**2022 Annual Report to the School Community**

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| * 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/%22%20%5Ct%20%22_blank)).
* 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 03 March 2023 at 10:24 AM by Michael Uzunovski (Principal) |

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| * 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 03 April 2023 at 03:53 PM by Jason Burke (School Council President) |

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School Name: Albanvale Primary School (5179)

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**

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| **School context** |
| Albanvale Primary School strives to create an innovative and exciting learning environment for its school community. Our school is co-educational and located 27km west of the Melbourne CBD. The school caters for students from years P-6 and has an enrolment of 293 students. 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 secure learning environment. We share a vision, that by working collaboratively, we have the greatest impact on learning for all students. This is strongly reflected in our School Strategic Plan in the areas of Literacy and Numeracy. Albanvale Primary School has 26.8 staff: 2 Principal Class staff, 18.6 FTE teachers and 5.2 FTE Education Support Staff. The school is structured into composite year-level Professional Learning Teams and a Specialist Team with a focus on improving student learning. Classroom programs are supported by Enrichment Programs which include Literacy and Numeracy Interventions, Physical Education, STEM, Visual Arts and LOTE-Italian. Additional learning programs include Intensive Swimming Program, Inter-School Sports, Outside School Hours Care Program, Sports Awareness, Whole-school Camp Program and Student Leadership Program. OUr Inwuiry and Knowledge building program focuses on providing students with hands-on experiences in order to develop their creativity and oral language, with an emphasis on those learning English as a Second Language. We have well-established School-Wide Positive Behaviour Systems and provide further support through our Student Welfare Officer to create a positive and engaging school environment that promotes the health, wellbeing, and learning outcomes of all students through improving resilience, coping skills, personal engagement, and a sense of belonging. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022, the school focused on the priority areas of Excellence in Teaching and Learning and Fostering a Positive Climate for 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 increasing 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 differentiate learning for students at their point of need. Current data sets indicate that student learning outcomes improved in our priority areas of Reading and Numeracy from the previous year. The has identified the need to continue to focus on Excellence in Teaching and Learning in Writing as a priority and began working with an external consultant to develop our shared Writing Framework for Excellence. For continuous improvement, our focus moving forward will remain on strengthening teacher capacity through a whole-school 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 in high-impact teaching practices as well as collecting, analysing, and using data to understand every student’s needs 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 professional learning teams and shared leadership across the school. |
| Wellbeing |
| Our results in the Student Attitudes to School Survey for students in Years 4 to 6 showed the ‘Sense of Connectedness to School’ to be significantly above that of other schools, with student perceptions of School Safety similarly high. The school has identified that the most improved factor was 'Not Experiencing Bullying', which closely correlated to improvement in the Management of Bullying. Guided by our implementation of School Wide Positive Behaviour Systems, a number of student wellbeing initiatives were undertaken to improve the community's understanding and management of bullying, as well as building positive relationships. This work culminated with the school receiving silver accreditation under the School-Wide Positive Behaviour Framework, and are now focussing on gold-standard accreditation.. 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 a core focus and enhanced in order to ensure that a safe and orderly environment conducive to learning is maintained. We will continue to undertake a periodical assessment of student engagement and wellbeing through the implementation of whole-school student surveys in addition to the Attitudes to School Survey. Additional support will be sought from our school-based Student Wellbeing Officer, DoE SSSO staff, and outside agencies for students deemed at risk. We will continue to embded our focus on student wellbeing programs such as Restorative Practices Framework, School-wide Positive Behaviours initiative, Respectful Relationships initiative, whole-school Transition Program, House Teams, Junior School Council, Values Education and student leadership opportunities. |
| Engagement |
| School absence data was similar to that of other schools in the State. Despite this, our 4-year average is significantly lower than similar schools and the state. Common reasons for non-attendance were illness and isolation requirements in accordance with government guidelines. 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. These supports were extended to identify the most vulnerable students to receive tier 3 specific supports in order for them to fully engage in learning. We will continue to focus on improving student attendance, with the continued implementation of the DET Every Day Counts initiative. The school intends to continue to educate the school community on the importance of students’ regular attendance at school. Close monitoring of attendance data and follow-up correspondence with parents will continue, and a positive approach to encourage attendance with students through attendance awards. The continued employment of a Student Wellbeing Officer and an Attendance Officer 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 and agency to empower students and enhance learning outcomes. A whole school systematic approach will be used to empower student voice and agency in their learning through the use of learning intentions and success criteria, differentiated learning, 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. |
| **Financial performance** |
| The school received equity funding totaling $789,644 for the purpose of improving student learning outcomes. School-based coaches and consultants were employed to work with teachers to improve instructional practice using these funds. In addition, the school spent $27,000 of equity funding on upgrading digital devices and ICT infrastructure. Additional equity expenditure included the purchase of numeracy resources, Levelled Literacy Intervention resources, ICT software, and updating library books and teacher reference materials. The school has changed the staffing profile, thus enabling monies saved in salaries to be carried forward and a net operating surplus of $810,239. The school has committed to expending the surplus funds for continued maintenance and beautification of the school, expanding the staffing profile to amplify our intervention work through RTI, as well as the purchase of digital technologies and other resources to support teaching and learning. Other expenditure in the area of buildings and grounds included: emergency plumbing work for the school's fire safety system, safety works to upgrade the internal ceiling in the Enrichment Building, and upgrade works to the newly established Centre of Excellence, ICT Server Room, and Breakfast Club Kitchen. |
| **For more detailed information regarding our school please visit our website at <http://www.albanvaleps.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 276 students were enrolled at this school in 2022, 139 female and 137 male.

