student wellbeing needs across the school.</p> <p>Our Student Wellbeing Coordinator provides daily support for students and families.</p> <p>Our parent opinion survey results in 2013 indicated high levels of satisfaction and improvements with all variables in the fourth quartile except extra-curricular.</p> <p>Our attendance data has improved considerably and is now above Victorian government schools with similar characteristics</p>

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 313 students were enrolled at this school in 2013, 153 female and 160 male.

<p>Overall socio-economic profile</p> <p>Based on the school's Student Family Occupation index which takes into account parents' occupations.</p>	
<p>Proportion of students with English as a second language.</p>	
<p>Parent Satisfaction Summary</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>	

Please note: The Staff Opinion Survey was not conducted in 2013.

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>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>NAPLAN Year 3</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>NAPLAN Year 5</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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>37%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>41%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>45%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>47%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	32%	37%	32%	Numeracy	29%	47%	24%	Writing	24%	41%	35%	Spelling	21%	45%	34%	Grammar and Punctuation	16%	47%	37%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="566 795 1037 891"> <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>95 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	95 %	94 %	94 %	96 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	95 %	94 %	94 %	96 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary 2013

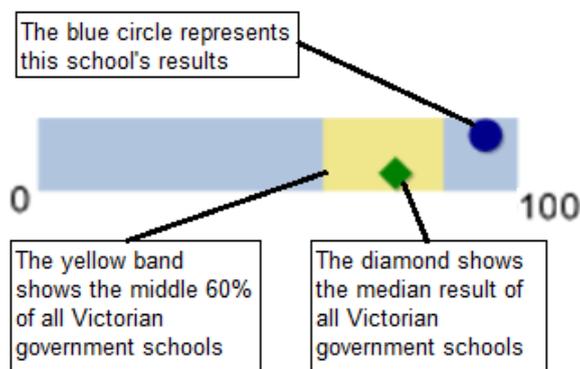
What are student outcomes?

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).

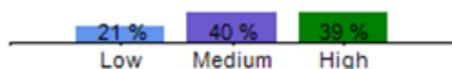
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



What is a School Comparison?

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

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

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



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

More information on school comparison performance measures can be found at:

<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 31st December, 2013		Financial Position as at 31st December, 2013	
Revenue	Actual	Funds Available	Actual
Government Provided DE&T Grants	\$249,175	High Yield Investment Account	\$39,399
Government Grants Commonwealth	\$3,377	Official Account	\$8,418
Revenue Other	\$7,136	Total Funds Available	\$47,817
Locally Raised Funds	\$259,101		
Total Operating Revenue	\$518,788		
Expenditure		Financial Commitments	
Books & Publications	\$10,637	Operating Reserve	\$10,000
Communication Costs	\$6,321	Revenue Received in Advance	\$17,478
Consumables	\$62,274	Other recurrent expenditure	\$20,339
Miscellaneous Expense	\$179,574	Total Financial Commitments	\$47,817
Professional Development	\$34,706		
Property Maintenance	\$151,052		
Salaries & Allowances	\$25,353		
Trading & Fundraising	\$43,993		
Travel & Subsistence	\$2,083		
Utilities	\$29,931		
Total Operating Expenditure	\$545,925		
Net Operating Surplus/-Deficit	(\$27,137)		
Asset Acquisitions	\$0		

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

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

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

During 2013 funds were directed towards professional learning for teachers. Michael Ymer worked across the school with teams in the area of Effective Mathematics and Bastow Literacy Leadership training was undertaken by our Literacy leader. Student Wellbeing training in Restorative Practices and the 'Bounce Back' program was also funded. A consultant was enlisted to work with our school leaders and staff on the school self-evaluation. Tree maintenance, including the removal of a number of trees from the front of the school, impacted on our facilities budget. Scheduled painting of corridors and classrooms and an unexpected major plumbing repair to a damaged pipe were funded through our urgent works and planned maintenance budgets. A chook pen was built late in the year to house our chickens.