

2024 Annual Report to the School Community

School Name: St Albans Primary School (2969)

St. Albans Primary School

- 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 14 March 2025 at 01:10 PM by Lynne Ord-Oraniuk (Principal)

- As executive officer of the school council, I attest that this 2024 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 14 March 2025 at 01:10 PM by Lynne Ord-Oraniuk (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
- 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).

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

St Albans Primary School is situated in a predominantly residential area, approximately 18 kilometres west of Melbourne's GPO, within the Brimbank municipality. The school community places a high value on education and fosters a supportive and inclusive environment. As a school, we celebrate and respect the cultural and economic diversity of our community, striving to build strong connections among all members of the broader school community. At St Albans Primary School, we are committed to providing an environment where every student can achieve their academic, physical, social, and emotional potential. Our core values—resilience, respect, acceptance, and responsibility—form the foundation of all learning experiences.

Our student population consists of 276 students with 66% of our students being from a language background other than English. The School's SFOE band value is high, reflecting a high degree of disadvantage in our school community. Our teaching staff consists of 24 full time teaching staff, 1 Assistant Principal, 1 Leading Teacher and 1 Learning Specialist. The school staff also consists of 20 non teaching staff who are employed to work in both administration and classroom education support roles. The school operates 14 classrooms, Prep to Year 2 in straight grades and 3/4 and 5/6 in composite grades. Aligned with the Victorian Curriculum, our programs are designed to engage students actively in their learning journey. We prioritise literacy and numeracy, with a strong focus on enhancing student outcomes in these areas. A comprehensive intervention program is in place to support students with identified gaps in their knowledge and understanding, while Educational Support staff and Multicultural Aides work collaboratively with teachers to enrich student learning. The school programs include Physical Education, Visual Arts, Performing Arts, Auslan and Library.

In 2024, our school maintained a strong focus on improving student outcomes in literacy and numeracy, supported by evidence-based teaching practices and ongoing professional learning for staff. Additionally, our commitment to student wellbeing remained a cornerstone of our approach, with programs and initiatives designed to promote resilience, respect, and positive mental health.

The school's facilities provide students with modern, safe, and stimulating learning environments. Our well-resourced classrooms, engaging outdoor spaces, and technology-rich infrastructure ensure that students are equipped with the tools they need to succeed in a rapidly changing world.

We are proud of our strong partnerships with families and the wider community, which play a vital role in enriching the educational experiences of our students. Together, we work to ensure that every child at St Albans Primary School is supported to achieve their personal best, fostering a love of learning and a sense of belonging. The school has a strong commitment to staff and student welfare. Parent satisfaction with the school is high. St Albans Primary School has a Community Hub which delivers a range of parent programs and activities designed to strengthen the link between parents and the school. The school also works closely with a range of community agencies to support students and families, including the Smith Family and Food Bank Victoria.

As we reflect on the achievements of 2024, we remain committed to our vision of empowering students to become lifelong learners and active, responsible citizens in their community and beyond.

Progress towards strategic goals, student outcomes and student engagement

Learning

St Albans Primary School has a structured and systematic approach to tracking and monitoring student progress. In 2024, a new assessment was introduced to evaluate students' phonics and phonemic awareness skills, enabling staff to identify gaps and extend students' learning in this critical foundational skill for reading acquisition. This assessment was complemented by new reading units designed to explicitly teach key elements of reading, including vocabulary, fluency, oral language, and comprehension. By the end of 2024, Prep student data showed significant progress, with only a small number of students requiring additional support in 2025. Throughout the year, student progress is also monitored using benchmark and standardised adaptive assessments, such as Fountas and Pinnell and PAT Reading. In NAPLAN 2024, Year 3 reading results exceeded those of similar schools by 2% and were within 11.3% of the state average.

In numeracy, students are assessed using the Mathematics Online Interview, which helps teachers identify each student's next learning steps and address misconceptions in mathematical understanding. Additionally, students complete the adaptive standardised PAT Maths assessment. St Albans PS achieved strong results in Year 3 Numeracy, outperforming similar schools in the percentage of students achieving at the 'exceeding' and 'strong' levels by 16%. This result was also just 1.7% below the state average.