75 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.

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| **Parent Satisfaction** | Latest year (2022) |
| School percent endorsement: | 94.5% |
| 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.

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 89.9% |
| 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.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 86.5% |
| Similar Schools average: | 75.5% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 90.2% |
| Similar Schools average: | 71.3% |
| 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.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 65.6% | 83.3% |
| Similar Schools average: | 61.2% | 61.8% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 69.4% | 66.7% |
| Similar Schools average: | 54.9% | 53.1% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 56.3% | 61.5% |
| Similar Schools average: | 42.7% | 46.7% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 51.4% | 59.1% |
| Similar Schools average: | 37.6% | 41.1% |
| 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 97.9% | 95.7% |
| Similar Schools average: | 81.4% | 82.3% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 93.7% | 92.3% |
| Similar Schools average: | 78.6% | 80.2% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 25.8 | 16.2 |
| Similar Schools average: | 24.8 | 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 86% | 87% | 89% | 84% | 90% | 85% | 89% |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,494,871 |
| Government Provided DET Grants | $875,510 |
| Government Grants Commonwealth | $9,045 |
| Government Grants State | $826 |
| Revenue Other | $18,903 |
| Locally Raised Funds | $65,162 |
| Capital Grants | $16,784 |
| Total Operating Revenue | **$4,481,103** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $789,644 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$789,644** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,100,476 |
| Adjustments | $0 |
| Books & Publications | $0 |
| Camps/Excursions/Activities | $54,943 |
| Communication Costs | $5,055 |
| Consumables | $53,331 |
| Miscellaneous Expense 3 | $22,584 |
| Professional Development | $36,534 |
| Equipment/Maintenance/Hire | $67,436 |
| Property Services | $121,775 |
| Salaries & Allowances 4 | $227 |
| Support Services | $142,004 |
| Trading & Fundraising | $16,552 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $33,073 |
| Total Operating Expenditure | **$3,653,990** |
| Net Operating Surplus/-Deficit | **$810,329** |
| Asset Acquisitions | **$119,101** |

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 | $1,147,512 |
| Official Account | $15,068 |
| Other Accounts | $0 |
| Total Funds Available | **$1,162,580** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $74,946 |
| Other Recurrent Expenditure | $21,127 |
| Provision Accounts | $0 |
| 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 | $115,650 |
| Capital - Buildings/Grounds < 12 months | $400,000 |
| Maintenance - Buildings/Grounds < 12 months | $238,217 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$849,940** |

*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.*