

2015 Annual Report to the School Community

Albert Park Primary School

School Number: 1181



Name of School Principal:

Elaine Mills

Name of School Council
President:

Andrew Wilson

Date of Endorsement:

22/3/2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Albert Park Primary School is a popular school of choice for local residents and an inner city-bayside school located in the City of Port Phillip. It is 4 km from the GPO in Melbourne. It has a heritage listed main school building built in 1873 and a heritage Wesleyan church built in 1889. The hall has been named the David Hatherell Hall in memory of a former principal who completed the amalgamation of South Melbourne Primary School and Albert Park Primary School. The purpose built Library housed two classes in 2015 and three double storey portables provided twelve classrooms. Our physical resources are compact with a footprint of 0.9 hectare of land. The school shares access to the City of Port Phillip Pop up Park area in Moubray Street with the local community. The school grounds are used by the local community outside of school hours and are considered the 'backyard' for many families. In 2015 we ran 22 classes for an enrolment of 511. The David Hatherell Hall is the P.E. space and Out of School Hours Care facility outsourced to Camp Australia. Parents, volunteers and teachers ran lunch time clubs to relieve the pressure in the play space. Specialist programs were conducted for Visual and Performing Arts, Physical Education, Singing and French. Added assistance was provided through a Levelled Literacy Intervention Program. Some aspects of the Arts and Music program operated with external providers outside of school hours. School funds provided a social worker for two days a week and a school nurse three hours a day, five days a week. We work hard to achieve our mission of becoming high achievers and life-long learners through twenty-first century learning strategies which incorporates technology that combines Windows and Apple platforms. The internet and intranet formed an integral part of the daily curriculum delivery and two Leading Teachers were released from classroom responsibilities to support all teachers to plan to meet the needs of all students. A special focus for 2015 was on elevating the outcomes of our large cohort of high achieving students. Classroom teachers and support teachers ran a Scaffolding Numeracy Program across grades four to six to stretch our students to use the most effective strategies in solving mathematical problems. All students were treated as individuals and encouraged to develop to their full potential and to do their best at all times. The school, through the guiding principles of respect, kindness, fairness and cooperation, encouraged the rights of others, to be safe, to be treated with fairness and to learn. Positive student behaviour and attitudes were reinforced through the Student Engagement Program. We are a Kids Matter School who used the Bounce Back Program to develop resilience in students, teachers and parents. We are an accredited eSmart school who train their students to be safe when online. Some unique features of our school are the great number of parents who work tirelessly in program and fundraising support for all areas of the school, the number of parents who financially support others, an extremely capable and engaged School Council and our wonderfully active parent representatives who organise the many social events at grade levels. The Albert Park Fete is an early annual event which is a tremendous fundraising and community engagement event.

Achievement

Albert Park Primary School is focused on achieving the best outcomes for all students. Teachers work collaboratively to plan and deliver consistent programs throughout the school with a strong focus on differentiation to cater for individual needs. Teachers consistently have high expectations for all students. This is demonstrated in the Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) where our students are performing above the state mean in both English and Mathematics. When compared to other like schools we are achieving results that are '**similar**' to what we would estimate given the background characteristics of the students. The use of assessment data by teachers to plan to extend student understanding is a key element in the upward trend in results.

Of particular interest in 2015 were the NAPLAN results for APPS. Overall the school's means were better than the Victorian results in all areas assessed. With our School Strategic Plan goal of improving outcomes for students in mathematics the NAPLAN Numeracy results are pleasing. Our Numeracy results in both years 3 and 5 were well above state mean, we are achieving at the '**similar**' level when compared to other schools in year 3, and are doing exceptionally well with the students we have, having '**higher**' performance at year 5 in Numeracy. Also 90% of our students had medium or high growth in Numeracy from year 3 in 2013, to year 5 in 2015.

Students' scores across all areas of English were consistently better than their state peers in both years 3 and 5. The year 3 and 5 Punctuation and Grammar means were both very impressive when compared to the Victorian means. Whilst our year 3 Writing means are on the trend up it is still an area that we will continue to work on during the life of our School Strategic Plan. We are seeing larger number of students achieving higher relative growth over the course of the two year NAPLAN period in all areas of English. Implementation and delivery of effective English programs such as; C.A.F.E reading personalised learning goals, Letters and Sounds Phonics Program, Writer's Workshop and the recent introduction of the weekly "Big Write" and V.C.O.P have also supported our very pleasing results.

