

2023 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 26 March 2024 at 03:00 PM by Tracie Quigley (Principal)

- This 2023 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 23 April 2024 at 03:08 PM by Thanh Truong (School Council President)

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

St Albans Primary school is located within a largely residential area approximately 18 kilometers west of the Melbourne GPO in the municipality of Brimbank. The school's community is culturally diverse, with over 40 languages spoken. The socio-economic band is high which indicates significant levels of disadvantage within the community. St Albans Primary School has a campus of the Western English Language School operating onsite five days a week. The student population at census in 2023 was 304, with 78.62% of students having English as an Additional Language, 2.96 % of students are Aboriginal or Torres Strait Islanders and 11.18% of students on the Program for Students with a Disability. In 2023 we also had 5 international students enrolled in mainstream classrooms.

The school staffing profile includes the Principal, Assistant Principal and a further 23.6 teaching staff including 1.0 Leading Teacher and 1.0 Learning Specialist. There are also 16.22 EFT School Support staff who work in a range of roles including administration and learning support. Multicultural education and education support staff assist student learning and enhance the connection and communication between home and school. The school operates with 14 composite classes and two straight Prep classrooms. Specialist programs are offered in Visual Arts, Performing Arts, Physical Education, AUSLAN and Library. Two teachers and education support staff provided targeted intervention through the Tutor Learning Initiative.

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 the health and wellbeing of staff, students and families.

Progress towards strategic goals, student outcomes and student engagement

Learning

During 2023 St Albans Primary School continued to focus on enhanced student engagement in learning through a differentiated curriculum which stimulated and challenged all students. The Learning Specialist and Leading teacher oversee the teaching and learning program to ensure tier one whole school instruction is delivered with fidelity and evidence, based on differentiated practices. Further support includes coaching and mentoring, graduate induction, cyclic learning walks, moderation sessions and facilitating PLCs. The learning achievement and growth outcomes indicated that the school was in the Department of Education categorisation of 'Stretch'.

Factors that contributed to this success included:

- Building the capacity of middle leaders to facilitate data analysis which improved data literacy of all staff.
- The implementation of case management meetings as part of the work of PLCs, which provided opportunities to focus on individual students and their specific learning needs.
- Planning documents were refined to ensure consistency and documented differentiation.
- The analysis of student running records and school-based reading data was enhanced through the introduction of a school wide reading tracker.
- Dedicated and protected TLI program aimed at identifying and assisting students at risk in Reading and Numeracy.

Naplan 2023 data results in Reading and Numeracy indicate that the percentage of students in the range of exceeding & strong were at or above like schools. Year 3 Numeracy results were above state average with 69.8% of students in strong or exceeding. Naplan data reflected positive growth in Year 3 Reading and Year 5 Numeracy, with a significant increase in Year 3 Numeracy from 48.8% in 2022 to 69.8% in 2023.

Teacher judgment data of student achievement against the Victorian curriculum indicates that 79.9% of students in English and 79% in Mathematics are at or above the expected level, both of which are above similar schools.

Future directions will include developing scope and sequence documents for all areas of Mathematics. We will also be working on differentiating the curriculum for students working above the expected levels and student goal setting to meet individual learning points of need.

Wellbeing

St Albans Primary School has continued to provide a safe, supportive and inclusive learning environment, where the health and wellbeing of staff, students and families is a priority. The school has maintained strong relationships and active partnerships between other schools, outside agencies, families, and the St Albans community. A range of wellbeing practices are in place across the school, including mindfulness and meditation.

The wellbeing team has commenced Mental Health and Wellbeing training (MHW) to further support their work. The school has continued to employ the Australian Childhood Trauma Group who are delivering individual student counselling, staff professional learning and oversee the whole school Positive Choices Program. The Ripple app has been introduced to monitor student's social and emotional wellbeing on a daily basis.

Respectful Relationships is being taught in every classroom, and a scope and sequence has been developed to ensure all aspects of the curriculum are being implemented.

Start up programs continue to address the social and emotional learning needs of students and allow for the development of safe and engaging learning environments. ATOS survey data indicated that 'sense of connectedness' has remained above similar schools and state levels. Management of bullying remains above the state average.

Future directions will include accessing DET support including a behavioural and inclusion coach to work with staff around student engagement. Professional learning will be provided to staff around the Mental Health in Primary Schools MHIPS training and supporting students with mental health issues in the classroom.

Engagement

The students at St Albans Primary School are engaged and connected to the school. The school has continued to have a strong focus on maintaining a safe and orderly learning environment.

