

2016 Annual Report to the School Community

School Name: Albion Primary School

School Number: 4265



Aim High

Name of School Principal (Acting):	Adrienne Williamson
Name of School Council President:	Mohammed Sheikh
Date of Endorsement:	20 th March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

In 2016 Albion Primary School focused on providing a supportive learning environment with the aim of developing students with a lifelong love of learning. The school also continued to embed its five values of respect, care, honesty, learning and achievement. These guided the decisions and shaped the culture for the whole school community. A strong focus in 2016 (as over the last couple of years) was placed on the explicit teaching of oral language, vocabulary and complex sentence development, phonics, phonological and phonemic awareness and fluency (the building blocks of reading) to build comprehension. We are seeing the effect of explicit teaching particularly in the P - 2. We are hoping that this will build and develop throughout all year levels in the years to come.

The school went through a review process at the end of 2016, based on the 2012 – 2016 School Strategic Plan. Albion Primary School has a new strategic plan for 2017 – 2020, with a clear direction, because of that review.

School enrolment for 2016 started at 172, rose to 174 at February census and reached 185 by the end of the year. The overall socio-economic profile was low with a high proportion of students with English as an Additional Language. The school continued to develop strategies learned from its participation in 2015's Refugee Education Support Program (RESP) that took into account and celebrated its very diverse social and cultural community. The culmination of the year's celebrations was the school's 90th anniversary 'Back to Albion' day.

Albion Primary School had the equivalent of 17.7 effective full time staff comprising: Principal, an Assistant Principal, 1 x Leading teacher, 7.3 (EFT) Classroom Teacher 2, 1.4 EFT Classroom Teacher 1 and 6.0 EFT Education Support staff. The principal went on unexpected extended leave so the overall staff number reduced for the last three and a half months of the year. The class structure consisted of 7 classes as follows: 2 x Prep/One, 1 x 1/2, 1 x 2/3, 1 x 3/4, 1 x 4/5 and 1 x 5/6. All students participated in specialist programs in Physical Education, Library and Performing Arts.

Classroom teachers, with the assistance from one of our ES staff members, taught Visual Arts. All students had a range of extra curricula programs in which they could participate. These included excursions, day camp for years Prep – 3, a three-day camp for years 4-6, a variety of house sports, whole school musical production and Bike Education.

Framework for Improving Student Outcomes (FISO)

Our focus in 2016 was *Building Practice Excellence* with key improvement strategies of continuing to research and implement approaches to develop oral language across the curriculum and professional learning teams to focus on building cohort achievement in successive years. The building blocks of reading that includes the explicit teaching of oral language, vocabulary and complex sentences, phonics, phonological and phonemic awareness, particularly in the early years of primary school has had a major impact with results in our Reading Progress Test longitudinal data at the end of 2016 for preps - 2 particularly. We need to continue the emphasis on explicit teaching and learning practices and develop it in years 3 – 6.

The other FISO initiative that we focused on was *Community Engagement in Learning* with the key improvement strategy to build participation and engagement across the school community while strengthening the positive relationships between the school and community members. There are many more school community members, particularly parents, involved at the school, mainly with social events and whole school events as opposed to student learning. This is where our next focus will be now that many more of our parents are comfortable with coming into the school.

Achievement

In the 2016 Year 3 NAPLAN results, the percentage of students in the top two bands for numeracy, reading and writing was above the results for primary schools with similar characteristics but lower than the state percentage. The Year 5 NAPLAN results for numeracy indicated that the percentage of students in the top two bands was similar to schools with common characteristics and lower than the state. In reading and writing, the percentage of students in the top two bands is below the results for schools with similar characteristics. The learning gains of students between years 3 and 5 in numeracy is similar to the results for primary schools with similar characteristics. In reading and writing, the gain is below similar schools. The four-year average of learning gain in NAPLAN results indicate that students at Albion Primary School matches similar schools.

Teacher judgements of student performance in 2016 indicate that the percentage of students with a rating of C (at level) or above is similar to those schools with comparable student characteristics.

Our opportunities for improvement continue to be the teaching of literacy and numeracy and the analysis of student data to inform planning for student learning. The strategies we will use include the use of literacy and numeracy coaches to work with teachers in classrooms in order to improve instructional practice.

The school will continue in its endeavour to provide quality literacy and numeracy resources to support the teaching of these areas to the highest level.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework

AusVELS

Victorian Curriculum

A Combination of these



Engagement

The results of the 2016 Year 5 and 6 Attitudes to School Survey (ATTS) measured the school at a lower level in terms of student safety and classroom behavior when compared to similar schools. New programs targeted and implemented to address these results and support higher levels of student engagement commenced in 2016. By the end of the school year, these programs were beginning to have some impact. The *School Wide Positive Behaviours Framework* implementation will continue in 2017. A specific leadership program for students in years 5 and 6 and for house captains and vice captains will be implemented. There were a large number of extra-curricular programs and events organized during 2016. These included lunchtime house sports competitions, house athletics competition, Bike Education, Book Week. The school's 90th anniversary and the introduction of the Albion and Friends Community Toy Library at the school has created a significant focus on community engagement at the school. Overall satisfaction and engagement levels with our parents and community is high.