Teachers at St Albans PS collaborate in teams to plan engaging and differentiated learning tasks for students. Teams analyse formative assessment data, gathered during class time, and then teachers, based on the data, tailor instruction to meet the diverse academic needs of their students. Instructional coaches also attend planning to provide support, as well as curriculum expertise and content knowledge required to plan for differentiation.

Wellbeing

At St Albans PS, we are dedicated to creating a supportive and inclusive environment where student wellbeing is at the core of our practices. Over the past year, we have made significant strides toward our wellbeing goals, implementing targeted strategies to enhance student engagement, resilience, and mental health. We continually review and refine our practices to ensure student wellbeing remains a top priority.

The Attitudes to School Survey results indicate that 76% of our students feel a strong sense of connectedness—just 0.8% below the state average. In the management of bullying category, our students rated the school as 80.2% effective, exceeding the state average by 4.7%. Our embedded wellbeing supports across all year levels focus on developing essential skills in emotional regulation, conflict resolution, and positive relationship-building.

As a school, we have also strengthened our partnerships with families through the Community Hub and our collaboration with the Alannah & Madeline Foundation. These initiatives have helped bridge the gap between home and school, ensuring students receive consistent support.

Additionally, the Alannah & Madeline Foundation has provided counselling for some of our most vulnerable students.

To further support our students, staff have undertaken professional learning in Trauma-Informed Practice and the Zones of Regulation. Respectful Relationships is also an integral part of our curriculum.

Our commitment to wellbeing extends to staff as well, recognising that a supportive environment for educators benefits the entire school community. A dedicated staff member has been assigned to oversee staff wellbeing, reinforcing our holistic approach to fostering a positive and thriving school culture.

Engagement

At St Albans PS, we are committed to ensuring that every student attends school regularly to maximise their learning opportunities. Our current attendance data shows an average of 21.5 days absent per student. While we acknowledge that some absences are unavoidable due to illness or exceptional circumstances, this figure highlights the need for a proactive approach to improving attendance.

Understanding the Data

An average absence of 21.5 days per student equates to more than four weeks of missed learning per year. This can significantly impact students' academic progress, social connections, and overall well-being. Patterns within our data suggest that a combination of illness, family holidays during term time, and disengagement from some of our most vulnerable students, contribute to these absences. In the 3 year trend from 2022-2024 39% of students had 20 plus days absent. The average for 2024 was 33% for 20 plus days absent.

Our Approach to Improvement

To address this, we are implementing a range of strategies to promote regular attendance:

1. **Raising Awareness** – We are working closely with students, parents, and carers to highlight the importance of daily attendance. Regular communication through newsletters, social media, and parent meetings reinforces that "Every Day Counts."
2. **Early Intervention** – Our teachers and wellbeing team monitor attendance closely, identifying students at risk of chronic absenteeism. We engage with families early, offering support and discussing any barriers preventing attendance. Chronic absenteeism is also raised with SSS (student support services) support in weekly meetings.
3. **Collaboration with External Services** – For families facing challenges, we work with community organisations and support services to address underlying issues.

By fostering a culture of attendance and addressing challenges proactively, we are committed to improving student outcomes and reducing absenteeism at our school.

Student survey data connected to engagement:

Students at St Albans PS report positive endorsement in the Attitude to School Survey- Sense of Inclusion at 88% and Respect for Diversity at 84%. This is a positive result for our school and reflects the work of the community to prioritise inclusion for all members of the community.

Other highlights from the school year

Market Day

Market Day is an exciting event where students develop financial literacy, entrepreneurial skills, and teamwork. They plan, create, and sell products or services to their peers, applying real-world concepts of budgeting, marketing, and sustainability. This hands-on experience fosters creativity, problem-solving, and practical applications of mathematics and economics. It is a much-anticipated highlight of the school year for the entire community.

