

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 18 March 2026 at 11:36 AM by Paul Busuttil (Principal)

- As executive officer of the school council, I attest that this 2025 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 25 March 2026 at 09:24 AM by Paul Busuttil (Principal)

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

St Albans East Primary School is located in St Albans within the City of Brimbank and serves a culturally and linguistically diverse community. In 2025, the school enrolment is 352 students across 17 straight year-level classes. The school has a high socio-economic profile according to the Student Family Occupation and Education (SFOE) index. Seventy-three per cent of students speak English as an Additional Language.

The school is staffed by 26.7 EFT teaching and leadership staff, including the Principal, two Assistant Principals, classroom teachers, two Teachers of the Deaf and five Allied Health Workers. This is complemented by 11.14 EFT Education Support staff, including administration, education support officers and Auslan interpreters.

The school hosts the Western Metropolitan Regional Deaf Facility. In 2025, eight students are enrolled in the program, supported by two Teachers of the Deaf and two Auslan Interpreter/Education Support Staff. Auslan is delivered as the school's Language Other Than English (LOTE) program to promote inclusion and communication access across the school.

At St Albans East Primary School, our core values underpin all aspects of teaching, learning and community engagement. They guide our decision-making, shape our culture and ensure a consistent focus on student growth and wellbeing.

Respect

We value collaboration and actively seek and respond to feedback to continuously improve and meet the diverse needs of our community.

Responsibility

We take ownership of our actions and make decisions that prioritise the wellbeing and success of the broader school community.

Learning

We promote a culture of high expectations, fostering continuous growth while recognising and responding to individual learning needs.

Cooperation

We nurture a welcoming and inclusive environment where all members of the school community are encouraged to participate and contribute to school and community life.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025, St Albans East Primary School continued to prioritise consistent instructional practice, data-informed teaching and targeted intervention to improve student learning outcomes in English and Mathematics.

Teacher Judgement data indicates that 74.1% of students achieved at or above age expected standards in English and 67.3% in Mathematics. While these results remain below state benchmarks (86.5% English; 84.4% Mathematics), the school has maintained a strong focus on building teacher capability in differentiated instruction and explicit teaching practices, particularly to support the 70% of students who speak English as an Additional Language.

NAPLAN proficiency data reflects positive outcomes in several key areas. In Year 3 Reading, 69.8% of students achieved Strong or Exceeding proficiency, closely aligning with the state average (70.9%) and significantly above similar schools (53.4%). In Year 5 Reading, 66.0% of students achieved Strong or Exceeding, outperforming similar schools (59.0%).

In Numeracy, 56.6% of Year 3 students and 62.0% of Year 5 students achieved Strong or Exceeding proficiency, both exceeding similar school benchmarks. Notably, relative growth data demonstrates strong impact of teaching strategies, with 82.1% of students achieving High or Medium growth in Reading and 89.7% in Numeracy from Years 3 to 5. Both measures are well above similar schools and state averages, highlighting the effectiveness of targeted intervention and differentiated learning programs.

Key highlights in 2025 include:

- Strengthened whole-school instructional consistency in literacy and numeracy.
- Targeted EAL and intervention support to accelerate growth.
- Strong NAPLAN relative growth in both Reading and Numeracy.
- Continued integration of inclusive practices supporting Deaf and Hard of Hearing students.

The school remains focused on lifting the proportion of students achieving age expected standards while sustaining strong growth outcomes across all year levels.

Wellbeing

In 2025, St Albans East Primary School continued to strengthen a whole-school approach to student wellbeing, ensuring that every student feels safe, supported and connected. Wellbeing initiatives were aligned to the School Strategic Plan and focused on strengthening student voice, inclusive practices and proactive behaviour support.

Student Attitudes to School Survey data reflects positive outcomes. In 2025, 85.1% of students in Years 4–6 reported a positive Sense of Connectedness, exceeding similar schools (80.8%) and the state average (77.1%). This strong result reflects the school's commitment to fostering

inclusive classroom environments, strengthening student-teacher relationships and promoting student voice opportunities.

Similarly, 85.1% of students reported positive endorsement in the Management of Bullying factor, again exceeding similar schools (80.0%) and the state (76.4%). This demonstrates the effectiveness of proactive wellbeing programs, consistent behaviour expectations and restorative practices embedded across the school.

Attendance data indicates an average of 21.8 absence days per student, closely aligned with the state average (21.5 days). Attendance rates across year levels ranged from 87.7% to 91.0%, with continued focus on improving student attendance through family partnerships and early intervention strategies.

Key highlights in 2025 include:

- Strengthened whole-school wellbeing framework aligned to positive behaviour and inclusive practices.
- High levels of student connectedness and positive perceptions of bullying management.
- Ongoing targeted support for vulnerable students, including EAL learners and Deaf and Hard of Hearing students.
- Continued focus on attendance improvement strategies and family engagement.

The school remains committed to further enhancing student agency, resilience and consistent attendance to ensure optimal learning and wellbeing outcomes for all students.

Engagement

In 2025, St Albans East Primary School continued to prioritise student engagement through consistent attendance practices, inclusive learning environments and strong partnerships with families. Engagement strategies were aligned to the School Strategic Plan and focused on maximising student participation and strengthening connectedness to learning.

