

2020 Annual Report to The School Community



School Name: St Albans Primary School (2969)

St. Albans Primary School
S.A.P.S

- 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 2020 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 22 April 2021 at 01:31 PM by Joanne Richmond (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2021 at 03:38 PM by Stan Nelson (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

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

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

The student population at census in 2020 was 319, 75 % of student population having English as an Additional Language and 3% of students being Aboriginal or Torres Strait Islanders. The school's socio-economic band is high which indicates high levels of disadvantage within the community. St Albans Primary School has an outpost program of the Western English Language School operating four days a week. The school staffing profile includes the Principal, Assistant Principal and a further 21.4 teaching staff including 2.6 Leading Teachers and 3.0 Learning Specialist. There are also 20.4 EFT School Support staff who work in a range of roles including administration and learning support as well as multicultural education aides. The school has a strong commitment to staff and student welfare and parent satisfaction is high. St Albans Primary School also has a Community Hub which delivers a range of parent programs and activities that build parental capacity to support their child to reach their full potential, as well as strengthen links between parents and the school. The school works closely with a range of community agencies to support students and families.

Framework for Improving Student Outcomes (FISO)

In 2020 our major FISO focus dimensions were Curriculum Planning and Assessment, Building Practice Excellence in Teaching and Learning, and a Positive Climate for Learning. This work was impacted on by COPVID-19. Staff continued to focus on these area through the lens of remote and flexible learning. This work included continuing to build a whole school culture of shared and strategic leadership and collaborative teamwork. There was also a strong focus on ensuring all staff consistently implemented sound pedagogy that reflected high expectations for every student, including differentiation and explicit teaching to address the range of student learning needs in the remote and flexible learning environment. High-level teaching and learning practices in a remote and flexible learning environment were maintained through strengthening the school's capacity to work as a Professional Learning Community (PLC). The work of the Literacy and Numeracy Instructional Leaders strengthened the work of the PLC. Teachers continued to provide stimulating learning environments remotely through the use of WebEx sessions instructional videos and the Seesaw APP allowed students to be active learners who collaborated, explored and connected with the school and each other. This was strengthened through targeted professional learning on technologies for all school staff.

Achievement

In 2020 Teacher Judgment of student achievement in English had 68.1% of students from Prep-6 at or above the expected level. In Mathematics Teacher Judgements had 68.6% of students at or above the expected level. During 2020 we continued to focus on 'enhanced student engagement in their learning through a differentiated curriculum that stimulates and challenges all students. ' Due to COVID-19 NAPLAN tests were not conducted in 2020 During remote and flexible learning students were set tasks that they were able to complete independently and at their own pace We were able to continue to focus on reading and number skills that can be aligned to our AIP goals. However, goals were modified due to the families' limited capacity to support their children's learning. Technology including Literacy Planet and Star maths and other apps were able to support student learning Devices were provided to families once available. As a school we need to further build staff capability in the use technologies and the delivery of remote learning. As a school we need to introduce 1:1 iPad programs to bridge the digital divide. Students supported through the Program for Students with a Disability all showed satisfactory progress.

Engagement

The students of St Albans Primary School are engaged and connected to the school. Learning environments are safe and orderly. This is evidenced through classroom observations, learning walks and a consistent approach to establishing routines and classroom environment. In 2020 we focused on focus was supporting students and their families during remote learning and then each student was assigned a staff member that contacted them multiple times a week. This information was stored on google drive for class teachers and leadership staff to access and monitor student wellbeing and engagement in remote learning. The majority of students connected positively with remote

learning. They particularly liked and felt supported with their learning through the regular phone calls from staff and Webex sessions with their teachers. A small number of students experienced difficulties and were referred for further support. We prioritised the health and wellbeing supports for our staff, students and their families experiencing difficulties over other priorities. On return to onsite learning we focused on rebuilding relationships and reengagement with students and this will continue to be a focus in 2021. To promote attendance

Wellbeing

In 2020 student wellbeing continued to be a strong focus across all areas of the school this was even more important due to the impact of COVID-19. The Australian Childhood Trauma Group (The ACT Group) and SSSOs have continued to provide support to both staff and students. This has included staff reflective sessions which focus on staff and student wellbeing, student observations, individual student counselling.