Camps, Excursions, and Incursions

Camps and excursions extend learning beyond the classroom, offering students valuable experiences in independence, teamwork, and resilience. Camps often include outdoor education and adventure activities, helping students build confidence and life skills. Excursions connect classroom learning to the real world, with visits to places such as the Zoo, Science Works, the State Library, and other local attractions. Incursions, such as wildlife presentations, provide hands-on experiences for our students. These opportunities inspire curiosity, personal growth, and a love for learning for our students.

School Concert

The annual school concert is a cherished event that showcases students' talents in the performing arts. Through music, drama, and dance, students build confidence, collaborate, and express their creativity. This event strengthens school spirit and brings the community together as families and friends celebrate students' achievements.

Inquiry Learning

Inquiry learning empowers students to explore topics through questioning, research, and hands-on investigations. This student-driven approach enhances critical thinking, problem-solving, and collaboration skills. By fostering curiosity and deep understanding across subjects, inquiry learning prepares students for lifelong learning and adaptability in an ever-changing world.

State School Spectacular

The State School Spectacular is an incredible opportunity for our students to participate in a large-scale production alongside peers from schools across the state. This unique experience allows students to develop performance skills, teamwork, and confidence while being part of a professional-level event.

Financial performance

In 2024, St Albans Primary School maintained a strong financial position, ensuring that expenditure remained within revenue limits, resulting in a surplus. These surplus funds were strategically allocated to support the implementation of the school's AIP targets and goals. This included resourcing to improve literacy and numeracy outcomes for our students.

The school received Equity Funding of \$645,338, which was primarily invested in staffing and resources to advance the objectives outlined in the AIP. This funding facilitated the purchase of quality literature and the employment of a part-time Speech Pathologist and Occupational Therapist. Additionally, it supported professional development initiatives, enhanced the effectiveness of PLTs, enabled staff release for instructional leadership roles, and allowed for the employment of additional Education Support Staff to deliver targeted intervention programs.

Furthermore, the school utilised grant funds from Community Hubs Australia, along with surplus funding, to employ a Community Hub Leader, ensuring the continued operation and impact of the Hub within the school.

For more detailed information regarding our school please visit our website at st.albans.ps@education.vic.gov.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 276 students were enrolled at this school in 2024, 131 female and 145 male.

66 percent of students had English as an additional language and 5 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).

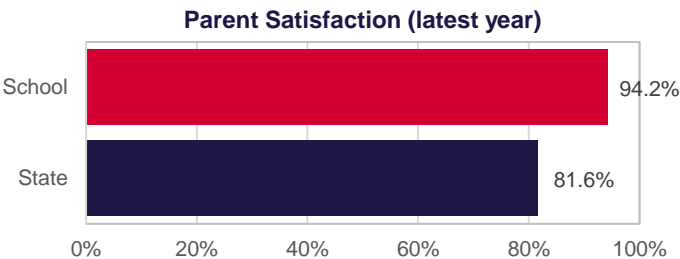
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A ‘Low’ band represents a low level of socio-educational disadvantage,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

This school’s SFOE band value is: **High**

Parent Satisfaction Summary

The 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.



Parent Satisfaction	Latest year (2024)
School percentage endorsement:	94.2%
State average (primary schools):	81.6%

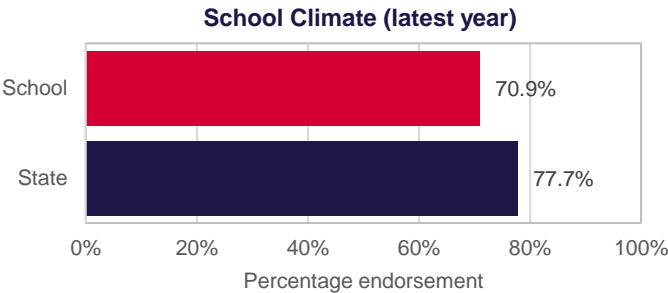
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	70.9%
State average (primary schools):	77.7%



