2018 Annual Report to The School Community

School Name: Albion North Primary School (4855)

Learn by doing

- 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 Regulation 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 19 March 2019 at 07:03 AM by Jean Bentley (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 Regulation 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 21 March 2019 at 05:45 AM by Nathan Furniss (School Council President)

Albion North Primary School (4855)

About Our School

School context

Albion North Primary School is located in the City of Brimbank, approximately twenty kilometres from the city of Melbourne. The school was established in 1962 and has had many building projects, with only the art room remaining from the original site.
In 2018 the enrolment of the school was an average of 270, which was an increase from 2017. Twelve classes operated across Prep to Year 6 with composite grades at most levels. Specialist classes in Visual Arts, LOTE (Italian) and Physical Education were provided to students.
The school community is diverse in its socio-economic and cultural backgrounds. The Student Family Occupation Education (SFOE) index is 0.5873. In 2018 the school's workforce consisted of 22.3 EFT staff members of which 18.7 were teaching staff and 5.2 non-teaching staff.
The school had a peer review in mid-2017 and reworked its vision and values as a result. The vision statement for the school is "Our purpose is to inspire, motivate and provide students with meaningful learning experiences in a positive and safe learning environment so that they can develop active skills to succeed in society."
The school values are caring, fairness, inclusion, integrity, respect, teamwork. Staff at the school also follow the Department of Education and Training's values.

Framework for Improving Student Outcomes (FISO)

In 2018 the school chose to consolidate its work on the FISO priority "Excellence in teaching and learning". The major focus was on building practice excellence through the development of a consistent approach to the teaching of reading across the school. A Leading Teacher was employed to work with all teachers on planning and providing consistent reading lessons at all year levels. 2018 data, particularly that collected at the school level, showed an improvement in student achievement in reading across the school.

Achievement

The school continued to focus on improving Literacy and Numeracy standards for all students. A coaching program was implemented in Literacy and in Numeracy and most teachers received support and professional learning in the consistent teaching of reading. Intervention in reading and mathematics was provided to students identified through analysis of data, including extension for students performing well above expected level in maths.
Teacher judgements of achievement in English show that we are comparable to similar schools. Judgements in Mathematics show that we are higher than schools with students from a similar background. Our results in NAPLAN also show that the school is comparable or higher when compared with other schools in Reading and Numeracy.
NAPLAN learning gain in reading and writing between years 3 and 5 improved on the previous year with greater medium and high growth between these years. Learning gain in numeracy was again pleasing.
In 2018 the school engaged with the DET PLC project. The School Improvement Team and middle level team leaders attended and then implemented PLC practices with teams. We expect that there will be an impact on student achievement as there will be greater consistency in planning, assessment and data analysis to inform teaching as teams continue to implement PLC inquiry cycles.

Engagement

At Albion North PS we strive to provide a climate where students are motivated and engaged learners. We are committed to providing a safe, secure and stimulating environment where every child is treated as an individual. Additional programs that operated in 2018 included African Drumming, Choir, Robotics, Art Club, breakfast program and sports programs. These programs supported student engagement and encouraged attendance.
Junior School Council was an active part of the school and members organized special events such as pancake day, whole school movie night, the school disco, Crazy Hair Day and Hallowe'en Treats. This also supported

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student engagement and student leadership. Student voice and agency was also addressed through Junior School Council and also through a greater involvement from students in the end of year concert.

Data from the Attitudes to School survey shows connectedness to school and management of bullying to be at a slightly higher level than the State median and is comparable to schools with students from a similar background. The school's Performance Summary shows that the average number of days absent across the school in 2018 was below the State median but higher than in 2017. We will continue to support attendance, positive behaviours and student safety across the school. Department initiatives and programs such as "Every Day Counts" and "Resilience, Rights and Respectful Relationships" as well as our own "I Love Albion North" program support punctuality, attendance and engagement.

In 2018, the school's wellbeing officer (with the Principal and Assistant Principal) also addressed non-attendance through daily phone calls to parents when students were absent.

Wellbeing

Albion North Primary School aims to develop students who are caring, confident individuals with skills and positive attitudes necessary for today's society. We recognise the strong link between student learning. student engagement and wellbeing and maintain a positive environment where students enjoy coming to school, feel welcome and safe and in which they learn. We also recognise the importance of the home-school partnership and welcome and support parents and carers.

Our attendance data is very good when compared to similar schools and this demonstrates that students and their families see the school as a positive place to be and that they are happy to come to school.

The school has formed strong links with local Kindergartens, Child Care facilities and Secondary Colleges to provide smooth transitions for children moving into, and out of the school. We run an intensive transition program for our new Prep students in term 4 of the year prior to them entering school. Our year 6 students participate in transition activities and programs conducted by secondary schools and we also provide time with a psychologist who works through activities to support the students as they move to Secondary School.

We maintained strong connections to community organisations providing care and support for families on a needs basis. A breakfast program was supported by Food Bank and managed by school staff.