The school's Wellbeing Manager continued to oversee a range of programs and activities that support student engagement and wellbeing throughout the periods of remote and flexible learning The Community Hub continued to support families through community conversations and online activities and events.

In 2020 ATTOS survey data had sense of connectedness at 80%, Future directions will be to have an increased focus on student voice and agency. The staff survey showed that 77% of the staff were positive about the school climate and 88.4% of parents were satisfied with the overall school.

All children participate in mindfulness activities and selected students participate in individual counselling and social skills programs.

Structured lunchtime activities assist students to make positive choices in the playground and contribute to an orderly environment. Education Support staff supervise and support PSD students to engage in safe and friendly play. All of these programs will continue in 2021. The School Support Group which is a multidisciplinary team has continued to focus on identifying students at risk socially, emotionally and academically as well as students with high absenteeism. This group have made appropriate referrals to support agencies. New arrival students have continued to be referred to the Western English Language School Outpost.

Financial performance and position

In 2020 St Albans Primary School maintained a very sound financial position and expenditure did not exceed revenue and the school was left with a surplus. Surplus funds were used to support the implementation of the AIP. The school received Equity Funding of \$830,632. This was mainly spent on staffing and resources to work towards the goals set in our AIP including building the teaching capacity of all staff, improving the effectiveness of PLTs and ensuring consistency of teaching across the school.

Equity Funds were used to build teacher capacity through the employment of consultants and the releasing of staff to work in the roles of Literacy and Numeracy Coaches. Additional Education Support Staff were employed to deliver targeted intervention programs.

The school used grant funds from the Scanlon Foundation and surplus funding to employ a Community Hub Leader to continue the work of the Hub within the school.

For more detailed information regarding our school please visit our website at
<https://www.stalbsps.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.

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 320 students were enrolled at this school in 2020, 169 female and 151 male.

75 percent of students had English as an additional language and 3 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) which takes into account parents' occupations and education.

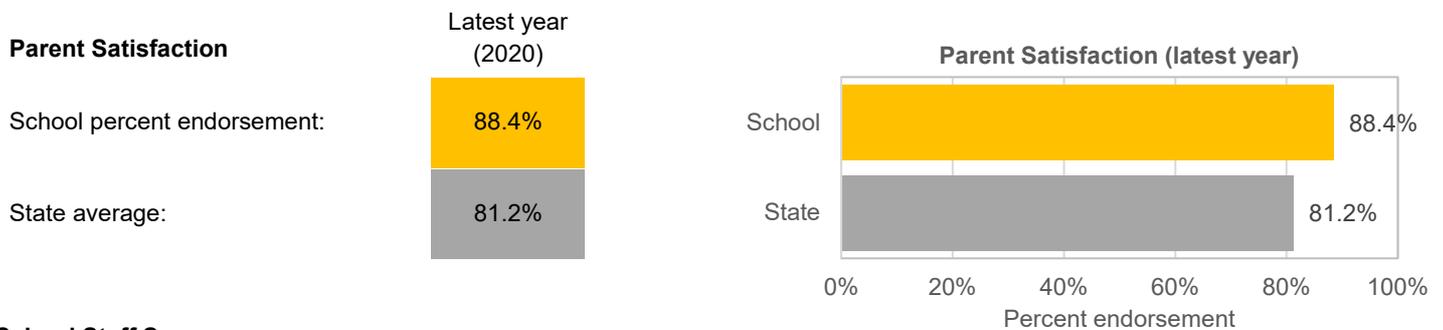
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