Our target is to maintain and further develop our parent and community engagement, with a particular focus on student learning.

The number of students with chronic absence (20 or more days absent) is just below the results for similar schools and the average over the four-year period is similar to other schools. We are just below the percentage of students with unexplained absences compared to similar schools but above similar schools in our network.

Wellbeing

The 2016 Parent Opinion Survey indicated that the degree of parent satisfaction was high in relation to School Climate, Student Behaviour and Student Engagement. All factors within these areas were above the state mean, with the majority above the 90th percentile.

Variables of classroom behavior and student safety in the years 5 and 6 the ATTS data declined significantly in 2016.

Student forums indicated that there were student concerns around behaviour and safety; however, students felt that staff responded to issues well and made students feel safe. Variables within the Teaching and Learning area of the ATTS remained strong, especially Teacher Empathy and Stimulating Learning. They were above the state mean.

Prep parents responded with significant positive feedback about the transition program that built on the changes to the program in 2015, This continues to be a very important program for our school and has strengthened confidence in our school across our local community.

School Council endorsed several key student and engagement focused policies including *Onsite Supervision* and *Child Safety Standards*.

Our focus for the future is the explicit teaching of resilience building, problem solving and conflict resolution skills across the school.

For more detailed information regarding our school please visit our website at
www.albionps.vic.edu.au



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 174 students were enrolled at this school in 2016, 84 female and 90 male. There were 64% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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>● Similar</p> <p>● Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>60%</td> <td>7%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>81%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>44%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>56%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	60%	7%	Numeracy	40%	40%	20%	Writing	6%	81%	13%	Spelling	50%	44%	6%	Grammar and Punctuation	38%	56%	6%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>90 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>89 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	94 %	92 %	89 %	95 %	92 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	94 %	92 %	89 %	95 %	92 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary

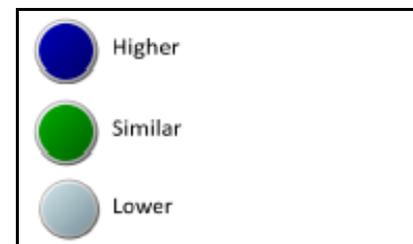
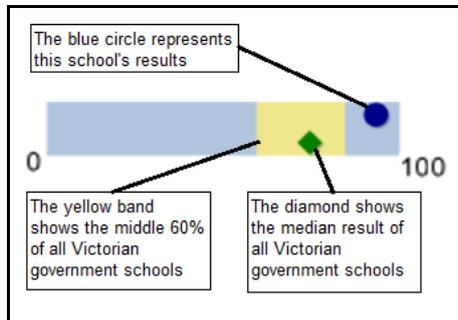
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

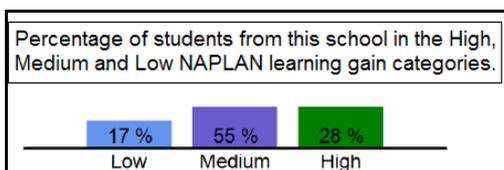
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 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, 2016

Revenue	Actual
Student Resource Package	\$1,849,136
Government Provided DET Grants	\$582,213
Government Grants State	\$1,818
Revenue Other	\$46,718
Locally Raised Funds	\$53,592
Total Operating Revenue	\$2,533,478

Expenditure	
Student Resource Package	\$1,610,646
Books & Publications	\$16,289
Communication Costs	\$5,393
Consumables	\$72,104
Miscellaneous Expense	\$139,934
Professional Development	\$15,945
Property and Equipment Services	\$228,379
Salaries & Allowances	\$21,195
Trading & Fundraising	\$17,047
Utilities	\$17,924

Total Operating Expenditure **\$2,144,856**

Net Operating Surplus/-Deficit **\$388,622**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$106,253
Official Account	\$5,691
Other Accounts	\$344,298
Total Funds Available	\$456,241

Financial Commitments	
Operating Reserve	\$69,128
Asset/Equipment Replacement < 12 months	\$45,000
Capital - Buildings/Grounds incl SMS<12 months	\$100,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$15,092
School Based Programs	\$37,000
School/Network/Cluster Coordination	\$165,022
Asset/Equipment Replacement > 12 months	\$13,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$12,000
Total Financial Commitments	\$456,241

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Miscellaneous Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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. However, a large component of funds belongs to the SSSO network. The capital works for the conversion of Block C Classrooms into flexible learning spaces still has to be paid.

There is a financial commitment for additional literacy and numeracy coaches to work with teaching staff with the intent to improve instructional practice.