

# 2020 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 2020 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 12 March 2021 at 02:15 PM by Michael Uzunovski (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 31 March 2021 at 03:11 PM by Jason Burke (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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## 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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### 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.

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### 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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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### 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 a disability 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

Albanvale Primary School strives to create an innovative and exciting learning environment for its school community. Our school is co-educational and 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 267 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 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.

Albanvale Primary School has 27.2 staff: 3 Principal Class staff, 17.2 teachers and 7 Education Support Staff. The school is structured into three Professional Learning Teams in years Prep-2, 3-6 and 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. The school's Learning Centre focuses on providing students with hands-on experiences in order to develop students' 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.

### Framework for Improving Student Outcomes (FISO)

In 2020, the school focused on the priority areas of Excellence in Teaching and Learning and 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 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 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.

Despite our successful remote and flexible teaching, 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 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 the professional learning teams and shared leadership across the school.

### Achievement

In 2020, Albanvale Primary School identified literacy (Reading and Writing) 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 2019, our NAPLAN achievement data indicated achievement above or similar to that of other schools in the State in Reading and Numeracy. Teacher judgement data against the Victorian Curriculum indicated student achievement to be above that of similar schools. NAPLAN learning gain from year 3-5 indicated high gain in learning in all areas, with Writing highlighted as an area for further improvement. NAPLAN was not administered in 2020 in response to the COVID outbreak.

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. The employment of two speech pathologists allowed us to support students with additional needs in language acquisition.

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. All the outlined supports continued in 2020 enabled through the effective use of digital technologies.

### Engagement

School attendance data in 2020 was below that of similar schools in the and the State, an improvement from the previous year noted. Common reasons for non-attendance were illness and extended family holidays. 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 during the remote and flexible learning period ensuring all vulnerable students were receiving the specific support they required to fully engage in the learning. There will be a continued focus on improving student attendance in 2021 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 to encourage attendance with students through attendance awards.

The continued employment of a Student Wellbeing Officer in 2021, 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.

### Wellbeing

The Student Attitudes to School Survey was not administered in 2021 due to the COVID-19 outbreak. Our results in the 2019 Student Attitudes to School Survey for students in Years 4 to 6 showed the 'Sense of Connectedness to School' to be above 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 2019, a number of student wellbeing programs were undertaken to improve the community's understanding and management of bullying, as well as building positive relationships, including the School-wide Positive Behaviours initiative. This work continued was extended in 2020 as the school progressed towards bronze accreditation under the School-Wide Positive Behaviour Framework,

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 a safe and orderly environment conducive to learning is maintained. In 2020, the school will undertake 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, Network SSSO staff, and outside agencies for students deemed at risk.

In 2021 there will be a 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.

### **Financial performance and position**

In 2020, the school received equity funding totaling \$733,233 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 \$37,154.98 of equity funding on purchasing digital technologies to support families to succeed during remote and flexible learning. Additional equity expenditure included the purchase of maths resources, Levelled Literacy Intervention resources, ICT software, updating library books and teacher reference materials.

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 \$350,714. The school has committed to expending 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 2020 included: purchase of take-home reading books, ICT hardware, the establishment of a new garden, upgrade of school administration building and replacement of air-conditioners and heaters, and wear and tear maintenance.

**For more detailed information regarding our school please visit our website at**  
[www.albanvaleps.vic.edu.au](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.

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 268 students were enrolled at this school in 2020, 130 female and 138 male.

81 percent of students had English as an additional language and NDP 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.

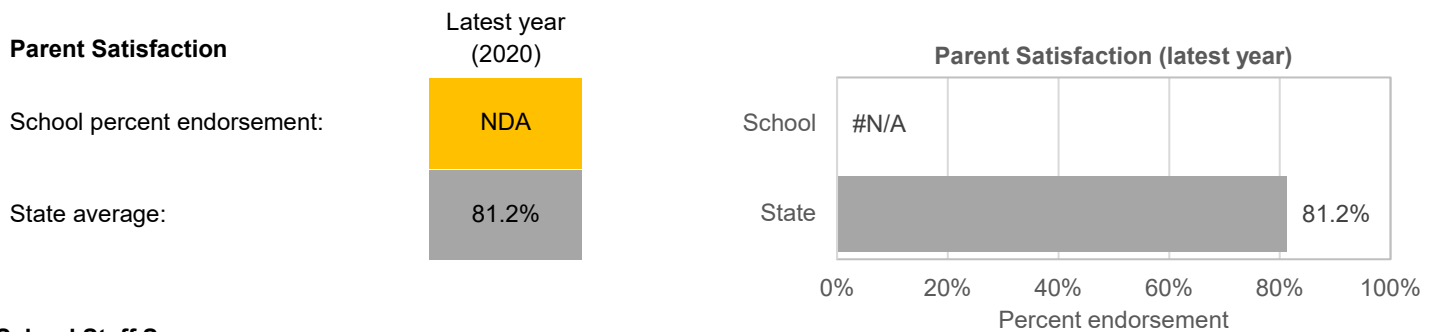
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

