

2018 Annual Report to The School Community



School Name: Albert Park Primary School (1181)



- 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 2018 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 26 April 2019 at 05:06 PM by Katrina Mildner
(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 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 2018 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.

Attested on 22 July 2019 at 09:29 AM by Andrew Wilson
(School Council President)

About Our School

School context

Albert Park Primary School is a popular school of choice for local residents and is an inner city-bayside school located in the City of Port Phillip with an enrolment of 611 students. We see ourselves as a unique village community, becoming life-long learners with high expectations. The facilities suite consists of two heritage listed main school buildings built in 1873 and 1889, one two storey portable and two three storey portables. The single storey building contains a library, art and music room. The buildings and grounds are well-maintained and the school sits on a footprint of 0.9 hectare of land. The City of Port Phillip and DET have worked together to close part of a local street and create a small community park which the school uses exclusively during school times to provide more playing space for students. The Out of School Hours Care Program is outsourced to Camp Australia.

Effective teaching and learning remains a priority and we are continuing to focus on visible learning across the school. Through professional learning meetings, we developed teacher capacity to use DET High Impact Teaching Strategies (HITS) - Structuring Lessons, Differentiated Teaching, Feedback, Explicit Teaching, Worked Examples and Setting Goals. Students say that teacher feedback helps them improve their learning and they are motivated to do so. They are proud of the work they do. Reporting to parents is more frequent through sharing students' achievements via the digital SeeSaw app.

Our learning dispositions of persist, reflect, collaborate, create and self-regulate are core to developing a growth mindset for the students. The students are confident about their skills of persisting, creating and collaborating. As student voice becomes embedded in the school we will see students strong and confident in their skills of reflecting and taking ownership of their learning (self-regulating). A school funded Social Worker (part of the year), counsellor and two Literacy Intervention teachers provided targeted assistance to students. Data is used effectively to target students for any intervention programs. We achieve our mission of becoming high achievers and life-long learners through the development of students' critical and creative thinking capabilities. 2018 was the first year of the implementation of our current School Strategic Plan (2018 to 2021). We developed excellence in teaching and learning by releasing two Leading Teachers from classroom duties to support all teachers to plan to meet the needs of all students. Our students were extended through Maths competitions and the ICT Young Explorers Competition. Specialist programs for Visual Arts, Physical Education, Music and French ensured student engagement. Individualised homework was delivered through online subscriptions to Mathletics and Reading Eggs. The embedded behaviours of The Albert Park Way were evident in all school relationships. We are an accredited eSmart school and we trained our students to be safe when online. We are a happy and friendly school community with students who want to come to school to learn each day. It is expected that as a community we show respect and great kindness towards each other. The students are encouraged to do their best at all times. However, when a behaviour is inappropriate and a mistake is made, restorative practices are used as a tool to improve practice. We teach our students that we can learn from our mistakes and we are on a personal journey to treat others as we would like to be treated.

Framework for Improving Student Outcomes (FISO)

BUILDING PRACTICE EXCELLENCE

Curriculum days and staff meetings have been used for professional development (PD) to embed DET High Impact Teaching Strategies (HITS) in curriculum planning and pedagogy. The weekly timetable allocates time for teachers to meet regularly using collaborative processes at staff and Professional Learning Communities (PLC) meetings to unpack the HITS.

All grade levels analysed June Maths and English data and used group and targeted interventions to address cohort areas of need.

Two Literacy Leaders, completed the Leading Literacy Bastow program. Their project included giving feedback on the writing process in each classroom to improve teacher practice. The focus was refined to address just the mini-lesson, explicit teaching sector of the lesson in the Writer's Workshop. Teacher instruction via the mini-

lesson has become more consistent across the school because of the feedback, modelling by leaders, professional learning and peer observations. This element of the process has included focus on teacher questioning to engage students in deeper thinking and probe them to justify their responses. This has been evidenced by on-going observation notes from the literacy leaders. Other evidence has been obtained through comparison of student writing samples from 2017 to 2018 in grades 1-6 showing growth. Students reflected on individual growth across the school year.

