

2018 Annual Report to The School Community



School Name: St Albans Meadows Primary School (5118)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 03 April 2019 at 03:45 PM by Stephen Crockford
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 10:54 AM by Tony Sortino (School
Council President)

About Our School

School context

St Albans Meadows P.S. is a Foundation to Grade 6 school with 455 children across 20 grades in the South Western Victoria Region. The school is classified as being low socio-economically, having a highly multicultural community and having 62% of its students with English as an additional language. The school prides itself on being innovative and setting high expectations for all students, whilst providing a supportive environment that enhances learning and personal growth. The staffing profile consists of 33.48 EFT teachers, 17.8 EFT Education Support Staff, 0.7 psychologist, 0.4 speech pathology, 0.2 occupational therapist and 0.3 ICT technician. Within its staff provisioning, the school has a Literacy coach, a Numeracy coach, a Science coach, a Kitchen Garden coach, a Performing Arts teacher, a Visual Arts teacher, a Library teacher, a Lote/Italian teacher, an Oral language teacher, an English as an additional language teacher and a Literature Extension teacher.

The 2018 Parent Opinion Survey showed 84% of parents expressed positive satisfaction with the school (84% for similar schools and 82% for State average), whilst the 2018 Staff Opinion Survey showed 82% of staff endorsed the School Climate (68% for similar schools and 74% for State average). Teacher judgements across F to 6 exceeded 90% achievement in English and Maths.

At St Albans Meadows Primary School we aim to identify and develop every child's strength(s), and where necessary, address any challenges. Student wellbeing continues to underpin our everyday operation.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence by: building teacher capacity via sustained quality professional learning in knowledge of curriculum content, pedagogical knowledge and data literacy.

extending moderating students' work through collaborative practices, peer observation and professional development in the moderation of standards against the Victorian Curriculum. continuing to develop differentiation and documentation of curriculum and assessment to ensure that all students make the expected growth.

Our Literacy, Numeracy and Science coaches have continued to professionally develop staff to ensure key improvement strategies are being addressed. Numeracy coaching has successfully embedded The Learning Framework In Number program from Prep to Grade 5.

Teachers are analysing student data to reflect and review the impact of their practice. They also identify the learning needs of students to adopt differentiated pedagogical practices that best meet their learning needs.

Setting Expectations and Promoting Inclusion by: exploring a broad range of learning opportunities and styles to sustain high levels of student connectivity to school and their learning.

Implementing processes to decrease parent choice and unexplained student absences across the school.

There was an improved understanding by teachers of the need to use data to determine what and how children learn.

The vigilance of the attendance officer resulted in a decrease in the number of absences of students.

Achievement

The school has performed favourably in the Government Schools Performance Summary in comparison with other schools.

Similar results were achieved in the following:

* Naplan Year 5 : Reading

Reading 2015 - 2018 (4 year average)

Numeracy

Numeracy 2015 - 2018 (4 year average)

* Student Absences 2015 - 2018 (4 year average)

- * Students Attitude to school : Connectedness 2018
Connectedness 2017 -2018 (2 year average)
Management of bullying 2017 - 2018 (2 year average)

Higher results were achieved in the following:

- * Naplan Year 3 : Reading
Reading 2015 - 2018 (4 year average)
Numeracy
Numeracy 2015 -2018 (4 year average)
- * Teacher Judgement P-6 : English and Mathematics
- * Student Absences 2018
- * Student Attitudes to school : Management of bullying 2018

Engagement

The school's goal of enabling all students to be highly motivated, engaged and connected to their learning and broader school life has seen our 2018 average student absence drop to 14.1 days per student, which is a four year low. We had 25% of students with 20 days or more absence compared to 30% for similar schools. The school Attendance Officer was vigilant in communicating with parents of absent children and this had a positive influence on improving school attendance. The school continued to engage students through its clubs programs and the range of extracurricular programs made available. These include : Performing Arts, Physical Education, Visual Arts, library, Lote/Italian, Kitchen Garden (4-6), Science (F-6), Reading and Maths Intervention, Literature extension, Oral language, English as an Additional Language, Offsite Camping and Private Music lessons. After school dance classes were available and children had the opportunity to join the school choir, band and dance group.

