

# 2020 Annual Report to The School Community



School Name: Albany Rise Primary School (5427)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 22 March 2021 at 12:14 PM by Judith Drew (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 March 2021 at 11:44 AM by Ben Rowe (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

The About Our School section provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Our mission at Albany Rise Primary School is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century.

Albany Rise Primary School recognizes the importance of the partnership between our school and parents/carers to support student learning, engagement and well-being. We share a commitment to, and a responsibility for ensuring an inclusive, safe and orderly environment for children and young people. Whilst consistently referring to and promoting the seven DET values of respect, responsiveness, accountability, leadership, human rights, impartiality and integrity, all Albany Rise students and school community adhere to our three core school values: Respect, Responsibility and Resilience. These 3Rs form the basis for our School Wide Positive Behaviour Support approach, our Code of Conduct and our Social and Emotional Learning (SEL) program school-wide.

Student enrollments for ARPS are drawn predominately from within the school's local zone with a student family demographic which is changing over time. Student enrollment numbers decreased in 2020, with several families relocating due to the impact of the COVID pandemic. The school is situated in suburban surrounds, with clientele from a broad range of social and cultural backgrounds. Local kindergartens within the school zone have decreased enrollments in 2020 and the closure of a nearby kinder in 2021 is likely to further impact the school enrollment base. In 2020, Albany Rise Primary School had ?? teaching and Education Support staff (FTE). The school's dedicated and enthusiastic staff consisted of: 2 Principal class members, a Learning Specialist, a Student Welfare Officer, an Equity and intervention support teacher, a High Abilities Program leader, 14 classroom teachers, 4 specialist teachers, a library technician, 2.2 administrative staff and 9 Education Support Staff. Situated in Mulgrave, our school community benefits from close affiliations and shared professional learning with network primary and secondary schools.

The school has a strong reputation for inclusivity, and provides high level support for students with additional needs. Student well-being and social/emotional support programs have been a priority within the school over several years. Programs within the school cater for the needs of Aboriginal and Torres Strait Islander (ATSI) families, refugees, students in Out of Home Care (OOHC), students in the Program for Students with Disabilities (PSD), students requiring equity support and a large cohort of EAL (English as Additional Language) families.

Albany Rise Primary School is accredited under the Department of Education and Training's CRICOS registration (CRICOS provider name and code: Department of Education and Training, 00861K). The School provides a learning program and supports in accordance with expectations for the International Student Program.

### Framework for Improving Student Outcomes (FISO)

During 2020, Albany Rise Primary School focused on the implementation of Key Improvement Strategies related to the FISO (Framework for Improving Student Outcomes) dimensions of Curriculum Planning and Assessment, Building Practice Excellence and Setting Expectations and Promoting Inclusion.

In this 3rd year of our School Strategic Plan, suggested goals, targets and key improvement strategies were incorporated into the 2020 AIP to address opportunities for improvement including: student outcomes in numeracy (in particular) and literacy; student engagement in learning; parent/school partnerships; developing teacher leaders; teacher capacity in planning, assessment and pedagogy and developing school pride in a positive learning environment. School Improvement Team (SIT) members focused their Action Plans to align with opportunities, and continued to find ways to implement and modify strategies, despite the challenges of COVID related practices and Remote Learning. Examples include: Ensuring 100% of families were connected and communicating through Class Dojo and Compass (including surveys and online forums for parents to provide feedback for further improvements); Initiating 'Maths Ninja' number skills program, refining year level number skills expectations school wide and assessing all students on the learning continuum for the program; enabling staff to undertake informal and formal professional observations of teaching practice, particularly during online classes on WebEx; implementing a rigorous approach to tracking and responding to student engagement and attendance online and onsite; creating whole school consistent

expectations for planning curriculum from Foundation to Year 6, and sharing these curriculum planning documents with students and families. Multiple professional learning opportunities were provided to and facilitated by staff to continually improve and implement a smooth and effective online learning program which supported students moving between onsite and offsite learning with minimal disruptions to the curriculum program.

