2019 Annual Report to The School Community

School Name: Ainslie Parklands Primary School (4879)

- 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 2019 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 05 March 2020 at 06:11 PM by Brett Mackenzie (Principal)

The 2019 Annual Report to the school community:
- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

About Our School

School context

Ainslie Parklands Primary School is located in outer eastern suburbs of Melbourne, in the foothills of the Dandenong Ranges. The school has a long and proud history of almost 60 years, valuing the contributions of families past and present. The workforce comprises Principal, Learning Specialist, teachers and ES staff. A total of 154 students were enrolled in 2019. EAL students make up 10% of our student population and there are 10 students on the Program for Students with Disabilities. 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 the development on 'the whole child'. We actively foster creativity and curiosity, while supporting the development of the school values of respect, responsibility and resilience. The Victorian Curriculum is the basis for all curriculum in Foundation – Year 6, with significant team planning ensuring effective and engaging delivery. Students are engaged and encouraged to reach their full potential through learning programs designed to foster independence, goal setting and high expectations. Open space learning is available to most levels in the school. Students' special talents and abilities are nurtured and broadened through our specialist program, featuring Visual Arts, Music, German and Kitchen Garden. The students also have the opportunity to participate in instrumental music lessons from visiting specialist, in addition to the Just Brass program run by the Salvation Army.
The School Strategic Plan 2019 – 2022 was completed in early 2018, with priorities based on the Framework for Improving Student Outcomes (as listed below). The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. We also benefit immeasurably by the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community. The Ainslie Parklands Primary School Fundraising and Community Engagement Committee, continues to support and promote school community connectedness through a range of social and fundraising activities. The School Council ensures the school facilities (grounds, buildings and resources (human and physical) are well placed to deliver diversity and choice to enhance curriculum provision and student well-being support.

Framework for Improving Student Outcomes (FISO)

Ainslie Parklands Primary School identified a number of Key Improvement Strategies from the FISO Framework for 2019. The school underwent a strategic review during 2018, which culminated in the development of an updated four-year School Strategic Plan. The strategic plan focused strongly on the development of clear and consistent practices across the school. The development and implementation of a school wide instructional model, continued implementation of the School-Wide Positive Behaviour Framework and the development of structures and processes that support distributed leadership were central to the continued development of the school. 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.

Achievement

At Ainslie Parklands Primary School, we have continued to strive for improvement for every student. Our NAPLAN results indicate that 52% of Year 3 students performed in the top two bands in Numeracy, 74% in Reading and 55% in Writing. Year 5 NAPLAN results indicate 19% of students performing in the top two bands in Numeracy, 48% in Reading and 22% in Writing. The relative gain results indicate the number of students achieving high growth to be similar to schools with similar characteristics. In 2019, a focus in the school Annual Implementation Plan was the introduction and embedding of a School Wide Instructional Model. Our results indicate further improvements and in some areas significant improvements. This can be attributed to the further development of skills of teachers to target their teaching to individual student needs and understand the data that supports this. Further work on Formative Assessment and feedback will enable further significant improvement. The 2019 AIP referred to the need to increase

student learning and engagement in writing, along with the goal of increasing indicators that indicate a safe, inclusive and happy school environment. Critical reflective practice and formalization 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.

Engagement

At Ainslie Parklands Primary School we are very proud of our school and continually strive to foster a positive attitude amongst our community. Through teaching valuable life skills, we aim to provide our students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life. 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 significant 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. School activities planned to engage students in 2019 included the School Fair, Walk and Ride to School Initiatives and various sporting events. Students from Y4/5 were given the opportunity to participate in the musical production at neighbouring Melba College. Monday assemblies celebrated the weekly achievement of students in each studio through presentations about learning and final products. Students from Y3-6 attended school camp activities, while student in Y1/2 participated in an evening activity at school. Year 6 students lead and participate in a buddies program with Foundation students, while a selection of Year 6 students are able to fulfil roles of school leader.

Wellbeing

At Ainslie Parklands Primary School we believe that building strong, positive relationships is the best means of ensuring students feel safe, secure and engaged with their learning and school. 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. Even though our data demonstrates we are achieving strong results in the wellbeing area, it will continue to be a focus for our school. In 2019 we continued our journey towards becoming a School Wide Positive Behaviour Support school, in which we will focus on specific skills that will assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. School Wide Positive Behaviour in the years ahead is going to strengthen the resilience of our whole school community and work towards everyone operating at their optimum level and tackling challenges with a positive attitude.

Financial performance and position

This year the school finished with a net operating surplus of $53,213. This was achieved by implementing stronger financial measures in relation to spending in budgets. The school received Equity funding which was used to employ a teacher to coordinate the implementation of the School Wide Positive Behaviour Framework. Fundraising was positive and was used to update school resources. The majority of fundraising in 2018 is being held over to 2019, to contribute to the refurbishing of the art studio and library, in addition to the updating The school works to support approximately

5% of the student population through the Program for Students With Disabilities, the school was able to fund a number of programs in addition to the Education Support Staff.

For more detailed information regarding our school please visit our website at
http://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 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 156 students were enrolled at this school in 2019, 77 female and 79 male.

