2017 Annual Report to the School Community

School Name: Albany Rise Primary School

School Number: 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 Regulation 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 2017 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

Signed 29 March 2018 at 07:13 PM by Judith Drew (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 09 April 2018 at 08:22 PM by Ben Rowe (School Council President)

About Our School

School Context

Albany Rise is committed to achieving excellence and continued improvement in learning and teaching whilst building a positive school culture with high expectations. Our mission 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 situated in the south-eastern suburb of Mulgrave. Enrolment numbers continued to increase in 2017, with 302 students in February. Our rich multicultural and broad social demographic creates a positive, supportive and inclusive school community, where our core values of 'Respect, Responsibility and Resilience' are the central focus of all programs encouraging prosocial behaviours.

Albany Rise ensures the school environment is safe, attractive and stimulating to cater for the diverse learning and developmental needs of all our students. Our spacious grounds are divided into; multiple shaded areas, covered walk ways, three adventure playgrounds, an oval, basketball and netball courts, hand tennis area, vegetable garden and hen house. During 2017, a separate Foundation/Year 1 play space was developed, along with a STEM centre to be utilised in 2018. Plans for a new running track and surface for our oval began in 2017, with works to be undertaken in 2018. School Council, the Parent Association and the parent community as a whole are committed to maintaining and improving the school, its facilities and equipment for the benefit of the students. Many hours of voluntary work are contributed to maintenance tasks and fundraising. A strong partnership between parents and staff ensures that we provide a challenging academic environment where all students are valued, respected and encouraged.

Our school provides multiple student leadership opportunities. In 2017, roles included; Junior School Council, House Captains, School Captains and a range of leadership roles and forums. Learning opportunities were further enriched by specialist programs in Performing Arts, Visual Arts, Mandarin and Physical Education, along with a range of extra-curricular opportunities such as excursions, choir, sports, our whole school musical production and camping program. Extension and remediation programs included; Maths Olympiads, Choir, ICAS assessments, QuickSmart Maths and literacy intervention and enrichment support for our senior students through liaison with our closest secondary college. All students are encouraged to take part in our annual intensive swimming program.

Our staffing profile was significantly altered from the beginning of the year and during 2017, with a number or staff retirements and uptake of opportunities beyond Albany Rise. We concluded the year with our dedicated and enthusiastic staff consisting of: 2 Principal class members, a Leading teacher (Literacy, Assessment and Curriculum), a Student Welfare Officer, 14 classroom teachers, 3 specialist teachers, literacy and numeracy intervention and extension staff and 12 Education Support Staff. Staff new to key leadership and administration roles during the year included our Student Wellbeing Officer, Business Manager, Assistant Principal, ICT coordinator and various team leaders. The provision of experienced mentors and a thorough induction program resulted in all eligible staff becoming ongoing at the school and all provisionally registered teachers achieving full registration by the end of the year. This has resulted in a stable staffing profile moving into 2018.

During 2017, the school undertook a whole school review, resulting in the development of strategic future goals and targets linked to high expectations for academic success. As a school community we are proud of our ongoing endeavours to provide outstanding educational opportunities for our students.

Framework for Improving Student Outcomes (FISO)

FISO Priority 1 –Dimension 1.4 Curriculum planning and assessment
During 2017, staff and community members undertook a whole school review. The process resulted in many areas of curriculum development being critically analysed and reviewed. A new Curriculum plan was developed and the current curriculum schedule was audited and adjusted. This included revisions to the whole school Assessment schedule, instructional model, planning documentation and data analysis. Peer Observations of practice were undertaken by staff. Targeted additional support was provided for students, including individualised and small group support and progress tracking in literacy and numeracy. Students developed and monitored progress against individual learning goals with teacher support. A leading teacher was employed to support the whole school approach to planning and implementing curriculum and assessment processes.

FISO Priority 2 - Dimension 2.5 Building Leadership teams
Several staff undertook opportunities to partake in leadership training, including Bastow Inspire course and Literacy Leaders course. All teaching staff continued the involvement in our FISO Community of Practice (Writing) with staff assigned to lead this work across and beyond the school. The School Improvement Team (SIT) led professional learning teams in Literacy, STEM and Wellbeing. Multiple Professional Learning opportunities were provided to key staff leading initiatives in Respectful Relationships, School Wide Positive Behaviours (SWPB), STEM, Literacy and Development Learning. This will continue to be a focus in 2018.

