

2022 Annual Report to the School Community

School Name: St Albans East Primary School (4741)



- 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 of the previous calendar year 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 04 April 2023 at 12:06 PM by Paul Busuttill (Principal)

- This 2022 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 04 April 2023 at 12:50 PM by Tammy Chamberlain (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

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 2022 census, school enrolment was 382 students. The school comprised of 18 classes and has a combination of straight and composite classrooms. The overall socio-economic profile at St Albans East is high based on the Student Family Occupation and Education index (SFOE) which takes into account parents' occupation and education. St Albans East Primary School staff comprises of 26.7 EFT Teaching staff made up of classroom teachers, Teachers of the Deaf, 1 leading teacher and 3 learning specialists, principal and two assistant principals. There were 11.14 EFT Education Support Staff comprising of office administration, education support staff and Auslan interpreters.

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 5 students enrolled in 2022. The staffing profile comprised of 2 Teachers of the Deaf and 1 Auslan interpreters/Educational Support. To support our Deaf and Hard of Hearing students, Auslan was taught as the Language other than English (LOTE).

Our school values are an integral part to all teaching and learning programs at St Albans East Primary School:

- 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

Teacher Judgement against the Victorian Curriculum at SAEPS confirmed that 80% of our students were 'at or above' the expected age level for Reading in comparison to 75% in 'Similar Schools'.

All NAPLAN testing domains in both Year 3 and 5 English and Mathematics, demonstrated significant achievement 'at or above' in the top two bands when compared to 'Similar, Network and State School' levels. Year 3 Reading NAPLAN indicated that 42% of our students were performing in the top two bands compared to 39% at similar primary schools. Year 5 Reading NAPLAN showed that 36% of our students were performing in the top two bands compared to 28% at similar primary schools.

Year 3 Writing NAPLAN verified that 38% of our students were performing in the top two bands compared to 37% at similar primary schools. Year 5 Writing in NAPLAN indicated that 30% of our students were performing in the top two bands compared to 21% at similar primary schools, 27% at a network and 29% at the state level.

Year 3 students' achievement in NAPLAN Numeracy showed that 21% of our students performed in the top two bands compared to 20% at similar primary schools. Year 5 Writing Numeracy proved that 21% of our students also performed above benchmark compared to 15% at similar primary schools.

Student achievement success is attributed to our continued investment in staff capacity building through coaching and the collective work of our staff in PLTs and PLCs. Staff engage in the Improvement Cycle and Case Management approach to target and differentiate learning 'at point of need.' We also deliver intervention programs for both for 'at risk and extension' students through our Response To Intervention program and Tutor Support Staff.

Wellbeing

In 2022, Wellbeing supports continued to be prioritised for staff, students and families. The RRRR program continued to be implemented with weekly lessons and a focus on School Wide Positive Behaviours through the Getting Started Program, Expect Respect and Star Cards Acknowledgement System. This is evident in the Attitude to School Survey data where 'Sense of Connectedness' increased to 87% which is above

similar, state and network schools. Staff professional learning continued to focus on SWPBS with a team of staff, including leadership participating in the classroom systems professional learning online modules and workshops with the implementation to occur at the beginning of 2023. Attitude to School Survey data of 'Managing Bullying' remains similar to our 4 year average at 79% which is higher than state and similar schools. Our partnership with external agencies continued such as House Spirit, Foodbank, The Smith Family and State Schools Relief to support engagement and wellbeing of the school community. The Allied Health team continued to support students with additional needs focusing on assessment & therapy both 1:1 and in small groups.

Engagement

In 2022, St Albans East Primary School re-established working onsite without remote learning interruptions and a decrease in restrictions, we were able to reintroduce consistency of routines, procedures and school structures in engaging students and families. Families were invited back into the school grounds to assist in reconnecting face to face with their child/ren's teacher and wider school community. The school continued to implement its attendance policy and protocols to ensure consistency across the school when following up absences from all staff. A major focus was on those identified to be at risk in their attendance with the implementation of Attendance Improvement Plans, engaging with KESO and Student Support Services and regular family contact. The school average number of days absent increased to 23.70 days, this being due to the number of absences due to illness and the school following the Departments guidelines in relation to COVID-19. Our Wellbeing Team continued to focus on working in partnership with families and other support services for those children identified as being at risk with referrals to Student Support Services and engagement with the Smith Family.

Financial performance

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, overseas fee-paying students and student teacher supervision payments. The Revenue other category consists of reimbursements, local grants for a camp and interest received. Additional Government Grant (State Government Funding \$7.9 million) and school funding has been allocated for the redevelopment of school gymnasium, canteen, visual & performing arts studios STEM, community room and kitchen garden program. Capital works project are scheduled to commence at the start of 2023 school year. Locally raised funds consist of monies collected through trading operations such as canteen, school hat sales, and book box sales, and school-based fundraising.