Achievement

NAPLAN

English

When comparing grade three students in the top two reading bands, our school (80%) was slightly higher than similar schools (76%). When comparing grade three students in the top two writing bands our school (74%) was considerably higher when compared to similar schools (65%).

When comparing grade five students in the top two reading bands, our school was slightly lower (53%) compared to similar schools (61%), and well above state-wide patterns (40%). When comparing grade five students in the top two writing bands, our school (19%) was lower than similar schools (25%), and is at the state-wide level(19%).

Numeracy

In 2018 52% of students in year 3 were in the top two bands for numeracy, which was less than similar schools with a percentage of 64% but well above the state-wide pattern of 44%.

At year 5, 40% of students achieved in the top two bands which is below the result for similar schools with a percentage of 48%. However, it is well above the state wide pattern of 31%.

Relative Growth

The relative growth report for NAPLAN tracks the students who were here in year 3 in 2016 and in year 5 in 2018.

24% of students achieved High Gain in Reading with similar schools at 30%,

28% of students achieved High Gain in Writing with similar schools at 31%

21% of our students achieved High Gain in numeracy with similar schools at 26%.

There was a decrease in low growth in all areas in 2018 and a large increase in medium growth. Our AIP target of 25% or more students make high gain was achieved in Writing, Spelling and Grammar and Punctuation.

AIP Target: 90% of students to make at least one Victorian Curriculum level of learning progress in the school year in English (reading and writing) and Mathematics (number and algebra) as measured by teacher judgement. Student outcomes have not consistently supported 90% of students making one year of growth in the 2018 school year.

3 out of 6 year levels had more than 90% of their students with 12 months growth in Reading: 1 with 86%, 1 with 83% and 1 with 72%

3 out of 6 year levels had more than 90% of their students with 12 months growth in Writing: 1 with 79%, with 85% and 1 with 82%

4 out of 6 year levels had more than 90% of their students with 12 months growth in Maths: 1 with 69% and 1 with 85%

Integrated planners for terms three and four were audited to ensure that they address Creative and Critical Thinking in grades 2.4.6.

Engagement

Our work centred around developing engaged, passionate, creative and critical thinking learners who demonstrate the Albert Park Learner Dispositions of create, collaborate, self-regulate, persist and reflect. Teachers undertook training to build their capacity to teach the Creative and Critical Thinking Capability of the Victorian Curriculum. With a focus on Writing, teachers used questioning to engage students in deeper thinking and probe them to justify their responses as part of the mini-lesson prior to independent writing. Using teacher judgement against Victorian Curriculum, 75 per cent of students are at or above expected level of Critical and Creative Thinking Capability in grades 2, 4 and 6 in semester 2 2018.

The 21st Century Learning Design initiative was introduced to enhance the level of the skills of collaboration in units of work taught to the students. The 21CLD pedagogy will be developed extensively in 2019.

Student engagement and voice was promoted through representation of all classes on the Junior School Council. All year 6 students have undertaken a leadership role in a curriculum or wellbeing program, such as Play Leaders and Peer Mediation. Each grade 6 student has also lead a whole school assembly. Four school leaders, elected by their peers met with the leadership team each term They represented the student body at School Council and at community events including the visit by HRH Duke and Duchess of Sussex who visited the school to recognise our significant commitment to sustainability.

Students have engaged in a wide range of inter-school sporting events, camp and cultural events, community excursions, incursions and academic competitions.

The school attendance rate was above 94% and the average number of absence days reduced from the four year average of 13.2 days to 10.9 days, now meeting the parameters of similar schools.

Wellbeing

The Albert Park Way : Keep trying, Respect everyone's rights, Be kind and fair, Act Safely and One voice at a time, has continued to drive positive interactions across the school. The BounceBack Resilience and Wellbeing program has been taught across the school and students in Years 4-6 worked with Family Planning Victoria to meet the outcomes of the Health curriculum. Information sessions were held for parents to share the wellbeing program which was very well received. Year 5 and 6 students began to work on aspects of the Department of Education Respectful Relationships Resource and these units of work will become more of a focus in 2019.

We celebrated Harmony Day and Reconciliation Week and as a Kids Matter accredited school, we consciously worked to embed inclusive practices in all aspects of school life. Albert Park Primary maintains accreditation as an eSmart school and all students work within the framework of Acceptable Use of Technology agreement. As part of our commitment to community engagement and education in cyber safety, Project Rockit worked with senior students, staff and parents.

