**2022 Annual Report to the School Community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 04 April 2023 at 04:27 PM by Stephen Crockford (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 April 2023 at 12:36 PM by Stanley Koh (School Council President) | |

School Name: St Albans Meadows Primary School (5118)

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** |
| vSchool context:VISIONSt Albans Meadows Primary School’s vision is to empower students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.VALUESAt SAMPS our values are more than just words, they are a way of life. Schools with a strong culture and a higher purpose promote a positive learning environment for students and staff. We strive to ensure that our culture remains alive and well. We highlight our values and commit to them as a school and a community.ST ALBANS MEADOWS PRIMARY SCHOOL VALUES :Our core values consist of: • Lifelong learning and success • Supporting the growth of our students and staff • Honesty, courtesy, caring and respect for self and others • Acceptance, inclusiveness and tolerance of difference • Being adventurous, creative and open minded We respect ourselves, our school and each other, and understand that our attitudes and behaviors have an impact on the people around us. We model and demonstrate kindness, and take every opportunity to help others that may be in need We strive for excellence, which means trying our hardest and doing our best.St Albans Meadows P.S. is a Prep to Grade 6 State Government school in the South Western Victoria Region. The school is classified as medium socio economically, having a highly multi cultural community. It is innovative and sets high expectations for all students and provides a supportive environment that enhances learning and growth. Staffing includes 33.35 EFT Teaching Staff, 16.8 EFT Education Support Staff, 0.7 EFT Psychologist, 0.6 EFT Speech Therapist, 0.4 EFT Occupational Therapist and 0.4 EFT ICT Technician. The school has 443 students across 20 classes and offers specialist lessons in visual arts, performing arts, Italian, library and physical education. Sport is well provided for as well as kitchen garden and a variety of student and special interests clubs. 60 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| 2022 was our first full year back onsite since 2019. Reestablishing routines for both staff and students was a priority!Many members of our school community were still experiencing heightened anxiety following the consistent uncertainty of what each day could bring during the pandemic period. Our leadership team focused on wellbeing, positivity and reintroducing programs across all grade levels. They used The Arts, Sport, and Clubs to reconnect children and employed experienced and empathetic tutors to redress academic loss. They remained mindful of the needs of all staff and included well-being issues as an agenda item at Department Meetings. The 2022 school staff survey showed the percent endorsement by staff on school climate was 79.6%, which compared favorably against the State average of 73.4%.Our A.I.P. goals focused on evidenced based high impact teaching strategies, including feedback and questioning. Our professional learning teams, which were now well-established, met weekly to track children's academic progress as well as their well-being.Our classroom teachers and tutors displayed great commitment and achieved positive outcomes in Naplan and Teacher Judgements. The Government Schools Performance Summary showed SAMPS compared favorably to the State Average for all schools.It exceeded the State average in Naplan top 3 bands in Year 5 Reading and Years 3 & 5 Numeracy. Teacher judgements at or above expected standards were close to State average in English P-6 (83.9% compared to 87%), were above State average in Numeracy (90.5% compared to 85.9%) and were well above similar schools in English and Maths. The four-year average for students in the top three bands had SAMPS above State average in Year 3 & 5 Reading and above State average in Year 5 Numeracy. The Naplan four-year average for students in Year 3 Numeracy top three bands was 65.7% compared to the State average of 66.6%. |
| Wellbeing |
| Wellbeing continued to be a major focus throughout 2022 and again underpinned every aspect of our operation. All members of our school community had in one way, or another been adversely affected by the pandemic. We had to be mindful of children who had missed pre-school, as well as parents who had lost their employment. There was also a residual "fear factor" that had permeated throughout the 2020-2021 period that needed to be addressed with many staff members. Clearly, 2022 required strong, united, positive, and measured leadership to reintroduce all members of our school community back into what we hoped would be a more "normal" life. Members of our school leadership team were outstanding in addressing these needs and our school councilors were incredibly supportive. Our school captains and grade 6 leaders also "stood tall". Their example and leadership to other children in our school was something we truly celebrated. The Student Attitude to School Survey Years 4 to 6 showed Sense of Connectedness for SAMPS children at 87.7% compared to State 78.1% and a four year average of 92.8% for SAMPS compared to 79.8% for State. Endorsement of management of bullying showed SAMPS at 85.9% compared to similar schools 73.2% and the State with 75.8%2022 is a year we can all be very proud of. |
| Engagement |
| The children generally settled back into onsite learning quite well after an intensive reintroduction program in the latter part of 2021. Many of our Prep and Grade one children had missed out on a kindergarten experience so we allocated extra staff and kept class sizes small to compensate. Student absence data for P-6 for 2022 had an average absence of 17.1 days, which was lower than similar schools which had 25 days, and the State average of 23.3 days. Our four-year average absence of 16.6 days was lower than similar schools which had 19.7 days and the State average of 17 days. Student attendance data averaged between 90% and 93%. These results were quite reasonable after the previous years of disruption and the apprehension many members of our community were still feeling.Giving our children real life experiences and enjoyment in learning were key drivers. The kitchen garden program enabled children to participate as a member of a small team in many "hands on" experiences in both gardening and cooking. Our sports teams experienced success, winning District Finals and the State Girls Softball Final. All children participated in a concert, performing in front of their parents. Others joined our Dance Troupe and performed in the State Schools Spectacular Concert at the John Cain Arena. We had clubs operating at lunchtimes, which were particularly beneficial for some of our challenged children, especially in our Lego Club.In summary, our children were happy and able to express themselves positively through a range of activities and experiences. |
| **Other highlights from the school year** |
| Other school highlights for 2022:Division Premiers: Girls and Boys Tee ball and Softball teams.Region &State Premiers: Girls Softball team.Region Premiers and State Runners Up: Girls Tee ball team.Grade 3 camp to Cave Hill Creek near Beaufort. (Country experience)Grade 4 camp to Anglesea. (Seaside experience)Grade 5 camp to Canberra. (Capital City experience)Grade 6 camp to Sydney. (Major City experience) |
| **Financial performance** |
| The result for the year was a deficit against an anticipated, but minimal, surplus. Whilst the result did not meet expectations it was not surprising in what were some difficult and changing circumstances. Overall, our revenue was slightly more than projections but our expenses were also higher than expectations.On the revenue side, SRP and CSEF were similar to projections but some revenue, especially locally raised funds, were well down. Facilities hire, fundraising and trading income were all down, with the lingering effects of Covid 19 present. Several hirers have not returned at all since Covid.Expenditure in certain areas was well controlled but there were some areas that were over budget, especially salaries and allowances, with CRT costs higher, particularly after the implementation of the new Award. Other expense areas to note include Property costs which were 27% over budget with maintenance and sanitation costs well over their respective budgets.Also, the school bus was returned to hirers mid-year due to ongoing trading losses that could not be sustained nor recovered. A lot of work was done by the school canteen to improve their trading performance whilst maintaining a range of acceptable food choices for the students.A new App was activated to assist in the canteen lunch ordering process as well. |
| **For more detailed information regarding our school please visit our website at** [**www.samps.vic.edu.au**](file:///Users/maryross/Downloads/www.samps.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 434 students were enrolled at this school in 2022, 214 female and 220 male.