For more detailed information regarding our school please visit our website at
<https://www.saeps.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 2.0 (FISO 2.0).

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 382 students were enrolled at this school in 2022, 180 female and 202 male.

80 percent of students had English as an additional language and 1 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).

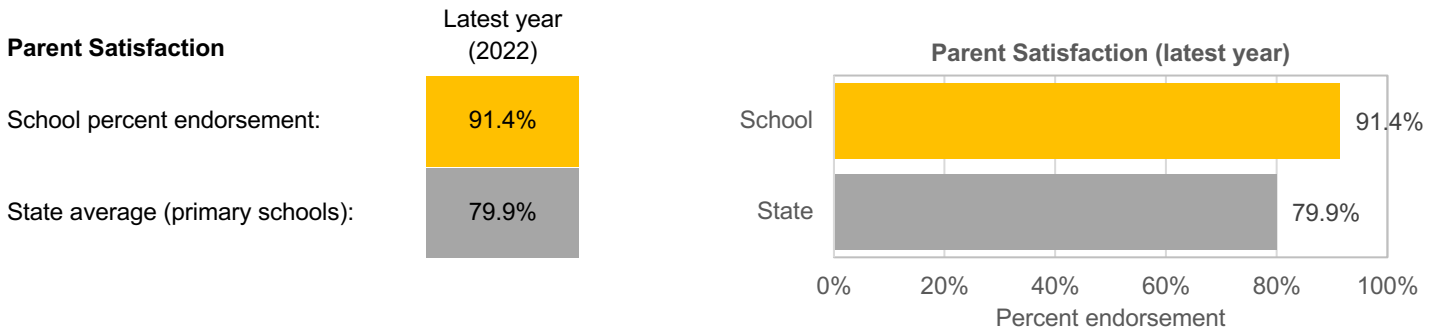
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

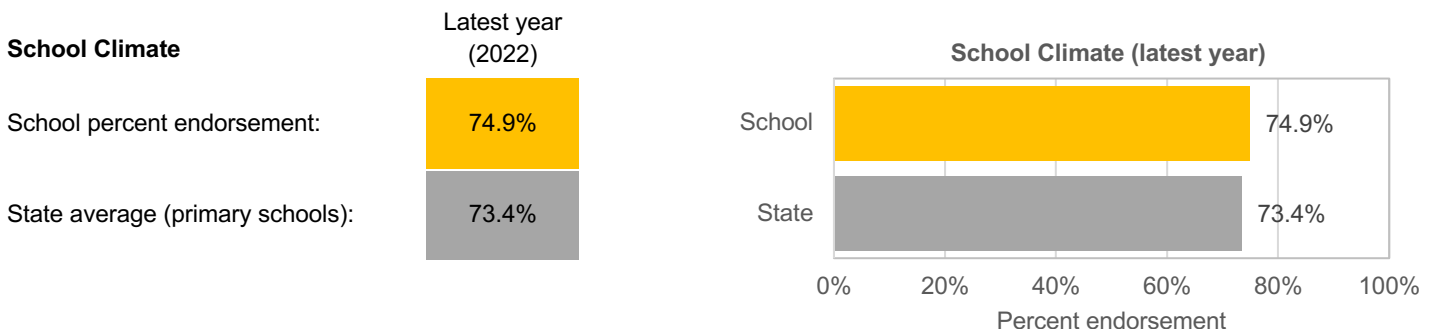


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

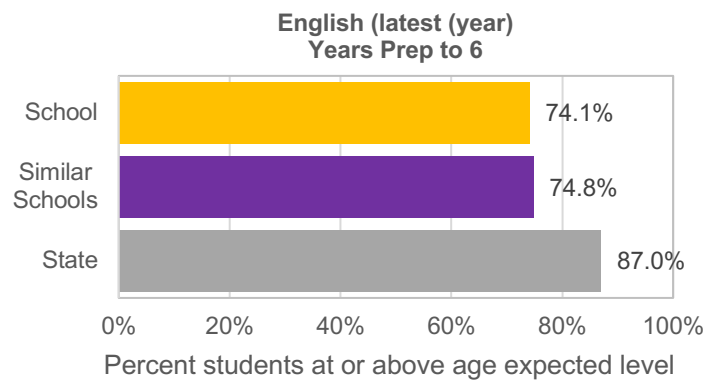
74.1%

Similar Schools average:

74.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

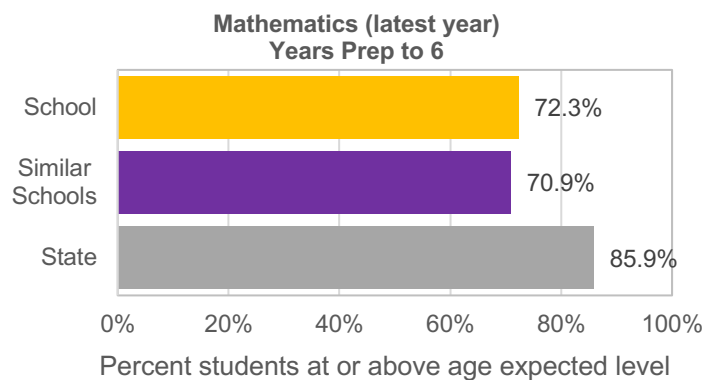
72.3%

Similar Schools average:

70.9%

State average:

85.9%



LEARNING (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.

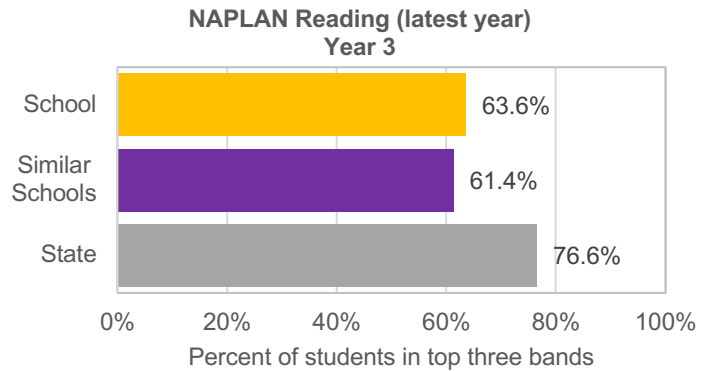
NAPLAN

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 2019, 2021 and 2022 data.

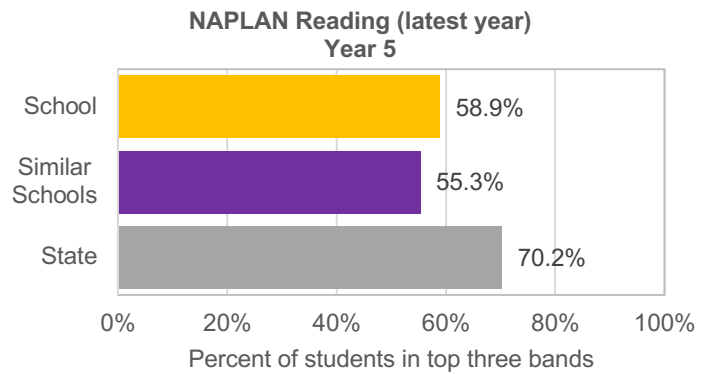
**Reading
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	57.1%
Similar Schools average:	61.4%	62.7%
State average:	76.6%	76.6%



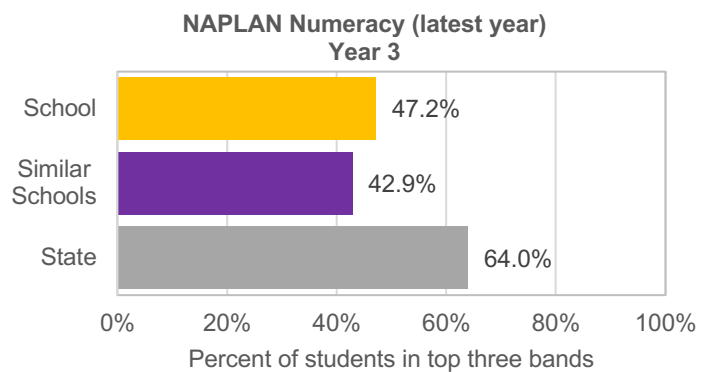
**Reading
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.9%	46.1%
Similar Schools average:	55.3%	53.9%
State average:	70.2%	69.5%



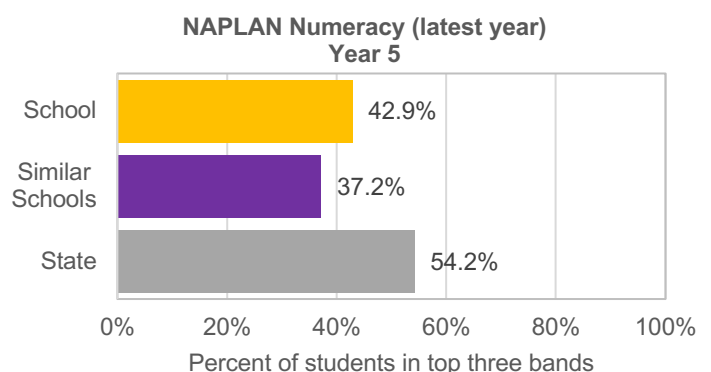
**Numeracy
Year 3**

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.2%	44.8%
Similar Schools average:	42.9%	47.2%
State average:	64.0%	66.6%



