

# 2016 Annual Report to the School Community



School Name: St Albans East Primary School

School Number: 4741



Name of School Principal:

Paul Busuttil

Name of School Council President:

Tracy Nero

Date of Endorsement:

16<sup>th</sup> May 2016

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

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



Education  
and Training

## About Our School

### School Context

St Albans East Primary School caters for a culturally diverse student population and is located in a well-established residential area of St Albans in the City of Brimbank. At the 2016 census, school enrolment was 402 students. The school comprised of 18 classes; the average number of students per class was 22 across the school. The school has a combination of straight and composite classrooms. By the end of 2016, the enrolment was 416. The school is in receipt of Mobility funding to support the *transient enrolment* experienced in 2016. The SFO (Student Family Occupation) index was 0.80 and LBOTE 56%. There are 42 different nationalities represented.

St Albans East Primary School staff comprises of 34.7 EFT Teaching staff made up of classroom teachers, Teachers of the Deaf, 5 leading teachers (Literacy, Numeracy, Welfare, Curriculum and eLearning), principal and assistant principal. There were 11.14 EFT Education Support Staff comprising of office administration, integration aides and Auslan interpreters. The school accessed the services of a psychologist and speech therapist through the region, but also employed an additional 1.2 EFT speech pathologist from within the school budget to support the deaf students and the 20% of students on the Language Support Program.

St Albans East Primary School hosts the Western Metropolitan Regional deaf facility that caters for the specific learning needs of Deaf and Hard of Hearing children. There were 17 students enrolled in 2016. The staffing profile comprised of 4 Teachers of the Deaf (2.4 EFT) and 2 trained Auslan interpreters/Educational Support (1.4 EFT). To support our Deaf and Hard of Hearing students, Auslan was taught as the Language other than English (LOTE).

The school offered a comprehensive curriculum program based on the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) and focused on John Hattie's Visible Learning strategies and Jane Pollock's GANAG lesson structure. In addition to this we offered the following specialist programs – visual and performing arts, physical education, ICT, reading recovery, LOTE (Auslan) and support programs - Literacy Support (Reading Recovery, Bridges and Fountas & Pinnell Levelled Literacy Intervention) and English as an Additional Language (EAL). The school also offered keyboard, recorder group, deaf mentor program, life skills, Seasons Program, Feeling is Thinking (FisT) program, Language Support Program, interschool sport, excursion & camping program, PMP, P – 6 swimming, Life Education, Vietnamese dance group, library, Footsteps, chess club, Student Action Teams (SATs) and choir.

We have a strong commitment to the teaching and learning of literacy and numeracy and this will remain a priority for the school. The school employed 3.7 EFT teaching and learning coaches through its Student Resource Package and Low SES Funding to further support and build teacher capacity in literacy and numeracy.

The school has a focus on:

- Building teacher capacity to ensure improved student learning in literacy and numeracy.
- Meeting the individual learning needs of all students through Individual Learning Plans.
- A growing focus on digital learning and increased access to digital devices.
- The range of social development programs that complement the formal curriculum.
- Innovative approaches to enhance curriculum.
- Community support for children and parents.

The school comprised of three main teaching blocks built in 1956, a separate art room and separate hall. The recent *Building the Educational Revolution* allowed the school to demolish one of the teaching blocks and build a modern, up-to-date open-planned learning environment consisting of a new Library/Multimedia area and six new classrooms. The design supports the understanding of how space best facilitates teaching and learning. This is very exciting for the school community. A significant amount of the school resources allowed the school to upgrade some of its ground surfaces, repaint two main buildings and carpet one building. The school now boasts an established synthetic oval, two basketball courts, volleyball court and a junior play area.

In 2016, parent satisfaction was slightly above the state mean however, school staff satisfaction was on the lower side of the results for the middle 66% of all Victorian government primary schools.

### We adhere to our school values of:

**Respect:** Collaborating and listening to feedback to do things in new and better ways to meet the needs of our community.

**Responsibility:** Taking responsibility for our actions and placing the wider school community at the centre of our decision-making.

**Learning:** Providing a learning culture where there is a high expectation for all students that caters for individual learning needs.

**Cooperation:** Providing a welcoming environment where all members of the school community are encouraged to participate in a wide range of school and community events.

