

2022 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 of the previous calendar year 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 30 March 2023 at 02:02 PM by Jean Bentley (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 May 2023 at 10:32 AM by Robert Swinbank (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
-

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 disabilities 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 year 6 and had an enrolment of 208 students in the August 2022 census. Of these enrolments, 53% of students were classified as EAL (English as an Additional Language), 3% of students identified as Aboriginal or Torres Strait Islander and 8 students were on the Program for Students with Disabilities and Impairments (PSD). The school has an SFOE (Student Family Occupation and Education) of 0.5132. 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. In 2022 Albion North had a staffing profile of 20.4 (EFT) which consisted of 2 Principal Class, 15.4 teachers (including one Leading Teacher and one Learning Specialist), 4.16 Education Support Staff and 0.84 Multi-cultural aide (Vietnamese). No staff member identified as Aboriginal or Torres Strait Islander. The school operated 9 classes and specialist programs in The Arts, Physical Education and STEM. Literacy and Numeracy intervention programs, EAL, resilience programs, camps, excursions and sport also operated at the appropriate year levels.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, 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 (using teacher created tests and Essential Assessments) to support their judgements in reading and mathematics. Writing moderation took place at a team level and across the school. Student learning data was tracked at team and leadership meetings and was used to inform the teaching and learning program.

NAPLAN data showed that the percentage of our students in the top three bands in years three and five across all areas was above similar schools but slightly below the state average. Given the work that we have put into reading, it was pleasing to see that year five reading was less than one percentage point below State. The four year average of students in top three bands, also shows that Albion North PS is above similar schools and below State.

The 2022 School Strategic Plan aligned with the Department's priorities goals. The Key Improvement Strategy for student learning was "to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy". This was done with the support of the Tutor Learning Initiative and we provided intervention in literacy and numeracy for students who needed additional support as well as those who were ahead of expected levels.

Even though 2022 was the first full school year since 2019, covid-19 had an impact on the operation of the school and on student learning. High teacher and student absences and the inability to find replacement teachers meant that intervention programs were intermittent.

Wellbeing

The Framework for Improving Student Outcomes emphasises wellbeing and this area continues to play a critical role in the achievement and engagement of all learners at Albion North PS. 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 strong sense of wellbeing.

In wellbeing, the 2022 School Strategic Plan aligned with the Department's priorities goals. The Key Improvement Strategy in this area was to "effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable". The wellbeing team (including Department SSS Officers) played an important role in ensuring that this was achieved and that students had a readiness disposition for learning by having attendance, health matters and family issues followed up so that students were able to focus and maximise their learning time. This was crucial following the long periods of remote and flexible learning in previous years.

The 2022 Student Attitude to School survey showed that the Sense of Connectedness factor for students in year 4 to 6 was 74.5%. This was below the State (78.1%) and similar schools' (79.4%) averages. In the Management of Bullying factor, the school's positive endorsement (75.2%) which was again below State (75.8%) and similar schools' (77%) average.

At the end of 2022, the school was given funding for a 0.6 Mental Health and Wellbeing Leader at the Classroom Teacher Level 2 scale. This teacher will support the delivery of mental health and wellbeing programs across the school, using the Department's Mental Health Toolkit and Menu for support.

Engagement

Student engagement is measured through attendance rates and Albion North Primary School's 2022 data was once again excellent in this area. Student absence rates across the school were an average of 19 days for the year, below similar schools (25.2 days) and state (23.3 days). Of these absences, an average of 4 days per year were unexplained. We are still concerned that this is high and is certainly above our 4-year average of 13 days per year.

Attendance rates in years 1, 3, 4, 5 and 6 were all above 90% while the Prep cohort had an attendance rate of 85% and in year 2 the rate was 89%. Parents are still cautious about sending children who are unwell to school, particularly children with cold and flu symptoms. We encourage families to keep children at home if they are unwell. Daily text messages are sent to parents when children are absent and if that absence is for three or more consecutive days, phone contact is made. The school also has a person in charge of "It's Not Okay to Be Away" and this data is displayed in the library so that all students can see how their class is tracking. Awards for high attendance are presented at assembly. The School Improvement Team (SIT) has attendance as a regular agenda item and monitors student learning achievement against attendance.

