2016 Annual Report to the School Community

THE **EDUCATION STATE**

School Name: Ainslie Parklands Primary School

School Number: 4879

Name of School Principal: Prepared by Acting Principal 2017	Alan Baker Jennie Brown
Name of School Council President:	Scott Turner
Date of Endorsement:	21 st April 2017

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 framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

VICTORIA State Government | Education and Training

About Our School

School Context

Ainslie Parklands Primary School prides itself in being child-centred, characterised by a clear understanding that the core business of the school is learning. In addition to learning to be highly literate and numerate, the school programs and priorities focus unashamedly on 'the whole child'. We actively foster creativity and curiosity, and implement practices to reduce, reuse and recycle resources to achieve a culture of sustainable living. Some of our families travel some distance to bring their children to our school, particularly because of the Exploring Time program offered to our Foundation and Year One children. The school is experiencing growth in enrolment with 186 students enrolled in 2016. With 34 students from EAL backgrounds, some 30% of our students, or their parents, have come from Burma via the concentration camps of Thailand and for whom English is a Second Language and dealing with trauma is still a significant issue. There is a strong focus on student engagement at the school and a significant number of students The school has 23 staff including a non-teaching principal, who work on a part time and full time basis as teachers, administrative and Educational Support Staff roles. A number of people job share both administrative and teaching positions.

Framework for Improving Student Outcomes (FISO)

Ainslie Parklands Primary School identified a number of Key Improvement Strategies from the FISO Framework for 2016. The introduction of the Victorian Curriculum was a focus ensuring that staff had an ever-developing understanding of the changes to school documentation. School documentation in itself was also highlighted in the AIP, with plans to document both the Play based and Inquiry instructional models. Data was to be collected to inform teaching and staff were to be encouraged to build their data literacy. Building communication was also to add to the focus on community engagement and plans were proposed to keep the community involved in the teaching and learning process. Leadership capacity was also to be built and a leadership team was to be developed to drive whole school initiatives. Professional learning as a cluster was the purpose a curriculum day in Term 2, to understand FISO and create learning teams across schools. Teachers also worked in teams called triads to work together in professional discussions and provide feedback. Teachers also worked together to discuss curriculum developments and school and DET initiatives.

Achievement

The 2016 AIP referred to the need to document both the Play–based and Inquiry-based programs that the school had demonstrated with a long commitment to in the open plan learning spaces approach. Critical reflective practice and formalisation of data collection process across the school were also to be a focus. Student achievement data continues to be an area of focus for the school. Teachers worked in teams to identify areas of need and student portfolios demonstrated the learning growth over the year. Three way conferences helped parents and students reflect on learning and achievement. Variation in results in data can often be attributed to effect size of very small cohorts. NAPLAN data revealed underachievement particularly in Year 5 Numeracy and may be explained by looking at students who had low literacy levels due to English being an additional language. The problem based Maths component of NAPLAN requires a proficiency in reading to complete questions and write solutions.

Curriculum Framework implemented in 2016

| ☐ Victorian Early Years Learning and Development Framework | ☐ AusVELS | ☐ Victorian Curriculum | ☒ A Combination of these |

Engagement

Engagement was measured by using a combination of student attendance data and attitudes to school survey data at Ainslie Parklands Primary School. One or two students, who are chronic non-attenders in smaller schools, can affect attendance data and the school works with the families to support a return to school and regular school attendance. The school works with families to ensure that daily attendance is important for every child every day. Extended family holidays and the usual range of childhood illnesses, rather than truancy or school refusal, explain the majority of absences. The 2016 Attitudes to School survey was undertaken during a period of a staffing change and did not give a true reflection of the student population; data collected later in the year demonstrated a significant upward trend. School activities planned to engage students in 2016 included the school picnic, the biannual Art Show and sporting events. Friday assemblies celebrated the weekly achievement of students in each studio through presentations about learning and final products.

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Wellbeing

Ainslie Parklands Primary School is a safe and supportive environment. The school has improved the communication with parents with the use of newsletters, the school website and communication through electronic media. Parents and teachers meet regularly and communication through emails and text messages are an effective form of feedback. Teachers work on developing trust with each and every child. They develop close relationships that encourage students to share concerns that may be interfering with their learning and relationships with peers. Ainslie Parklands Primary School has a number of students who are supported by the PSD program. Students are well supported by ES staff and the teaching staff to achieve their personal best.