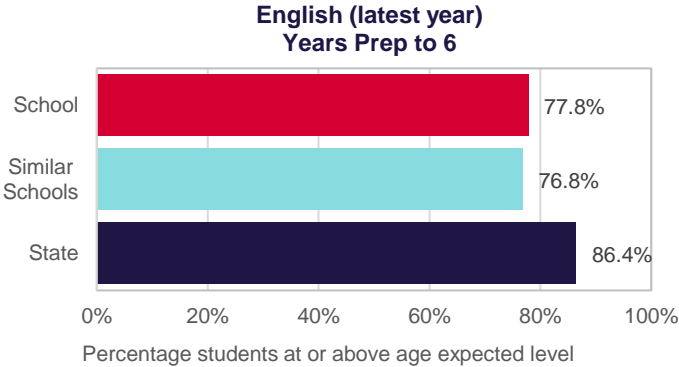
LEARNING

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.*

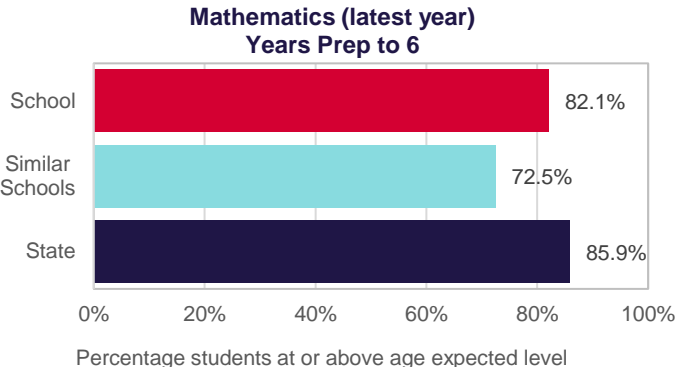
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	77.8%
Similar Schools average:	76.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	82.1%
Similar Schools average:	72.5%
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.

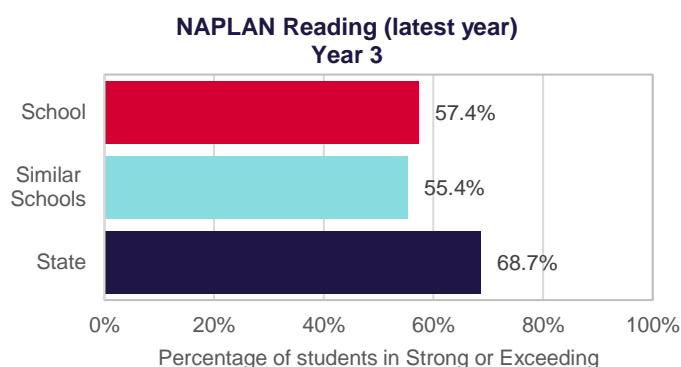
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

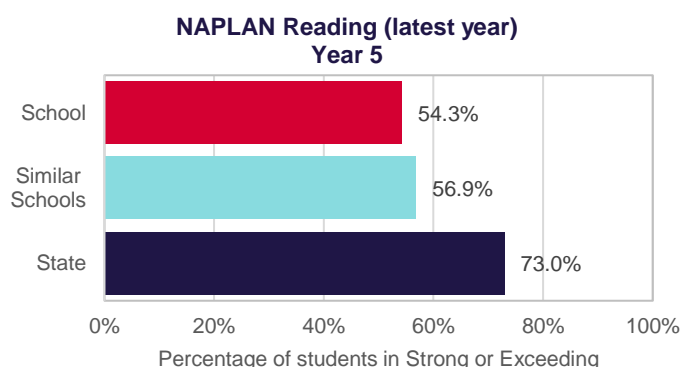
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	57.4%	61.1%
Similar Schools average:	55.4%	54.2%
State average:	68.7%	69.2%