## Framework for Improving Student Outcomes (FISO)

St Albans East Primary School selected the initiatives of 'Curriculum Planning and Assessment' and 'Empowering students and Building School Pride' as these are the identified priorities in our School Strategic Plan. These initiatives were selected as a result of data analysis and recommendations from the 2014 School Review and were supported by 2015 NAPLAN the results, staff and student survey analysis.

### The Key Improvement Strategies that are closely linked to these initiatives are:

#### Curriculum Planning and Assessment

- Build teacher capacity to identify and teach to each student's point of learning.
- Embed a whole school approach to the use of data and evidence.
- Redefine, apply and embed a consistent methodology for planning across all areas and in particular English and Mathematics.

#### Empowering Students and Building School Pride

- Provide a stimulating learning environment and implement programs that enable students, parents and staff to feel connected to the school and wider community.
- Create opportunities within the school community for student and parent voice.
- Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying.
- Develop and implement agreed upon and documented guidelines for acceptable student behavior at school.
- Build the capacity of students to be resilient, socially responsible and respectful in all their relationships'
- Build a whole school culture that seeks to inform, invites participation and embraces feedback from the whole school community.

The school is committed to ensuring the best possible results are achieved in literacy and numeracy at all levels and has continued to involve all teachers in extensive professional learning programs focused on these areas through the employment of 1.6 EFT literacy and 1.0 EFT numeracy coaches. The school used the Student Resource Package and Low SES Funding to continue to employ the school based coaches, as well as 1.2 EFT Reading Recovery teachers. Educational Support staff implemented the Bridges Literacy program. In 2016, the school used the Fountas and Pinnell Leveled Literacy Program and allocated additional 1.5 EFT staff to this program. Teachers worked collaboratively to implement programs that focus on essential learning, analysis of data and curriculum differentiation through weekly professional learning team meetings that were facilitated by a school based teaching and learning coach.

## Achievement

In 2016 teacher assessment, measured against AusVELs, demonstrated that St Albans East Primary School students P-6 achieved results at a similar level to other schools after taking into account the background characteristics that are known to make a difference to student results in both English and Mathematics.

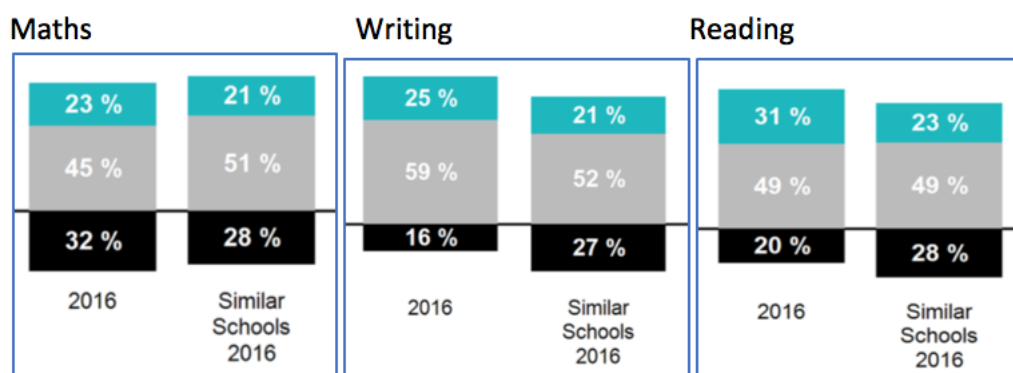
In 2016 the Year 3 NAPLAN Reading was at a similar level when compared to other schools after taking into account the similar background characteristics. The percentage of students in the top two bands indicated that 37% of students in Year 3 are above the level achieved by similar primary schools at 32%. Similarly, Year 3 writing in NAPLAN indicated that 53% of our students were performing in the top two bands compared to the achievement of similar primary schools at 44%. Year 3 students' achievement in NAPLAN Numeracy was lower than the level when compared to other schools after taking into account the background characteristics.

In 2016, the Year 5 students' achievement on the NAPLAN Reading, Writing and Mathematics assessments was at a similar level when compared to similar schools.