Individual Education Plans were developed for students on the Program for Students with Disabilities and for students deemed 'at risk' (including those in Out of Home Care). Students were supported with targeted intervention based on data in reading, writing and mathematics. Support was also given by DET Student Support Service Officers when necessary.

Financial performance and position

Albion North Primary School ended 2018 in a sound financial position with investment to support future school needs as well as the maintenance of all budgeting and financial procedures in line with Department of Education and Training policies and guidelines. The school ended 2018 with a surplus due to the fact that the School Council was forward planning for the resurfacing of the entire playground owing to the age and condition of the artificial turf as well as for the replacement of classroom furniture. The school also committed to a 1:1 notebook computer and iPad program in 2017 for every student and updated technology in classrooms (eg. interactive televisions replaced whiteboards). School Council is budgeting for the replacement of these assets in 2020 or 2021. Locally raised funds includes monies raised through canteen, fundraising and parent payments (eg. Camps and excursions) which is then paid directly to suppliers. 2018 was the first full year that uniform sales were offsite and therefore locally raised revenue will have decreased from 2017.

In 2018, the school again invested heavily in staffing for intervention programs in Literacy, Numeracy and Speech. Maintenance and upkeep of buildings and grounds continued to be a priority. Equity funding was used to provide a consultant to support Numeracy coaching and a Leading Teacher who built consistent practices in teaching across the school. Equity funding was also used for teacher professional learning (including the PLC project) and the purchase of resources such as take home books, library books and maths equipment.

The school ended the 2018 school year in surplus.

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For more detailed information regarding our school please visit our website at
http://www.albionnorthps.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 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 281 students were enrolled at this school in 2018, 145 female and 136 male.

57 percent were EAL (English as an Additional Language) students and ND 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.

low	low-mid	mid	high
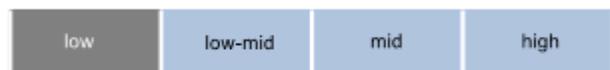
Parent Satisfaction Summary

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ────────────●◆──── 100 Results: Mathematics 0 ────────────●◆──── 100	● Similar ● Higher

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Similar Higher Higher

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
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** 17 % / 50 % / 33 % Low / Medium / High **Numeracy** 7 % / 60 % / 33 % Low / Medium / High **Writing** 36 % / 43 % / 21 % Low / Medium / High **Spelling** 24 % / 38 % / 38 % Low / Medium / High **Grammar and Punctuation** 38 % / 38 % / 24 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) Few absences <------> Many absences	🔵 Higher 🔵 Higher

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88 %	94 %	95 %	96 %	95 %	95 %	97 %

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ⟶ 100 Results: 2017 - 2018 (2-year average) 0 ⟶ 100	🟢 Similar 🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 ⟶ 100 Results: 2017 - 2018 (2-year average) 0 ⟶ 100	🟢 Similar 🟢 Similar

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	$2,390,658	High Yield Investment Account	$469,985
Government Provided DET Grants	$793,177	Official Account	$88,148
Revenue Other	$34,237	Other Accounts	$936,385
Locally Raised Funds	$757,241	**Total Funds Available**	**$1,494,519**
Total Operating Revenue	**$3,975,314**		
Equity[1]			
Equity (Social Disadvantage)	$528,834		
Equity Total	**$528,834**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$2,292,484	Operating Reserve	$199,279
Books & Publications	$19,377	School Based Programs	$250,000
Communication Costs	$4,700	Asset/Equipment Replacement < 12 months	$200,000
Consumables	$124,365	Asset/Equipment Replacement > 12 months	$300,000
Miscellaneous Expense[3]	$76,686	Capital - Buildings/Grounds > 12 months	$250,000
Professional Development	$4,370	Maintenance - Buildings/Grounds > 12 months	$295,240
Property and Equipment Services	$194,994	**Total Financial Commitments**	**$1,494,519**
Salaries & Allowances[4]	$155,652		
Trading & Fundraising	$620,759		
Utilities	$27,297		
Total Operating Expenditure	**$3,520,684**		
Net Operating Surplus/-Deficit	**$454,630**		
Asset Acquisitions	**($53,607)**		

(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 04 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.

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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).
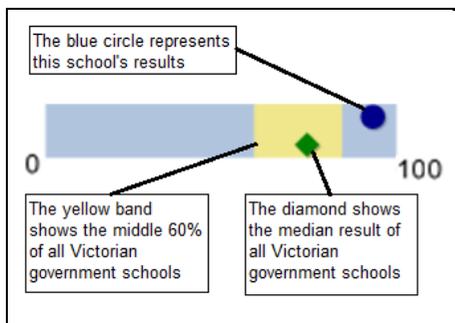
What does *School Comparison* refer to?

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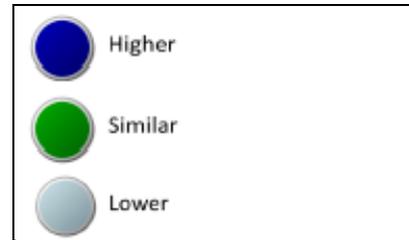
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').