The Matched Cohort Report shows the growth for students at APPS from year 3 NAPLAN to year 5 NAPLAN and tracks those children who were with us in year 3 and are still with us in year 5. The one year target in our Annual Implementation Plan 2015 (AIP) is "NAPLAN matched cohort to be at state mean in all areas of English and Numeracy". The data in that report shows that our matched cohort is above the state mean in all areas of English and in Numeracy. It also shows that the difference between 2013 and 2015 is greater for our matched cohort than state mean. This demonstrates the way we value add to students at APPS.

Engagement

The school has focused on increasing students' engagement in their own learning. Teachers were provided with leadership and peer feedback on their teaching via the Australian Professional Standards for Teaching and student data was used as feedback about instructional practice.

Extra-curricular activities, including lunchtime clubs and camps at grade four, five and six, helped to improve student engagement in learning and develop resilience. Reflections by grade six students at the graduation ceremony showed that camps are the highlights of each year and sports events rated highly also. The senior School Leaders attended a state student leader conference on becoming a good leader. The Cup Cake Leaders attended leadership training at the City of Port Phillip. They ran fundraising events and hosted 'APPS has Talent'. The Junior School Councilors (JSC) and School Student Leaders increased the student voice. All senior students had a significant role in organizing and leading school assemblies. The JSC and Student Leaders separately attended a dinner meeting with school council to better understand their role and give suggestions on how to improve our school.

Targets related to the Student Attitudes to School Survey in Stimulating Learning Environment and Teacher Effectiveness were not met:

Stimulated learning was to move from 4.15 to 4.30. Results were Grade 5- 3.27 and Grade 6- 4.25

Teacher effectiveness would move from 4.45 to 5.00 Result were Grade 5- 3.5 and Grade 6- 4.6

To further understand this data we conducted the Principles of teaching and Learning (POLT) Student perceptions Survey and the data indicated that 91% of year 3-6 students agreed that 'The teacher encourages us to make decisions about our work and to take responsibility for our learning' and 88% 'In our class we do different types of activities to help us learn in different ways.'

Students across the school have developed their capacity to negotiate and work on individual reading and writing goals. This year the school has re-engaged with external competitions and had 55 students participate in the Australian Mathematics Competition achieving 1 high distinction and 8 distinctions. Some year 5 students entered the Young ICT Explorers competition where we achieved second place for the 5/6 division.

Wellbeing

2015 began with the launch of The Albert Park Way, a common language around the five 'ways' in which all members of the school community interact and behave. Every child in the school receives a wristband with "The Albert Park Way" and as recognition of exemplary behaviour, students have the opportunity to be awarded bands of Be Kind and Fair, Act Safely, Respect Everyone's Rights, One Voice At a Time and Keep Trying. The Albert Park Way developed from the school's journey to accreditation as a Kids Matter school. Staff participated in training for the first two modules – A Positive School Community and Social / Emotional Learning as part of the Kids Matter Action plan. Parent information/discussion forums each term have been led by staff and community members of the action team and addressed social and emotional learning issues such as resilience, friendships and consequences. The school has re-employed a social worker part-time in the second half of the year to work with the Student Wellbeing Coordinator. On Psych counselling is also available at the school. The lunchtime clubs program continued to provide collaborative play spaces to support student engagement and belonging at lunchtimes

Developing resilience has continued to be focus of the School Strategic Plan. We completed the first year of the two-year cycle of the Bounceback, resilience and wellbeing, program. Students in Prep explored the core values of the program whilst the rest of the school have revised these values and worked on No Bullying, People bouncing Back, Emotions, Courage and Looking like on the bright side.