Attendance remained a key improvement priority. The school recorded an average of 21.8 absence days per student, closely aligned with the state average of 21.5 days and slightly below similar schools (22.4 days). Attendance rates across year levels ranged from 87.7% to 91.0%, with Year 1 recording the highest attendance rate (91.0%). While broadly consistent with state trends, the school continues to implement targeted attendance strategies to further reduce absence rates.

A strong sense of connectedness has positively supported engagement outcomes. Student Attitudes to School data indicates 85.1% positive endorsement for Sense of Connectedness, exceeding both similar schools and state averages. This reflects the impact of inclusive classroom practices, student leadership opportunities and culturally responsive teaching approaches, particularly important in a community where 70% of students speak English as an Additional Language.

Family engagement remains a strength, with parent satisfaction at 89.5%, above the state average (82.0%) and closely aligned with similar schools. Staff School Climate endorsement (82.1%) also exceeds both similar schools and state benchmarks, indicating a strong professional culture that supports consistent engagement practices.

Key highlights in 2025 include:

- Implementation of proactive attendance monitoring and early intervention processes.
- Strong student connectedness supporting classroom engagement.
- High levels of parent satisfaction and positive school climate.
- Continued inclusive practices supporting EAL and Deaf and Hard of Hearing students.

The school will continue to focus on strengthening attendance consistency and further enhancing student voice to sustain high levels of engagement across all year levels.

Financial performance

In 2025, St Albans East Primary School maintained a strong and sustainable financial position. The school received \$6.67 million in revenue and recorded \$6.20 million in expenditure, resulting in a surplus of \$474,217. At year's end, \$907,928 was available, with \$472,334 allocated for future operational needs and equipment replacement.

Funding was primarily provided through the Student Resource Package, with additional support from DET and Commonwealth Government grants, including equity funding to support student learning, wellbeing and inclusion. Locally raised funds and other income sources contributed to enhancing programs and resources.

Planned investments of \$370,286 supported improvements to facilities, learning spaces and resources, with all expenditure aligned to School Council priorities.

**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 349 students were enrolled at this school in 2025, 176 female and 173 male. 71% had English as an additional language and 2% 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	89.5%	
	Similar schools	90.3%	
	State	82.0%	

School Staff Survey

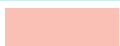
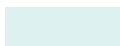
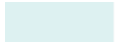
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.1%	
	Similar schools	75.6%	
	State	77.4%	

LEARNING

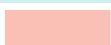
Teacher Judgement of student achievement against the Victorian Curriculum

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

2025			
English Prep - 6 % of students at or above age expected standards	School	74.1%	
	Similar schools	77.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	67.3%	
	Similar schools	71.0%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

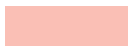
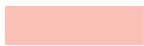
2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	69.8%		61.1%
	Similar schools	53.4%		52.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	66.0%		56.9%
	Similar schools	59.0%		59.4%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	56.6%		51.9%
	Similar schools	46.1%		46.5%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	62.0%		53.8%
	Similar schools	51.2%		51.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth 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'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

2025			
Reading Year 3 to 5 % of students High or Medium relative growth	School	82.1%	
	Similar schools	75.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	89.7%	
	Similar schools	77.2%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.1%		80.3%
	Similar schools	81.2%		80.5%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	85.1%		77.2%
	Similar schools	80.6%		78.4%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	21.8	21.1
	Similar schools	22.4	23.0
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	87.9%	
Year 1	School	91.0%	
Year 2	School	87.7%	
Year 3	School	90.7%	
Year 4	School	88.9%	
Year 5	School	87.7%	
Year 6	School	89.3%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$5,258,841
Government Provided DET Grants	\$1,128,320
Government Grants Commonwealth	\$74,486
Government Grants State	\$0
Revenue Other	\$58,109
Locally Raised Funds	\$181,817
Capital Grants	\$0
Total Operating Revenue	\$6,701,573

Equity	Actual
Equity (Social Disadvantage)	\$902,044
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$902,044

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$5,091,034
Adjustments	\$0
Books & Publications	\$3,931
Camps/Excursions/Activities	\$85,152
Communication Costs	\$10,578
Consumables	\$118,849
Miscellaneous Expenses ²	\$24,199
Agency Staff	\$76,153
Professional Development	\$19,356
Equipment/Maintenance/Hire	\$142,200
Property Services	\$253,767
Salaries & Allowances ³	\$578
Support Services	\$278,792

Expenditure	Actual
Trading & Fundraising	\$53,025
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$175
Utilities	\$44,524
Total Operating Expenditure	\$6,202,314
Net Operating Surplus/-Deficit	\$499,259
Asset Acquisitions	\$370,286

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$849,867
Official Account	\$58,061
Other Accounts	\$0
Total Funds Available	\$907,928

Financial Commitments	Actual
Operating Reserve	\$185,213
Other Recurrent Expenditure	\$843
Provision Accounts	\$0
Funds Received in Advance	\$86,277
School Based Programs	\$205,773
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$142,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$175,200
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$795,307

All funds received from the Department of Education, 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.