

2022 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).
- 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 of the previous calendar year 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 28 March 2023 at 03:30 PM by Judith Drew (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 09 May 2023 at 05:26 PM by Katrina Summersett (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

'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.

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 disabilities 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

Albany Rise Primary School is a government school in comprising 221 students with one full fee paying International student. A large portion of students have English as an Additional Language (EAL) with many families new to Australia. Six of our students identify as Aboriginal. The school is situated in Mulgrave, in Melbourne's South East, in close proximity to many of the highly sought after academic high schools in the area. The school overall student family occupation and education index (SFOE) of 0.4030 is Low-Medium. Our student population declined to 9 classes in 2022.

At Albany Rise Primary School a strong emphasis is placed on teaching children at their point of need, focusing on their academic, social and emotional personal learning goals. We believe that all children can learn and tailor our programs and approach, using a range of evidence-based practices and strategies to ensure each child reaches their potential. We have a strong focus on building students as role models and leaders through instilling our values of Respect, Responsibility and Resilience.

Albany Rise Primary School seeks strong partnerships between home and school. We encourage families to be actively involved in their child's learning and well-being.

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 is committed to continuous improvement that creates a positive and engaging learning environment, enabling all students to reach their full potential. A team of dedicated staff offer a high-quality curriculum utilising modern resources and a variety of Digital Technology devices. Albany Rise Primary School has a strong focus on English and Mathematics across the school. We are structured in our approach to teaching and learning, promoting student voice and learner agency whilst meeting student's educational and social/emotional needs.

Specialist programs at Albany Rise PS include Visual Arts, Performing Arts, Physical Education and Chinese Mandarin (LOTE). Additional support programs are provided in the area of English as an Additional Language (EAL), Equity support, Primary Welfare and academic extension (such as HAPL and Mathematics Olympiad). We have a STEM room to support our science and technology curriculum. In 2023 we have appointed a specialist STEM teacher to further develop this area of the curriculum.

Our whole school Instructional Model for English (Reading, Writing) is the Workshop Model. In 2022, we continued to further develop our whole-school approach to Writing, with the Seven Steps Writing approach being added to the current VCOP practices into 2023. We utilized the expertise of staff to further develop our successful Ninja Maths program and Mathematics instructional model throughout 2022.

Albany Rise Primary School's current School Strategic Plan (2021-2025) outlines our continued focus on improving student academic growth and engagement in learning. The implementation of the School Wide Positive Behaviours initiative has supported staff and students to focus on instilling positive behaviours linked to our core values. These values are displayed throughout the school to support a common language approach to student learning and engagement across the school.

Our school provides students with a broad and well-balanced educational experience ensuring each student has the opportunity to explore and realize their individual talents and skills. Extra curricula opportunities include lunchtime clubs, camps, incursions/excursions, swimming programs, Fun-Fiesta, Talent Quest, interschool sports, Buddy program and afterschool soccer program. Our Before and Afterschool Care program is available to all students.

In 2022 Albany Rise Primary School employed 21.1 dedicated full-time equivalent staff. This includes a Principal, Assistant Principal, Learning Specialist, Learning Tutors and Equity Support Teacher. Our Education Support team (including office administration and Integration Aides) were 14.6 full time equivalent in 2022, which included 0.8 Business Manager and 1.0 Office Administration staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

Albany Rise Primary School continues to achieve positive academic results. Our results in 'Teacher Judgement' aligned closely with similar schools in Reading and slightly behind in Mathematics. Our NAPLAN results continue to compare favorably with similar schools. We continue to ensure teachers are using multiple forms of data to make sure we meet the learning needs of all students. Teachers work in Professional Learning Communities (PLC) and at these meetings they look at the Student Data, the Curriculum and discuss the most appropriate teaching pedagogy to ensure the children are being taught at their point of need.

