

2021 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 2021 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 22 April 2022 at 03:10 PM by Jane Capon (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 11:51 AM by Evan Coutts (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Ainslie Parklands Primary School is located in the outer eastern suburbs of Melbourne, at 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. There are 10.2 EFT teachers and 3.68 EFT ES staff, with a total of 14.88EFT staff at the school. A total of 131 students were enrolled in 2021 at the August census. EAL students make up 10% of our student population, with 9 students on the Program for Students with Disabilities and one student identifying as ATSI.

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 collaborative 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. Ainslie Parklands Primary School participated in the Tutor Learning Initiative (TLI), offers an International Student Program (ISP) and nurtures students' special talents and abilities through our specialist program, which featured Visual Arts, Music, and Kitchen Garden. The students also have the opportunity to participate in instrumental music lessons from visiting specialists, in addition to the Just Brass program run by the Salvation Army. Before and after school care is also provided through an outside contracted company.

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 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 focused on the Key Improvement priorities from the Department of Education through the FISO Framework for 2021: Learning, catch up and extension, happy, active and healthy kids and connected schools. The development and implementation of a consistent 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 collected to inform teaching and staff were encouraged to build their data literacy, which in turn resulted in NAPLAN data showing a marked increase in academic growth as compared to results in 2019. Building communication practices with our parents and carers during a second year of lockdowns added to the focus on community engagement and plans were proposed to keep the community involved in the teaching and learning process where possible. Leadership capacity was built and a School Improvement leadership team was developed to drive whole school initiatives. The school benefited greatly throughout 2020 and 2021 by its involvement with the Differentiated School Support Initiative (DSSI) - Leadership Partners. In addition to supporting the further implementation of the school-wide instructional model, the DSSI partnership focused on the embedding of Professional Learning Communities (PLC) across the school during 2021. This process continued throughout remote learning with a strong impact on teacher practice.

Achievement

The school responded well to the period of remote learning which impacted the 2021 school year. Clear structures were put in place to allow for students and families to access learning through a purpose-built google site. The site was updated weekly to allow teachers to review and plan new learning tasks. Communication with parents was maintained by the school through the already established Compass portal. Teachers met daily with the whole class group using WebEx Meetings and conducted small group and individual sessions throughout the week. The majority of PSD funded students were invited onsite during lockdowns to ensure that their progress continued and that they remained engaged, despite repeated phases of Remote Learning. Educational support staff communicated daily with PSD funded students and their families to provide additional educational and emotional support throughout this period. The school utilised the Seesaw online portfolio platform to allow students to share their work with teachers. This process gave a clear and consistent channel for sharing of work, but also the provision of feedback. It was through Seesaw that the most effective formative and summative assessment took place.

Throughout the remote learning period, the teachers continued to implement improvement strategies through the Professional Learning Communities (PLC). The process allowed teaching teams to focus on very specific problems of practice, while also closely tracking student progress. The data staff were able to collect through the PLC inquiry process proved very useful when planning for new learning.

These strategies resulted in improvement in student academic outcomes. In 2021, Ainslie Parklands Primary School rated as a school of "Influence" in achievement areas for Reading and Mathematics. Students showed benchmark growth in Reading, Writing and Numeracy well above similar schools. Students also displayed growth in Writing (2019-2021 Year 3-5), with 45% of students demonstrating high growth in NAPLAN Writing, which is well above state and similar schools.

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. The outdoor classroom is a priority focus of the school, strongly supported by parents and the community and found to be very engaging by the students. A focus on hands-on, inquiry based learning is also effective in enabling students to remain engaged in their learning, and build their skills for lifelong learning.

In 2021 the school undertook significant measures to support the well-being and connection to school of students, families and staff during remote learning, and during the return to onsite learning. A number of students were regularly supported onsite during remote learning, as the school recognised the challenges students and families face during learning from home. The school implemented consistent processes to check in with students on a daily basis, but also to ensure that families had a consistent line of communication. The regular absence of one or two students can affect attendance data in a small school and the school worked with the families to support a return to school and regular school attendance. Attendance was particularly challenging for a small number of families during the pandemic. For students who did not participate either onsite or online for three days or more, teachers would make direct contact with the family to provide extra support, and refer to leadership teams if required. Teachers worked hard to build student engagement and connectedness during 2021 with class and individual online WebEx sessions, phone calls/emails, daily wellbeing checks, online assemblies, among other strategies.