**Numeracy
Year 5**

	Latest year (2022)	4-year average
School percent of students in top three bands:	42.9%	36.4%
Similar Schools average:	37.2%	41.6%
State average:	54.2%	58.8%



WELLBEING

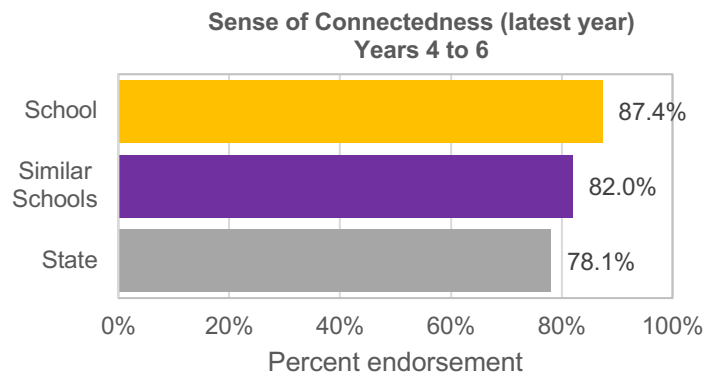
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	87.4%	82.8%
Similar Schools average:	82.0%	82.8%
State average:	78.1%	79.5%

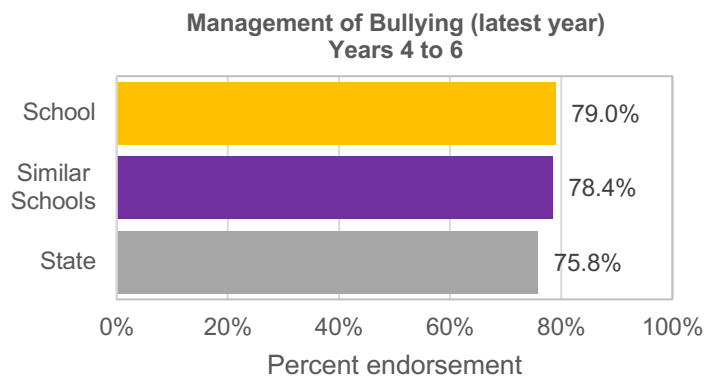


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	79.0%	77.4%
Similar Schools average:	78.4%	80.6%
State average:	75.8%	78.3%



ENGAGEMENT

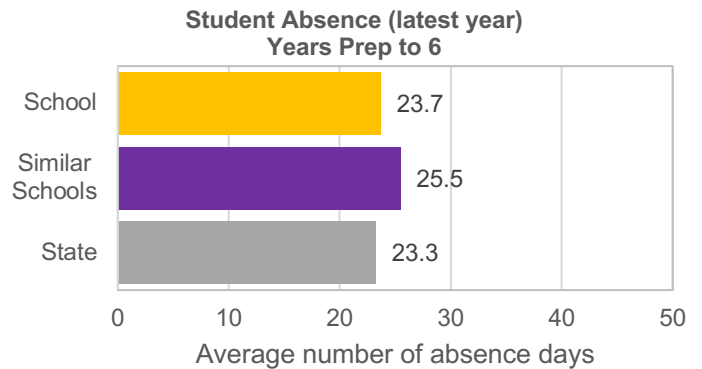
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.7	18.2
Similar Schools average:	25.5	20.1
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	86%	88%	88%	88%	88%	88%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,950,487
Government Provided DET Grants	\$906,886
Government Grants Commonwealth	\$6,217
Government Grants State	\$0
Revenue Other	\$19,191
Locally Raised Funds	\$85,698
Capital Grants	\$0
Total Operating Revenue	\$5,968,479

Equity ¹	Actual
Equity (Social Disadvantage)	\$986,777
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$986,777

Expenditure	Actual
Student Resource Package ²	\$4,890,423
Adjustments	\$0
Books & Publications	\$5,693
Camps/Excursions/Activities	\$36,731
Communication Costs	\$9,157
Consumables	\$132,249
Miscellaneous Expense ³	\$436,132
Professional Development	\$18,344
Equipment/Maintenance/Hire	\$160,459
Property Services	\$104,026
Salaries & Allowances ⁴	\$15,963
Support Services	\$336,312
Trading & Fundraising	\$34,758
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$36,434
Total Operating Expenditure	\$6,216,681
Net Operating Surplus/-Deficit	(\$248,203)
Asset Acquisitions	\$55,332

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$699,165
Official Account	\$32,340
Other Accounts	\$0
Total Funds Available	\$731,504

Financial Commitments	Actual
Operating Reserve	\$206,778
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$63,212
School Based Programs	\$42,342
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$408,271
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$720,603

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.