### The NAPLAN Learning Gain Year 3 – Year 5 (2014-2016)

Reading had high growth from 22% in 2016 to 31% with 20% of students demonstrating low growth compared to 28% of students in similar schools in 2016. In Writing students demonstrated high growth from 10 % in 2015 to 25% in 2016, with 16% of students demonstrating low growth compared to 27% of students in similar schools. In Numeracy, low growth had decreased however, while students achieving medium to high growth over the two-year period showed slight improvement from 65% to 68%.

### Relative Growth Year 3 to 5



### Curriculum Framework implemented in 2016

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

## Engagement

In 2016, the school continued to achieve slightly better results than the medium of all Victorian schools in student attendance and the 4-year average was placed at a higher level in student attendance when compared to other similar schools. This has resulted from the use of a variety of strategies including the 'It's Not Okay to Be Away' Program and increased communication with parents about the impact of student absence have on learning. Year 2 to Year 6 reported between 92% and 94% attendance, with the Prep and Year 1 cohorts recorded 90% and 91%, respectively. The school also has processes in place for monitoring student absences and making daily contact with families. There continues to be a decrease in unexplained absences, however extended overseas family holidays have continued to impact on our student attendance data.

The school implemented a 'Getting Started' Program at the beginning of the 2016 school year. The aim of the 'Getting Started' Program was to introduce concepts and to develop strategies, lessons and activities addressing the 'Domains of Personal Learning, Interpersonal Development & Thinking Processes'. By implementing this whole school approach to setting up an effective learning environment students and teachers were able to develop a common language and a consistent approach. This has had a significant impact on students settling into the school year and developing a positive classroom climate, as well as providing a basis for exploring and understanding our school values. The school provided opportunities for the students to participate in Student Action Teams in literacy and a Student Leadership Team. In 2016, all students were assigned to a House and the students elected House Captains as has been done in previous years.

The school implemented Clubs in 2016. All students were assigned to multi-aged group that met each fortnight on a child centered learning activity. All students participated in Footsteps weekly throughout Term 1. The dance program focused on building understanding of the school's values.

## Wellbeing

The SEHQ - General Development status of children entering Prep indicated that 16% of Prep students were deemed at *High Risk* when compared to all Government schools, placing the school in the *Highest* category on the rate of high-risk children in General Development. The SEHQ - Social, Emotional and Behavioral Development status of children entering Prep indicated that 8 % of Prep students were deemed at *Medium Risk* when compared to all Government schools, placing the school in the *Medium* category on the rate of high-risk children in Social, Emotional and Behavioral development.

In 2016, our 'Student Attitude to School' Survey results demonstrated that the school achieved at a similar level when compared to other like schools. In 2016, the Year 5 and 6 teachers and the Primary Welfare Officer again unpacked the survey data with students to develop a more comprehensive understanding of the results. The school places a high value on student welfare and connectedness, investing resources in implementing a strong values program and a whole school approach to respond to behaviour, intervention and expectations. Additional programs have been resourced and implemented to support the wellbeing of students that include *Better Buddies Program*, *eSmart*, *Seasons*, *FisT*, *Student Action Teams* and *Life skills*.

A 0.6 EFT Primary Welfare Officer and a 0.45 EFT Welfare Worker, funded through the Chaplaincy Program supported our work in the wellbeing area. In addition to this, the school accessed Student Support Service Officers when necessary to provide additional support for individual students and their families.

Approximately 17% of the student population has been identified to have a learning difficulty (PSD, Deaf Facility & Language Support Program). The school used Low SES Funding and the Student Resource Package to employ a 1.0 EFT speech therapist to address the significant language needs and approximately 20% of the student population accessed this service. Student physical fitness was also a focus with the school continuing to participate in the 'Active After Schools' Program throughout 2016. The intention of the program is to provide students with physical activity beyond school hours.

In 2016, the school continued to outsource 'Out of Hours Care Program' with Camp Australia, which offered a free breakfast and care program in the morning and access to user-pay after school care. The school also ran an additional breakfast program 3 days a week that was funded by the Department of Education and Food Bank Victoria.






