

# 2018 Annual Report to The School Community



**School Name: Albanvale Primary School (5179)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 20 March 2019 at 05:31 PM by Susanna Vermezovic (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 21 March 2019 at 07:25 AM by Jason Burke (School Council President)

## About Our School

### School context

Albanvale Primary School strives to create an innovative and exciting learning environment for its school community. Our school is co-educational and is located in the Deer Park, St Albans area in the western suburbs of Melbourne. The school caters for students from years P-6 and has an enrolment of 254 students. Our school values diversity, with 69% of our students learning English as an additional language.

At Albanvale Primary School we strive to develop our students as lifelong learners. Our mission is to ensure that every student is a curious, critical and creative 21st century thinker and learner. We challenge and empower students to take risks in their learning, and believe all students can achieve success in learning regardless of their background. We endeavour to make a positive difference to the lives of students by providing a stimulating and safe learning environment. We share a vision and goals that collaboratively we can provide the best possible teaching and learning for our students. This is strongly reflected in our School Strategic Plan in the areas of Literacy and Numeracy. The school's values of Excellence, Respect, Responsibility and Collaboration underpin our school culture.

Albanvale Primary School has 25.8 staff: 2 Principal Class staff, 18.6 teachers and 5.2 Education Support Staff. The school is structured into five Professional Learning Teams in years Prep, 1/2, 3/4, 5/6 and Specialist Team, with a focus on working in collaboration as a professional learning community to ensure improved student learning for all students. Classroom programs are supported by Specialist Programs which include; Physical Education, Languages-Italian, Visual Arts and Performing Arts. Additional learning programs include: Extending Mathematical Understanding, Levelled Literacy Intervention, Intensive P-6 Swimming Program, Inter-School Sports, Outside School Hours Care Program, Sports Awareness, Whole-school Camp Program and a Student Leadership Program. Our Student Wellbeing Officer supports the school and students to create a positive and engaging school environment that promotes the health, wellbeing and learning outcomes of all students through improving attendance, resilience, personal engagement and a sense of belonging.

### Framework for Improving Student Outcomes (FISO)

In 2018, the school focused on the improvement priorities of Excellence in Teaching and Learning and Positive Climate or Learning, through the improvement initiatives of Building Practice Excellence and Empowering Students and Building School Pride. These improvement initiatives enabled us to address our School Strategic Plan goals of improving student learning outcomes in literacy and numeracy P-6, and to increase student engagement through the activation of student voice that empowers students and enhances learning outcomes.

Professional Learning Teams met regularly and used an action research framework to monitor student learning data and to share research based instructional strategies for improvement. In addition, staff worked with a numeracy consultant to build their content knowledge in Number and Algebra and the capacity to teach students at their point of need, and differentiate learning. Current data sets indicate that student learning outcomes improved in the areas of Reading, Number and Spelling from the previous year.

The school has identified the need to continue to focus on Excellence in Teaching and Learning in order to continue to improve student learning outcomes in literacy and numeracy across the school. The focus will be on building teacher capacity through a whole school agreed approach to curriculum planning, instruction and assessment, in order to ensure consistency of learning and teaching practices across the school. We will continue to build the knowledge and skills of staff of teaching practices as well as collecting, analysing and using data to know every student and their next level of learning. The school will also ensure that learning is aligned with the Victorian Curriculum. This work will be achieved in the context of the professional learning teams (teacher teams) and shared leadership across the school

### Achievement

In 2018, Albanvale Primary School identified Literacy (Reading) and Numeracy (Number & Algebra) as major improvement foci within the four year Strategic Plan and the Annual Implementation Plan.

In the area of Student Learning in 2018, our achievement data indicated achievement higher to that of other schools in the State (after taking into account the different student intake characteristics). Teacher judgement data against VELS indicated student achievement to be similar to that of other schools. Year 3 and 5 NAPLAN results, in all areas of Literacy and Numeracy indicated achievement higher to that of other schools and improved achievement over a four year period in Reading and Numeracy. NAPLAN learning gain from year 3-5 indicated high gain in learning in all areas, with Writing highlighted as an area for improvement.

