

# 2021 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](http://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 2021 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 March 2022 at 02:59 PM by Joanne Richmond (Principal)

- This 2021 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 29 March 2022 at 12:38 PM by Stan Nelson (School Council President)

# How to read the Annual Report

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## 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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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## 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).

### 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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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## Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## How to read the Annual Report (continued)

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### 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.

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### 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.

'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.

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### 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 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').

## About Our School

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### School context

St Albans Primary school is located within a largely residential area approximately 18 kilometres west of the Melbourne GPO in the municipality of Brimbank. The school's community is culturally diverse. 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 student population at census in 2021 was 304, with 73% of the student population having English as an Additional Language, 3% of students being Aboriginal or Torres Strait Islanders and 18% of students on the Program for Students with a Disability. In 2021 we also had 7 international students enrolled in mainstream classrooms. The school staffing profile includes the Principal, Assistant Principal and a further 22.8 teaching staff including 2.0 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. Multicultural education aides also support student learning and enhance the connection and communication between home and school. The school operates with 14 composite classrooms and two straight Prep classrooms. Specialist programs are offered in Visual Arts, Performing Arts, Physical Education and Library. We have two teachers and education support staff providing targeted intervention through the Tutor Learning Initiative. 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 that build parental capacity to support their child to reach their full potential. The Community Hub also strengthens the links between parents and the school. The school works closely with a range of community agencies to support students and families.

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### Framework for Improving Student Outcomes (FISO)

In 2021 FISO focus dimensions were Curriculum Planning and Assessment – Learning catchup and extension priority, Health and Wellbeing – Happy, active and healthy kids' priority and Building Communities – connected school priority. This work was impacted by COVID. Staff continued to focus on this 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. Intervention programs were run online by tutors and ES staff. 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 and instructional videos. 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 who became more confident with using online platforms.

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### Achievement

In 2021 Teacher Judgement of student achievement in English had 74% of students from Prep-6 at or above the expected level. In Mathematics Teacher Judgement had 70% of students at or above the expected level. However, NAPLAN data in 2021 had 47% of Year 3 students in the top two bands for reading, 62% for Writing, 49% for Spelling, 23% for Numeracy and 38% for Spelling and Grammar. In Year 5, 10% of students were in the top two bands for Reading, 33% for Writing, 36% for Spelling, 13% for Numeracy and 23% for Spelling and Grammar. NAPLAN Relative Growth in 2021 had 27% of students having high growth in Numeracy, 64% in Writing, 46% of students in Spelling, 22% in Reading and 58% in Grammar and Punctuation. Following the analysis of this data Reading and Numeracy will continue to be a major focus for 2022. During 2021 we continued to focus on enhanced student engagement in learning through a differentiated curriculum that stimulated and challenged all students. This was a focus during remote and flexible learning as well as onsite learning. During remote and flexible learning students were set tasks that they could complete independently and at their own pace. We were able to continue to focus on reading and number skills

that could be aligned to our AIP goals. Digital technology supported student learning and engagement during the extended periods of remote and flexible learning. In 2021 there were 77 students assessed against the EAL Continuum in Reading, Writing, Speaking and Listening and 54 students were on the Program for Students with Disabilities with 70 % showing satisfactory to excellent progress in achieving their individual goals.

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## Engagement

The students at 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 2021 we continued to focus on supporting students and their families during the periods of remote and flexible learning. Staff made regular phone calls to check on student wellbeing and engagement. This information was stored on the 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 during 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 support for our staff, students and their families' experiencing difficulties over other priorities. On return to onsite learning, we focused on rebuilding relationships and re-engagement with students, and this will continue to be a focus in 2022. To promote attendance and re-engage students with high absences regular attendance meetings were held with parents. In 2021 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 and the long periods of remote and flexible learning. The Australian Childhood Trauma Group (The ACT Group) and SSSO's 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 and 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.