Wellbeing

At Ainslie Parklands Primary School, student wellbeing was prioritized in 2021. 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 effective forms of feedback. 2021 Parent Opinion Survey data reported positive responses to school

pride and confidence, growing from 77% in 2020 to 90% in 2021. Parents reported a slight increase on the development of resiliency and confidence with their children at 88%, which is just above similar schools and state. Teachers work on developing a strong relationship and 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 and teaching staff to achieve their personal best. In 2021 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.

Finance performance and position

In 2021, Ainslie Parklands Primary School finished with a small deficit, which was due to a variety of factors, including the cancellation of fundraising activities, student movement largely due to the pandemic, and additional staffing for students onsite during lockdown periods. The school received Equity funding and Tutor Learning Initiative funding which was used to support students' learning growth both online and onsite - as well as the school's EAL student cohort. The majority of fundraising activities planned for 2021 are being held over to 2022, working towards the purchase of further shade sails for the school's playgrounds. Plans have been approved for a new playground area, designed by the school community, as well as a shade structure to provide an additional outdoor learning space. This work will be undertaken in 2022 due to delays brought about by the pandemic. The school worked to support 7 students through the Program for Students With Disabilities.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.ainslieparklandsps.vic.edu.au/](https://www.ainslieparklandsps.vic.edu.au/)

Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 131 students were enrolled at this school in 2021, 76 female and 55 male.

22 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

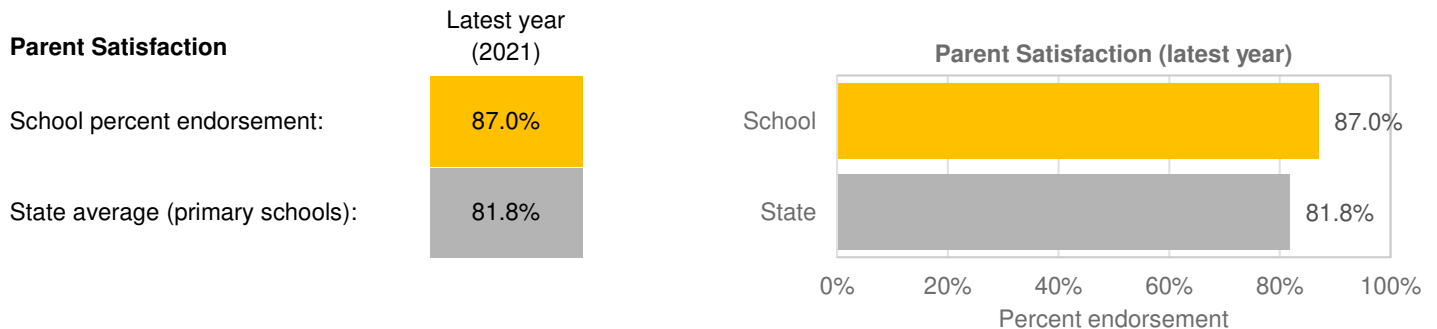
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

