

2018 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 2018 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 21 March 2019 at 11:06 AM by Paul Busuttill
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 24 March 2019 at 03:20 PM by Tracy Nero (School
Council President)

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 2018 census, school enrolment was 434 students. The school comprised of 18 classes; the average number of students per class was 23 across the school. The school has a combination of straight and composite classrooms. The socio-economic profile at St Albans East is low 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 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 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 12 students enrolled in 2018. 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).

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.

Framework for Improving Student Outcomes (FISO)

Building excellence in teaching and learning continues to be an ongoing focus at St Albans East Primary School with particular focus on the FISO dimensions in building practice excellence and curriculum planning & assessment.

The school offered a comprehensive curriculum program based on the Victorian Curriculum that has a strong commitment to the teaching and learning of literacy and numeracy. The school employed 3.7 EFT teaching and learning coaches through its Equity 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.

Achievement

In 2018 teacher assessment measured against the Victorian Curriculum, 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.

Year 3 NAPLAN Reading was at a lower level when compared to other schools after taking into account the similar background characteristics. The percentage of our Year 3 students in the top two bands was 26% compared to 37% of students at similar primary schools. Similarly, Year 3 Writing in NAPLAN indicated that 30% of our students were performing in the top two bands compared to 39% at similar primary schools. Year 3 students' achievement in NAPLAN Numeracy indicated that 13% of our students were performing in the top two bands compared to 26% at similar primary schools.

In 2018, the Year 5 students' achievement of students in the top two bands on the NAPLAN Reading test was significantly higher at 39% compared to that of similar schools at 22%. Year 5 students' achievement in NAPLAN Numeracy indicated that 20% of our students were performing in the top two bands compared to 17% at similar primary schools. Similarly, Year 5 Writing in NAPLAN indicated that 12% of our students were performing in the top two bands compared to 9% at similar primary schools.

The NAPLAN Learning Gain Year 3 – Year 5 (2016-2018)

In Reading, 24% of students demonstrated high growth in 2018 compared to 19% in 2017. In 2018, 24% of students demonstrated low growth in reading which was the same for students in similar schools. In Writing, 15% of students demonstrated high growth in 2018 compared to 14% demonstrating high growth in similar schools. In 2018, 41% of students demonstrating low growth compared to 45% of students in similar schools. In Numeracy, low growth had decreased from 40% in 2017 to 21% in 2018 with a significant increase in high growth to 33% compared to 25% of similar schools.

Engagement

In 2018, the school continued to achieve slightly better results than the medium of all Victorian schools in student attendance and the 4-year average continued to be placed at a higher level in student attendance when compared to other Victorian Government Schools. This increase in attendance 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 absences on learning via the compass portal. The school continued to review its attendance policy and protocols to ensure consistency across the school when following up absences from all staff. All year levels recorded and average attendance rate of 91% or greater with the year 5 and 6 cohorts receiving an average attendance rate of 93%.

Wellbeing

In 2018, our 'Student Attitude to School' Survey results demonstrated that the school achieved at a similar level when compared to other like schools. In 2018, the Year 4, 5 and 6 teachers, Primary Welfare Officer and Assistant Principal 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, for example the continued implementation of the Resilience, Rights and Respectful Relationships Program, Seasons, FisT, Student Action Teams and Life skills. In addition to this we have developed partnerships with external agencies such as the Smith Family, whereby families are referred to the Learning for Life Program to assist in supporting families. The school has begun its journey of the implementation of the Berry Street Program and School Wide Positive Behaviour Supports Program, conducting professional learning with staff and gaining a 91% buy-in to the program.

A 0.8 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 18% of the student population has been identified as having a learning difficulty (PSD, Deaf Facility & Language Support Program). Equity funding was used to support an inclusive program for all students to promote physical, social, emotional and academic growth. We employ a 0.6 EFT speech therapist to address the significant language needs of our students.

In 2018, the school continued to outsource an 'Out of Hours Care Program' with Camp Australia, which offered a breakfast and care program in the morning and access to user-pay before and after school care. The school also ran an additional breakfast program 5 mornings a week that was funded by the Department of Education and Food Bank Victoria.

Financial performance and position

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, overseas fee paying students and student teacher supervision payments. The Revenue other category 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.

For more detailed information regarding our school please visit our website at
<http://www.saepts.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

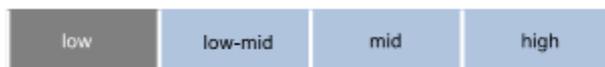
Enrolment Profile

A total of 434 students were enrolled at this school in 2018, 195 female and 239 male.

72 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>
<p>NAPLAN Year 5</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>45%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>44%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>15%</td> <td>32%</td> <td>53%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>56%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	53%	24%	Numeracy	21%	45%	33%	Writing	41%	44%	15%	Spelling	15%	32%	53%	Grammar and Punctuation	32%	56%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	92 %	92 %	93 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	92 %	92 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,513,003	High Yield Investment Account	\$836,030
Government Provided DET Grants	\$1,210,469	Official Account	\$64,829
Government Grants Commonwealth	\$1,228	Total Funds Available	\$900,860
Government Grants State	\$120,000		
Revenue Other	\$28,563		
Locally Raised Funds	\$170,932		
Total Operating Revenue	\$6,044,195		
Equity¹			
Equity (Social Disadvantage)	\$1,052,020		
Equity Total	\$1,052,020		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,449,354	Operating Reserve	\$172,787
Communication Costs	\$16,579	Other Recurrent Expenditure	\$10,119
Consumables	\$182,585	Funds Received in Advance	\$36,171
Miscellaneous Expense ³	\$508,466	School Based Programs	\$255,378
Professional Development	\$47,007	Capital - Buildings/Grounds < 12 months	\$262,225
Property and Equipment Services	\$376,207	Capital - Buildings/Grounds > 12 months	\$164,180
Trading & Fundraising	\$61,135	Total Financial Commitments	\$900,860
Travel & Subsistence	\$20		
Utilities	\$42,135		
Total Operating Expenditure	\$5,683,489		
Net Operating Surplus/-Deficit	\$360,707		
Asset Acquisitions	\$193,496		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

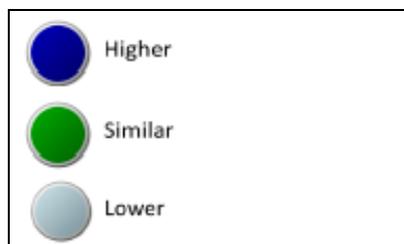


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').