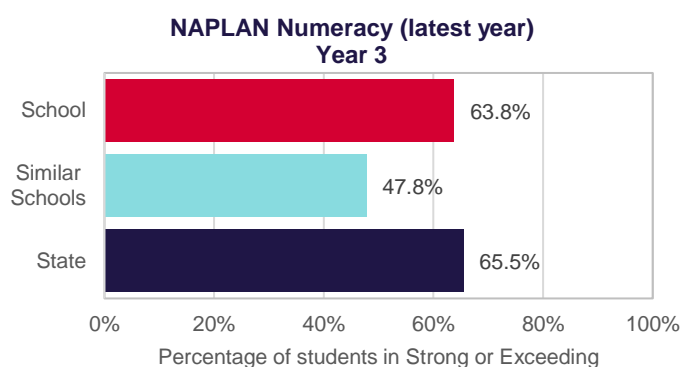
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	54.3%	59.3%
Similar Schools average:	56.9%	60.6%
State average:	73.0%	75.0%



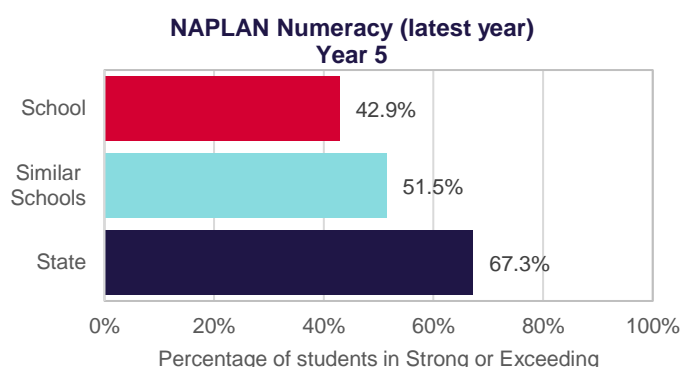
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	63.8%	66.7%
Similar Schools average:	47.8%	47.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	42.9%	51.9%
Similar Schools average:	51.5%	52.2%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

63.4%

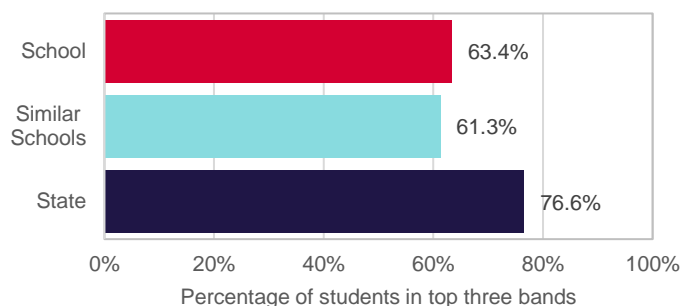
Similar Schools average:

61.3%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

73.0%

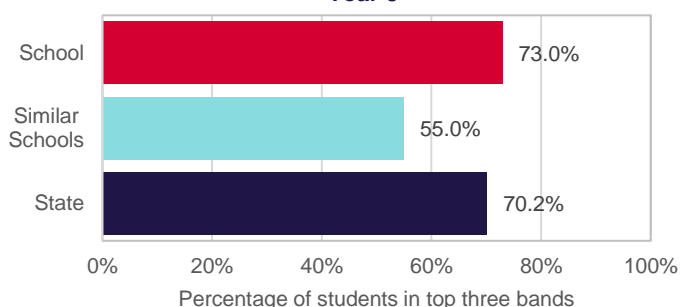
Similar Schools average:

55.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

48.8%

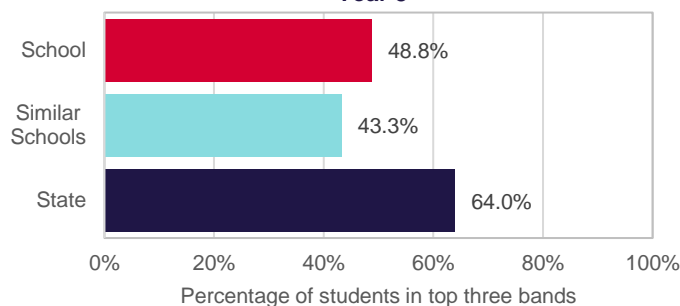
Similar Schools average:

43.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

54.1%

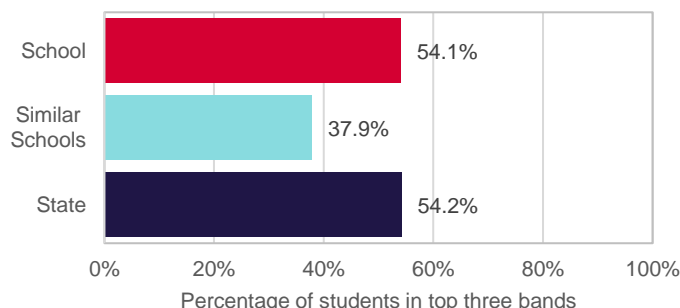
Similar Schools average:

37.9%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

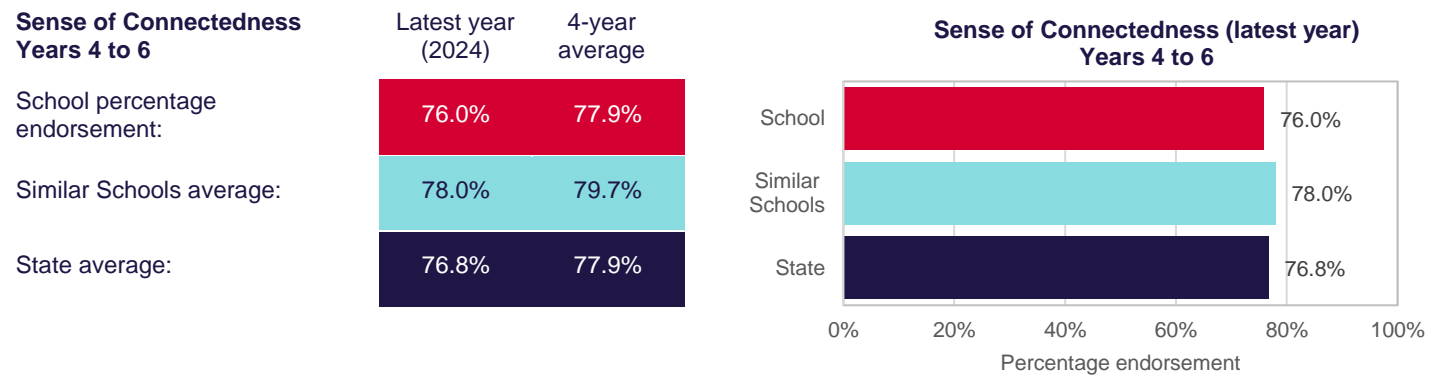


WELLBEING

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.

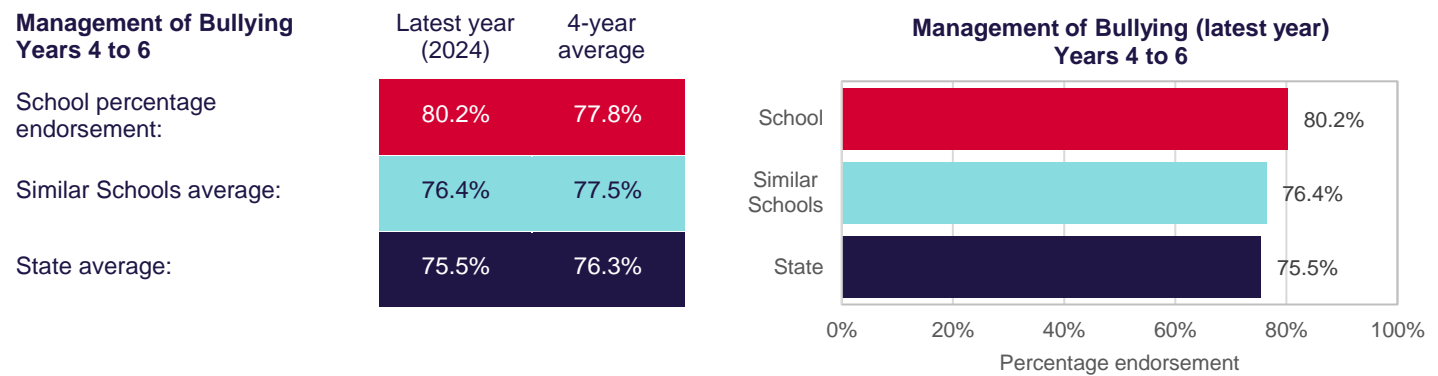
Student Attitudes to School – Sense of Connectedness

