

2020 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 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 2020 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 20 April 2021 at 04:37 PM by Jean Bentley (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 April 2021 at 08:26 PM by Simon Greatwood (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Albion North Primary School is located in Sunshine North in the Brimbank Melton area of the South-Western Victoria Region. The school belongs to the Deer Park Sunshine Network of Schools.

The school caters for students from year Prep to 6 and had an enrolment of 241 students in the August 2020 census. Of these enrolments, 93 students were classified as EAL (English as an Additional Language), 4 students identified as Aboriginal or Torres Strait Islander and 5.2 were on the Program for Disabilities and Impairments (PSD). The school has an SFOE (Student Family Occupation and Education) of 0.5578. Enrolment is currently trending down and this can be attributed to the suburban spread – families are moving out of our area and into the newer outer Melbourne suburbs.

At Albion North PS, we strive to develop our students as lifelong learners through our mission which 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. Our school values - caring, fairness, inclusion, integrity, respect and teamwork underpin all that we do and reflect the Department's values.

At our school we endeavour to make a positive difference to the lives of all students by providing a stimulating and safe learning environment where risk taking in learning is encouraged and supported. We believe that all students can achieve success in their learning and that collaboratively, we can provide the best possible teaching and learning environment for our students. This is strongly reflected in the school's Strategic Plan (2018 – 2021) which has a strong emphasis on the areas of Literacy (in particular reading) and Numeracy.

In 2020 Albion North had a staffing profile of 22.34 (EFT) which consisted of 2 Principal Class, 15.8 teachers (including one Leading Teacher and one Learning Specialist), 3.7 Education Support Staff and 0.84 Multi-cultural aide (Vietnamese). No staff member identified as Aboriginal or Torres Strait Islander. The school operated 11 classes and specialist programs in Visual Arts, Physical Education and STEM. LOTE (Italian) was also delivered at all year levels. Literacy and Numeracy intervention programs, EAL, resilience programs, camps, excursions and sport also operated at the appropriate year levels.

Albion North Primary School has a strong community spirit where relationships between students, teachers and families are fostered and supported. Community links have been formed with the Deer Park Sunshine Network schools, local kindergartens and child care centers and secondary colleges. Links to local government and other community organisations are also important. International students are welcomed at the school provided that they live within the school's boundary.

Framework for Improving Student Outcomes (FISO)

In 2020 the school chose to continue 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. The Leading Teacher (Literacy) worked with all teachers on planning and providing consistent reading lessons at all year levels. The Learning Specialist managed the Numeracy program across the school and also worked on developing a consistent approach to the teaching of mathematics across the school.

The state-wide experience of the COVID-19 pandemic had a significant impact on our school operations. Most of the year was spent in remote and flexible learning with skeleton staff on site when needed to support vulnerable students and the children of permitted workers. As a result, many of our AIP actions and professional development plans were modified to suit remote learning.

The school followed the DET guidelines with relation to remote learning and focussed teaching on Literacy and Numeracy with health and wellbeing also a priority. Teaching teams met regularly through WebEx to plan the teaching

and learning program. Principal Class attended team meetings as often as possible to support planning and to check on the wellbeing of teachers and students. Weekly staff meetings were held and these had a wellbeing focus rather than teaching and learning or professional development. Department resources and supports for professional learning such as the Regional Response Team were provided to staff to opt in as they needed. The Leading Teacher and Learning Specialist supported all planning and provided teaching and learning resources and professional readings for teachers. Education support staff also worked from home and supported the teaching and learning program, mainly for students on the PSD program. They also maintained their own professional learning and completed other administrative tasks as needed.

Achievement

Student achievement was measured at the school using standardised PAT testing in reading and mathematics. Teachers also used the Fountas and Pinnell Benchmarking Assessment System and pre/post testing to support their teacher judgements in reading and mathematics. Writing moderation only took place at a team level and even then, informally, due to remote learning. NAPLAN data is not available for 2020 as the tests were not conducted during remote and flexible learning.

Teacher judgement data in English shows that 82.4% of our students performed at or above the expected standard for their age level. This was slightly below the State average but above that of Similar Schools. In Mathematics, the data shows that 84.4% of our students performed at or above the expected standard for their age level. This was only 0.8% below the State average and well above (13.3%) that of Similar Schools. Considering the impact that the pandemic had on many of our students and families, this data is pleasing.

Students who were deemed 12-18 months behind in reading or mathematics using standardised testing and teacher judgements had an Individual Education Plan developed for them. This plan included a section on the student's response to remote and flexible learning to support the 2021 teacher if needed.