The school employed a social worker (for part of the year) and a counsellor to work with students, teachers and parents to support mental health and positive behaviour. Increasing levels of student anxiety continues to present a significant challenge to individual wellbeing and engagement. Students in Year 3 and 4 participated in the Youth Empowerment Project to develop a positive self-image.

The Parent Connect group consisting of parents and school leadership, have also structured parent meetings for Prep to year 3 in class groups and cohorts to discuss the social and emotional wellbeing of their children. The sessions for parents have continued to evolve and have been enhanced to include a guest speaker. In semester two a local psychologist presented strategies to deal with anxiety in children and the subsequent meetings, led by trained parent facilitators, provided opportunities for parents to connect with each other and participate in structured conversations.

Financial performance and position

Albert Park Primary School operated within the designated expenditure budget for the 2018 year, fully funding all curriculum programs as planned as well as the purchasing of a range of high-cost ICT equipment.

Once again the school budget also funded a significant number of school facilities maintenance and improvement projects. Our surplus along with fundraising initiatives will allow us to complete our target for 2019 of various school council initiatives, thanks to the DET funding approved in 2018.

The Fundraising and other locally raised funds continue to be an invaluable source of income every year, with gratitude to the School Council and the Albert Park Primary School community.

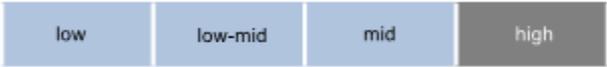
Performance Summary

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	
<p>Enrolment Profile</p> <p>A total of 604 students were enrolled at this school in 2018, 295 female and 309 male.</p> <p>9 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

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
<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>○ Lower</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>

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																								
<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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>63%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>65%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>58%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>61%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	63%	24%	Numeracy	14%	65%	21%	Writing	24%	48%	28%	Spelling	15%	58%	27%	Grammar and Punctuation	13%	61%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	13%	63%	24%																							
Numeracy	14%	65%	21%																							
Writing	24%	48%	28%																							
Spelling	15%	58%	27%																							
Grammar and Punctuation	13%	61%	25%																							

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														
<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</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	95 %	94 %	95 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	95 %	94 %	95 %	94 %										

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
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,248,426
Government Provided DET Grants	\$489,570
Government Grants Commonwealth	\$17,087
Revenue Other	\$72,184
Locally Raised Funds	\$672,476
Total Operating Revenue	\$5,499,744

Equity ¹	
Equity (Social Disadvantage)	\$13,697
Equity Total	\$13,697

Expenditure	
Student Resource Package ²	\$4,043,836
Books & Publications	\$5,700
Communication Costs	\$7,700
Consumables	\$139,351
Miscellaneous Expense ³	\$414,907
Professional Development	\$20,607
Property and Equipment Services	\$369,908
Salaries & Allowances ⁴	\$257,787
Trading & Fundraising	\$88,574
Utilities	\$34,585

Total Operating Expenditure	\$5,382,954
------------------------------------	--------------------

Net Operating Surplus/-Deficit	\$116,790
---------------------------------------	------------------

Asset Acquisitions	\$5,773
---------------------------	----------------

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$453,582
Official Account	\$88,172
Other Accounts	\$183,961
Total Funds Available	\$725,715

Financial Commitments	
Operating Reserve	\$184,531
Other Recurrent Expenditure	\$4,123
Funds Received in Advance	\$496,008
School Based Programs	\$20,304
Funds for Committees/Shared Arrangements	\$8,722
Capital - Buildings/Grounds > 12 months	\$21,050
Total Financial Commitments	\$734,738

(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 15 March 2019 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.

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).

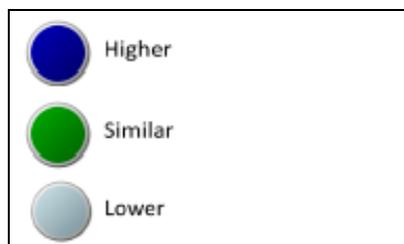


What does *School Comparison* refer to?

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.



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*' or '*ND*' 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').