

2018 Annual Report to The School Community



School Name: Albion Primary School (4265)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 25 March 2019 at 03:22 PM by Adrienne Williamson (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 26 April 2019 at 01:21 PM by Naomi Harper (School Council President)

About Our School

School context

First established in 1926, Albion Primary School is located in the Sunshine area of Melbourne's western suburbs. Albion is a small pocket of Sunshine, bordered by Kororoit Creek, railway lines and the highway. 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. The school values are: Respect, Honesty, Care, Learning and Achievement.

School enrollment for 2018 was 187 at February census. At August census, it was 186. By the end of the year, there were 190 students enrolled. The total school population comprised approximately 51% females and 49% males. The overall socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE), which takes into account parents' occupations and education. Albion Primary School's SFOE band is low. Students who have English as an additional language made up 59% of the enrollment. We also have approximately 11% refugee population and 3% population who are Aboriginal or Torres Strait Islander. The school celebrates its very diverse social and cultural community.

In 2018, Albion Primary School had the equivalent of 20.9 effective full-time (EFT) staff comprising: Principal, Assistant Principal, 1 Leading Teacher, 8.8 EFT Classroom Teacher 2, 2 x Classroom Teacher 1, 6.7 x EFT Education Support staff. The class structure consisted of 9 classes as follows: 2 x Foundation, 3 x 1/2, 2 x 3/4, 2 x 5/6. All students participated in specialist programs in Physical Education, Library, Visual Arts and Italian. Students also participated in music classes with a teacher from the Australian Children's Music Foundation supported by the classroom teacher. 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, 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.

2018 continued to focus on our 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 well-being 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)

The FISO focus in 2018 was Building Practice Excellence with key improvement strategies of: developing a consistent implementation of agreed model of instruction for literacy and numeracy across the school; developing, documenting and implementing a whole school guaranteed and viable curriculum for reading; building leadership capacity within professional learning communities that focus on student learning; building teacher capacity to effectively collect, collate, analyse and evaluate data to inform teaching. Key staff participated in Leading Literacy training and the Professional Learning Communities Initiative training. This training helped us to work with all staff to develop an agreed model of instruction - the Gradual Release of Responsibility through reading, writing and numeracy workshop models. The reading curriculum scope and sequence documentation was started, with a focus on the teaching of comprehension. Whole staff professional learning was undertaken as part of this process to ensure a common understanding and definition of the comprehension strategies. This work took longer than was anticipated and will continue into 2019. A literacy consultant was employed to assist the school in developing consistent practice, particularly in the delivery of small group reading instruction. A numeracy coach was employed to work with staff to improve the delivery of mathematics teaching and learning.

Achievement

In 2018, teacher judgement of student achievement for children in years Foundation to year 6 working at or above age expected standards in English and Mathematics was similar to other schools that have a comparable

profile. In year 3 NAPLAN, reading and numeracy results showed that the percentage of students in the top three bands was higher than schools with similar characteristics. The trend for year 3s over the last four years also showed that Albion performed higher than primary schools with similar characteristics. In year 5 NAPLAN, the percentage of students in the top three bands was similar to the results for primary schools with comparable characteristics. The trend over the last four years showed that Albion is similar to comparable primary schools for reading but lower than similar profiled schools in numeracy. Learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students. For the matching cohort of students who were at Albion Primary School in year 3 and in year 5, the learning gains showed that there was a significant increase in the percentage of students with a medium and high gain in reading. We also increased the learning gain for those students in numeracy. In 2018, there was a specific focus on the teaching of reading and we believe this had an impact. In 2019, we are continuing to develop this focus. We are also continuing our work on developing children's understanding of mathematics.

Engagement

In 2018, children in year 4, 5 and 6 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 indicated that the percentage of students feeling connected to school was high although it varies across the three year levels with the females having a higher level of connectedness than the males.

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 and it continued to be high in 2018. Overall, we have a 96% parent endorsement for the school which is higher than the state mean of 85%.

Most factors were above 95% endorsement, with teacher communication about student progress, the school's physical environment and child's non-experience of bullying being just under 90%. It must be noted, however, that the satisfaction with how the school deals with bullying, promoting positive behaviour and respect for diversity is at 100% endorsement.

The School Staff Survey showed an increase of endorsement in all but one component. With the work that was undertaken in professional learning during the year, it was a positive reflection that the endorsement for the collective efficacy and responsibility and teacher collaboration factors increased.

The school had comparable absence rates to schools with a similar profile however, it was slightly higher than the state mean. We had a number of students who have chronic absenteeism and who take extended family holidays which impacted on the data. The school worked hard to reduce the number of unexplained absences, particularly at the beginning of semester 2 in 2018. As a result, the number of unexplained absences decreased significantly.