During 2020, extensive professional learning, building leadership skills within teams and developing a rigorous and robust curriculum within a positive and productive learning environment was a feature of the Annual Implementation Plan (AIP). Curriculum Team leaders facilitated and undertook professional learning to further enhance their leadership growth, and supported the developing skills of less experienced staff. Despite the challenges of the COVID pandemic, many of the planned strategies and actions from the 2020 AIP were able to be initiated and completed. Continuous tracking of student growth through assessment and data was a feature of this plan, along with opportunities for student feedback and proactive actions to enhance student engagement in learning. The development of student data walls (online and on display) to track and review student progress were positive outcomes from the AIP in 2020.

During 2020, the ARPS Remote Learning program was developed and implemented with extremely positive feedback and results from our students and families. The use of Class Dojo as a communication tool was used extensively, along with Google Classroom as the platform for presenting learning programs, resources and student task submission. A designated webpage with links to all resources and information was created for community use. The use of school made videos and consistency of documentation across all platforms supported families and students accessing these resources. This was further supported by daily access to WebEx interactions for all students with classroom teachers, specialists and/or school leadership.

### Achievement

Our ARPS four year Strategic Goal for student academic achievement is to maximise student performance and learning growth in literacy and numeracy. In 2020, our Annual Implementation Plan sought to focus on rigorously tracking and promoting student growth in Reading and Number, through practices such as: embedding Professional Learning community (PLC) practices, consistency in planning school-wide, professional observations of practice, learning walks and talks, and ongoing feedback from peers and students. Our staff aimed to develop skills in data collection, analysis, feedback and differentiation, along with other High Impact Teaching Strategies.

All our work in developing a remote and flexible learning program in Term 2 and 3 was driven by four key priorities: clear communication (between staff, students, parents), high levels of student engagement, whole school consistent practice and well-being for all involved. Choosing whole school consistent practices that were understood by all staff and parents for teaching and learning was a key factor in the success of the remote and flexible learning program. The clear message to parents regarding the purpose of each platform assisted in the highly effective implementation and engagement from families. Communication through the development of a parent guide, staff guide, Dojo videos, website information, Compass letters, Newsletter communications, Facebook posts and a postal delivery to every household in Term 2 supported student learning outcomes and achievement.

We were able to continue to deliver on a number of our AIP actions relating to literacy and numeracy during remote learning and into Term 4. However, staff professional learning was almost entirely focused on the delivery of an effective Remote Learning program, leaving plans for whole school learning in pedagogy and curriculum 'pushed forward' for delivery in Term 3 and 4. Additionally, plans for Learning Walks and Talks, Peer Observations of Practice (using agreed protocols), Curriculum Development (eg . Scope and Sequence) and development of Data walls and our Assessment Schedule were modified and implemented predominantly in Term 4.

Anecdotal Data collected from WebEx forums with students showed that many students found the Remote Learning program very positive and a valuable learning opportunity. High performing students reported the ability to concentrate for long periods with no interruptions assisted their learning progress and ability to stay on task for longer. Student leaders demonstrated increased skills in responsibility and confidence, through leading the two weekly assemblies (F-2, 3-6) on WebEx, with around 150 online participants each time. Practices for Assessment and Data analysis (formative and summative) were more challenging to develop effectively during this time, with large variability in student outcomes seemingly dependent on the level of support received at home.

In Term 2, 3 and 4, staff utilised available assessment tools to ascertain student academic progress. In our 2020 AIP, we sought to have all students demonstrating a minimum of 12 months growth for the academic year according to teacher judgements against the Victorian Curriculum in English and Mathematics. In Reading (English) the average student growth (Semester 2 2019-Semester 2 2020) was greater than one year for Year 1 students only, with all students achieving at least 12 months growth. In Writing, the average student growth was greater than one year for

Year 2 students. Teacher Judgements showed that whilst the majority of students in each cohort made one year's growth despite the challenges of COVID19 and remote learning, a number of students in each cohort did not meet this target. This was particularly evident in year 4, where special efforts were made to support several disengaged families experiencing hardship and trauma.