Equity funding was used to resource school based Literacy and Numeracy Coaches to work with staff to inform their instructional practice in Literacy and Numeracy, as per our Instructional Model. In addition, the school continued to invest considerable funds toward the Levelled Literacy Intervention Program that was implemented in every classroom and as an Intervention Strategy; a particular focus was placed on explicit instruction at students' point of need. Numeracy Intervention for students at risk was provided through our Extending Mathematical Understanding Program.

Students in the Program of Students with Disabilities worked towards achieving the goals of their Individual Learning Plan, which were reviewed in the Student Support Group meetings held each term; All students showed progress towards achieving their goals.

## Engagement

School attendance data in 2018 was similar to that of other schools in the State. Common reasons for non-attendance were illness, extended family holidays and parent choice. The school implemented a number of strategies to ensure regular attendance at school including the appointment of an Attendance Officer to closely monitor attendance, classroom data collection, class and individual awards at assembly, follow up phone calls to parents and regular notices in the school newsletter. There will be a continued focus on improving student attendance in 2019 with the continued implementation of the DET Every Day Counts initiative. The school intends to continue to educate the school community in the importance of students' regular attendance at school. Close monitoring of attendance data and follow up correspondence with parents will continue, as will a positive approach with students through attendance awards.

The continued employment of a Student Wellbeing Officer in 2019, will ensure that students and their families are supported in working towards the achievement of our joint goal of having the students at school consistently and on time.

The school will focus on creating a positive climate for learning in order to increase student engagement through the activation of student voice to empower students and enhance learning outcomes. A whole school systematic approach will be used to empower student voice in their learning through the use of learning intentions and success criteria, and the setting of challenging learning goals. In addition, the school will explicitly teach the Capabilities within the Victorian Curriculum to cultivate higher order thinking, and use digital technologies as an integral component of learning and teaching.

## Wellbeing

Our results in the 2018 Student Attitudes to School Survey for students in Years 4 to 6 showed Sense of Connectedness to School to be higher to that of other schools, with student perceptions of School Safety high. The school has identified that the most improved factor was 'Not Experiencing Bullying', which closely correlated to improvement in the Management of Bullying. In 2018, a number of student wellbeing programs were undertaken to improve the community's understanding and management of bullying, as well as building positive relationships.

Albanvale Primary School prides itself on its commitment to building a safe, strong and welcoming culture through the teaching and implementation of our School Values of Respect, Excellence, Responsibility and Collaboration. Student Wellbeing will continue to be investigated and improved in order to ensure that all students feel safe, are learning, and are happy at our school. In 2019, the school will undertake periodical assessment of student engagement and wellbeing through the implementation of whole school surveys in addition to the Attitudes to School Survey.

Support will be sought from school based, Student Wellbeing Officer, Network SSSO staff, and outside agencies for students deemed at risk.

In 2019 there will be a focus on student wellbeing programs such as Restorative Practices' Framework, building social skills groups, Kinder Buddy Program, House Teams, Junior, School Council, Values Education and student leadership opportunities.

### **Financial performance and position**

In 2018 the school received Equity funding totalling \$635,626 for the purpose of improving student learning. School-based Coaches and Consultants were employed to work with teachers to improve instructional practice using these funds. In addition, the school spent \$28,512 of Equity funding on purchasing the Levelled Literacy Intervention resources to support teachers in explicitly teaching Reading strategies and the implementation of the Levelled Literacy Intervention Program, as this was an area for improvement identified in the Annual Implementation Plan.

The school has changed the staffing profile to include Classroom Level 1 teachers, thus enabling monies saved in salaries to be carried forward and a net operating surplus of \$350,619. The school has committed to expend the surplus funds for continued maintenance and beautification of the school, as well as the purchase of digital technologies and other resources to support teaching and learning.