The wellbeing team meet regularly to monitor attendance, coordinate supports for students and their families to engage with the school and improve attendance and punctuality. The school provides ongoing communication around attendance through, newsletters, Xuno text messaging and attendance meetings. Absence data indicates that the average number of days absent is slightly higher than similar schools. Attendance rates by year level are all above 80%, with Foundation students being the lowest and Year 6s being the highest at 93%. Due to COVID protective measures attendance rewards were postponed. The school has decided to reintroduce these awards in 2024.

School Case Management meetings have continued to focus on identifying students at risk socially, emotionally and academically as well as students with high absenteeism. Through these meetings families are referred to appropriate external agencies and SSSO staff for further support as required

There was an increase in parental involvement evidenced through increased attendance at school events such as three way conferences, community barbecues, the family mathematics night, open mornings, school concert and the Prep transition program. Parent and staff survey data reflect 'parent satisfaction' and 'school climate' are above state average.

Future directions will include an increased focus on student voice and agency, including bump it up walls and goal setting to build student self-management in their learning. Disability Inclusion will also be a focus in 2024, with all staff to complete training and understand the expectations for a Disability Inclusion Profile (DIP).

Financial performance

In 2023 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 \$704,730 which was mainly spent on staffing and resources to work towards the goals set in our AIP. This included building the teaching capacity of all staff, improving the effectiveness of PLTs, releasing staff to work in the roles of instructional leaders and employing additional Education Support Staff to deliver targeted intervention programs.

The school used grant funds from Community Hubs Australia 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 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 293 students were enrolled at this school in 2023, 128 female and 165 male.

68 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).

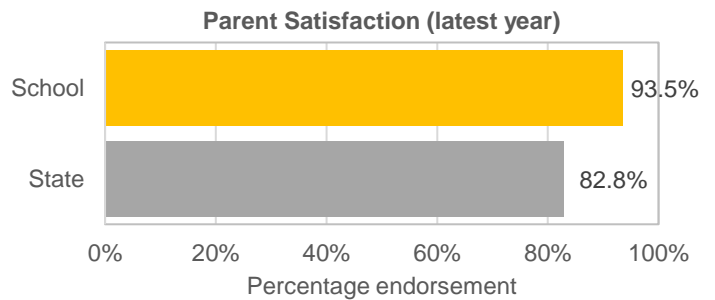
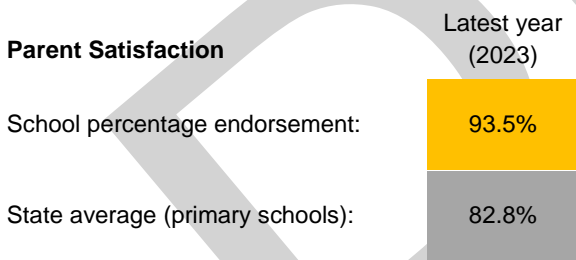
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The 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.

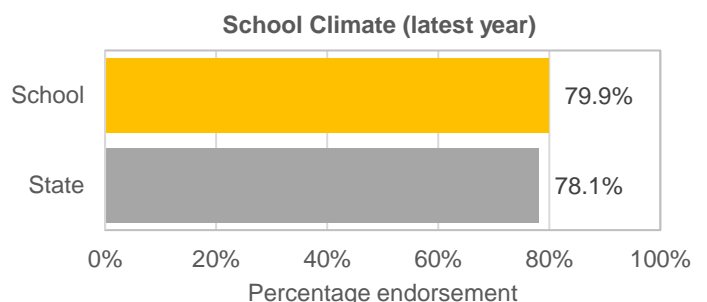
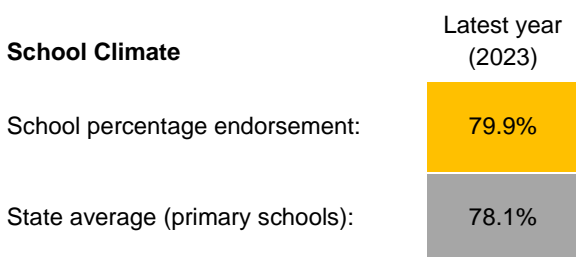