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## Wellbeing

In 2021, ATTOS survey data had sense of connectedness at 75% which is a decline from 2020. Future directions will be to have an increased focus on student voice and agency. The staff survey showed that 74% of the staff were positive about the school climate and 89% 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 2022. 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.

During the periods of remote and flexible learning, at risk students received counselling sessions online. Teachers ran a weekly wellbeing session for the students which focussed on connecting with peers and strengthening their resilience.

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## Finance performance and position

In 2021, St Albans Primary School maintained a very sound financial position. 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 \$809,043. 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.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.

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 304 students were enrolled at this school in 2021, 163 female and 141 male.

73 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).

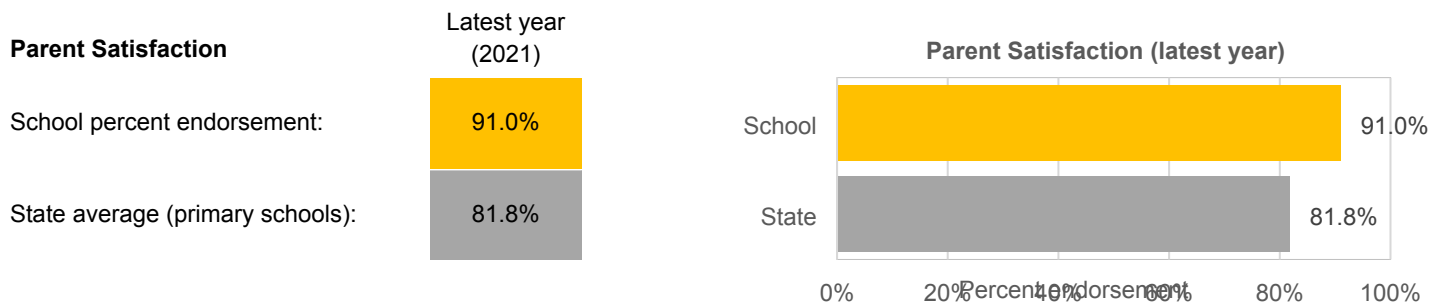
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### Parent Satisfaction Summary

The 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.

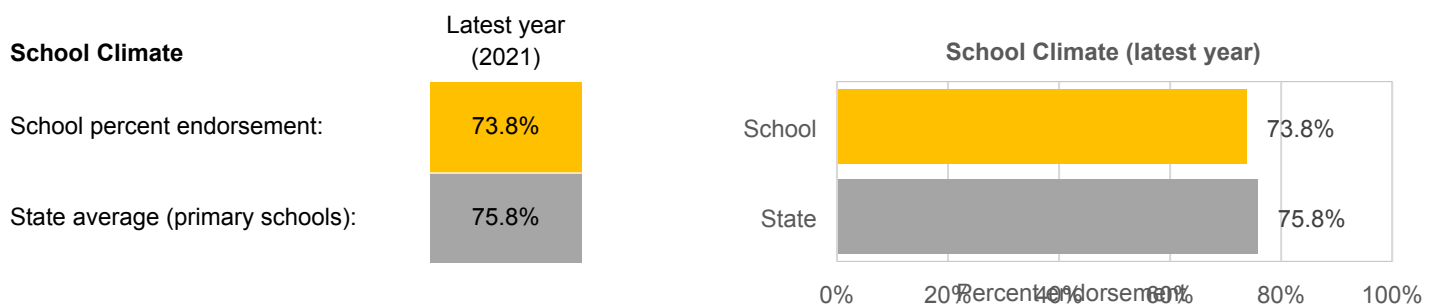


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

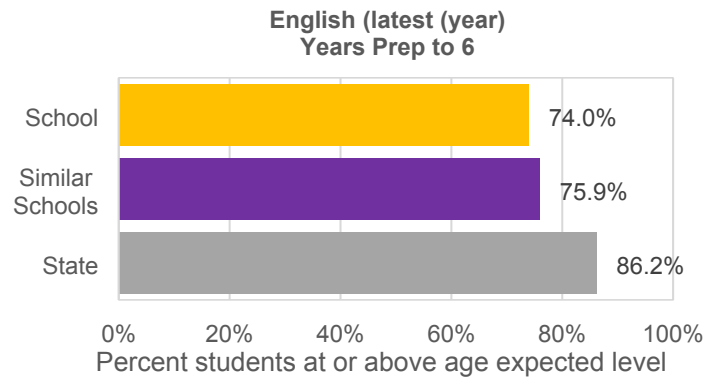
74.0%

Similar Schools average:

75.9%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

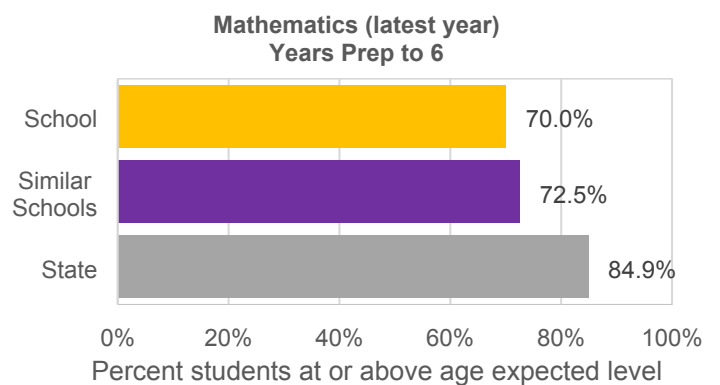
70.0%

Similar Schools average:

72.5%

State average:

84.9%





**ACHIEVEMENT (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.

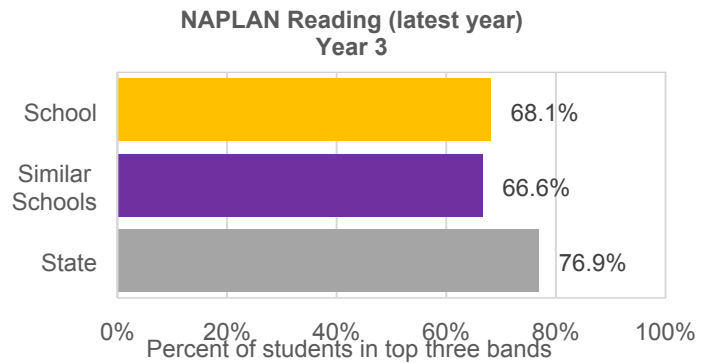
**NAPLAN**

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

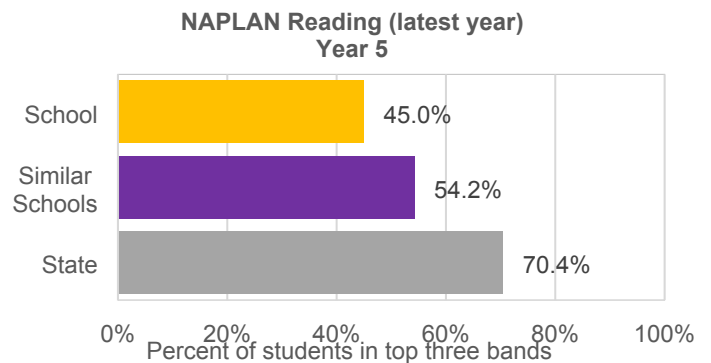
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.1%	61.9%
Similar Schools average:	66.6%	63.3%
State average:	76.9%	76.5%