Our NAPLAN High Relative Growth for Year 3 to 5 in 2021 remains very strong and above state and similar schools in several learning areas (Reading = 36%, Writing = 31%, Spelling = 24%, Numeracy = 58%). Due to no NAPLAN in 2020 there was no Relative data for Year 3 to 5, or Year 5 to Year 7 learning growth in 2022. Our NAPLAN results for the Top Two Bands in 2022 remains strong (Year 5 - Reading = 26% , Writing = 45% , Numeracy = 19%) & (Year 3 - Reading = 45% , Writing = 52% , Numeracy = 30%). The positive impact of an increased emphasis on developing writing skills is particularly evident in this data set. A focus on increasing the number of students in the top two NAPLAN bands for Numeracy is in place for 2023. During 2022, staff undertook a range of regional and 'in-house' professional learning to further develop Writing and Mathematics programs and pedagogy. Our whole school meeting schedule was revised with regular staff professional learning ensuring all staff continue developing and improving their teaching practices.

In 2022 Albany Rise had 14 full-time students funded under the Program for Students with a Disability (PSD). These students are supported by integration aides and a differentiated curriculum. Regular SSGs are held each term with their parents/carers to ensure that the school is doing all we can to support their learning. These students are assessed as part of our assessment schedule based on personalised learning goals. Additionally, the school provided SSG meetings and individualized support for students in Out-Of-Home-Care, those with Aboriginal backgrounds, and students yet to acquire PSD funding but in need of additional aide support.

Wellbeing

Our dedicated Wellbeing team underwent a change in staffing and Leadership in 2022, with staff new to the team bringing strengths and expertise in student wellbeing approaches. The changes at short notice to staffing in both Year 5 and 6 classes had a demonstrated impact in student wellbeing data. Wellbeing results showed a downturn with the 2022 results being lower than our previous 4 year average in the areas of Sense of Connectedness and Management of Bullying. These results were particularly impacted by the year 5 and 6 student data, with Year 4 data far more positive. In 2022 we continued to build School Wide Positive Behaviour supports and this provides us with a solid platform to complete further work in this area in 2023. Additionally, the employment of a new Primary Welfare Officer is positively impacting the direction of wellbeing approaches into 2023.

The teachers built Student Voice and Agency through a range of leadership initiatives and programs, including Junior School Council, Student Voice Team, action based leadership roles (eg. Library leaders), Buddy Program, Peer Mediators, House and School Captains. All staff ensure they follow up any concerns the students have with regular Circle Time in the classroom, communicating with parents and if appropriate, contacting with members of the Principal class.

In 2023, Staff in Years 4 - 6 will spend considerable time unpacking the Student Attitudes to School survey to identify trends based on gender, cohort or any other observations that they can infer to help them alter practices to improve results. Targeted survey data and behavior data will help further understand the perception our students have of our school. This process will continue on a yearly basis to ensure that as a staff we are continuing to listen and respond to the needs of our students.

Engagement

Albany Rise data in relation to Student Absences and shown a marginal increase in the average number of student days absent in 2022. This is in line with similar increases to State and similar schools' data compared to the 4 year average. Our student attendance results are better than 'Similar Schools average' and the State average in 2022. Regular newsletter articles are posted about the importance of school attendance, as well as 1-1 student and family support programs and resources. In 2022, with school worked with School Focused Youth Services, through Monash Council, to target individual students and trends to increase attendance and engagement. This support will continue in 2023.

We are developing consistent processes in relation to teachers contacting parents if their child has been absent for three consecutive days without being informed as to the reason. Our office staff and Primary Welfare Officer continue to follow up with parents/carers if absences are unexplained.

Our school's student Pathways and Transition quality practices included:

- Our Foundation Transition program, which plays an important part in the transition from pre-school to school and is very successful in ensuring students become familiar with the facilities, teachers and other students.
- Our transition program for students moving from year level to year level. During Term 4, students participate in activities that prepare them academically, socially and emotionally for the following year level
- Monitoring and sharing student data between year levels within the school continues to improve with the development of an 'Electronic Data Wall' that ensures all staff have access to all student academic and wellbeing needs at all times
- Expanding the links already established with the local kindergartens and developing onsite programs to engage and inform new families.

Other highlights from the school year

At Albany Rise in 2022 we hosted a number of significant events that were incredibly successful after the previous two years of schools were interrupted due to COVID 19 lockdowns.