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

79.9%

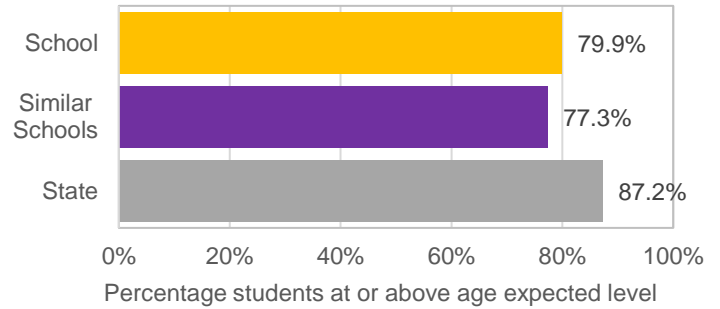
Similar Schools average:

77.3%

State average:

87.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

79.0%

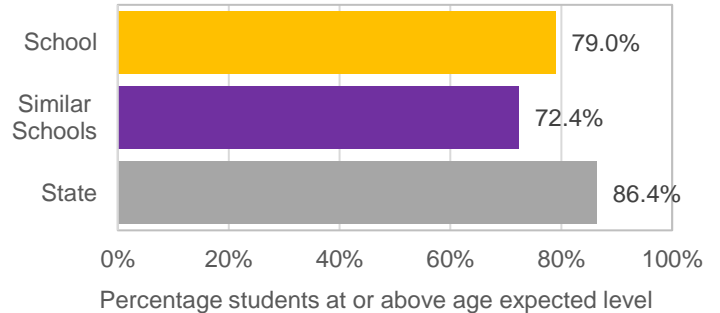
Similar Schools average:

72.4%

State average:

86.4%

Mathematics (latest year) Years Prep to 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

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

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

65.1%

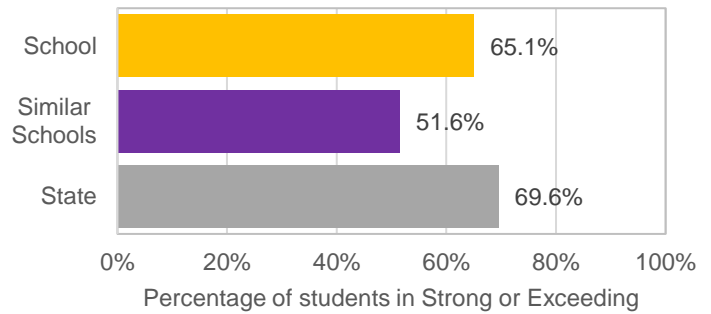
Similar Schools average:

51.6%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

63.0%

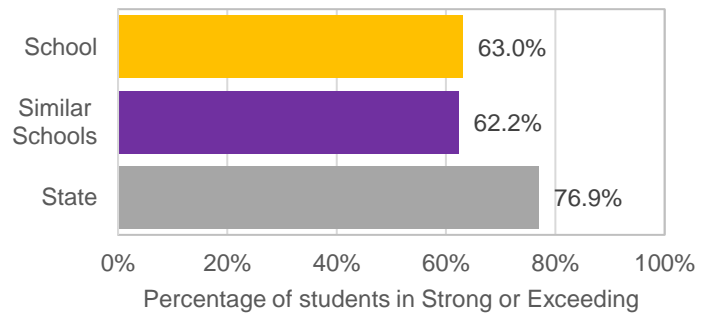
Similar Schools average:

62.2%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

69.8%

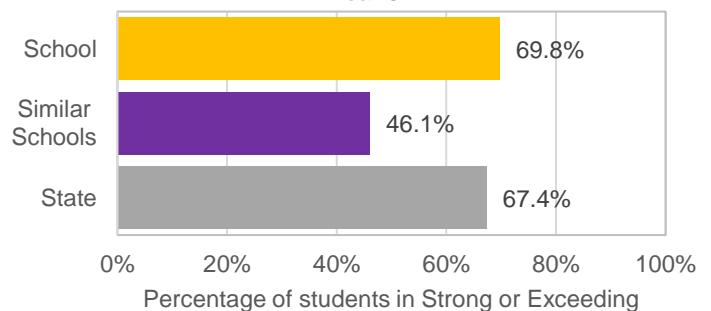
Similar Schools average:

46.1%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

58.7%

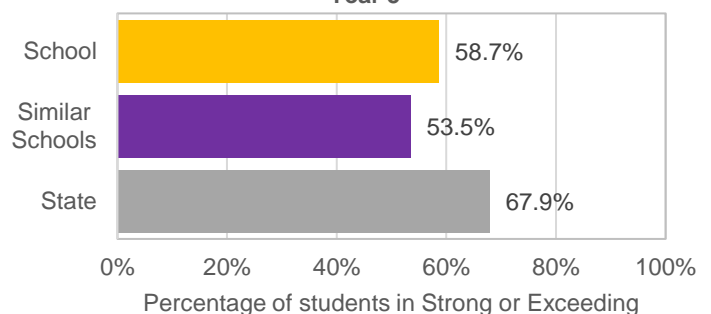
Similar Schools average:

53.5%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

**Reading
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

63.4%

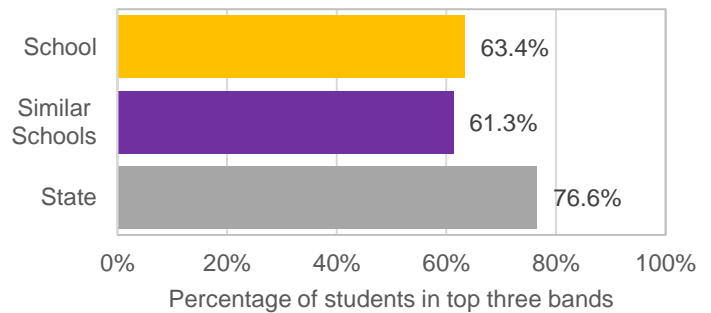
Similar Schools average:

61.3%

State average:

76.6%

**NAPLAN Reading (2022)
Year 3**



**Reading
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

73.0%

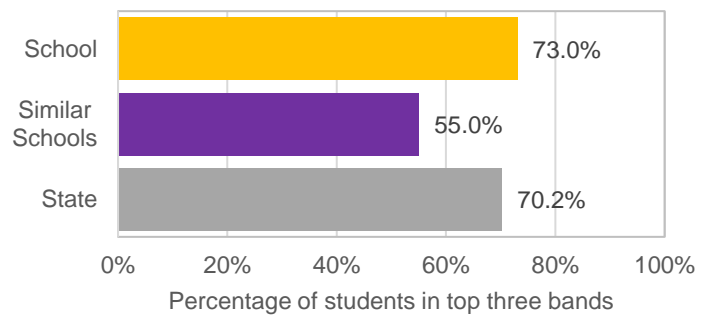
Similar Schools average:

55.0%

State average:

70.2%

**NAPLAN Reading (2022)
Year 5**



**Numeracy
Year 3**

Latest year
(2022)

School percentage of students in the top three bands:

48.8%

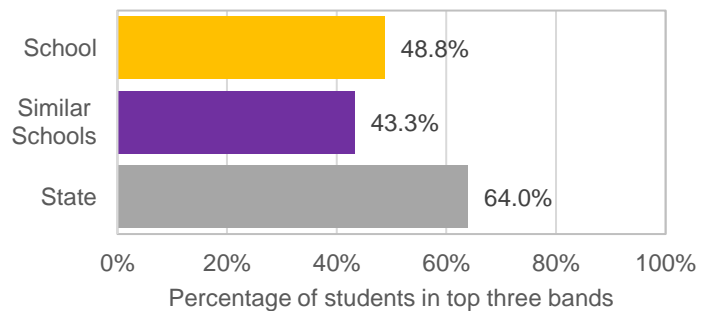
Similar Schools average:

43.3%

State average:

64.0%

**NAPLAN Numeracy (2022)
Year 3**



**Numeracy
Year 5**

Latest year
(2022)

School percentage of students in the top three bands:

54.1%

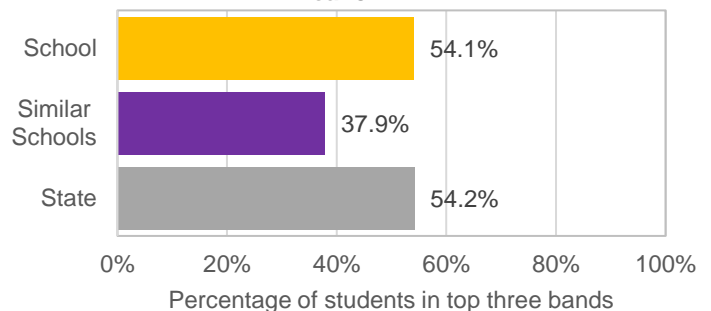
Similar Schools average:

37.9%

State average:

54.2%

**NAPLAN Numeracy (2022)
Year 5**



WELLBEING

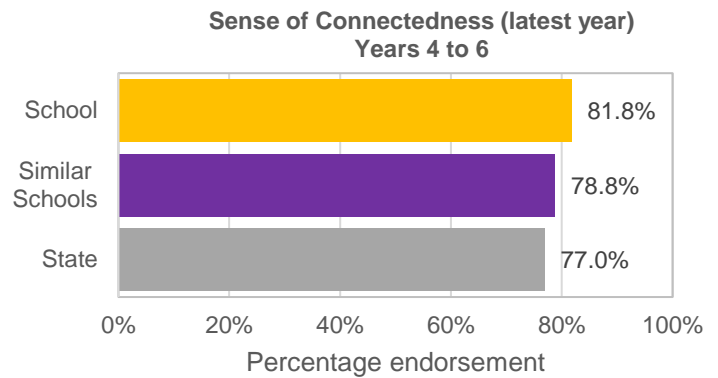
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 81.8% | 79.1% |
| Similar Schools average: | 78.8% | 80.8% |
| State average: | 77.0% | 78.5% |

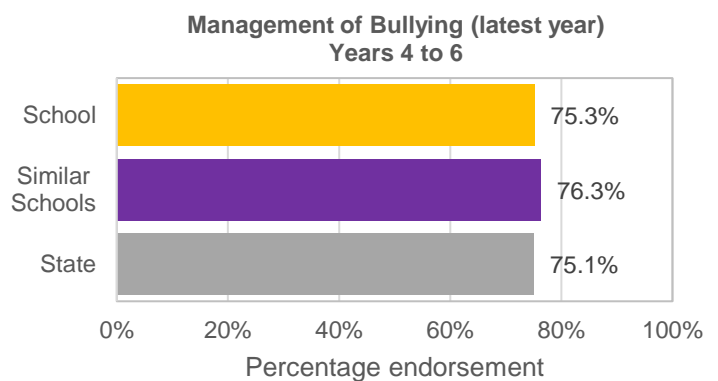


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

| | Latest year (2023) | 4-year average |
|--------------------------------|--------------------|----------------|
| School percentage endorsement: | 75.3% | 77.3% |
| Similar Schools average: | 76.3% | 78.2% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

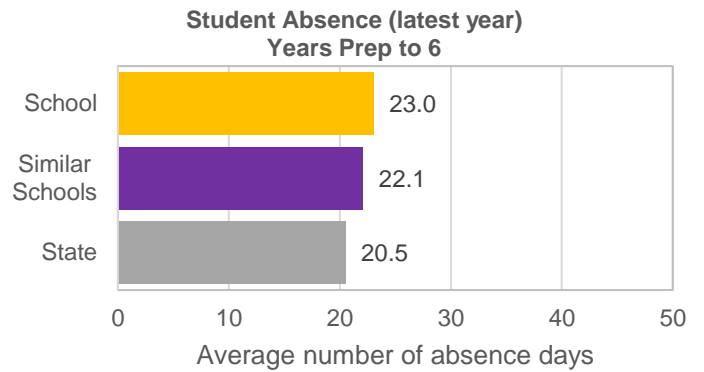
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

| | Latest year (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 23.0 | 20.0 |
| Similar Schools average: | 22.1 | 21.4 |
| State average: | 20.5 | 18.1 |



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 (2023): | 84% | 88% | 87% | 88% | 89% | 89% | 93% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,352,174 |
| Government Provided DET Grants | \$936,091 |
| Government Grants Commonwealth | \$76,184 |
| Government Grants State | \$0 |
| Revenue Other | \$59,484 |
| Locally Raised Funds | \$95,665 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,519,599 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$704,730 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$704,730 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,159,940 |
| Adjustments | \$0 |
| Books & Publications | \$6,856 |
| Camps/Excursions/Activities | \$111,461 |
| Communication Costs | \$17,123 |
| Consumables | \$87,224 |
| Miscellaneous Expense ³ | \$40,960 |
| Professional Development | \$53,070 |
| Equipment/Maintenance/Hire | \$102,839 |
| Property Services | \$217,802 |
| Salaries & Allowances ⁴ | \$110,381 |
| Support Services | \$440,951 |
| Trading & Fundraising | \$40,102 |
| Motor Vehicle Expenses | \$6,317 |
| Travel & Subsistence | \$233 |
| Utilities | \$45,518 |
| Total Operating Expenditure | \$5,440,776 |
| Net Operating Surplus/-Deficit | \$78,823 |
| Asset Acquisitions | \$306,973 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$233,790 |
| Official Account | \$28,798 |
| Other Accounts | \$0 |
| Total Funds Available | \$262,588 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$187,925 |
| Other Recurrent Expenditure | \$13,495 |
| 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 | \$38,080 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$0 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$23,089 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$262,588 |

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.