

# 2017 Annual Report to the School Community



School Name: Albion Primary School

School Number: 4265

*Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.*





## About Our School

### School Context

The fundamental purpose of Albion Primary School is to provide a safe, caring, engaging and inclusive environment, in which all children have the opportunity to develop their social, emotional and academic skills and knowledge to enable them to become effective members of society/citizens of the future. The school values are: Respect, Honesty, Care, Learning and Achievement.

School enrolment for 2017 was based on 178 at February census. At August census, it was 188. By the end of the year, there were 186 students. The overall socio-economic profile was very low with a high proportion of students with English as an Additional Language. The school celebrates its very diverse social and cultural community.

Albion Primary School had the equivalent of 17.6 effective full-time (EFT) staff comprising: Acting Principal, Acting Assistant Principal, 7.2 EFT Classroom Teacher 2, 3.4 x Classroom Teacher 1, 7 x EFT Education Support staff. There was a lot of uncertainty during 2017 in terms of leadership of the school. The substantive Principal continued extended leave until he retired at the end of the term two holidays. Principal selection occurred during term three and the new Principal commenced at the beginning of term four. The class structure consisted of 8 classes as follows: 2 x Prep/One, 2 x 1/2, 2 x 3/4, 2 x 5/6. All students participated in specialist programs in Physical Education, Library and Performing Arts. Classroom teachers, with support from one of our ES staff members, taught Visual Arts. Children in years P – 2 participated in Languages (Italian) and children in years 3 – 6 participated in a leadership program. All students had a number of extra-curricular programs in which they could participate. These included excursions, incursions, camps including a three-day camp for children in years 4 -6 and a day camp for children in years 1- 3 and a late tea for prep students, a variety of house sports, Sporting Schools clinics, whole school musical production and Bike Education. 2017 also saw the beginnings of focus on a new strategic plan and its goals: to improve student achievement in all levels across the school in literacy and numeracy; to improve student social and emotional wellbeing to enhance student outcomes; to improve the level of student engagement by enhancing the involvement of parents, students and staff as a learning community.

### Framework for Improving Student Outcomes (FISO)

FISO focus in 2017 was *Curriculum Planning and Assessment* with key improvement strategies of developing, documenting and implementing a whole school guaranteed and viable curriculum that included a scope and sequence and assessment schedules for all dimensions for literacy and numeracy. The other focus was on *Setting Expectations and Promoting Inclusion* with the key improvement strategies of building teacher capabilities in the management of complex behaviours and the explicit teaching of resilience, problem solving and conflict resolution skills across the school. Scope and sequence documents were completed for all dimensions of numeracy, as was an assessment schedule. A spelling scope and sequence and assessment schedule was completed for literacy but more work is needed on the other dimensions. A comprehensive curriculum audit was completed and an integrated inquiry learning plan was developed for all year levels. A 'new look' school values was introduced and taught as part of the *School Wide Positive Behaviours* (SWPB) framework. The SWPB expected behaviours matrix and a school wide positive reward system 'jigsaw' was introduced. We also implemented DET's social and emotional learning program – *Resilience, Rights and Respectful Relationships*.

### Achievement

In 2017, year 3 NAPLAN numeracy results show that the percentage of students in the top two bands is similar to the results for primary schools with similar characteristics. The trend over the last three years shows that Albion is well above the results for primary schools with similar characteristics. In year 5 NAPLAN numeracy, the percentage of students in the top two bands is similar to the results for primary schools with similar characteristics, and the trend over the last three years shows that Albion is similar to like primary schools. In year 3 NAPLAN reading, the results are very similar to numeracy, as is reading NAPLAN for year 5. However, in terms of high gain between year 3 and year 5, Albion is below the results for primary schools with similar characteristics. Whilst our raw scores are good, high gain growth is something we need to address. In terms of teacher judgement, the percentage of students in Years Prep to 6 working at or above age expected standards in English and Mathematics is similar to schools with similar characteristics.

English Online indicates that Preps come in to the school with few reading and writing skills but by the time they are in year 2, these skills are on a par with schools with similar characteristics.

### Engagement

2017 was the first time year 4 students participated in the *Attitudes to School Survey (ATTS)*. The ATTS helps schools to gain an understanding of students' perceptions and their experiences of school. Results for the ATTS indicate that in terms of cognitive engagement, students have a very positive view. A high percentage also feel connected to school. Across the three year levels, the boys are less engaged than the girls, both cognitively and socially.

The *Parent Opinion Survey (POS)* provides an indication of how satisfied parents are with their child's schooling. We have had a consistently high level of parent satisfaction over the last few years. 2017 was also high in terms of the factors of



parent participation and involvement, school connectedness, communication, high expectations, motivation, and effective teaching.