The 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).



Student Attitudes to School – Management of 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).

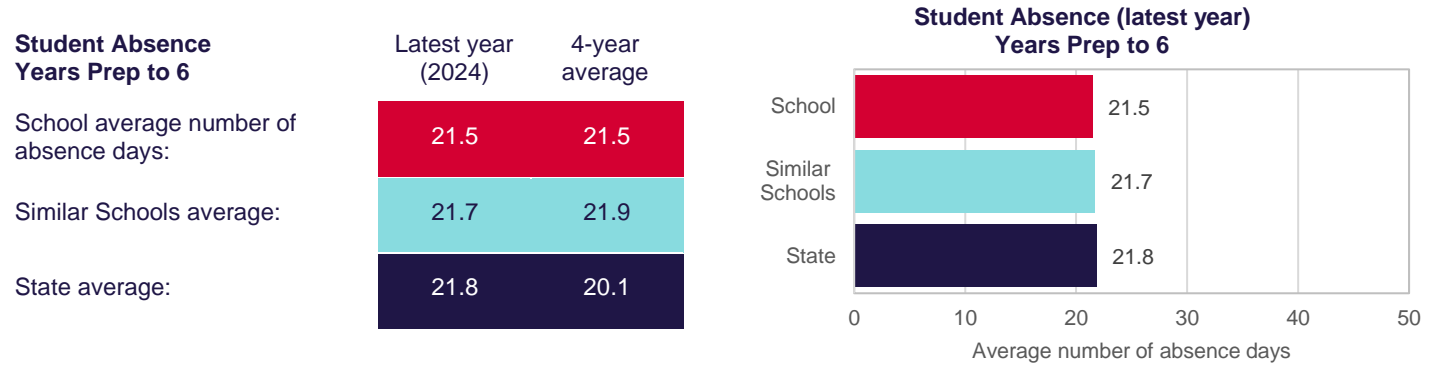


ENGAGEMENT

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.



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 (2024):	90%	86%	92%	89%	90%	90%	89%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,458,634
Government Provided DET Grants	\$800,245
Government Grants Commonwealth	\$46,887
Government Grants State	\$0
Revenue Other	\$98,500
Locally Raised Funds	\$73,397
Capital Grants	\$0
Total Operating Revenue	\$5,477,663

Equity ¹	Actual
Equity (Social Disadvantage)	\$645,338
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$645,338

Expenditure	Actual
Student Resource Package ²	\$4,299,740
Adjustments	\$0
Books & Publications	\$14,755
Camps/Excursions/Activities	\$106,094
Communication Costs	\$13,196
Consumables	\$85,051
Miscellaneous Expense ³	\$18,467
Professional Development	\$71,577
Equipment/Maintenance/Hire	\$24,919
Property Services	\$117,232
Salaries & Allowances ⁴	\$87,000
Support Services	\$546,381
Trading & Fundraising	\$17,924
Motor Vehicle Expenses	\$9,045
Travel & Subsistence	\$927
Utilities	\$38,441
Total Operating Expenditure	\$5,450,749
Net Operating Surplus/-Deficit	\$26,914
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$209,807
Official Account	\$42,477
Other Accounts	\$0
Total Funds Available	\$252,284

Financial Commitments	Actual
Operating Reserve	\$191,835
Other Recurrent Expenditure	\$33,855
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,593
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
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	\$241,283

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.