In Mathematics, no cohort had all students achieving 12 months growth based on Teacher Judgements. Year 1 and 3 students had the highest percentage of students achieve this outcome. Again, Year 4 students' academic growth was significantly less than other cohorts, and the Year 6 cohort showed more than half the students did not achieve 12 months growth in two of the three Mathematics domains.

In 2020, NAPLAN results were not available to measure the extent to which we achieved targets set. However, other available data set and targets were utilised. Through the AIP, staff also sought to ensure demonstrated and measured reduction in the gap between teacher judgement data and Australian normed assessments (e.g. PATM, PATR, NAPLAN, On Demand). We utilised the PATM and PATR assessments in Semester 2.

PATR (Reading) data showed students were achieving at (or above) their indicative expected year level to the following degree: Year 1 59%, Year 2 64%, Year 3 58%, Year 4 56%, Year 5 63%, Year 6 58%. Whilst this data aligns closely to Teacher Judgement data in some year levels, there may be further work required to reduce the gap between teacher judgement and normed assessments evident through this data set.

PATM (Mathematics) data showed students were achieving at (or above) their expected year level to the following degree: Year 1 100%, Year 2 90%, Year 3 86%, Year 4 63%, Year 5 38%, Year 6 26%. Teacher Judgement data for Mathematics domains shows a much closer correlation with this normed assessment. The implementation of the Maths Ninja program schoolwide (with ongoing weekly assessment and tracking of student progress/ goal setting) may have contributed to this more accurate teacher judgement data and positive results- especially in the junior year levels. Clearly, the data shows the need to investigate and pursue a program of intervention to address the decline in Mathematics results as students progress into the senior primary years.

Staff also utilised the Fountas and Pinnell (F&P) Reading Assessments and the School Based Maths Ninja Number program to monitor and assess student academic progress. F&P Reading data aligns closely with PATR assessments in all year levels. Pleasingly, all year levels showed an increase in the percentage of students above and well above the indicative learning level for Reading from Term 3 to Term 4, and a decrease in the number for students below their expected reading level. This indicates an overall average gain of greater than 12 months growth in Reading for all year levels.

Additionally, in 2020 we sought to Increase Staff Opinion data in the area of Academic Emphasis to > 55 % positive. This target was achieved, with a 67% positive result, the highest result in the past 5 years.

ARPS commenced 2020 with 16 students funded through our program for students with disabilities (PSD). We also had 3 unfunded students on this program in Term 1. Teacher judgement data for this cohort (PSD) shows 66% achieved at or above the indicative Year Level in Reading, 55 % in Writing, and 55% in Mathematics. Many students in the PSD have personal learning goals to support engagement, trauma recovery and intellectual disabilities, which are vital to enable engagement in learning at school. The overall growth in learning for this cohort (excluding Foundation who had no previous year's assessments) shows 5 of 16 students achieving 12 months (or more) growth from Sem 2 2019 to Sem 2 2020 in all areas of Reading, Writing and Mathematics. All other students achieved 12 months or more growth in at least one or two of the three areas targeted (reading, Writing, Mathematics).

## Engagement

Enhancing learning growth and student Engagement was a key goal for our 2020 AIP. Through proactive school wide approach, including Professional Learning Communities and a clear and consistent instructional model, staff sought to improve staff efficacy, student engagement (through stimulated learning) and higher levels of communication between parents and teaching staff.

It became apparent in the first week of Term 2, that students who had previously had attendance or engagement concerns, were even more at risk of low attendance through the remote and flexible learning program. Rigorous efforts were employed to contact and engage families where these concerns were evident. The many families who had no access to digital services or home internet was also a factor which contributed initially to low engagement. After more than 80 devices and internet resources were loaned to families, the level of engagement increased in some of these households. Where families already had access to devices prior to the Remote and Flexible learning program, the level of capacity and engagement in learning and well-being was shown to be much higher from the outset. Having agreed and clear whole school practices for communication with parents was vital for the positive impact of the remote learning program. Parents who had yet to embrace effective online communication methods were compelled to do so through