Wellbeing

In 2018, from the student safety domain of the ATTS, students indicated that their experience of bullying decreased from 2017 and there was an improvement in the factors of managing bullying and student advocacy. The focus of teaching social and emotional skills was on positive behaviour expectations, both in the classroom and in non-classroom areas. There is a planned response to behaviour management. Whilst students say they have experiences of bullying, overall, they have been very positive about how staff deal with problems, although the boys are less positive than the girls. Parents believe the school has a consistent approach to promoting positive school behaviour and that the school manages bullying effectively.

It was interesting to note that the Australian Early Development Census, conducted in 2018, indicated the number of vulnerable children in terms of overall health and wellbeing, social competence and communication skills, has increased from previous years. This only heightens the intent and rationale of our strategic plan that: our school is intent on improving our students' social and emotional wellbeing so that students feel safe, are ready and are in the best mindset to learn; wellbeing plays a critical role in the achievement and engagement of all learners in education. Health and wellbeing is an important outcome in its own right, but it is also a precondition for learning. In order for our students to learn, they need to feel safe, be healthy and have a good sense of wellbeing.

Financial performance and position

The Student Resource Package (SRP) was the major source of funding to the school and was allocated mainly through per student rates. In 2018, the SRP also provided equity funding. This additional funding provided an individual loading for students from disadvantaged backgrounds. It was used to support our students in their English and Mathematics learning by providing the literacy and numeracy consultants to work with staff in order to improve the consistency of teaching practice. It was also used to provide resources that would otherwise be difficult for parents to supply. Department of Education and Training grants included payment for 'housing' Student Support Services staff at Albion Primary School in 2017, international student tuition and teacher professional learning reimbursements. Capital grant money was used for school maintenance including the installation of a new roof on part of the multi-purpose room and replacing the permanent outdoor bench seating. Locally raised funds included: payment for essential items for student use; uniform sales; fund raising efforts and hire of facilities.

2018 ended with a small surplus.

The financial commitments for 2019, using the funds available to the school, will be mainly for buildings and grounds maintenance and to support the capital works that will commence in late 2019.

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: 

School Profile

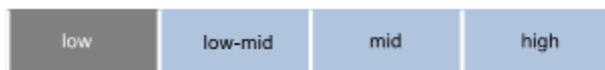
Enrolment Profile

A total of 190 students were enrolled at this school in 2018, 96 female and 94 male.

59 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



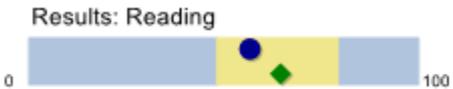
Performance Summary

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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Higher</p> <p> Higher</p> <p> Higher</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> Similar</p> <p> Similar</p> <p> Similar</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>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>56%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>42%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>71%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>35%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>65%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	56%	28%	Numeracy	26%	42%	32%	Writing	6%	71%	24%	Spelling	24%	35%	41%	Grammar and Punctuation	24%	65%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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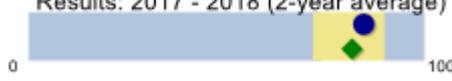
Performance Summary

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>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</p> <p>School Comparison 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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>91 %</td> <td>92 %</td> <td>92 %</td> <td>89 %</td> <td>96 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	92 %	89 %	96 %	94 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	92 %	89 %	96 %	94 %	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>Students Attitudes to School - Sense of Connectedness</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</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: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,022,596	High Yield Investment Account	\$117,872
Government Provided DET Grants	\$735,509	Official Account	\$22,746
Government Grants Commonwealth	\$2,882	Other Accounts	\$272,115
Revenue Other	\$11,166	Total Funds Available	\$412,733
Locally Raised Funds	\$61,335		
Capital Grants	\$122,000		
Total Operating Revenue	\$2,955,488		
Equity¹			
Equity (Social Disadvantage)	\$496,768		
Equity Total	\$496,768		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,977,393	Operating Reserve	\$125,631
Books & Publications	\$880	School Based Programs	\$55,000
Communication Costs	\$4,869	Asset/Equipment Replacement < 12 months	\$75,000
Consumables	\$108,447	Capital - Buildings/Grounds < 12 months	\$151,102
Miscellaneous Expense ³	\$328,136	Maintenance - Buildings/Grounds < 12 months	\$6,000
Professional Development	\$26,187	Total Financial Commitments	\$412,733
Property and Equipment Services	\$343,147		
Salaries & Allowances ⁴	\$59,627		
Trading & Fundraising	\$17,206		
Utilities	\$26,862		
Total Operating Expenditure	\$2,892,754		
Net Operating Surplus/-Deficit	\$62,734		
Asset Acquisitions	\$0		

- (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 15 March 2019 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.

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*' or '*ND*' 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').