Junior School Council (JSC) plays an important role in the school and provides some sense of student voice. In 2022, the JSC were responsible for organising and number of fundraising events and also worked with the Principal on the development of a new senior playground.

Other highlights from the school year

The main highlight of the 2022 school year at Albion North PS was the fact that we were able to be at school for the whole year and were not impacted by periods of remote learning. This meant that academic growth could be supported and that student wellbeing could be monitored. Our attendance rates, as previously outlined, show that our students were eager to come to school on site.

Teachers took advantage of the Victorian Government's Positive Start Program and camps to DOXA in Malmesbury and Kryal Castle in Ballarat were well attended and enjoyed by our 3 - 6 students. Each year level also had at least one excursion or visitor to the school as part of this program.

The school celebrated its 60th anniversary at the end of 2022 and an after school event was organised. Attendance surpassed expectations and maintained our connections to past students and to the community. An art installation was completed by the students at the school to commemorate this event and this was also funded through Positive Start and The Song Room.

A fundraising barbecue was held to coincide with the November state election and this brought about a sense of community due to the number of parent volunteers. Our whole school concert also returned in 2022 at a much lesser scale than in recent times. Parents and carers attended in large numbers and the school employed a dance teacher to support this event.

Financial performance

Albion North Primary School remained in a strong financial position for the 2022 school year with budget contingency in place to support predicted future school needs. Our financial commitments show that the school is holding funds in the event that the artificial turf has to be replaced, that major building or grounds maintenance is required and for the future upgrade of students' 1:1 devices.

In 2022, a significant amount of money was invested in the upgrade of the 3 – 6 playground and students were involved in the design of this space. Other maintenance and upgrades were completed as required including the full replacement of carpet in four classrooms.

At the end of 2022, the school received a grant from the Department for outside school hours care. The majority of this grant will be used to establish before school care with some money going towards renovations in the art room so that the OSHC program can operate from there.

Government grants included funding for the Tutor Learning Initiative, Primary Welfare and Swimming in Schools as well as the quarterly cash grant. These funds were used in the direct support of the teaching and learning program for our students. Locally raised funds included monies raised through canteen, fundraising and parent payments (eg. camps and excursions) which was then paid directly to suppliers. All budgeting and financial procedures were in line with Department of Education and Training policies and guidelines. The school ended 2022 with a net operating surplus of \$632 774.

For more detailed information regarding our school please visit our website at
<https://www.albionnorthps.vic.edu.au/>

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 2.0 (FISO 2.0).

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 208 students were enrolled at this school in 2022, 88 female and 120 male.

53 percent of students had English as an additional language and 3 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).

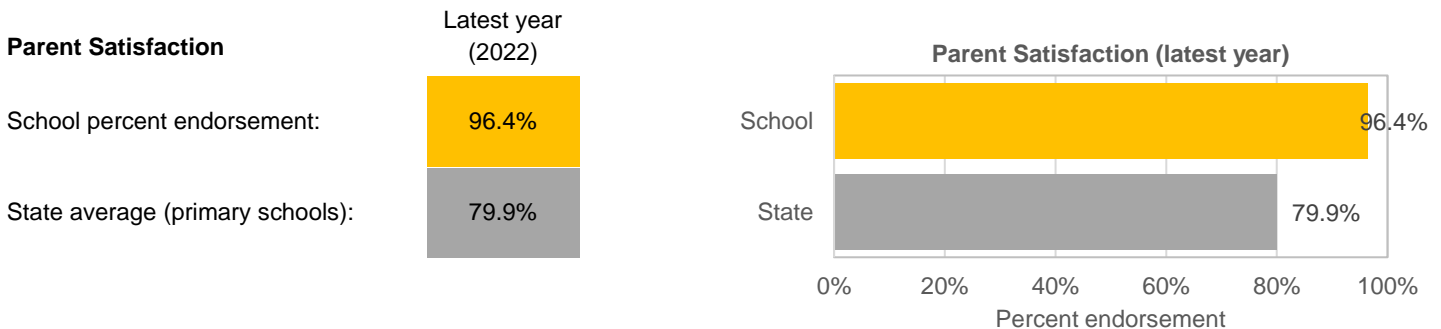
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