the presiding circumstances, which created greater ease and more regular opportunities for home/school communications. Having a range of modes of communication (videos, live conferencing, website, instant messaging through dojo, etc) as listed above, was a key aspect of ensuring every parent had access to school well-being and engagement support. Results from DET parent survey indicate our school communication was very effective. Interactions with Parents/Carers on Dojo increased dramatically, including the uptake of parents logged on to Class Dojo. In mid-March we had just 2 classes with 100% of families connected. By July we had 11 classes (of 14) with 100% of parents connected, and only 4 students school wide whose parents are not yet connected on Dojo. Incidentally, the DET survey link on Dojo resulted in the highest response rate for a Parent Survey (66 responses) at ARPS in at least 8 years.

We modified the delivery of Engagement and Well-being supports to students and their families, by providing proactive and regular contact with families to our counsellor and Well-being team members via phone, text, dojo, WebEx and 'footpath' visits to provide supports (eg food vouchers, digital devices, hard copy work tasks, etc). A record was kept by ES staff, teachers, PCO and Well-being team members of students in the PSD and 'at risk'. Parents experiencing challenges with children at home, when seen as vulnerable, were invited to send their child to school for onsite remote learning and direct teacher support on selected days. This supported the well-being of all members of these families. Relentlessly focusing on student attendance and developing clear plans for addressing the needs of 'top tier' students of concern, as well as the students with developing patterns of absent days was (and continues to be) a priority focus for our Wellbeing team and defined actions and roles to address these concerns were outlined in our updated attendance policy.

Addressing student Engagement in 2020 also included:

- Regular contact, follow up, check ins with students, families.
- Mail out and delivery of take home packs.
- Ongoing follow ups on student absences via various platforms and designated support teams to follow up on specific cohorts/individuals.
- Whole staff support approach in follow up of attendance.
- Continued recording of attendance and monitoring, tracking and collecting attendance data through a google classroom attendance question and attendance spreadsheet.
- Student attendance support plans
- Additional support provided from the HWKC person.
- Weekly meetings to follow up on attendance/well-being matters

To support students engagement during transition back to onsite learning our school .....

- Well-being transition plan inclusive of links, resources, planning on increased circle time, well-being activities and P.E activities with primary goals being – reconnection, routines, relationships

Highly accurate attendance data tracking enabled staff to identify and proactively support several families and students with extended school absences (particularly in Year 4). These absences lead to higher than anticipated average number of absence days for ARPS in 2020 (18.3).

As ARPS students did not take part in the Student Attitudes to School Survey in 2020, no data is available for this measure. School Based SWPBS student survey data (Year F-6, 136 responses) indicated predominantly positive responses in all areas surveyed, including: classroom behaviour, school environment, personal learning (learning confidence), and student voice.

Staff Opinion Survey Data showed increases to positive responses in collective efficacy (from 48% to 64%), teacher collaboration (from 60% to 93%) and collective responsibility (from 78% to 94%). In successfully meeting our 2020 AIP targets, our school also performed higher than State, Network and similar Schools across many factors in the Staff Opinion survey in 2020.

## Wellbeing

In 2020 our school's commitment and focus to sustained and improved staff, student and whole school community wellbeing and mental health continued to be of high priority especially during a global pandemic. School Wide Positive Behaviour Support (SWPBS) continued to grow and become an embedded part of the school wide scope and sequence and wellbeing programming with the flexibility in its adaptation to an online, remote learning delivery through weekly SEL (Social Emotional Learning) lessons across all year levels. Respectful Relationships (SEL) online sessions were also easily adapted and delivered remotely as part of the wellbeing and mental health

focus of the school while additional SEL lessons and resources were sourced from Lea Waters Visible Wellbeing eProgram and The Resilience Project to name just a few.

Education Support staff continued to provide an invaluable and specialised support for students with additional needs as appropriate within their role, including maintaining connection with parents/caregivers and students with specific needs (such as students in the Program for Students with Disability-PSD) with teacher guidance (both online and at school if present).