School targets were met through the Student Attitudes to School Survey in both Student Distress and Student Morale data:

Student distress to be above 5.9. Results were Grade 5 -5.89 and Grade 6- 6.16

Student morale to be above 5.7. Results were Grade 5- 5.7 and Grade 6-5.83

Productivity

We continued to develop high quality leaders at all levels of experience across the school and focused on improving teacher capacity in pedagogy and awareness of national teacher standards. One teacher gained a Bastow place in the Emerging Leaders Program for 2016 and another completed the Languages Methodology Program in French. Mentoring and coaching through feedback based on national teacher standards was introduced in every classroom which opened classrooms for peer and leadership visits. In December teachers applied for and some were interviewed for a focused leadership position to commence in 2016 at the grade leadership level. The staffing profile improved with 36.61 positions funded through the SRP with 1.00 Principal, 1.00 Assistant Principal, 2.00 Leading Teachers, 13.79 Classroom Teachers Level Two, 14.26 Classroom Teachers Level One, 2.70 Support Teachers and 1.86 Integration Teacher Aides.

For more detailed information regarding our school please visit our website at
<http://www.albertparkps.vic.edu.au>

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

School Profile

Enrolment Profile

A total of 500 students were enrolled at this school in 2015, 253 female and 247 male. There were 2% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



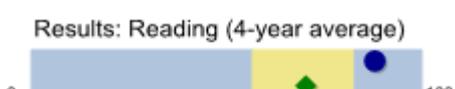
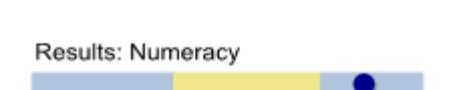
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

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

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

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>44%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>47%</td> <td>47%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>53%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>53%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>47%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	44%	37%	Numeracy	7%	47%	47%	Writing	14%	53%	33%	Spelling	19%	53%	28%	Grammar and Punctuation	7%	47%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	94 %	93 %	94 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	94 %	93 %	94 %	91 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

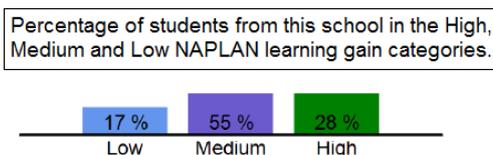
You can see these results for the latest year, as well as the average of the last four years (where available).

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

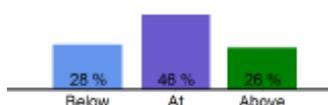


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

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

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

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

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

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

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015		Financial Position as at 31 December, 2015	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,048,600	High Yield Investment Account	\$397,574
Government Provided DE&T Grants	\$521,274	Official Account	\$22,182
Government Grants Commonwealth	\$16,881	Other Accounts	\$175,947
Revenue Other	\$19,240	Total Funds Available	\$595,703
Locally Raised Funds	\$596,182		
Total Operating Revenue	\$4,202,178		
Expenditure		Financial Commitments	
Student Resource Package	\$3,002,072	Operating Reserve	\$139,956
Books & Publications	\$2,276	Capital - Buildings/Grounds incl SMS<12 months	\$80,000
Communication Costs	\$8,538	Maintenance - Buildings/Grounds incl SMS<12 months	\$94,075
Consumables	\$159,865	Revenue Received in Advance	\$281,671
Miscellaneous Expense	\$222,042	Total Financial Commitments	\$595,703
Professional Development	\$15,841		
Property and Equipment Services	\$415,475		
Salaries & Allowances	\$115,046		
Trading & Fundraising	\$58,838		
Travel & Subsistence	\$6,818		
Utilities	\$25,079		
Total Operating Expenditure	\$4,031,891		
Net Operating Surplus/-Deficit	\$170,287		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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

Financial performance and position commentary

The school is in a healthy financial position with an adequate operating surplus due to the exceptional and continued fundraising efforts of the school fundraising committee and the local community. Building works completed included relocation of the staff room which has also allowed the facilitation of a more effective staff meeting area and the ability for the students to cook food from their kitchen garden. Other work included front office renovations, two classroom air conditioners, hall heaters, toilet repairs and renovations and additional office space, all being made necessary to accommodate the increasing student numbers. Revenue in the form of additional grants and revenue received in advance were down on the previous year however we were able to carry forward a workable surplus into 2016. The school had a very productive 2015 evident by the improved learning space the students and staff now enjoy.