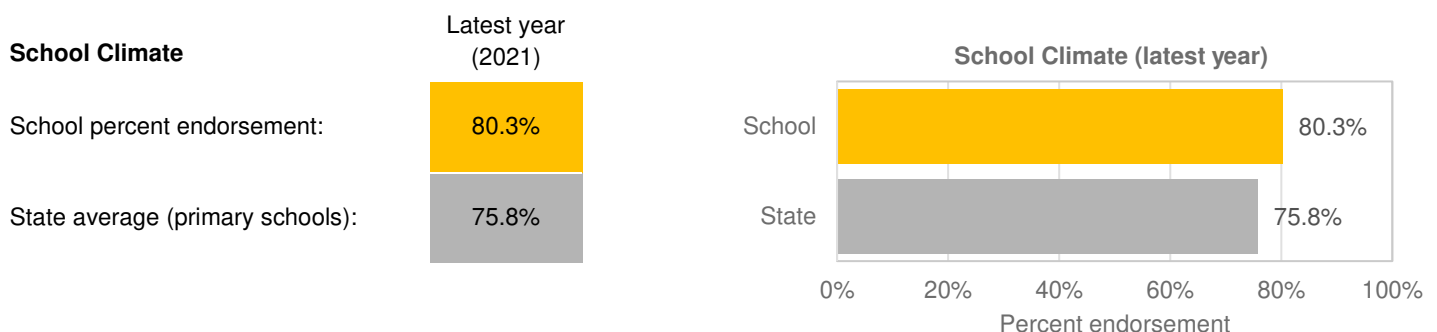


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

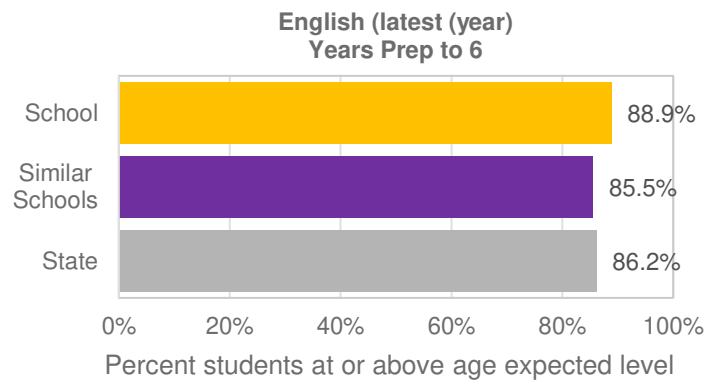
88.9%

Similar Schools average:

85.5%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

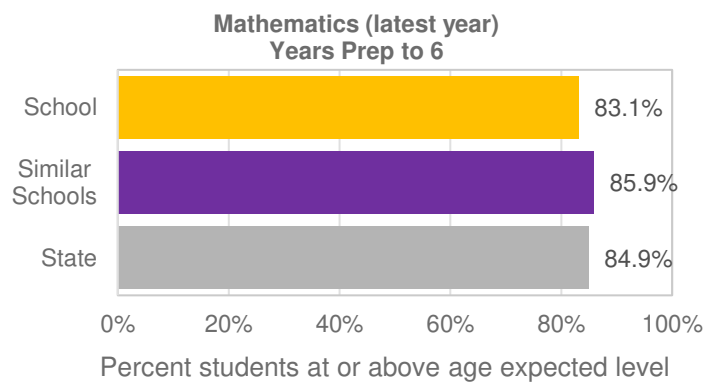
83.1%

Similar Schools average:

85.9%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

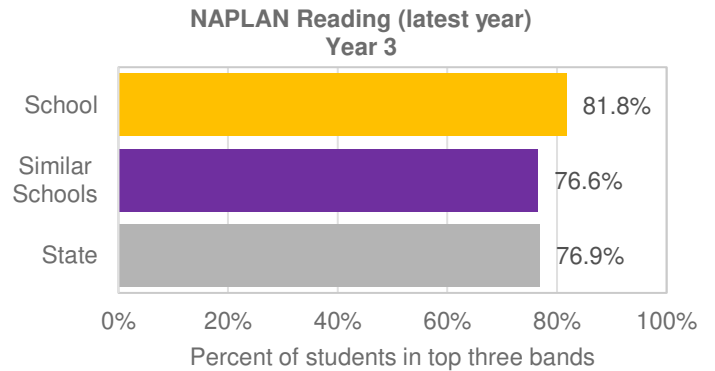
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

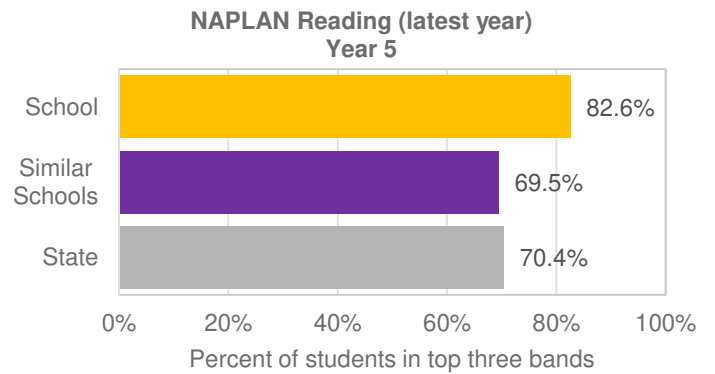
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.8%	82.5%
Similar Schools average:	76.6%	76.7%
State average:	76.9%	76.5%