For more detailed information regarding our school please visit our website at  
[enter web address here]

## 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 statewide 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 402 students were enrolled at this school in 2016, 189 female and 213 male.  
There were 75% of EAL (English as an Additional Language) students and 1% 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

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









Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</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 year levels:

Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p>● Similar</p> <p>● Similar</p> <p>● Lower</p> <p>● Similar</p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p>  <p><b>Results: Reading (4-year average)</b></p>  <p><b>Results: Numeracy</b></p>  <p><b>Results: Numeracy (4-year average)</b></p> 	<p>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</p>





## Performance Summary

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

Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<div><p>Reading</p><table><tr><td>20 %</td><td>49 %</td><td>31 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>32 %</td><td>45 %</td><td>23 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>16 %</td><td>59 %</td><td>25 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>38 %</td><td>56 %</td><td>6 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>28 %</td><td>59 %</td><td>12 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	20 %	49 %	31 %	Low	Medium	High	32 %	45 %	23 %	Low	Medium	High	16 %	59 %	25 %	Low	Medium	High	38 %	56 %	6 %	Low	Medium	High	28 %	59 %	12 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
20 %	49 %	31 %																														
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<div><p>Results: 2016</p><p>Low absences &lt;-----&gt; high absences</p><p>Results: 2013 - 2016 (4-year average)</p><p>Low absences &lt;-----&gt; high absences</p><table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>90 %</td><td>91 %</td><td>92 %</td><td>91 %</td><td>94 %</td><td>93 %</td><td>94 %</td></tr></table></div>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	92 %	91 %	94 %	93 %	94 %	<div> Higher</div> <div> Higher</div>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	92 %	91 %	94 %	93 %	94 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

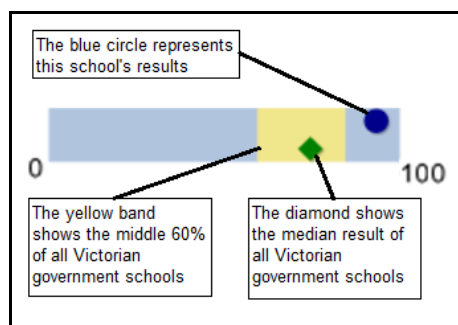
## What are student outcomes?

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

For secondary, 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.

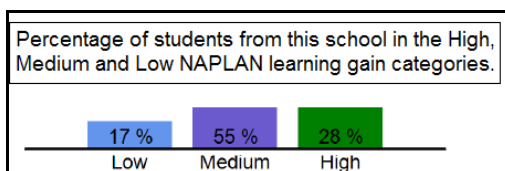
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

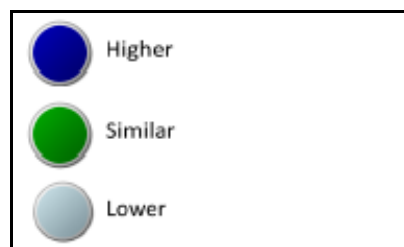
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$4,278,620
Government Provided DET Grants	\$1,165,361
Government Grants Commonwealth	\$4,424
Government Grants State	\$25,000
Revenue Other	\$35,386
Locally Raised Funds	\$160,592
<b>Total Operating Revenue</b>	<b>\$5,669,384</b>

Expenditure	
Student Resource Package	\$4,219,902
Books & Publications	\$5,722
Communication Costs	\$16,273
Consumables	\$92,663
Miscellaneous Expense	\$280,671
Professional Development	\$40,574
Property and Equipment Services	\$463,760
Salaries & Allowances	\$92,618
Trading & Fundraising	\$66,864
Travel & Subsistence	\$4,016
Utilities	\$32,681
<b>Total Operating Expenditure</b>	<b>\$5,315,742</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$353,642</b>
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<b>Asset Acquisitions</b>	<b>\$17,167</b>
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#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$649,429
Official Account	\$35,157
<b>Total Funds Available</b>	<b>\$684,586</b>

Financial Commitments	
Operating Reserve	\$149,436
<b>Total Financial Commitments</b>	<b>\$149,436</b>

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.

### Financial performance and position commentary

The Government provided DET grants consisted of quarterly grants used to fund the school approved program budgets as well as monies received for Short Term Leave Replacement, credit to cash transfers, *Camps Sports & Excursion Fund*, Chaplaincy, and overseas fee paying students and student teacher supervision payments. Revenue other consists of reimbursements, local grants for a camp and interest received. Locally raised funds consist of monies collected through the hire of school facilities, trading operations such as canteen, school hat sales, and book box sales, and school based fundraising.

*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.*