24 percent were EAL (English as an Additional Language) students and 0 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).

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

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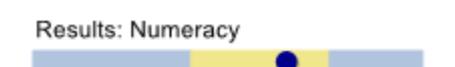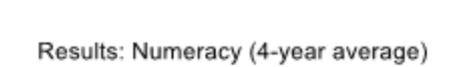
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

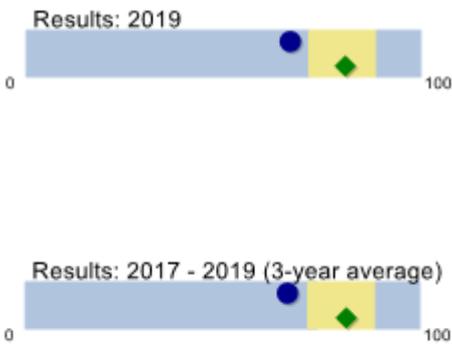| Key: | Range of results for the middle 60% of Victorian Government Primary Schools: ⬛ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison Above ● Similar ● Below ● |

Achievement	Student Outcomes	Similar 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: 🟨		Key:	Similar School Comparison
	Results for this school: ⬤ Median of all Victorian Government Primary Schools: ◆			🟢 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar 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.		**Above** 🟢 **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)	**Below** 🔵 **Below** 🔵

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

Achievement

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'.

Student Outcomes

Reading
50 % Low | 25 % Medium | 25 % High

Numeracy
55 % Low | 45 % Medium

Writing
26 % Low | 39 % Medium | 35 % High

Spelling
23 % Low | 50 % Medium | 27 % High

Grammar and Punctuation
36 % Low | 64 % Medium

Similar School Comparison

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

25% Low | 50% Medium | 25% High

Statewide Distribution of Learning Gain (all domains)

Performance Summary

Engagement	Student Outcomes	Similar 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 **Similar School Comparison** A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.	Results: 2019 0 ▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬ 50 Few absences <------> Many absences	Below ●
Average 2019 attendance rate by year level:	<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>92 %</td><td>87 %</td><td>90 %</td><td>90 %</td><td>90 %</td><td>88 %</td><td>92 %</td></tr></table>	Similar school comparison not available

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: ◆ | Key: | Similar School Comparison
● Above ● Similar ● Below |

Wellbeing	Student Outcomes	Similar 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: 2019 Results: 2017 - 2019 (3-year average)	Below
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: 2019 Results: 2017 - 2019 (3-year average)	Below
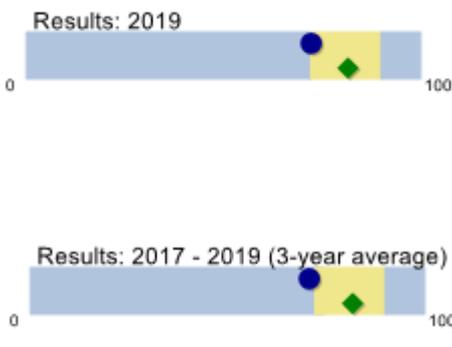
Financial Performance and Position

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, 2019	
Revenue	**Actual**
Student Resource Package	$1,413,722
Government Provided DET Grants	$206,075
Government Grants Commonwealth	$8,200
Government Grants State	$46,984
Revenue Other	$6,206
Locally Raised Funds	$101,500
Total Operating Revenue	**$1,782,686**

Equity[1]	
Equity (Social Disadvantage)	$26,641
Equity Total	**$26,641**

Expenditure	
Student Resource Package[2]	$1,355,318
Books & Publications	$6,183
Communication Costs	$2,056
Consumables	$30,450
Miscellaneous Expense[3]	$72,653
Professional Development	$8,724
Property and Equipment Services	$151,950
Salaries & Allowances[4]	$82,837
Trading & Fundraising	$10,858
Utilities	$20,222

Total Operating Expenditure	**$1,741,251**
Net Operating Surplus/-Deficit	**$41,436**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$85,675
Official Account	$6,948
Total Funds Available	**$92,623**

Financial Commitments	
Operating Reserve	$56,757
Funds Received in Advance	$5,472
Beneficiary/Memorial Accounts	$300
Maintenance - Buildings/Grounds < 12 months	$30,094
Total Financial Commitments	**$92,623**

(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 26 February 2020 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).
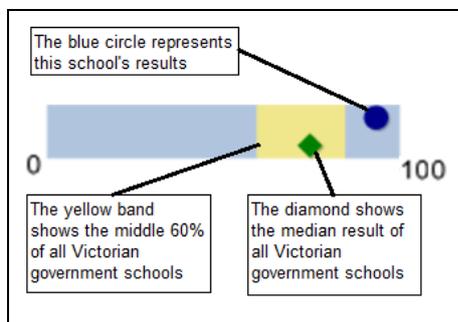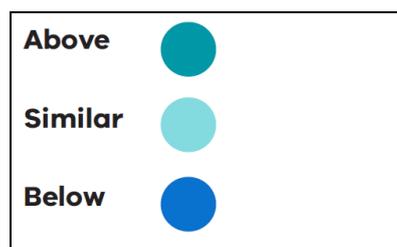

What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.

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').