Our Fun Fiesta and '50 plus 1 Years Celebration' was a great community event and we received wonderful feedback in relation to this event. The inclusion of a student led Talent Quest was very well received by all involved.

Other traditional whole school events such as the House Athletics, Christmas Concert and the 'Colour Fun Run' had strong numbers of community members attend these events. Many people commented how wonderful it was that we could reconnect again as a community.

Other special events included; Trivia Night, Easter Hat Parade, Graduation, Grandparents day, Book Fair and Open Nights.

Starting each day with Breakfast Club (through FoodBank) and Jolly Joggers to support student healthy living habits was wonderful to get 'back on track' in 2022.

Being able to have the students in Year 2 to 6 participate in school camps, excursions and sporting competitions was another highlight as students were able to enjoy all facets of schooling again in 2022.

We were also very excited to receive a Landcare grant for our Garden Club, with plans in place for 2023 to complete and expand the Garden Club activities, ground space and resources.

Financial performance

Albany Rise continues to maintain a positive financial position due to diligent management of all school funds. We noted a significant reduction in the percentage of parent voluntary contributions in 2022 which led to budgetary constraints leading into 2023, which will be carefully managed to maintain our positive financial position. The school provides many additional extra curricula activities through parent contributions per each event throughout the year.

In 2022, we received grants for another shade sail to go over our asphalt area, which is now complete.

A major facilities upgrade, of just over one million dollars, is planned for 2023, with a government grant for works on toilets and facilities acquired in 2022 and planned to be completed across all areas of the school by the end of 2023. Additionally, the completion of our Planned Maintenance Program (PMP) led to a further \$90,000 grant for repairs to roofing, windows and ceilings, to be completed in 2023 led by the Victorian Schools Building Authority (VSBA). We will continue to apply for grants for additional facilities upgrades, environmental projects and to complete a major redevelopment of our classroom learning spaces in the near future.

The Tutor Learning Initiative funding and Equity funding were used to employ experienced staff to support students that required additional support and extension with their learning. The school added additional funding to these roles to ensure students received the support needed. We will continue to additionally utilize this additional funding in 2023 to ensure all students can reach their learning potential. Similarly, the Primary Welfare Officer role (0.4- two days) is funded through the targeted PWO initiative.

The school benefits from the hard work of our Parent Association, who raised over \$20,000 in additional funds in 2022. These funds were used to purchase new furniture for the STEM specialist space for 2023.

Funds raised also supported the leasing of a class set of additional laptop computers.

The Hire of our hall for long term contracted leases was fully functioning again in 2022, after a lapse due to COVID19 in 2020 and 2021. A small amount of funds are generated through these contracts.

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.

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 2.0 (FISO 2.0).

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 221 students were enrolled at this school in 2022, 103 female and 118 male.

33 percent of students had English as an additional language and 3 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).

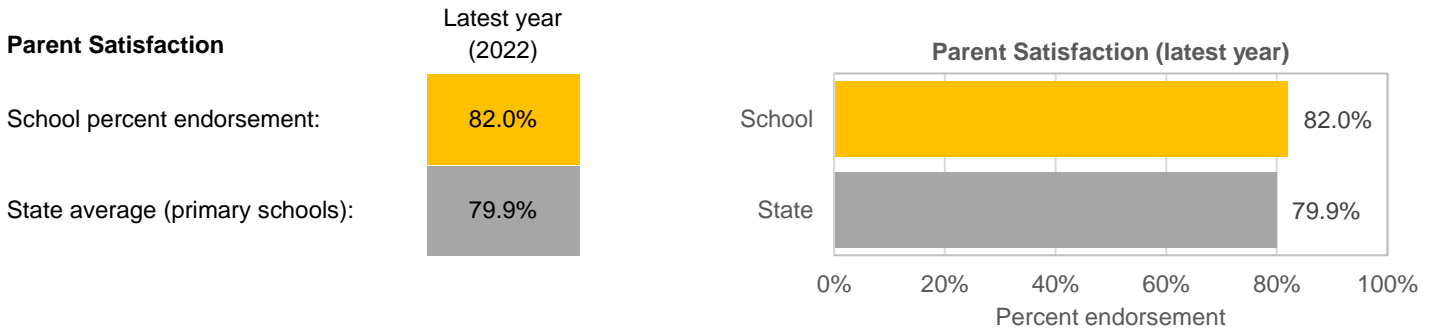
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - 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.