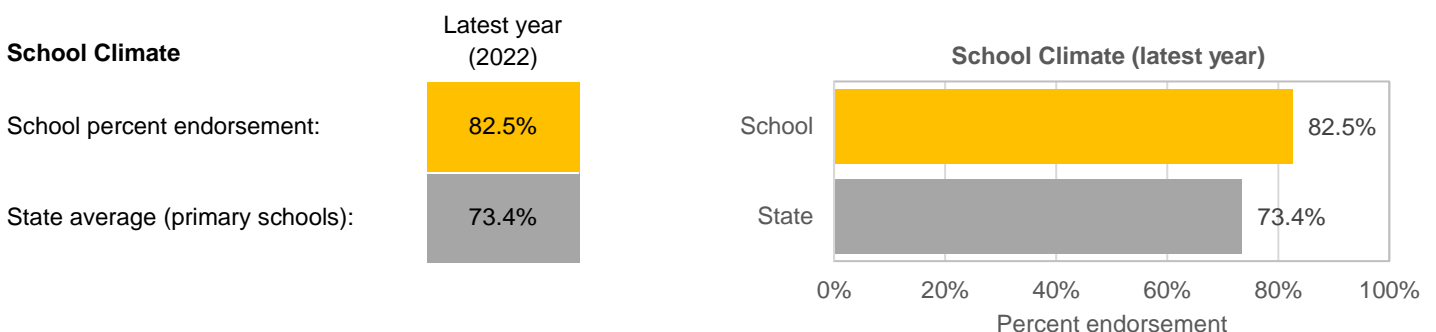


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

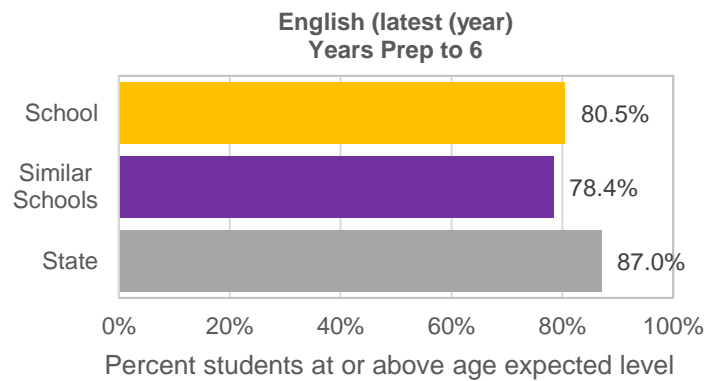
80.5%

Similar Schools average:

78.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

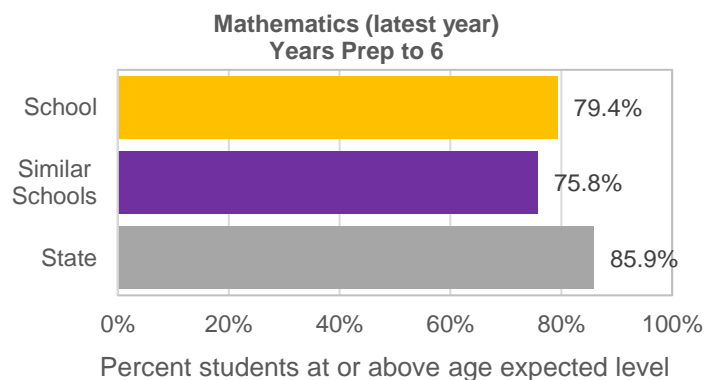
79.4%

Similar Schools average:

75.8%

State average:

85.9%



LEARNING (continued)

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.