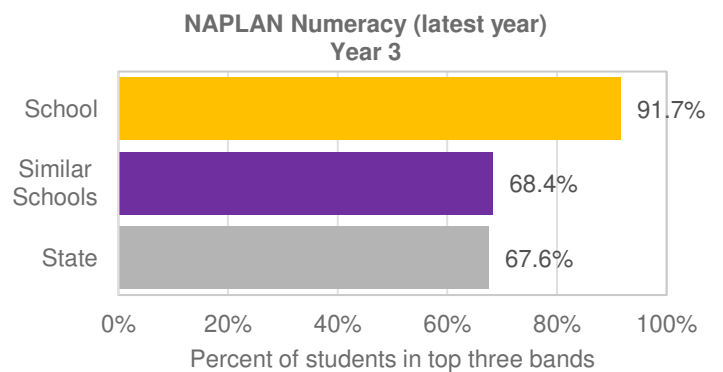
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	82.6%	73.0%
Similar Schools average:	69.5%	67.5%
State average:	70.4%	67.7%



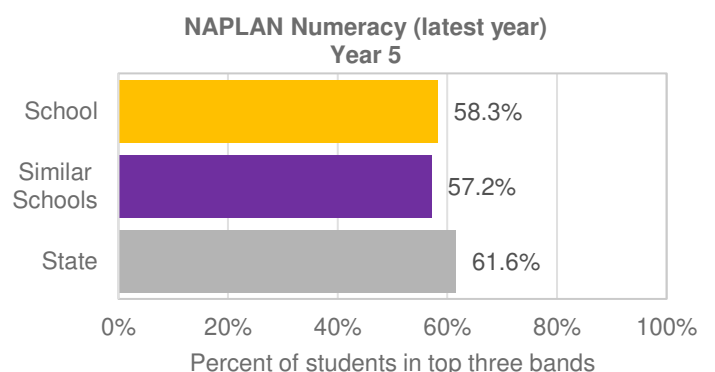
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.7%	70.0%
Similar Schools average:	68.4%	70.2%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	57.6%
Similar Schools average:	57.2%	58.3%
State average:	61.6%	60.0%



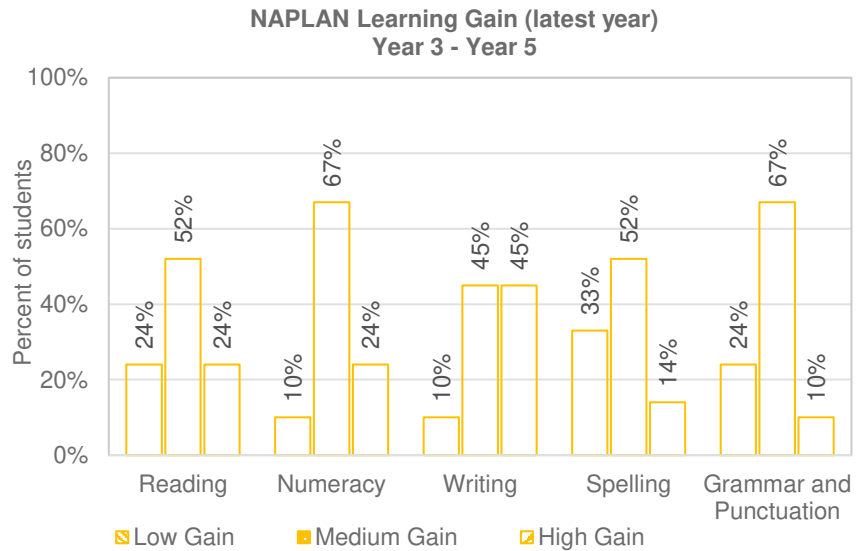
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	52%	24%	21%
Numeracy:	10%	67%	24%	20%
Writing:	10%	45%	45%	20%
Spelling:	33%	52%	14%	22%
Grammar and Punctuation:	24%	67%	10%	20%