Expenditure in the area of buildings and grounds in 2018 included: purchase of take home reading books, ICT hardware, leasing of new iPads, the establishment of a new garden, replacement of air-conditioners and heaters, and wear and tear maintenance.




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

## Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

#### Enrolment Profile

A total of 254 students were enrolled at this school in 2018, 131 female and 123 male.

69 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






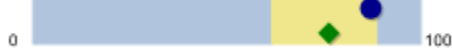















## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

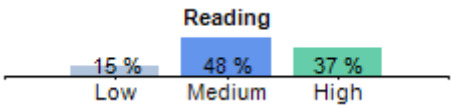
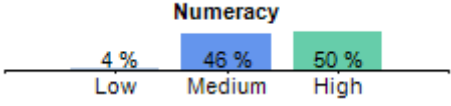
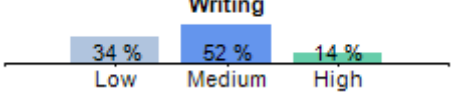
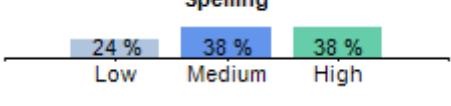
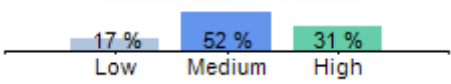
## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Similar</p>





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
Results for this school: ● Median of all Victorian Government Primary Schools: ◆




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a School Comparison.</p>









## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b></p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>90 %</td><td>92 %</td><td>93 %</td><td>91 %</td><td>92 %</td><td>90 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	92 %	93 %	91 %	92 %	90 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	92 %	93 %	91 %	92 %	90 %										

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Higher</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></p> 	<p> Higher</p> <p> Similar</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,575,103
Government Provided DET Grants	\$820,405
Government Grants Commonwealth	\$2,673
Revenue Other	\$38,748
Locally Raised Funds	\$103,562
<b>Total Operating Revenue</b>	<b>\$3,540,491</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$635,626
<b>Equity Total</b>	<b>\$635,626</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$2,407,320
Books & Publications	\$3,742
Communication Costs	\$4,906
Consumables	\$98,400
Miscellaneous Expense <sup>3</sup>	\$330,307
Professional Development	\$29,352
Property and Equipment Services	\$258,587
Salaries & Allowances <sup>4</sup>	\$977
Trading & Fundraising	\$29,860
Travel & Subsistence	\$62
Utilities	\$29,184
<b>Total Operating Expenditure</b>	<b>\$3,192,698</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$347,793</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$629,725
Official Account	\$10,089
<b>Total Funds Available</b>	<b>\$639,814</b>

### Financial Commitments

Operating Reserve	\$110,129
Funds Received in Advance	\$72,458
Funds for Committees/Shared Arrangements	\$18,500
Asset/Equipment Replacement < 12 months	\$44,970
Capital - Buildings/Grounds < 12 months	\$393,757
<b>Total Financial Commitments</b>	<b>\$639,814</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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

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

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

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

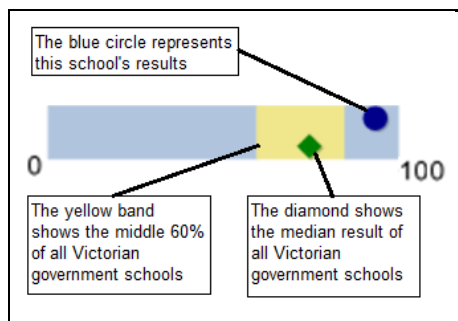
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

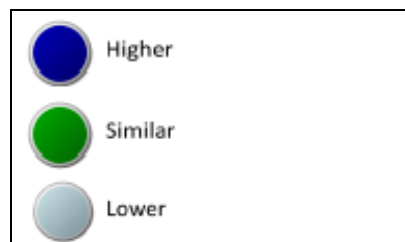


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').