The school continued to reach out to every child to discover and develop their "gift".

Wellbeing

In 2018 the school aimed to maintain the physical, emotional and educational preconditions for a safe and inclusive learning environment. The school placed increased emphasis on establishing and maintaining its physical environment through the implementation of a major maintenance program, and the introduction of an environmental warriors program, an initiative led by the Junior School Council. The Childrens' Attitudes to School Surveys showed an average of 94% approval in the areas of Motivation and Interest, Resilience, Self Regulation and Goal Setting, Sense of Confidence and Attendance.

The Wellbeing Department, under the leadership of an Assistant Principal, continues to offer outstanding provisioning of services and programs, ensuring inclusion and success for all students. The school has access to its own psychologist, the network psychologist, its own speech therapist, a speech teacher, its own occupational therapist, a vast number of education support staff and also liaises with external agencies where appropriate. Student leadership continues to be strongly promoted and developed, and an increasing focus on student voice has been flagged for 2019.

Financial performance and position

An annual surplus was achieved due to the following salary commitment reductions : ongoing staff reducing full time work allocation to part time, staff resigning/retiring and not being replaced, senior staff member taking family leave and being replaced by a graduate, staff being on long term leave.

Although there was a slight enrolment growth, there was a significant reduction in revenue compared to 2017 : Government Grants from Commonwealth and State were reduced by approx. \$16000 and Equity funding unexpectedly reduced by \$117,000.

There was a reduction in expenditure in consumables compared to 2017 by \$23,500, and communication costs by \$16,500. Property and equipment services reduced by approx. \$40,000 with the change to the cleaning schedule.

Whilst the school was able to adjust and absorb the reduction in revenue, it finished with approx. \$50,000 less in total funds available compared to 2017.



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.

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

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 455 students were enrolled at this school in 2018, 218 female and 237 male.

62 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: Low

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.3	85.1	78.3	91.6

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	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.4	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.1	90.1	82.6	95.3	Higher
Mathematics	92.6	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	72.1	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	71.0	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	57.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	60.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.9	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	67.2	65.7	51.2	80.0	Higher
Year 5	Reading (4 year average)	52.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	56.7	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	35.2	42.6	22.2
Numeracy	31.5	44.4	24.1
Writing	21.2	57.7	21.2
Spelling	15.4	50.0	34.6
Grammar and Punctuation	21.2	51.9	26.9

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.1	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	15.8	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	91	93	94	94	94	94

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	88.0	81.7	73.8	88.7	Similar

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.4	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	90.7	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,478,788
Government Provided DET Grants	\$647,368
Government Grants Commonwealth	\$0
Government Grants State	(\$87)
Revenue Other	\$7,585
Locally Raised Funds	\$343,824
Total Operating Revenue	\$5,477,477

Equity ¹	Actual
Equity (Social Disadvantage)	\$587,637
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$587,637

Expenditure	Actual
Student Resource Package ²	\$4,397,964
Adjustments	\$0
Books & Publications	\$12,364
Communication Costs	\$23,355
Consumables	\$76,687
Miscellaneous Expense ³	\$244,285
Professional Development	\$15,316
Property and Equipment Services	\$169,692
Salaries & Allowances ⁴	\$366,131
Trading & Fundraising	\$69,961
Travel & Subsistence	\$21,345
Utilities	\$41,524
Total Operating Expenditure	\$5,438,623
Net Operating Surplus/-Deficit	\$38,853
Asset Acquisitions	\$7,627

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$55,295
Official Account	\$22,082
Other Accounts	\$0
Total Funds Available	\$77,377

Financial Commitments	Actual
Operating Reserve	\$77,377
Other Recurrent Expenditure	\$24,954
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	\$117,541

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').