Establishment of weekly online 'Community Chat WebEx sessions & Wellbeing Wednesdays' during the remote learning phase of 2020 enabled an open and welcoming forum for parents/caregivers to connect on a regular basis with the Principal, Vice Principal and Counsellor. This forum provided our community an additional means of regular communication, wellbeing support and an increased sense of connectedness during this challenging year.

Wellbeing Wednesdays consisted of opportunities to engage in specialist learning, and undertake wellbeing activities, such as a weekly gratitude journal and mindfulness activities etc.

A daily check in & wellbeing survey based around the Zones of Regulation was implemented to track students wellbeing and mental health and assist in identification of students who were feeling isolated, at risk in regards to their mental health and wellbeing or disengagement etc. As a result of the strong and consistent support and communication during 2020 we are pleased to report that 80.1% of our students were in the Green Zone (happy, focused, content, or ready to learn). Additionally, 80.4% of students reported friendships/social connections during 2020 between 5 (neutral) to 10 (great) indicative of a similar pattern and expected pattern when examining peer relationships in the absence of a global pandemic. Data positively reflects the consistent and sustained work of all staff and the community as a whole to remain socially connected which is an integral contributory factor and causal effect in positive wellbeing and mental health.

2020 also saw an increase in the number of families connected to DOJO and effectively utilising this communication platform which facilitated in improved communication between school, students, families and the wider community. The schools Facebook and growing bank of online wellbeing and mental health resources, links etc through the school's various platform (e.g., ARPS Facebook, DOJO, Schools Newsletter, School's website with a dedicated wellbeing resource page) kept our staff and community informed and connected to wellbeing and mental health events and strategies to boost and support positive mental health and wellbeing.

Online WebEx booster sessions served as an additional small group and individual class cohort specialised support and was also a contributing strategy/tool in helping to alleviate increased levels of stress/worry/social isolation etc. Ongoing and increased Cybersafety psychoeducation and connecting the community to online events and resources regarding staying safe online (e.g., notices/adverts/links on Facebook, Dojo, School Newsletter, School website) was also a focus and priority in 2020 where all of us across the world were spending an enormous amount of time on our digital devices in an effort to stay informed, connected, work and learn.

ARPS's 2020 data results for the Parent Participation Survey which is reflective of parent community engagement was positive across all areas (i.e. Parent Participation and Involvement, School Communication and Teacher Communication). ARPS data showed 88% overall positive parent community engagement – a pleasing 6% above 'similar schools' and 9% above 'State' data. School communication was a strong 95% and teacher communication was 82%. Parent perceptions of behaviour management (promoting positive behaviour) increased to 93%, the highest positive result during the past 4 years and higher than State and Similar Schools' average. For data relating to Parent Opinion, ARPS met all AIP targets in 2020.

A range of mental health professionals continued to provide support services including: the School's Counsellor (accredited and registered member of ACA & PACFA), the DET SSS Psychologist and the allocation across all government school of a Health and Wellbeing Key Contact (HWKC) person to provide additional support to vulnerable and at-risk students and work with the school's wellbeing team.

Continued regular online weekly/fortnightly wellbeing meetings were held to review students of concern and sourcing of additional external wellbeing & mental health supports/resources. Additionally, the wellbeing team reviewed current programs/implementations in place and continually identified any additional supports that would prove beneficial to address ongoing current demands, gaps, and challenges.

Regular contact, follow ups, meetings, and check ins with our families via calls/emails/text messages/dojo etc. along with additional specialised and tailored increased contact and support dependent and determined by case-by-case basis remained an integral part of our wrap around wellbeing and mental health services.

Furthermore, additional positive contributing factors to wellbeing, connectedness and providing some semblance of normality and routine during what was a challenging time for everyone included adapting some of our school events to the online platform such as live Father's day and Easter raffles, 100 Days of Foundation celebration, regular school assemblies and students award presentations and acknowledgments, a student talent show, staff video song and



dance messages and so much more.

Overall, despite living and working through a global pandemic, 2020 data showed a continued positive increase related to school climate (76%) and a significant marked decrease in negative reports/responses. Between 2018 to 2020 there has been a 26% increase in positive school climate.