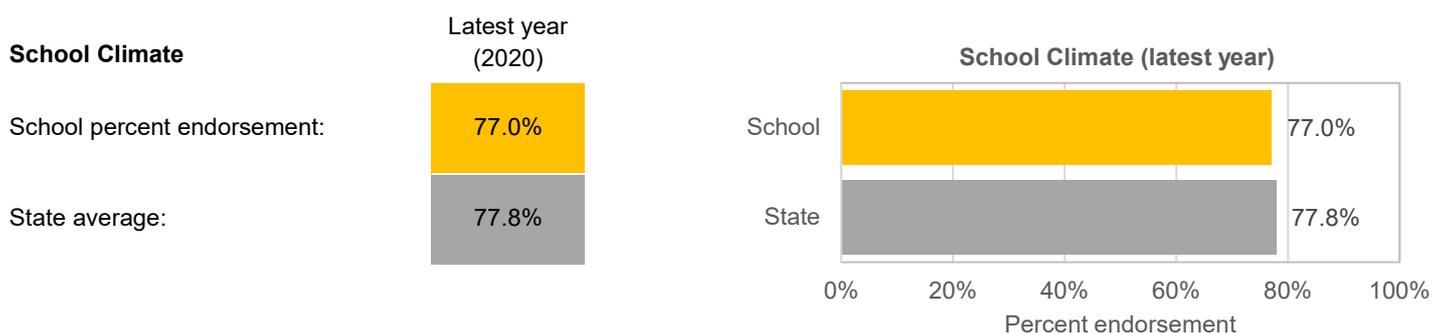


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

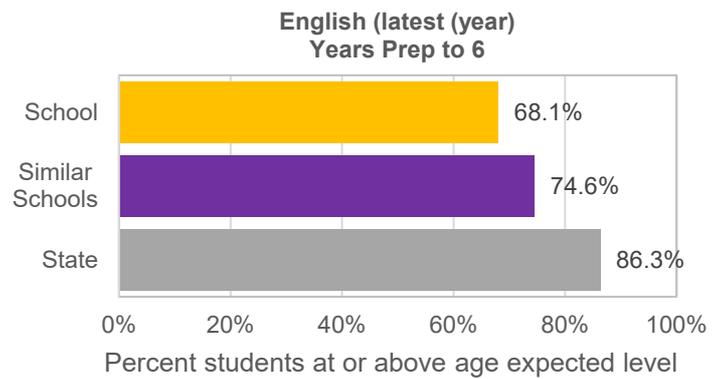
68.1%

Similar Schools average:

74.6%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

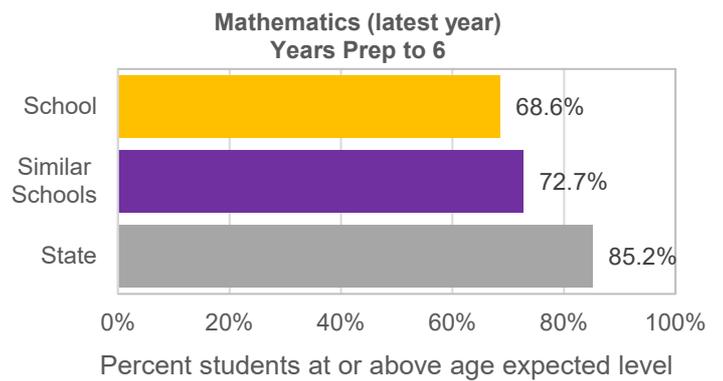
68.6%

Similar Schools average:

72.7%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

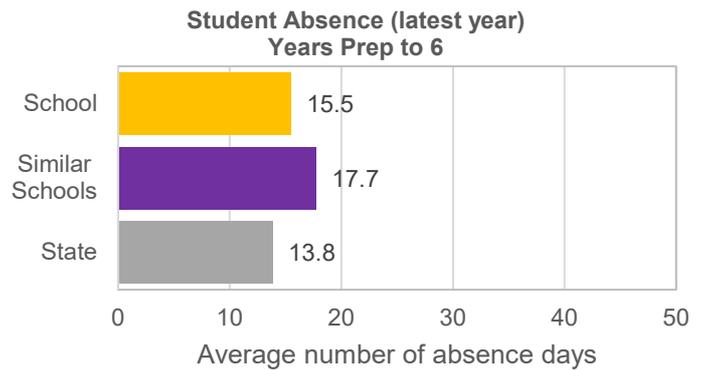
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	15.5	17.5
Similar Schools average:	17.7	17.2
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	91%	91%	92%	93%	93%	94%