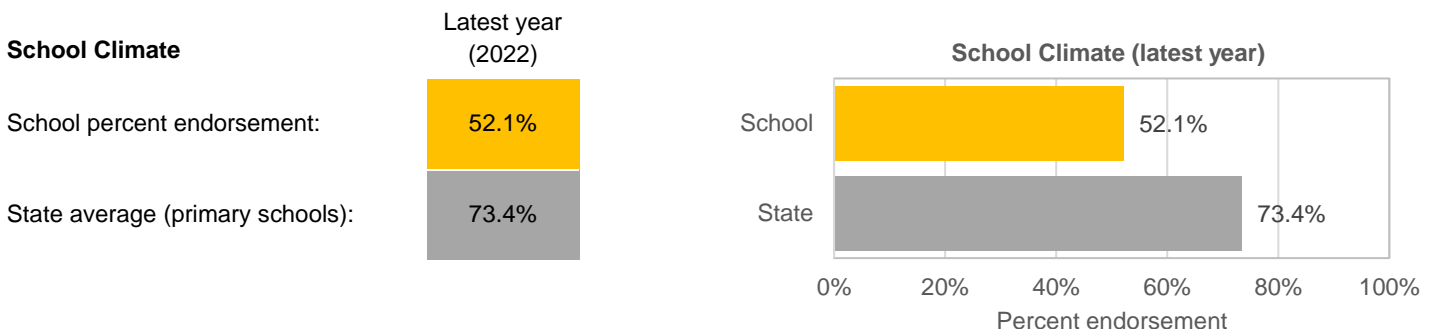


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

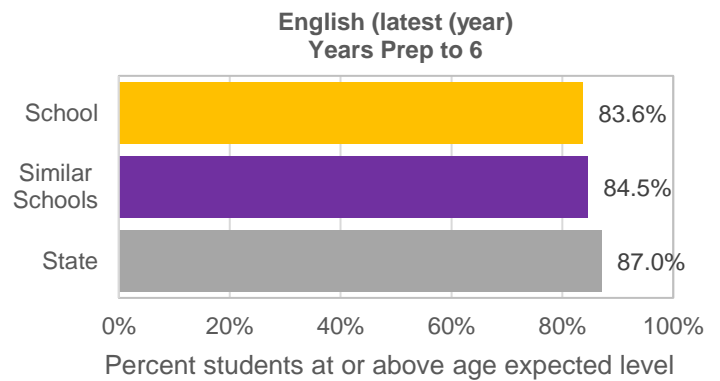
83.6%

Similar Schools average:

84.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

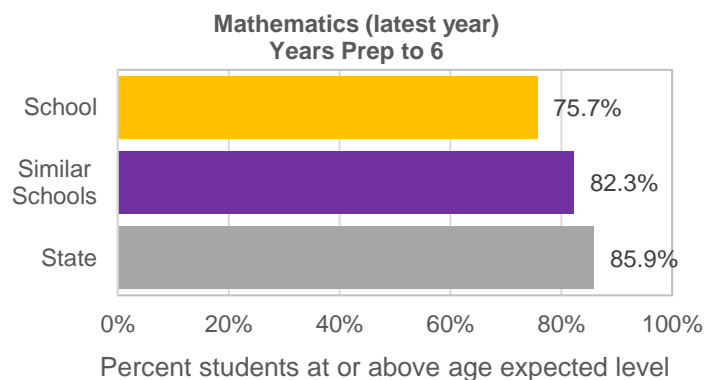
75.7%

Similar Schools average:

82.3%

State average:

85.9%



LEARNING (continued)

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.