In 2021 we will continue to build our communication, proactive and responsive actions to support student, staff and community wellbeing and mental health with a strong focus on current and emerging wellbeing and mental health needs as a result of the impact Covid 19 has had on us all. A strong focus will be on the strengthening of relationships, routines, resilience, and positive social skills.

The school's counsellor will be on site 4 days a week (Monday, Tuesday, Wednesday and Thursday) and will continue to provide specialised counselling services (individual & group) and student wellbeing support services and case management support.

Additional plans and services for 2021 include:

- Continued growth and strengthening of existing whole school wellbeing programs (e.g., SWPBS, RRR, circle time, Zones of Regulation, etc)
- Continued provision of individual and small group professional counselling and ongoing updating and building on the extensive range of wellbeing and mental health resources and links across the various school digital platforms (e.g., facebook, school's website etc)
- Lunch time clubs – Board Game club, Mindfulness drawing and drawing club, Gardening Club, Comic book creations writing and drawing club (The Hero's Journey)

### Financial performance and position

Albany Rise Primary School maintained a positive financial position throughout 2020. The 2018-2021 School Strategic Plan, along with the 2020 Annual Implementation Plan continues to provide the framework for School Council allocation of funds to support school programs and priorities. The Financial Performance and Position Report shows funds available as at the 31st December, 2020 was a total of \$182,247 with an Operating Reserve of \$61,170. A deficit of -\$50,701 was showing on the final 2020 SRP. During this last pay period of 2020 PSD funding of \$9513 was inadvertently removed. This will be credited back to the school during reconciliation in March making the total deficit - \$41,188. This deficit has occurred due to a larger than forecasted reduction of student numbers, employing a Student Welfare Officer partially funded by the Department and the extra unexpected costs relating to COVID19 expenses. This deficit (-\$41,188) has been accounted for and will be refunded to the Department in the 2021 Term 3 cash payment. The school was proactive in applying for available grants and was successful in receiving a Shade Sail Grant of \$23,980. Due to COVID19 restrictions fundraising events were unable to proceed contributing to the final deficit figure. Equity funding during 2020 was directed to staffing where extra support was required towards a comprehensive response to individual needs during remote learning. Successful applications from Sporting Schools contributed to an extra \$3950, this provided funds for much needed sports equipment. Much needed blinds are being installed at a cost of \$11550. The latest VSBA audit report the school has been deemed 'worn' and requiring attendance to many areas. The school continually proactively budgets for and responds to ongoing facilities maintenance as required.

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

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 288 students were enrolled at this school in 2020, 121 female and 167 male.

33 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

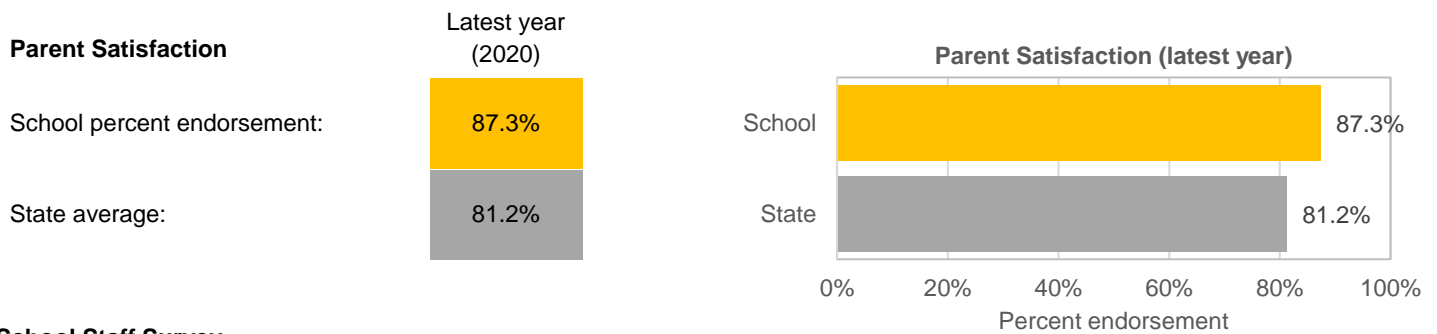
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