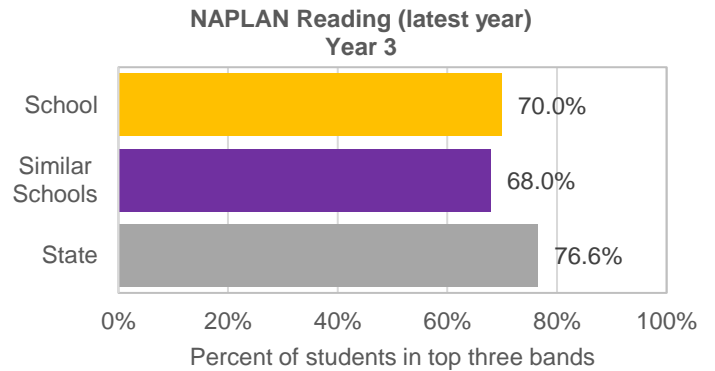
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

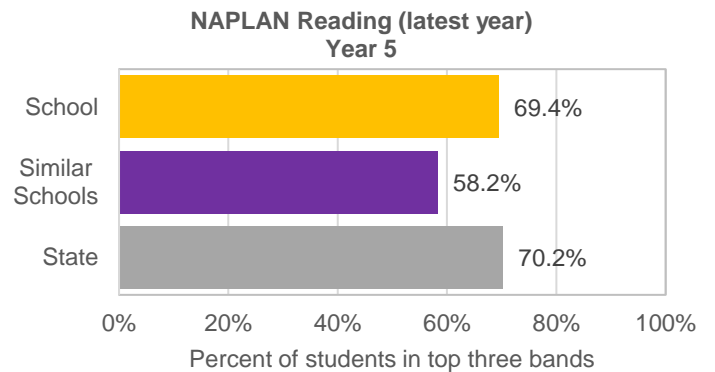
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	69.0%
Similar Schools average:	68.0%	67.6%
State average:	76.6%	76.6%



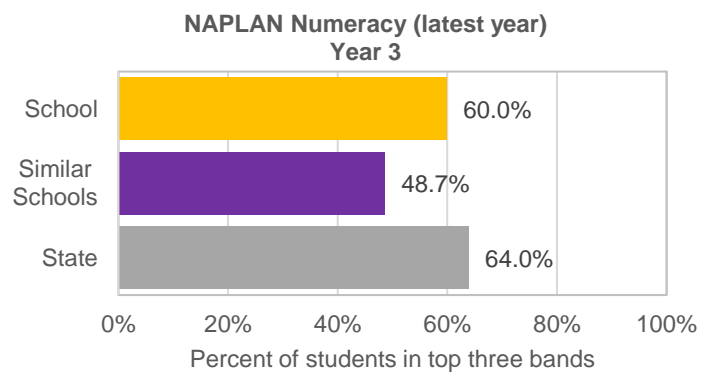
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.4%	66.3%
Similar Schools average:	58.2%	58.7%
State average:	70.2%	69.5%



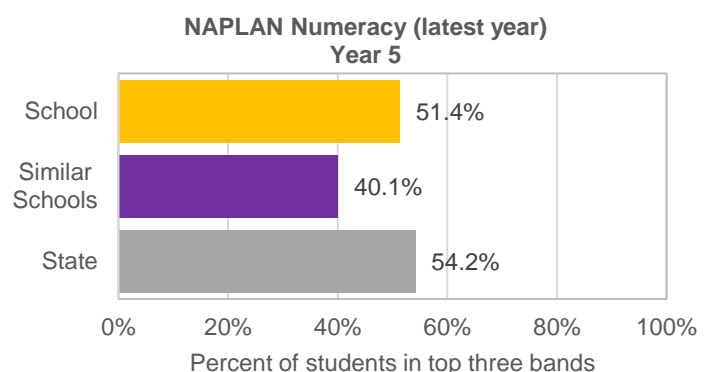
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.0%	62.4%
Similar Schools average:	48.7%	51.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	51.4%	51.0%
Similar Schools average:	40.1%	45.1%
State average:	54.2%	58.8%