FISO Priority 3 - Dimension 3.9   Setting expectations and promoting inclusion
A focus for 2017 was to establish SWPB practices school wide to create a positive climate for learning. The Engagement, Inclusion and Wellbeing policy and related documentation was re-written to reflect current practices and initiatives. All aspects of the Child Safe Standards were reviewed and community opportunities for consultation provided to develop the Code of Conduct. Community Coffee mornings continued and parent information sessions in relation to Cyber safety, Protective Practices and Puberty Education were provided.

Achievement

During 2017, a major focus for staff and community was the whole school review, with opportunities to reflect on social and learning outcomes, data and achievement from current and previous years. Our 2017 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 four year average for NAPLAN in Reading and Numeracy for Year 3 students is within the expected range and comparable to schools with similar characteristics. Our Year 5, four year average data for Numeracy is also within the expected range. A reduction in low learning gain and an increase in high learning gain for Year 5 students is evident in Numeracy, Writing and Grammar and Punctuation when compared to 2016 data. Further emphasis on increased learning gain for students in all areas, particularly Reading, is a focus of the 2018 academic plan. During 2017, staff planned in teams to implement the Victorian Curriculum and collaborate with local schools and networks to moderate student assessments to ensure accurate teacher judgements. Our whole school Inquiry approach to learning incorporates Humanities and Science topics. Our early years students participate in a play based Inquiry program which also enhances oral language, writing and social skills. The "Clever Kids" program for year 3-6 students, focused on students' interests and abilities linked to multiple intelligences.

Engagement

Albany Rise Primary School recognises the importance of creating an engaging and inclusive school community. Our whole school review process in 2017 identified opportunities to further increase student attendance, with the understanding that high levels of attendance remains a key contributor to student success at school. During 2017, individualised support, home-school liaisons and external support agencies were accessed for students with identified attendance concerns. Our 2017 student attendance data remains moderately stable, with attendance at all levels between 91-93%. New attendance processes introduced in 2018 aim to substantially decrease the number of unexplained absences apparent in years prior to and including 2017.

Our Quality Beginnings program has been undertaken again in 2017, to support students optimise their classroom learning and identify themselves as learners. During 2017 student self-reflections, student surveys and goal setting have continued across all levels. Enhancements to our transition programs, including our preschool to foundation program, are implemented to ensure that children and parents are supported as they move into our school. We have continued our strong relationships with local pre-school and secondary schools, including engaging in opportunities for student visits to and from these venues.

The focus continues on building home, school and community partnerships. Programs we have in place include: Parent Representative program, Kids Hope Mentors, Choir performances, Sister School program and Parent Education programs. Our biannual whole school Musical Production was successfully undertaken with high levels of participation. The School Council Parent Association has continued to build with keen involvement from parents in events and activities across the school.

Wellbeing

Our whole school commitment to staff and student wellbeing is one of the positive features of our school. As a school community, we understand the intrinsic link between student wellbeing, engagement and achievement and this underpins our high level of student wellbeing provision.

During 2017, a review of school wellbeing programs and processes led to the decision to adopt the 'Berry Street' model as an overview for our approach to wellbeing, with staff training commencing in 2018. Restorative Practices continues to be utilised across the school with all staff trained. Training in the Respectful Relationships program also commenced in 2017, with the program to be fully implemented in 2018. This will replace the use of the 'Bounce Back' program.

Programs including: 'Better Buddies', 'Kids Hope mentors', Peer Mediation, student leadership programs and pro social programs have continued to support student wellbeing needs across the school. A new Student Wellbeing Officer (trained social worker) was employed part-time during 2017, and continues into 2018.

A range of External providers of health services has continued to be available to students and their families, such as speech, psychologist, Occupational Therapist, etc. The school has maintained close ties with Monash Link (Health) and School Focussed Youth Services. A significant number of students in the PSD (Program for Students with Disabilities) graduated in 2017, successfully transitioning to secondary school.