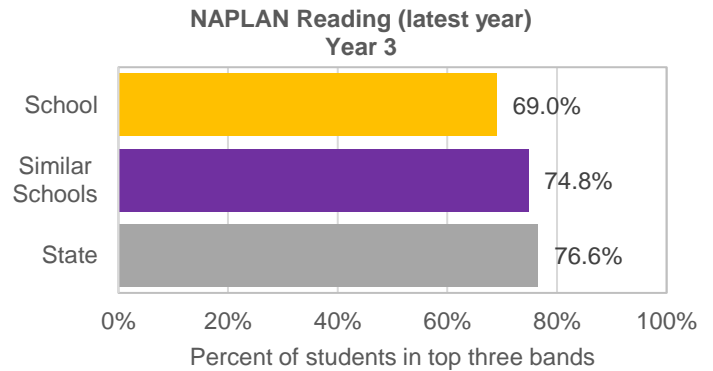
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

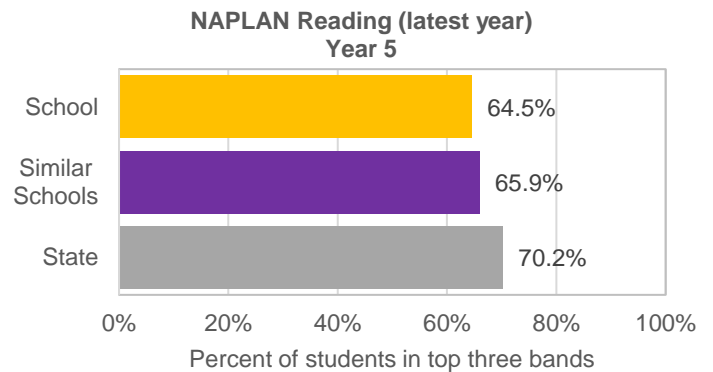
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	67.0%
Similar Schools average:	74.8%	74.3%
State average:	76.6%	76.6%



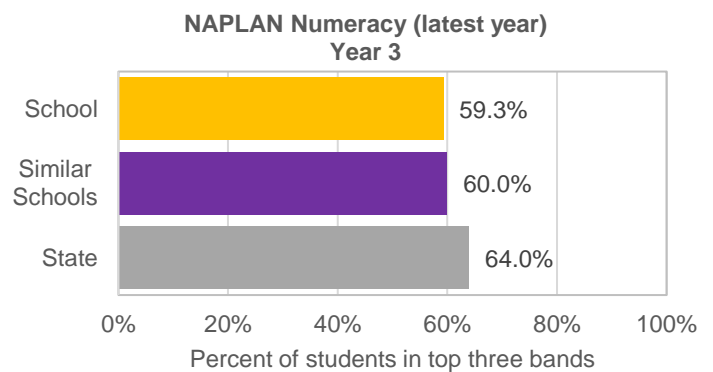
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.5%	59.2%
Similar Schools average:	65.9%	65.1%
State average:	70.2%	69.5%



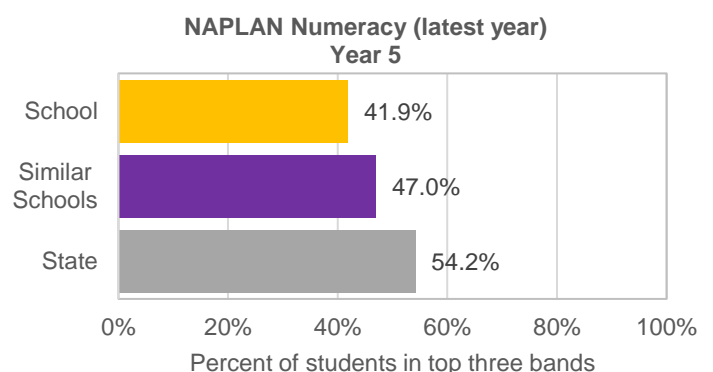
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.3%	56.3%
Similar Schools average:	60.0%	61.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	41.9%	49.0%
Similar Schools average:	47.0%	52.8%
State average:	54.2%	58.8%