Late 2016 and into 2017 was a time of uncertainty for staff in terms of school leadership. This is reflected in aspects of the *School Staff Survey* where all but a few components declined in endorsement and is below or close to the state mean. Teacher collaboration and the shielding and buffering where staff are protected from intrusions that distract from learning and teaching are above other primary schools.

## Wellbeing

In 2017, the student safety domain of the ATTS improved significantly from 2016. In the school's own safety survey, there was a marked decrease in the percentage of students who felt unsafe. The implementation of the SWPB framework had a positive impact on student behaviour and the way in which staff deal with incidents. There is a planned response to behaviour and a school wide reward system for the positive behaviours that align with the school values. A highly experienced behaviour 'expert' worked with staff to develop a process of identifying triggers and appropriate responses in order to develop specific behaviour management plans for students when required. In terms of social engagement, in the the ATTS survey, a sense of belonging is reported as high across all year levels. Whilst students say they have experiences of bullying, overall, they have been very happy about how staff deal with problems, although the boys are less happy than the girls.

Parents believe the school has a consistent approach to promoting positive school behaviour and that the school provides opportunities for student voice and building confidence and resilience.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 182 students were enrolled at this school in 2017, 90 female and 92 male.</p> <p>61 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). 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'.</p>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>90 %</td> <td>88 %</td> <td>92 %</td> <td>88 %</td> <td>88 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	90 %	88 %	92 %	88 %	88 %	93 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	90 %	88 %	92 %	88 %	88 %	93 %										



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

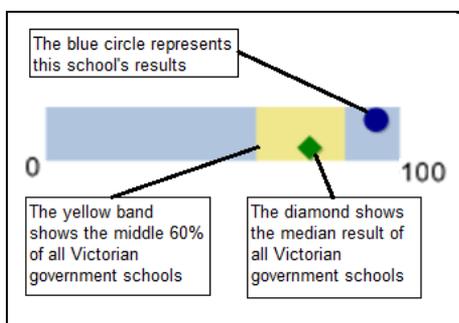
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

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

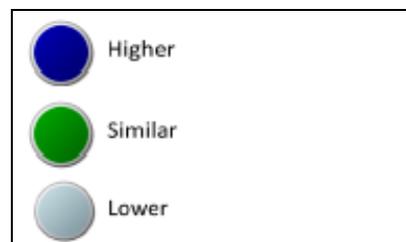


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

[Please refer to the [2017 Annual Report Guidelines](#) for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,970,168	High Yield Investment Account	\$21,168
Government Provided DET Grants	\$698,829	Official Account	\$8,840
Government Grants Commonwealth	\$6,482	Other Accounts	\$364,917
Revenue Other	\$34,586	<b>Total Funds Available</b>	<b>\$394,925</b>
Locally Raised Funds	\$45,746		
<b>Total Operating Revenue</b>	<b>\$2,755,811</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$521,940		
<b>Equity Total</b>	<b>\$521,940</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,801,993	Operating Reserve	\$121,075
Books & Publications	\$18,398	Asset/Equipment Replacement < 12 months	\$47,000
Communication Costs	\$5,860	Capital - Buildings/Grounds incl SMS<12 months	\$112,000
Consumables	\$116,998	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,000
Miscellaneous Expense <sup>3</sup>	\$349,808	School Based Programs	\$20,000
Professional Development	\$16,610	Asset/Equipment Replacement > 12 months	\$55,000
Property and Equipment Services	\$282,142	Capital - Buildings/Grounds incl SMS>12 months	\$28,850
Salaries & Allowances <sup>4</sup>	\$15,463	Maintenance -Buildings/Grounds incl SMS>12 months	\$5,000
Trading & Fundraising	\$20,798	<b>Total Financial Commitments</b>	<b>\$394,925</b>
Utilities	\$21,053		
<b>Total Operating Expenditure</b>	<b>\$2,649,122</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$106,688</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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.



### Financial Position and Position Commentary

There is a large surplus and funds available. Equity funding will be expended on staffing by providing coaching and consultancy in order to improve teacher practice in literacy and numeracy. It will also be used on resources for teaching and learning. Enrolment figures late in 2017 meant a new classroom needed to be established in 2018 so funds had to be available to furnish and set up the new class. Some capital was provided for maintenance based on the school's Condition Assessment Report. The majority of the capital was provided in 2017 but will not be expended until 2018. The interactive screens in classrooms and the computers that are with them are old and need upgrading. This will also be a substantial cost in 2018.