

# 2025 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 12 March 2026 at 10:18 AM by Lynne Ord-Oraniuk (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 13 March 2026 at 03:47 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
  - 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 Primary School is situated in a predominantly residential area, approximately 18 kilometres west of Melbourne's GPO, within the Brimbank municipality. At St Albans Primary School, our vision is to create a thriving, inclusive school community where every learner is valued, supported, and empowered to reach their full potential through equitable and high-quality learning opportunities. Our mission is, together, we foster a culture of excellence and equity, by delivering high-quality, inclusive education that meets the diverse needs of every learner. Values: Equity and Excellence

Our student population consists of 255 students with 65% 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 15 full time teaching staff and 3 part time teaching staff, 1 Assistant Principal, 1 Leading Teacher and 1 Learning Specialist. The school staff also consists of 16 non-teaching staff who are employed to work in both administration and classroom education support roles. The school operates 13 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 work collaboratively with teachers to enrich student learning. The school programs include Physical Education, Visual Arts, Performing Arts, Auslan and Library.

In 2025, 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. Professional learning was offered in both Reading and Wellbeing.

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. Parent satisfaction with the school is high rated at 89.2%. 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 2025, we remain committed to our vision to create a thriving, inclusive school community where every learner is valued, supported, and empowered to reach their full potential through equitable and high-quality learning opportunities.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

St Albans Primary School implements a structured and systematic approach to tracking and monitoring student progress. In 2025, the school introduced a new assessment to evaluate students' phonics and phonemic awareness skills, enabling staff to identify learning needs to provide targeted intervention or extension in this critical foundation of reading development. This assessment has been strengthened through the implementation of new reading units that explicitly teach the essential components of reading, including vocabulary, phonics, fluency, oral language and comprehension. By the end of 2025, Prep student data demonstrated significant growth, with only a small number of students requiring additional support. The school has also implemented all recommendations outlined in the Department's Reading and Mathematics position statements, ensuring alignment with best practice and evidence-based approaches across both learning areas.

Student progress is monitored throughout the year using benchmark and standardised adaptive assessments, including PAT Reading, the Little Learners Assessment of Reading Skills and DIBELS. NAPLAN data also reflects strong improvement, with an increase in the percentage of students achieving the Exceeding proficiency level (Reading) in both Year 3 and Year 5. In Year 3, the proportion rose from 4% in 2024 to 15% in 2025. Similarly, in Year 5, the percentage increased from 3% in 2024 to 12% in 2025.

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 and a new assessment called Acadience.

Teachers at St Albans PS collaborate in teams to plan engaging and differentiated instruction 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 differentiate instruction.

### 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 shows strong positive results for our school. Seventy-six percent of students report a strong sense of connectedness, just 0.8% below the state average. In the management of bullying, students rated the school 81.6% effective—5.2% above the state

average. Students also reported high positive endorsement for Sense of Inclusion (90%) and Respect for Diversity (83%). Our embedded wellbeing supports across all year levels focus on building emotional regulation, conflict resolution and positive relationship skills. These results reflect the collective efforts of our staff, students and families in fostering a culture where everyone feels valued and included.

As a school, we have also strengthened our partnerships with families through the Community Hub and our collaboration with The Smith Family. These initiatives have helped bridge the gap between home and school, ensuring students receive consistent support. Additionally, the inclusion of a school based social worker has further supported vulnerable students.

The employment of a Social Worker has significantly strengthened our school's wellbeing program and enhanced the support available to students and families. By providing targeted social and emotional support, the Social Worker works alongside staff to address barriers to learning and promote positive mental health outcomes. Through individual and small group interventions, support with attendance and engagement, and collaboration with families and external agencies, the Social Worker has helped ensure that students receive timely and appropriate assistance. This proactive approach has complemented existing wellbeing structures, built staff capacity, and contributed to a more inclusive and responsive school environment where students feel safe, supported, and ready to learn.

Our commitment to wellbeing also extends to our staff, recognising that when educators feel supported, the whole school community thrives. A dedicated staff member has been appointed to lead and support staff wellbeing, reinforcing our holistic approach to fostering a positive, connected, and supportive school culture. The positive endorsement for school climate was 82.4%, which was 6.4% higher than similar schools and 5.5% higher than the State and an improvement of 11% from 2024.

## Engagement

At St Albans PS, we are committed to ensuring that every student attends school regularly to maximise their learning opportunities. Our 2025 attendance data shows that 43% of our students achieved 95% attendance or higher, compared with 33% across our Network schools. Our overall average yearly attendance rate is 90%.