WELLBEING

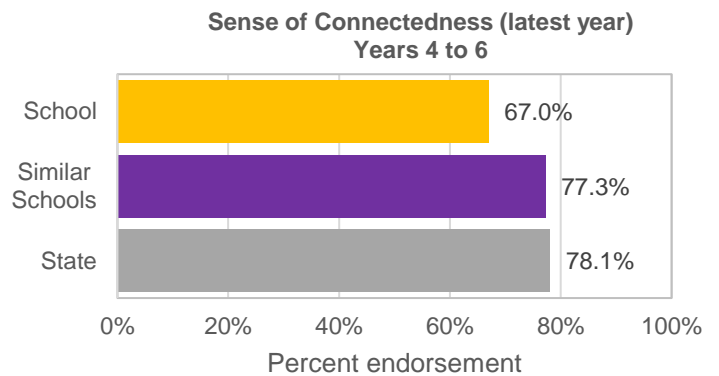
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	67.0%	72.1%
Similar Schools average:	77.3%	79.1%
State average:	78.1%	79.5%

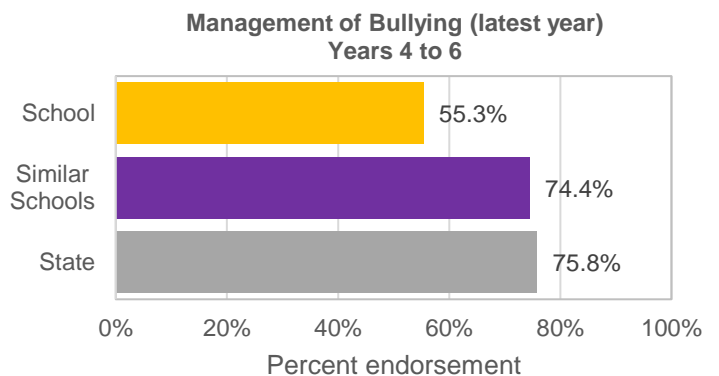


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	55.3%	67.4%
Similar Schools average:	74.4%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

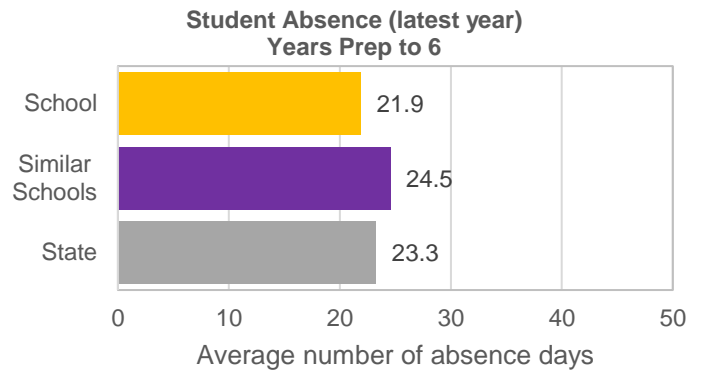
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.9	19.0
Similar Schools average:	24.5	18.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	89%	89%	91%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,307,367
Government Provided DET Grants	\$292,533
Government Grants Commonwealth	\$2,784
Government Grants State	\$5,410
Revenue Other	\$17,377
Locally Raised Funds	\$130,999
Capital Grants	\$19,779
Total Operating Revenue	\$2,776,249

Equity ¹	Actual
Equity (Social Disadvantage)	\$100,861
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$100,861

Expenditure	Actual
Student Resource Package ²	\$2,235,197
Adjustments	\$0
Books & Publications	\$379
Camps/Excursions/Activities	\$71,032
Communication Costs	\$3,491
Consumables	\$70,090
Miscellaneous Expense ³	\$10,478
Professional Development	\$9,093
Equipment/Maintenance/Hire	\$57,666
Property Services	\$42,347
Salaries & Allowances ⁴	\$46,359
Support Services	\$154,536
Trading & Fundraising	\$20,259
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$32,868
Total Operating Expenditure	\$2,753,796
Net Operating Surplus/-Deficit	\$2,674
Asset Acquisitions	\$17,307

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$34,167
Official Account	\$2,108
Other Accounts	\$0
Total Funds Available	\$36,275

Financial Commitments	Actual
Operating Reserve	\$36,275
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$22,088
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$58,363

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.