61 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: Medium

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.

|  |  |
| --- | --- |
| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 78.7% |
| State average (primary schools): | 79.9% |

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.

|  |  |
| --- | --- |
| **School Climate** | Latest year (2022) |
| School percent endorsement: | 79.6% |
| State average (primary schools): | 73.4% |

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: | 83.9% |
| Similar Schools average: | 77.6% |
| State average: | 87.0% |

|  |  |
| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 90.5% |
| Similar Schools average: | 76.6% |
| 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: | 72.0% | 78.4% |
| Similar Schools average: | 67.3% | 66.3% |
| State average: | 76.6% | 76.6% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 70.4% | 70.8% |
| Similar Schools average: | 58.8% | 58.3% |
| State average: | 70.2% | 69.5% |

|  |  |  |
| --- | --- | --- |
| **Numeracy**  **Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 66.0% | 65.7% |
| Similar Schools average: | 49.5% | 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: | 63.5% | 69.6% |
| Similar Schools average: | 40.1% | 45.4% |
| 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: | 87.7% | 92.8% |
| Similar Schools average: | 77.4% | 80.0% |
| 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: | 85.9% | 91.6% |
| Similar Schools average: | 73.2% | 77.0% |
| 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: | 17.1 | 16.6 |
| Similar Schools average: | 25.0 | 19.7 |
| 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): | 90% | 92% | 90% | 93% | 91% | 91% | 92% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 DECEMBER 2022

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $5,134,050 |
| Government Provided DET Grants | $784,293 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $20,000 |
| Revenue Other | $33,937 |
| Locally Raised Funds | $276,800 |
| Capital Grants | $0 |
| Total Operating Revenue | **$6,249,080** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $567,119 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$567,119** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $5,044,746 |
| Adjustments | $0 |
| Books & Publications | $48,987 |
| Camps/Excursions/Activities | $212,396 |
| Communication Costs | $23,311 |
| Consumables | $117,115 |
| Miscellaneous Expense 3 | $33,492 |
| Professional Development | $18,794 |
| Equipment/Maintenance/Hire | $50,846 |
| Property Services | $86,018 |
| Salaries & Allowances 4 | $500,406 |
| Support Services | $20,294 |
| Trading & Fundraising | $72,777 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $41,631 |
| Total Operating Expenditure | **$6,270,812** |
| Net Operating Surplus/-Deficit | **($21,732)** |
| Asset Acquisitions | **$59,852** |

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 | $35,880 |
| Official Account | $7,820 |
| Other Accounts | $0 |
| Total Funds Available | **$43,700** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $43,700 |
| Other Recurrent Expenditure | $34,328 |
| Provision Accounts | $15,210 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$93,238** |

*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.*