Our current attendance data shows an average of 19.8 days absent per student which is an improvement of 1.7%. 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. An average absence of 19.8% 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.

Throughout 2025, our key focus has been to strengthen attendance and reduce the number of students arriving late to school, ensuring all students are present and ready to learn from the beginning of each day.

## Our Approach to Improvement

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

**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 the importance of regular attendance.

**Early Intervention** – Our teachers and wellbeing team monitor attendance closely, identifying students at risk of chronic absenteeism. All unexplained absences are followed up with daily phone calls. 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.

**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.

## 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.

### Incursions and Excursions

Opportunities provided when children attend incursions and excursions can have a positive impact on learning, as they allow students to engage with new environments, build background knowledge, and make meaningful connections to classroom learning.

### 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 2025, St Albans Primary School maintained a strong financial position, ensuring expenditure remained within revenue limits. Changes to the Disability Inclusion funding model have resulted in funds originally due to be paid in 2025 being deferred and incorporated into the 2026 budget. This has affected the reported surplus, as the school utilised 2025 resources to support students requiring additional assistance during the year.

The school received Equity Funding of \$568,099 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 an extra teacher in the Year 2 classroom, 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  
<https://www.stalbps.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

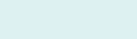

A total of 254 students were enrolled at this school in 2025, 121 female and 133 male. 67% had English as an additional language and 6% were Aboriginal or Torres Strait Islander.

### 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**.


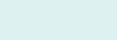

### Parent Satisfaction Summary

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	89.2%	
	Similar schools	89.8%	
	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	82.4%	
	Similar schools	76.0%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>62.6%</b>	
	Similar schools	76.6%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>68.2%</b>	
	Similar schools	72.0%	
	State	84.2%	

## NAPLAN

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


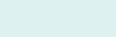




		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>55.9%</b>	<b>59.7%</b>
	Similar schools	55.5%	54.6%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>66.7%</b>	<b>61.8%</b>
	Similar schools	60.1%	60.4%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>64.7%</b>	<b>66.1%</b>
	Similar schools	48.3%	47.7%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>52.4%</b>	<b>52.0%</b>
	Similar schools	52.0%	52.2%
	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	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>64.3%</b>	
	Similar schools	76.3%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>67.9%</b>	
	Similar schools	76.5%	
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>80.0%</b>		<b>79.0%</b>
	Similar schools	79.8%		79.4%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>81.6%</b>		<b>78.7%</b>
	Similar schools	79.7%		77.6%
	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
<b>Prep - 6</b>	<b>School</b>	<b>19.8</b>	<b>23.0</b>
	Similar schools	22.4	22.8
	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	
<b>Prep</b>	<b>School</b>	<b>84.9%</b>	
<b>Year 1</b>	<b>School</b>	<b>92.8%</b>	
<b>Year 2</b>	<b>School</b>	<b>87.2%</b>	
<b>Year 3</b>	<b>School</b>	<b>93.1%</b>	
<b>Year 4</b>	<b>School</b>	<b>90.9%</b>	
<b>Year 5</b>	<b>School</b>	<b>89.2%</b>	
<b>Year 6</b>	<b>School</b>	<b>91.4%</b>	

## 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	\$4,507,740
Government Provided DET Grants	\$763,206
Government Grants Commonwealth	\$27,357
Government Grants State	\$5,000
Revenue Other	\$193,403
Locally Raised Funds	\$117,908
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,614,614</b>

Equity	Actual
Equity (Social Disadvantage)	\$568,099
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$568,099</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$4,207,229
Adjustments	\$0
Books & Publications	\$7,353
Camps/Excursions/Activities	\$90,163
Communication Costs	\$12,868
Consumables	\$69,819
Miscellaneous Expenses <sup>2</sup>	\$22,694
Agency Staff	\$283,883
Professional Development	\$51,336
Equipment/Maintenance/Hire	\$31,020
Property Services	\$67,049
Salaries & Allowances <sup>3</sup>	\$73,381
Support Services	\$184,104

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$67,136
Motor Vehicle Expenses	\$784
Travel & Subsistence	\$1,500
Utilities	\$43,957
<b>Total Operating Expenditure</b>	<b>\$5,214,275</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$400,340</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$206,086
Official Account	\$65,818
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$271,904</b>

Financial Commitments	Actual
Operating Reserve	\$167,841
Other Recurrent Expenditure	\$13,930
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	\$3,032
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	\$17,102
Capital - Buildings/Grounds > 12 months	\$35,000
Maintenance - Buildings/Grounds > 12 months	\$35,000
<b>Total Financial Commitments</b>	<b>\$271,904</b>

*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.*