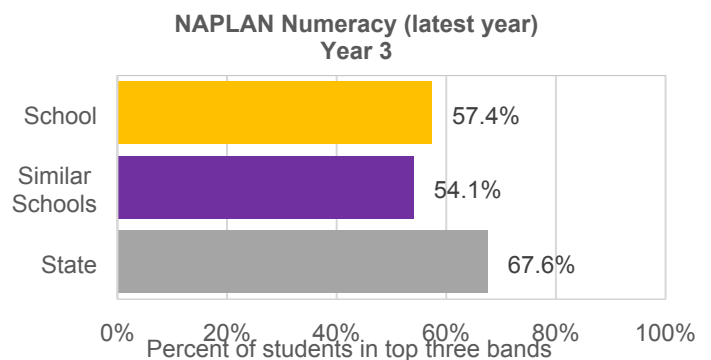
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.0%	42.1%
Similar Schools average:	54.2%	50.6%
State average:	70.4%	67.7%



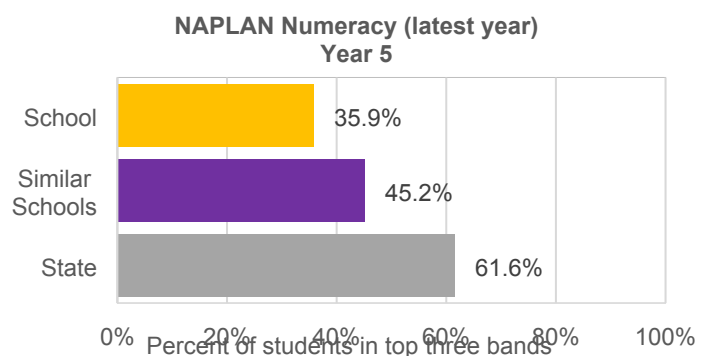
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.4%	52.9%
Similar Schools average:	54.1%	51.7%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.9%	40.0%
Similar Schools average:	45.2%	43.3%
State average:	61.6%	60.0%



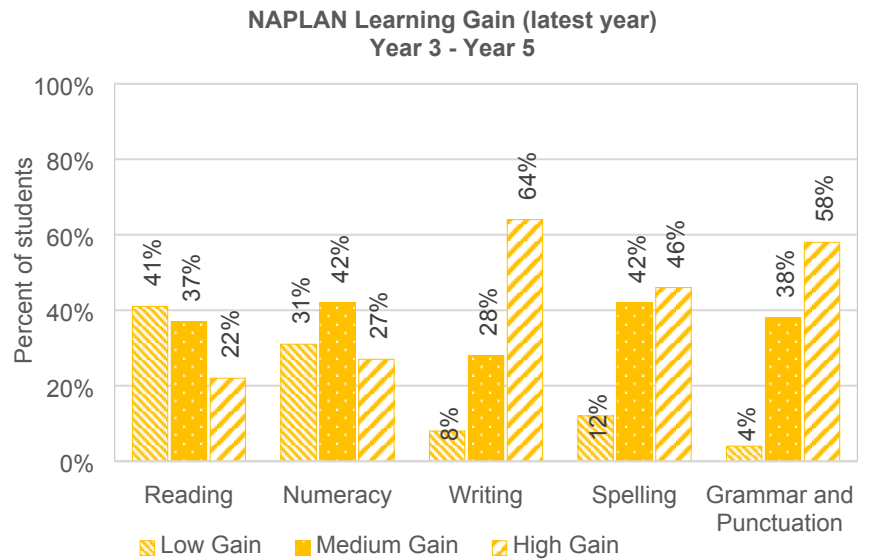
## ACHIEVEMENT (continued)

### NAPLAN Learning Gain

NAPLAN learning gain 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'.

#### Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	41%	37%	22%	19%
Numeracy:	31%	42%	27%	23%
Writing:	8%	28%	64%	24%
Spelling:	12%	42%	46%	31%
Grammar and Punctuation:	4%	38%	58%	24%