WELLBEING

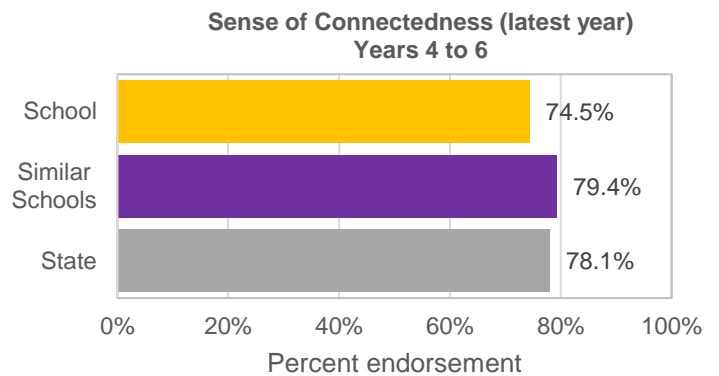
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	74.5%	77.0%
Similar Schools average:	79.4%	81.6%
State average:	78.1%	79.5%

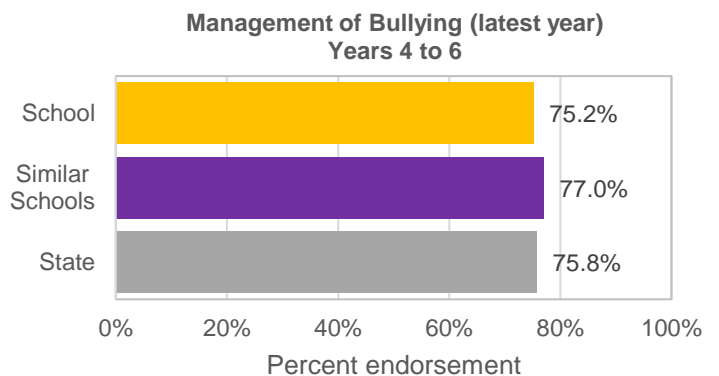


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	75.2%	77.3%
Similar Schools average:	77.0%	79.7%
State average:	75.8%	78.3%



ENGAGEMENT

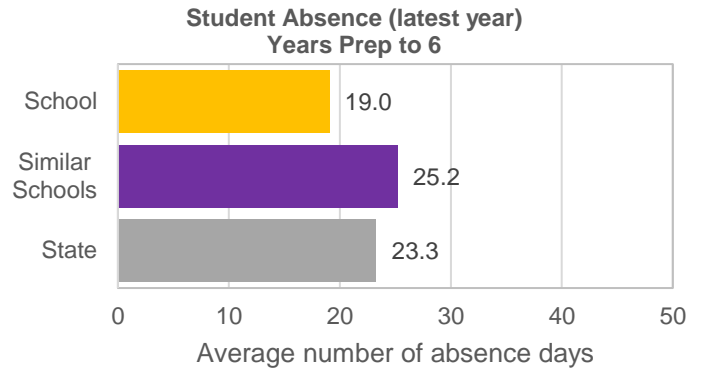
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.0	13.0
Similar Schools average:	25.2	20.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	90%	89%	92%	93%	92%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$2,675,286
Government Provided DET Grants	\$734,043
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$38,818
Locally Raised Funds	\$112,649
Capital Grants	\$0
Total Operating Revenue	\$3,560,797

Equity ¹	Actual
Equity (Social Disadvantage)	\$374,079
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$374,079

Expenditure	Actual
Student Resource Package ²	\$2,317,823
Adjustments	\$0
Books & Publications	\$14,881
Camps/Excursions/Activities	\$42,472
Communication Costs	\$3,530
Consumables	\$58,249
Miscellaneous Expense ³	\$37,691
Professional Development	\$6,703
Equipment/Maintenance/Hire	\$95,194
Property Services	\$98,765
Salaries & Allowances ⁴	\$30,656
Support Services	\$134,791
Trading & Fundraising	\$51,899
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$35,369
Total Operating Expenditure	\$2,928,023
Net Operating Surplus/-Deficit	\$632,774
Asset Acquisitions	\$144,570

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,832,618
Official Account	\$109,329
Other Accounts	\$0
Total Funds Available	\$1,941,947

Financial Commitments	Actual
Operating Reserve	\$86,369
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$400,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$291,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$250,000
Capital - Buildings/Grounds > 12 months	\$500,000
Maintenance - Buildings/Grounds > 12 months	\$500,000
Total Financial Commitments	\$2,027,369

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.