For more detailed information regarding our school please visit our website at
www.ainslieparklandsps.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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 185 students were enrolled at this school in 2016, 88 female and 97 male.
There were 21% of EAL (English as an Additional Language) students and < 10% 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.

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

Achievement	Student Outcomes	School Comparison
Teacher judgment 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 Performance Summary*.	Results: English 0 — 100 Results: Mathematics 0 — 100	Similar Similar

Performance Summary

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 Similar Lower Similar

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
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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 25 % Low — 50 % Medium — 25 % High **Numeracy** 42 % Low — 50 % Medium — 8 % High **Writing** 36 % Low — 36 % Medium — 27 % High **Spelling** 45 % Low — 27 % Medium — 27 % High **Grammar and Punctuation** 45 % Low — 36 % Medium — 18 % High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days 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. 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. Average 2016 attendance rate by year level:	Results: 2016 0 ——————————— 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ——————————— 50 Low absences <------> high absences	Lower Lower

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	92 %	90 %	92 %	91 %	91 %	95 %

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
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Lower Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* 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.	Results: 2016 Results: 2013 - 2016 (4-year average)	Similar Similar

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, P-12 and specialist schools, 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.
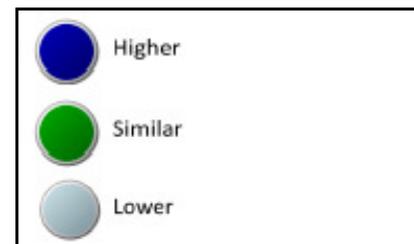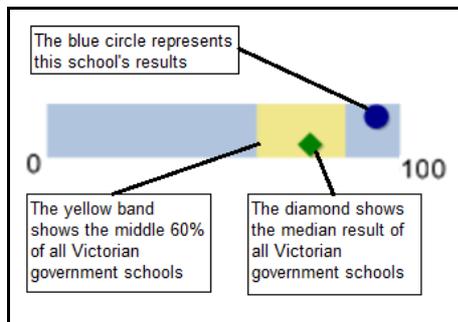
Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.
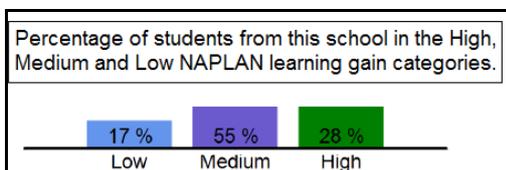
What are the changes in student achievement?

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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 and position commentary

By December 31st 2016, the school had a surplus of $34, 417. With a number of students receiving funding from the Program for Students With Disabilities, the school was able to fund a number of programs in addition to the Education Support Staff, including a visiting Speech Therapist and Occupational Therapist.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	

Revenue	Actual	Funds Available	Actual
Student Resource Package	$1,381,251	High Yield Investment Account	$33,347
Government Provided DET Grants	$180,971	Official Account	$3,664
Government Grants Commonwealth	$11,793	**Total Funds Available**	**$37,011**
Revenue Other	$2,413		
Locally Raised Funds	$174,465		
Total Operating Revenue	**$1,750,894**		

Expenditure		Financial Commitments	
Student Resource Package	$1,350,769	Operating Reserve	$10,000
Books & Publications	$1,957	Asset/Equipment Replacement < 12 months	$12,448
Communication Costs	$3,209	Maintenance - Buildings/Grounds incl SMS<12 months	$5,911
Consumables	$29,649	Revenue Receipted in Advance	$5,952
Miscellaneous Expense	$83,044	Provision Accounts	$2,700
Professional Development	$6,112	**Total Financial Commitments**	**$37,011**
Property and Equipment Services	$81,207		
Salaries & Allowances	$113,000		
Trading & Fundraising	$32,749		
Utilities	$14,780		

Total Operating Expenditure	**$1,716,477**

Net Operating Surplus/-Deficit	**$34,417**
Asset Acquisitions	**$0**

Student Resource Package Expenditure figures are as of 06 March 2017 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.