ENGAGEMENT

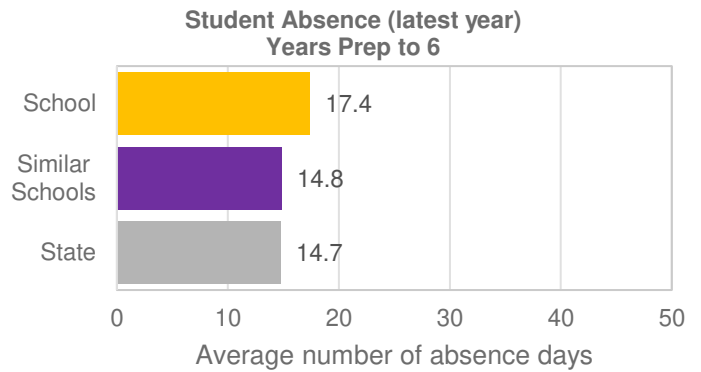
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.4	18.3
Similar Schools average:	14.8	15.4
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	89%	93%	90%	92%	93%	90%

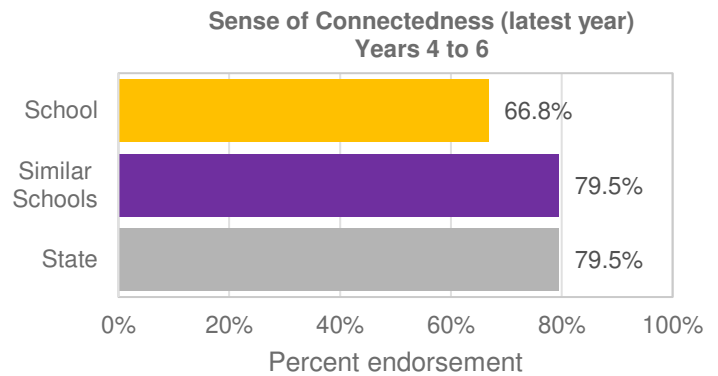
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.8%	64.8%
Similar Schools average:	79.5%	80.1%
State average:	79.5%	80.4%

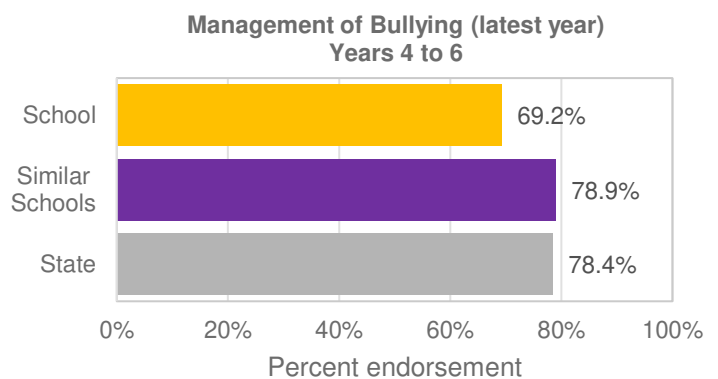


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	69.2%	65.8%
Similar Schools average:	78.9%	79.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,455,289
Government Provided DET Grants	\$167,026
Government Grants Commonwealth	\$4,330
Government Grants State	\$0
Revenue Other	\$1,175
Locally Raised Funds	\$61,744
Capital Grants	\$0
Total Operating Revenue	\$1,689,563

Equity ¹	Actual
Equity (Social Disadvantage)	\$45,230
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$45,230

Expenditure	Actual
Student Resource Package ²	\$1,463,327
Adjustments	\$0
Books & Publications	\$1,922
Camps/Excursions/Activities	\$30,532
Communication Costs	\$2,369
Consumables	\$37,964
Miscellaneous Expense ³	\$8,658
Professional Development	\$2,538
Equipment/Maintenance/Hire	\$24,882
Property Services	\$47,749
Salaries & Allowances ⁴	\$65,235
Support Services	\$0
Trading & Fundraising	\$4,598
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,686
Total Operating Expenditure	\$1,708,459
Net Operating Surplus/-Deficit	(\$18,896)
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$93,958
Official Account	\$4,267
Other Accounts	\$0
Total Funds Available	\$98,225

Financial Commitments	Actual
Operating Reserve	\$34,072
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$10,263
School Based Programs	\$1,700
Beneficiary/Memorial Accounts	\$100
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$9,900
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$42,190
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$98,225

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.