WELLBEING

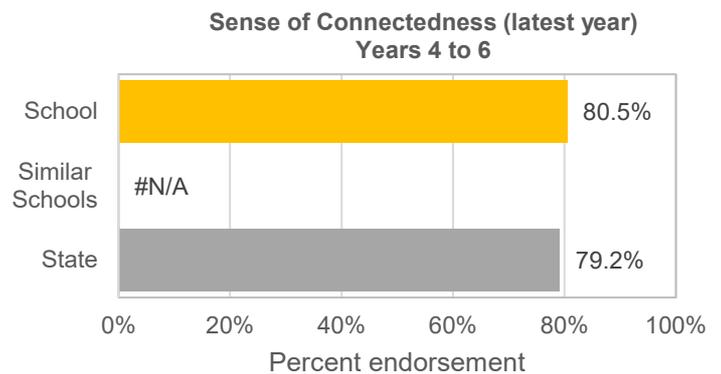
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	80.5%	84.5%
Similar Schools average:	NDP	84.4%
State average:	79.2%	81.0%



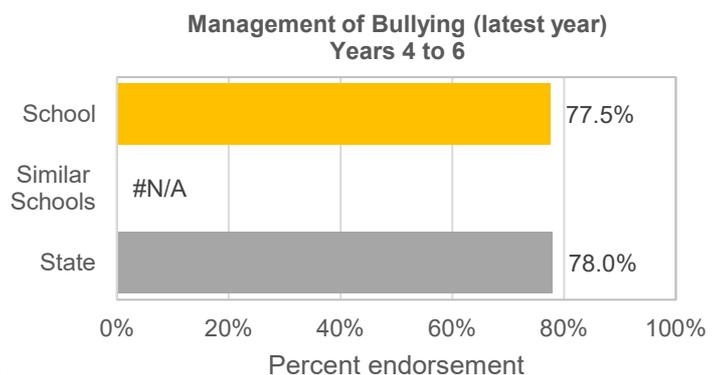
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	77.5%	81.2%
Similar Schools average:	NDP	82.3%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,386,519
Government Provided DET Grants	\$985,575
Government Grants Commonwealth	\$15,526
Government Grants State	NDA
Revenue Other	\$105,908
Locally Raised Funds	\$85,170
Capital Grants	NDA
Total Operating Revenue	\$5,578,698

Equity ¹	Actual
Equity (Social Disadvantage)	\$830,632
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$830,632

Expenditure	Actual
Student Resource Package ²	\$4,207,061
Adjustments	NDA
Books & Publications	\$3,720
Camps/Excursions/Activities	\$14,762
Communication Costs	\$25,632
Consumables	\$114,090
Miscellaneous Expense ³	\$68,025
Professional Development	\$14,466
Equipment/Maintenance/Hire	\$28,459
Property Services	\$83,047
Salaries & Allowances ⁴	\$39,382
Support Services	\$240,437
Trading & Fundraising	\$28,279
Motor Vehicle Expenses	\$8,213
Travel & Subsistence	\$95
Utilities	\$33,320
Total Operating Expenditure	\$4,908,988
Net Operating Surplus/-Deficit	\$669,710
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$644,328
Official Account	\$51,295
Other Accounts	NDA
Total Funds Available	\$695,623

Financial Commitments	Actual
Operating Reserve	\$105,724
Other Recurrent Expenditure	\$3,827
Provision Accounts	NDA
Funds Received in Advance	\$31,579
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$20,772
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$5,000
Capital - Buildings/Grounds < 12 months	\$263,645
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$127,405
Capital - Buildings/Grounds > 12 months	\$85,000
Maintenance - Buildings/Grounds > 12 months	\$32,213
Total Financial Commitments	\$675,165

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.