One of the highlights of the 2020 school year was the school community's response to remote and flexible learning. Staff are to be commended for the time and effort that they put into the provision of remote learning resources and activities for our students. This includes the response to the delivery of remote learning materials and technology and also the willingness of staff to attend on site to support vulnerable students and the children of permitted workers. Parents and carers should also be recognised for the work that they did in supporting their children at home. We acknowledge that many parents/carers were working from home and supporting children at the same time, so this was an incredible effort. Finally, our students did an amazing job throughout 2020 and responded well to remote learning. Many of our students self-directed and completed learning tasks with minimal support from adults.

Engagement

During remote and flexible learning, teachers kept anecdotal notes and checklists for attendance at WebEx meetings and engagement with Google Classroom lessons. These records show that student engagement was high and most teachers made a connection with all of their students on a daily basis either through WebEx meetings, phone calls or using feedback in Google Classroom. Specialist teachers were asked to contact a percentage of students each week and these teachers also reported a positive connection to learning by the students.

Students seemed to engage well with remote learning and many of our senior students appeared to like the flexibility of being able to choose when they were learning from Google Classroom. Many teachers, particularly those with senior students extended WebEx meetings to have a health and wellbeing focus as well as a teaching and learning one. Students indicated that they preferred WebEx to daily phone calls and that they enjoyed being able to see their friends at a WebEx meeting.

Teachers worked hard to make online lessons fun and engaging for students. For example, using WebEx for cooking demonstrations, treasure hunts, quizzes to maintain student connections to peers. This supported engagement goals.

Children were very happy to return to onsite learning in terms two and four to re-connect with teachers and peers. Many teachers used technology to support the staggered start and finish times.

The school chose to opt out of the 2020 Attitudes to School Survey for students in years 4-6 as the main focus for us during the data collection period was on the smooth transition back to school and learning catch up. Class teachers conducted the PIVOT survey later in term 4.

Attendance data shows that the school's average number of absence days was below the state average and well below that of similar schools. When students were on site in 2020, class teachers, the Principal and Assistant Principal addressed non-attendance through daily phone calls and/or texts to parents when students were absent. During remote and flexible learning, extended periods of absence were addressed by making contact with parents/carers.

Wellbeing

Health and wellbeing was a priority in 2020, particularly during remote learning and upon the return to school in term four.

The Principal Class made a conscious decision that the focus of all staff should be on the children – teaching them, supporting their learning needs, responding to any wellbeing issues, and so on. As a result, our meeting schedule was abandoned for the period of remote learning and all other 'distractors' were postponed.

Teaching teams all decided to meet regularly via WebEx and this occurred within the school day as it would for on-site learning. Frequency of meetings varied from team to team – some preferred daily meetings while others stuck with the weekly schedule that they would follow at school. The Principal Class attended as many WebEx team meetings as possible, mainly to check on staff wellbeing. A weekly whole staff meeting was also held but this had a wellbeing focus.

All staff were provided with resource packs to support their own health and wellbeing as well as that of students and families. These packs included information which ranged from setting up a home office and managing teaching from home to how to respond to suspected child abuse and make a report to DHHS.

At the start of the first period of remote and flexible learning, staff delivered ICT devices, stationery and other learning materials to every child. The Assistant Principal organised internet dongles for families who need them and was also available to support parents/carers who were struggling with technology. This work supported the wellbeing of our families as it not only gave parents/carers much needed tech support but also enabled them to chat with someone about any other issues that they may have been having. Parents/carers were also provided with the ask izzy website details which links the community to services as needed.

Teachers made contact with children every day to check on wellbeing and to connect them to their learning. This was most likely to be through the daily WebEx meeting but if a child was not at that meeting, teachers made a phone call to the family. Any concerns that a teacher may have had were brought to the attention of the Principal Class and this was followed up.

Weekly meetings were held between the Principal (as the wellbeing manager) and the Student Support Services (SSS) Key Contact person. These meetings addressed a range of wellbeing issues and provided resources and ideas to support families, staff and students through this challenging time.

2021 will see further emphasis on wellbeing through the Department's RRRR program. Regular meetings with the SSS staff will also continue.

Financial performance and position

Albion North Primary School remained in a strong financial position for the 2020 school year with budget measures in place to support future school needs as well as the maintenance of current budgeting and financial procedures in line with Department of Education and Training policies and guidelines.

The school ended 2020 with a surplus of \$641 195 and this can be attributed to the fact that the School Council was forward planning for the replacement of all iPads and 1:1 notebooks for every student. There was also less expenditure than normal in some areas due to the pandemic.

Locally raised funds includes monies raised through canteen, fundraising and parent payments (eg. camps and excursions) which is then paid directly to suppliers. The amount in the 2020 Operating Statement Summary shows a significant drop from 2019 due to offsite learning and other COVID-19 limitations.

In 2020, the school again invested heavily in staffing for intervention programs in Literacy and Numeracy. School level payroll of \$734 was for a school based speech pathologist who worked briefly pre COVID lock down.