## ENGAGEMENT

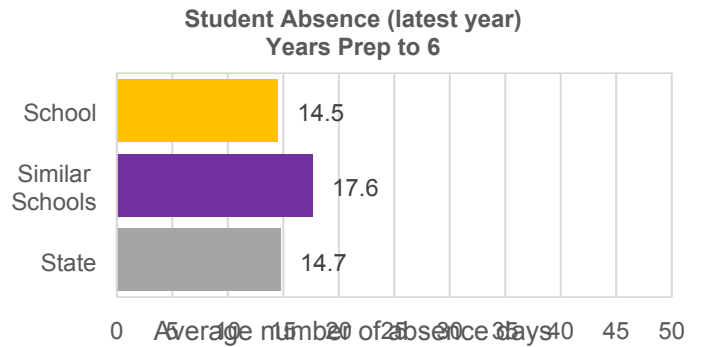
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.5	17.0
Similar Schools average:	17.6	17.3
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	94%	93%	94%	94%	92%	93%

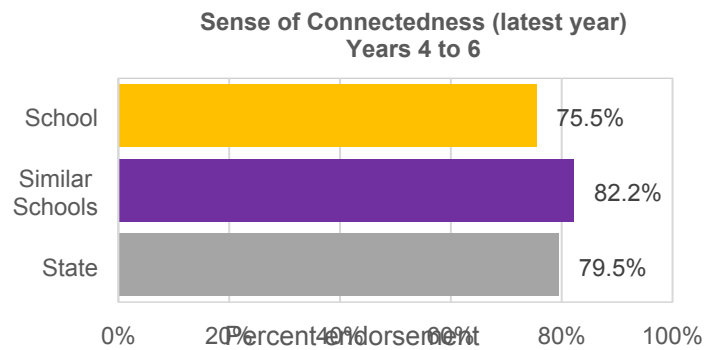
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.5%	82.2%
Similar Schools average:	82.2%	83.5%
State average:	79.5%	80.4%

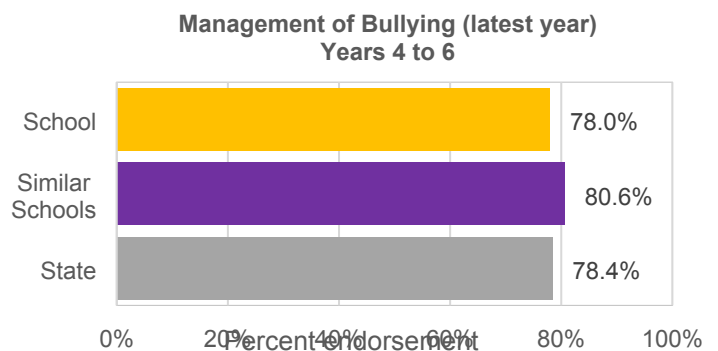


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	78.0%	80.7%
Similar Schools average:	80.6%	81.6%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,297,325
Government Provided DET Grants	\$725,049
Government Grants Commonwealth	\$50,920
Government Grants State	\$17,854
Revenue Other	\$129,930
Locally Raised Funds	\$58,541
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,279,619</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$809,043
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$809,043</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,204,871
Adjustments	\$0
Books & Publications	\$19,260
Camps/Excursions/Activities	\$34,885
Communication Costs	\$19,867
Consumables	\$99,618
Miscellaneous Expense <sup>3</sup>	\$68,589
Professional Development	\$15,525
Equipment/Maintenance/Hire	\$76,000
Property Services	\$83,328
Salaries & Allowances <sup>4</sup>	\$60,490
Support Services	\$278,468
Trading & Fundraising	\$32,722
Motor Vehicle Expenses	\$3,395
Travel & Subsistence	\$0
Utilities	\$30,513
<b>Total Operating Expenditure</b>	<b>\$5,027,530</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$252,089</b>
<b>Asset Acquisitions</b>	<b>\$96,828</b>

- (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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$722,732
Official Account	\$45,353
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$768,085</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$124,637
Other Recurrent Expenditure	\$6,632
Provision Accounts	\$0
Funds Received in Advance	\$35,010
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,307
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$210,000
Maintenance - Buildings/Grounds < 12 months	\$85,000
Asset/Equipment Replacement > 12 months	\$157,405
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$203,377
<b>Total Financial Commitments</b>	<b>\$851,369</b>

*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.*