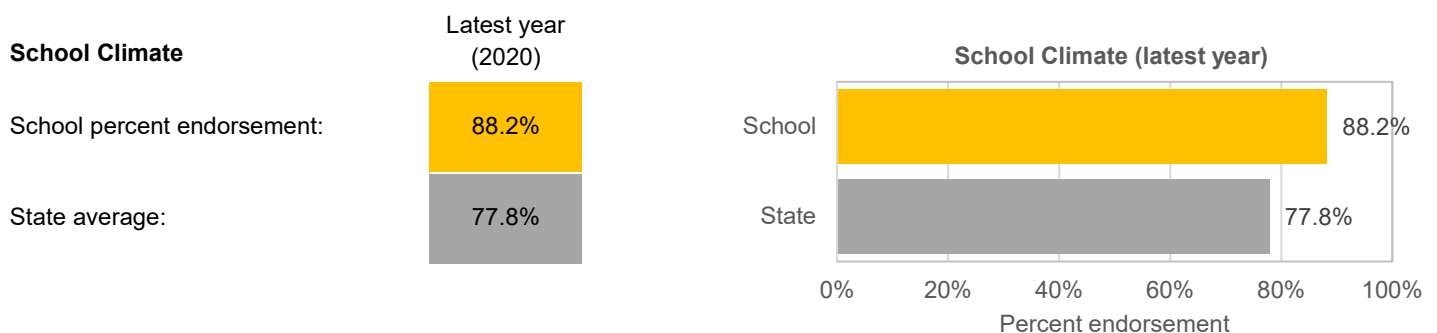


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## ACHIEVEMENT

**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  
(2020)

School percent of students at or above age expected standards:

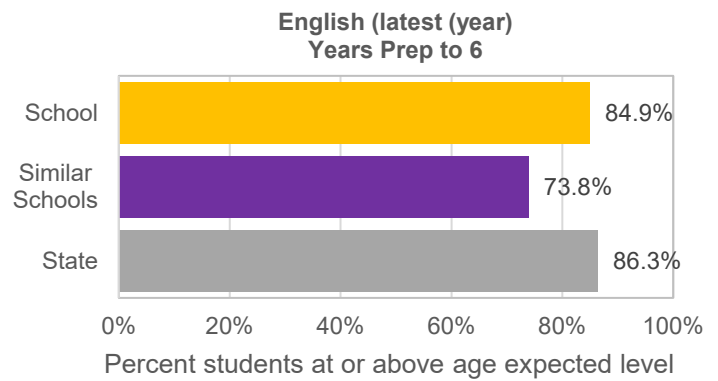
84.9%

Similar Schools average:

73.8%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

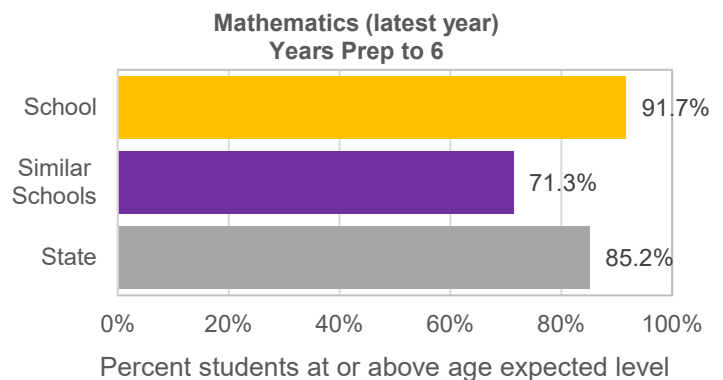
91.7%

Similar Schools average:

71.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

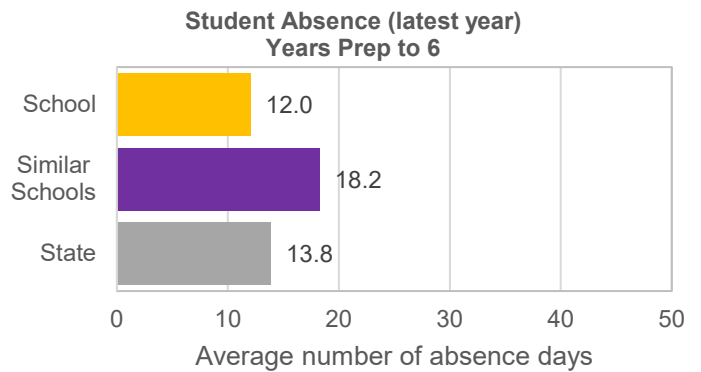
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	12.0	15.4
Similar Schools average:	18.2	17.4
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	92%	94%	90%	96%	95%	97%

**WELLBEING**

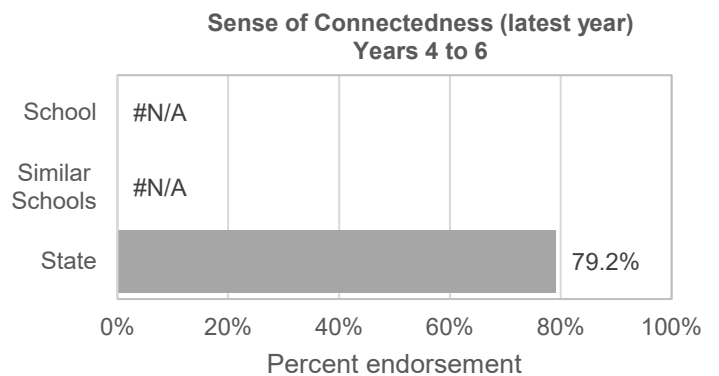
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	90.0%
Similar Schools average:	NDP	83.8%
State average:	79.2%	81.0%



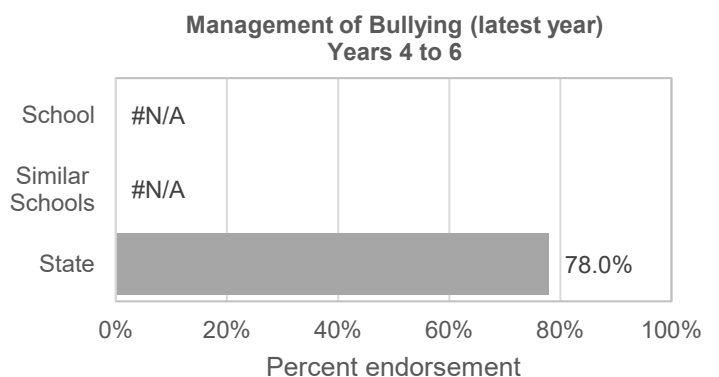
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	NDA	87.0%
Similar Schools average:	NDP	81.6%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,794,755
Government Provided DET Grants	\$888,050
Government Grants Commonwealth	\$2,250
Government Grants State	NDA
Revenue Other	\$3,889
Locally Raised Funds	\$58,870
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,747,814</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$733,233
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$733,233</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,806,462
Adjustments	NDA
Books & Publications	\$5,067
Camps/Excursions/Activities	\$14,539
Communication Costs	\$9,659
Consumables	\$126,490
Miscellaneous Expense <sup>3</sup>	\$37,767
Professional Development	\$30,361
Equipment/Maintenance/Hire	\$102,862
Property Services	\$148,945
Salaries & Allowances <sup>4</sup>	NDA
Support Services	\$47,219
Trading & Fundraising	\$32,601
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$97
Utilities	\$35,068
<b>Total Operating Expenditure</b>	<b>\$3,397,100</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$350,714</b>
<b>Asset Acquisitions</b>	<b>\$205,131</b>

- (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 01 Mar 2021 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 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$667,061
Official Account	\$17,446
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$684,507</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$80,976
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$70,738
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$110,000
Capital - Buildings/Grounds < 12 months	\$300,000
Maintenance - Buildings/Grounds < 12 months	\$155,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$716,714</b>

*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.*