Student forums and feedback opportunities have been provided during 2017 to identify and address student concerns in relation to student connectedness. These forums will continue in 2018 to ensure our 'no–tolerance' stance in relation to bullying concerns is actively implemented. Our 'School Wide Positive Behaviour' matrix has been embedded across the school and is referenced to reinforce and encourage positive behaviours. Students at all levels participate as valued members of our student leadership program, including peer mediation and our Foundation-Year 6 Buddy program.

Opportunities for students to demonstrate individual skills and talents are provided through daily Circle Time activities in the classroom, as well as through school events, such as our annual spelling bee, Talent Quest, Student of the Week, badge presentations, sporting events and reports. Student led assemblies occur every week to further enhance opportunities to celebrate individual and group successes across the school.

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

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 302 students were enrolled at this school in 2017, 143 female and 159 male.

34 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ━━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━━ 100	● Similar ● Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Lower Similar Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 29 % / 61 % / 10 % Low / Medium / High **Numeracy** 34 % / 50 % / 16 % Low / Medium / High **Writing** 19 % / 58 % / 23 % Low / Medium / High **Spelling** 32 % / 45 % / 23 % Low / Medium / High **Grammar and Punctuation** 19 % / 58 % / 23 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days	Results: 2017	Similar

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

School Comparison
A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.

Average 2017 attendance rate by year level:

Results: 2017

Few absences <------> Many absences

Results: 2014 - 2017 (4-year average)

Few absences <------> Many absences

Similar

Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	93 %	92 %	92 %	93 %	91 %

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ●◆ 100	Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2017 0 ● ◆ 100	Lower

How to read the Annual Report

What does the *About Our School* section refer to?

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

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.

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

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
   - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
   - English and Mathematics for teacher judgements against the curriculum
   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
   - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
   - Sense of connectedness
   - Management of Bullying

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


The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

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

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

Higher

Similar

Lower
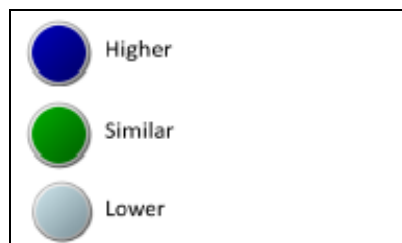
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

During 2017, the school underwent a classroom upgrade program to align current and future curriculum needs with resources and facilities. This primarily involved the development of a STEM centre for senior students and an indoor-outdoor play space for junior students. A credit to cash transfer from the 2016 year allowed for the funding of the classroom upgrades.

Additional grants and funds for roofing and guttering repairs were allocated to the school during 2017, along with funding for an oval upgrade to enhance the sports program. These upgrades will occur in 2018. Significant funds were directed to professional learning to build teacher capacity in leadership and curriculum development.

Equity funding during 2017 was directed towards increasing teacher capacity to support students 'at risk' and in 1-1 support with the employment of a Leading teacher to undertake, track and direct this work.

Significant changes in the staffing profile at the start of the 2017 (qnd during the year) allowed for scope in developing teacher leaders and reallocation of some key administrative roles. The 2016 net operating surplus allowed for asset purchases, including air conditioning, carpets and ICT resources at the commencement of the 2017 school year. The small net operating surplus for 2017 indicates the highly strategic use of funds during the year; to develop facilities, build staff capacity and respond to budgeting anomalies, such as the net loss made on the bi-annual school musical.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	$2,507,220
Government Provided DET Grants	$384,284
Revenue Other	$3,775
Locally Raised Funds	$230,488
Total Operating Revenue	**$3,125,767**

Equity[1]	
Equity (Social Disadvantage)	$127,270
Equity Total	**$127,270**

Expenditure	
Student Resource Package[2]	$2,446,149
Books & Publications	$3,287
Communication Costs	$4,655
Consumables	$100,187
Miscellaneous Expense[3]	$229,161
Professional Development	$22,423
Property and Equipment Services	$217,292
Salaries & Allowances[4]	$4,969
Trading & Fundraising	$68,427
Utilities	$29,100
Total Operating Expenditure	**$3,125,649**
Net Operating Surplus/-Deficit	**$117**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	$29,720
Official Account	$15,040
Total Funds Available	**$44,760**

Financial Commitments	
Operating Reserve	$44,760
Total Financial Commitments	**$44,760**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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