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 241 students were enrolled at this school in 2020, 115 female and 126 male.

59 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

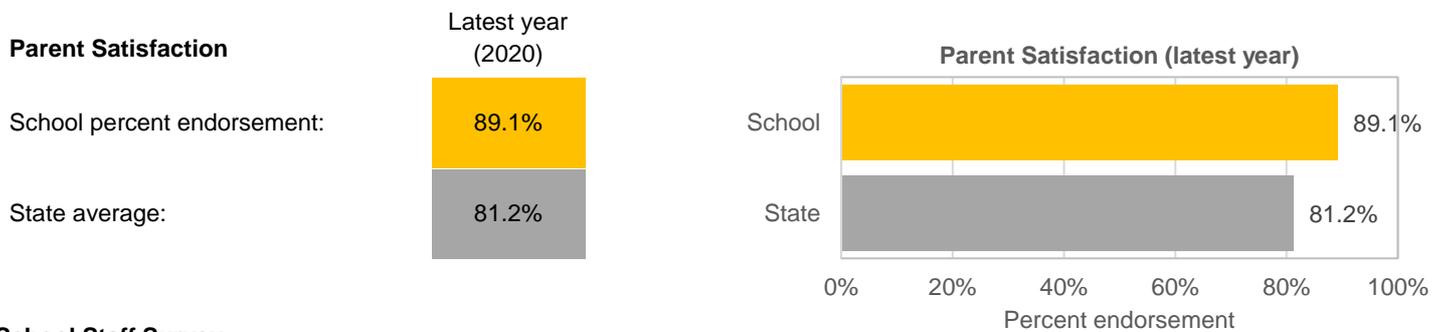
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

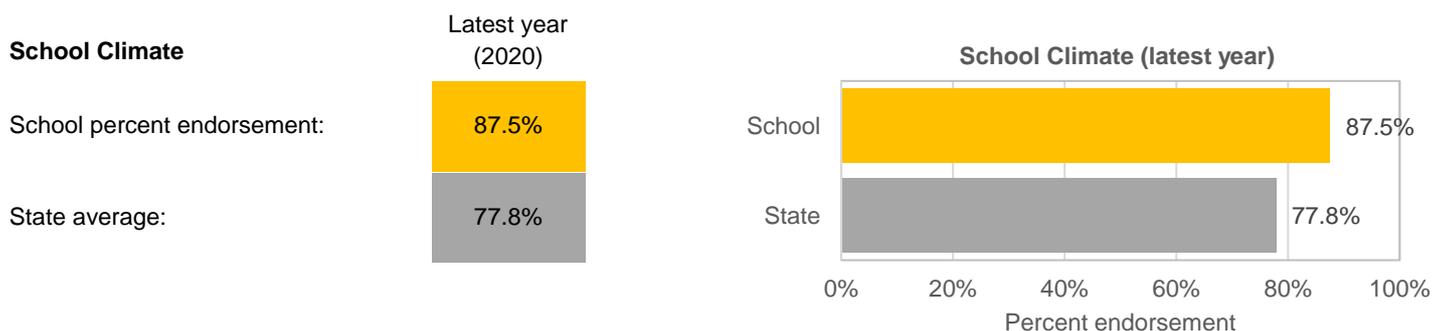


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

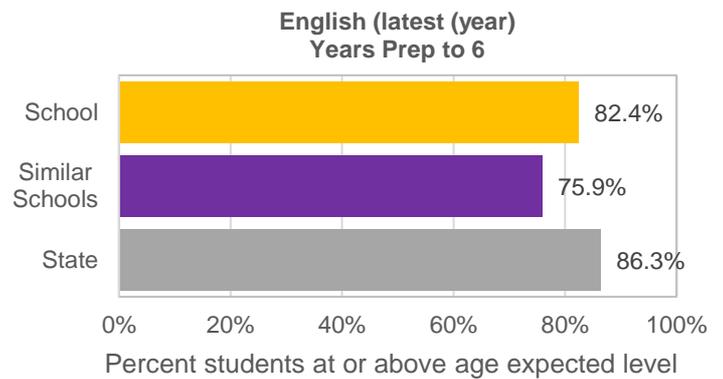
82.4%

Similar Schools average:

75.9%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

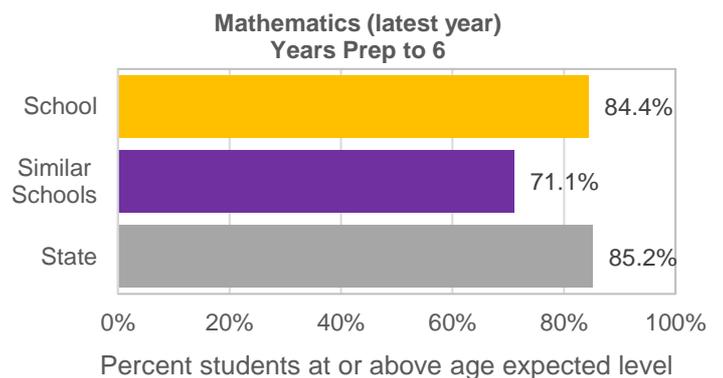
84.4%

Similar Schools average:

71.1%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

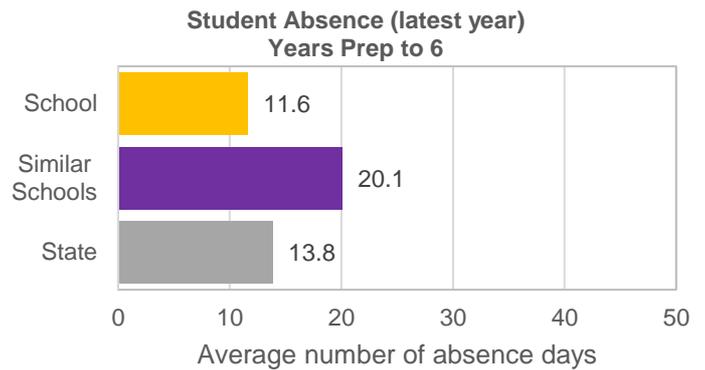
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	11.6	12.1
Similar Schools average:	20.1	18.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	92%	92%	94%	95%	94%	95%	94%

WELLBEING

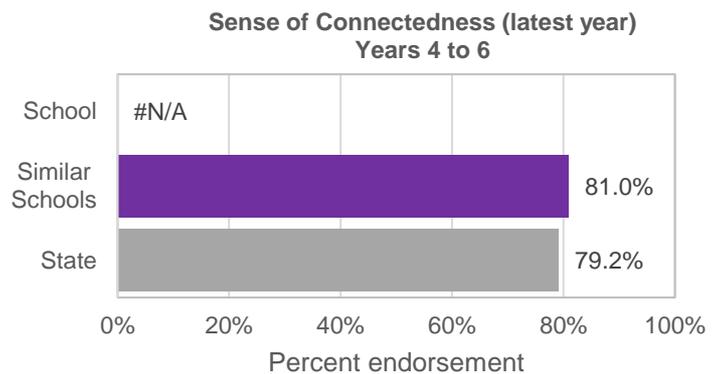
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.8%
Similar Schools average:	81.0%	83.3%
State average:	79.2%	81.0%



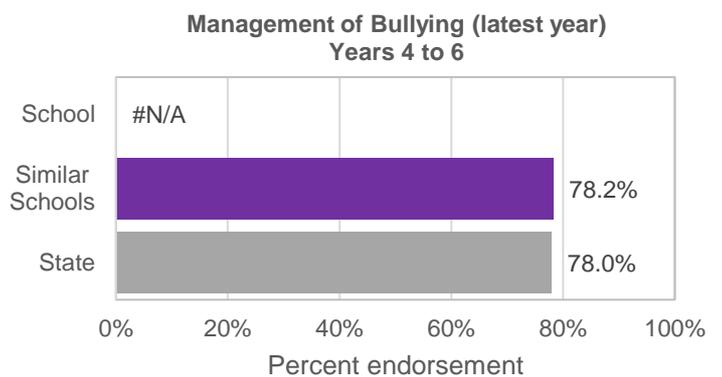
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.2%
Similar Schools average:	78.2%	81.5%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,781,724
Government Provided DET Grants	\$505,892
Government Grants Commonwealth	NDA
Government Grants State	NDA
Revenue Other	\$14,134
Locally Raised Funds	\$57,942
Capital Grants	NDA
Total Operating Revenue	\$3,359,692

Equity ¹	Actual
Equity (Social Disadvantage)	\$504,188
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$504,188

Expenditure	Actual
Student Resource Package ²	\$2,359,642
Adjustments	NDA
Books & Publications	\$8,435
Camps/Excursions/Activities	\$10,679
Communication Costs	\$5,772
Consumables	\$58,756
Miscellaneous Expense ³	\$24,072
Professional Development	\$3,270
Equipment/Maintenance/Hire	\$58,991
Property Services	\$74,941
Salaries & Allowances ⁴	\$734
Support Services	\$45,843
Trading & Fundraising	\$43,525
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,838
Total Operating Expenditure	\$2,718,497
Net Operating Surplus/-Deficit	\$641,195
Asset Acquisitions	NDA

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$1,744,806
Official Account	\$84,788
Other Accounts	NDA
Total Funds Available	\$1,829,594

Financial Commitments	Actual
Operating Reserve	\$48,763
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$300,000
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$450,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	\$300,000
Capital - Buildings/Grounds > 12 months	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$350,000
Total Financial Commitments	\$1,748,763

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.