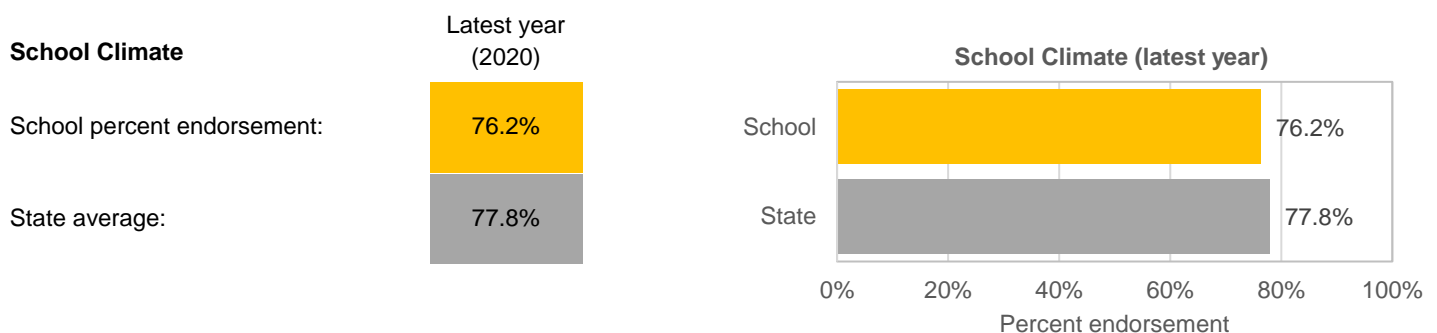


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

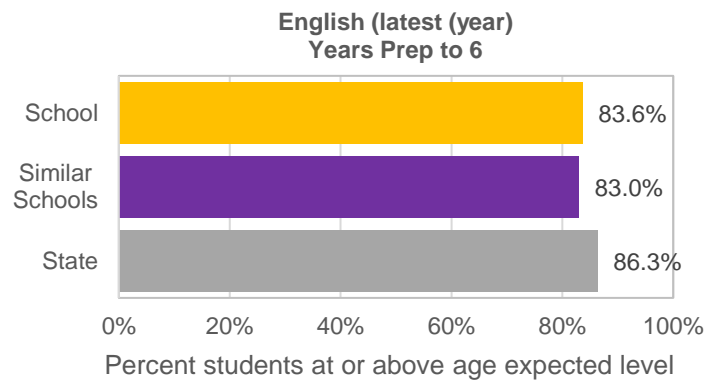
83.6%

Similar Schools average:

83.0%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

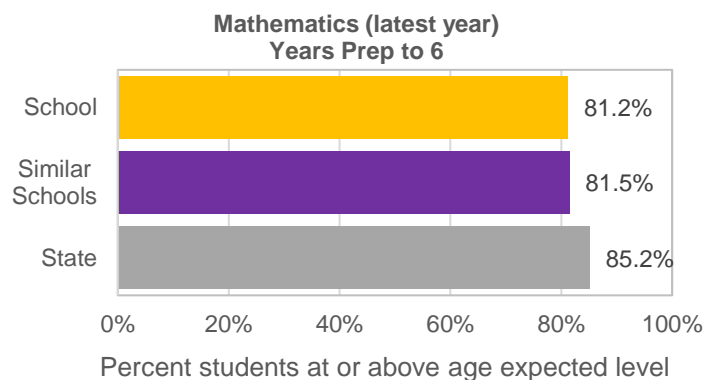
81.2%

Similar Schools average:

81.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

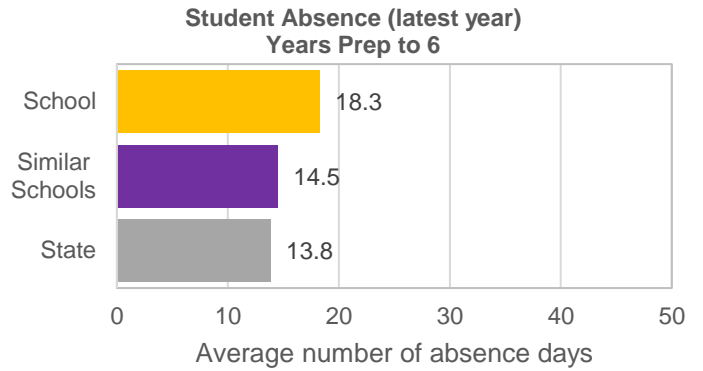
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	18.3	16.6
Similar Schools average:	14.5	16.1
State average:	13.8	15.3



#### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	91%	92%	91%	92%	86%	92%	91%

**WELLBEING**

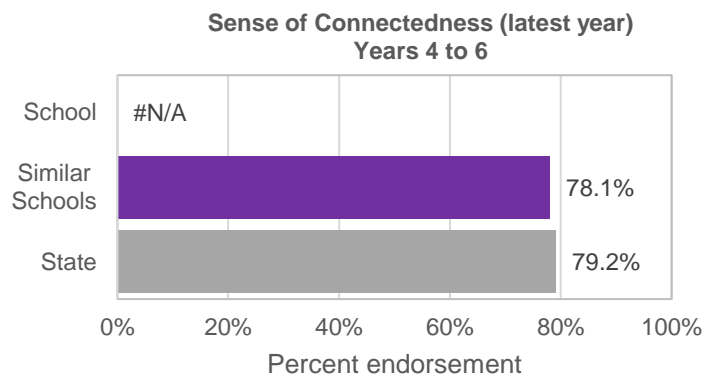
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.2%
Similar Schools average:	78.1%	79.8%
State average:	79.2%	81.0%



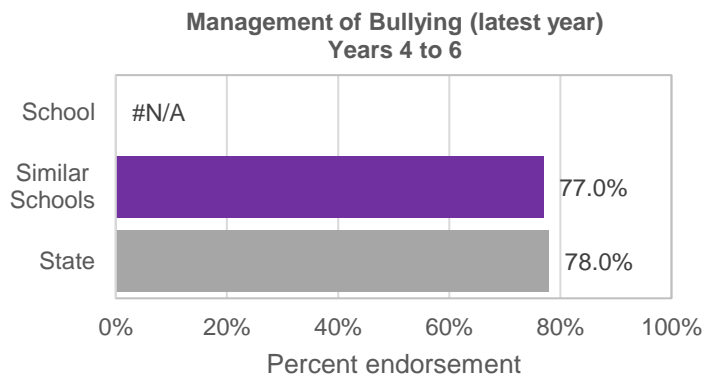
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	73.0%
Similar Schools average:	77.0%	79.5%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,807,828
Government Provided DET Grants	\$422,099
Government Grants Commonwealth	\$5,280
Government Grants State	\$21,800
Revenue Other	\$26,922
Locally Raised Funds	\$96,632
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,380,561</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$129,720
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$129,720</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,858,528
Adjustments	NDA
Books & Publications	\$847
Camps/Excursions/Activities	\$33,364
Communication Costs	\$5,828
Consumables	\$56,840
Miscellaneous Expense <sup>3</sup>	\$5,057
Professional Development	\$4,323
Equipment/Maintenance/Hire	\$72,517
Property Services	\$64,103
Salaries & Allowances <sup>4</sup>	\$50,781
Support Services	\$88,632
Trading & Fundraising	\$2,018
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$35,544
<b>Total Operating Expenditure</b>	<b>\$3,278,382</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$102,179</b>
<b>Asset Acquisitions</b>	<b>\$28,859</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$161,326
Official Account	\$20,921
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$182,248</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$61,171
Other Recurrent Expenditure	\$7,133
Provision Accounts	NDA
Funds Received in Advance	\$63,206
School Based Programs	\$23,109
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$21,800
Maintenance - Buildings/Grounds < 12 months	\$5,650
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$182,068</b>

*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.*