**2021 Annual Report to**

**The School Community  
  
School Name: Alberton Primary School (0001)**

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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/)). * 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 2021 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 01 April 2022 at 12:59 PM by Malissa Nicol (Principal) |  |  | | --- | | * This 2021 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 04 May 2022 at 01:39 PM by Sue Greening (School Council President) | |  |

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, 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

**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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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 |
| Alberton Primary is a Challenge Learning School, with a student population of 68 students, serving the district of Alberton and outlying areas in the Wellington Shire. Our objective is to empower each student with the tools for visible learning, particularly developing creativity, and evaluation and analytical skills. Personalized and authentic learning tasks are provided in an engaging and rich environment using digital technologies. Inquiry Learning is at the core of our curriculum.  Our Vision for Alberton Primary School is one of a learning community where inspiration, team work and respect support the pursuit of excellence. We are working to improve all student outcomes, promote respectful relationships and develop connections to the school. Our values of RESPECT, EMPATHY, EFFORT AND PRIDE are used to support our students in becoming positive citizens within their community. There is a mindset in the school that says “Anything is possible. I just can’t do it yet.”.  The school has provided education to the children of Alberton and surrounding areas since 1858 and is Primary School No. 1 on the Roll of Schools in Victoria. In 2009 Alberton Primary School was completely rebuilt including a new Science/Art building and a new Mod-5 building that is used for Music. We offer a varied curriculum covering all areas with extension and support for those children who require it. Our dedicated staff members provide social and emotional support to our students in order to assist them to achieve the utmost academic and personal growth. We work in partnership with parents to provide the best education and facilities for students. Our staff members are highly trained and work to differentiate and extend students in their learning. They undertake professional learning throughout the year in order to continue to improve their teaching and learning practice. The school has 4 classrooms, one Principal, 5 Teaching Staff, a .4 Numeracy Tutor, a .25 Music Teacher, and the equivalent of 4.5 Education Support Staff. |
| Framework for Improving Student Outcomes (FISO) |
| In 2021APS continued to focus on two dimensions of the Framework for Improving Student Outcomes (FISO):  1. Student Agency: The school has included goal setting, learning intentions, success indicators, curriculum based "I Can" statements, dialogue, feedback and reflection in its Instructional Model. Teachers are using the language of learning in the classrooms with the children and they can have conversations about growth, development and learning. This year has again been heavily influenced by the Covid 19 Lockdown periods where children worked online from home. This strengthened their ability to be responsible and accountable for their learning. The children quickly became efficient with email and online portals to receive daily schedules and record their 'attendance'. They happily participated in online meetings, break-out groups with their teacher, and 1:1 instruction sessions. They learned to upload completed pieces of learning for feedback, discuss possible changes at online meetings and apply the feedback to improved submissions. The things they learned at school, that were connected with being a 'global citizen', had a very real purpose and audience during this time. 2. Building Practice Excellence: This objective continued in 2020 where the staff members worked in the Professional Learning Community through online meetings to improve teachers' understanding and teaching of Writing and ultimately improve student writing outcomes. Teachers used the evidence based approach to teaching writing, with close examination of formative and summative data, setting pre and post common assessment tasks and planning for differentiated learning in the classroom. The school has continued to put significant time into aligning curriculum across the year levels, creating a Writing Scope and Sequence, and giving Writing a higher profile in the school. To improve teachers understanding of the craft of Writing and pinpoint the students' point of learning, Common Assessment Tasks and Moderation Sessions were used. Teachers collected and discussed individual student data, moderated and planned for the next stage of learning. They followed up with Professional Development, Professional Readings and individual student evaluation. Growth was celebrated and made visible with work samples from the drafting to the publishing stage being on display for reference in the classroom. School Review: In 2021 the school was reviewed and the current goals of improving Literacy and Numeracy were continued. The remainder of 2021 focussed on embedding the Readers and Writers Notebook into our practice, and using the Workshop Model of teaching. |
| Achievement |
| APS teachers have used Personal Goal Setting, Learning Intentions and Success Indicators extensively. The children have been involved in Learning Conferences where meaningful feedback and learning outcomes have been discussed, leading to the setting of new goals. Further to this, Challenge Learning and Inquiry have had a strong influence on student learning and interest level. Students are engaged and know what they are learning and can identify their growth. The children respond well to this approach and we have incorporated it into the APS Instructional Model. NAPLAN Reading Data indicates that 71.4% students in Grade 3 and 72.7% of Grade 5 Students were in the Top three bands of testing. NAPLAN Numeracy Data indicates that 28.6% students in Grade 3 and 27.3% of Grade 5 Students were in the Top three bands of testing. According to NAPLAN Data, High Learning Gain in the areas of Reading 44%, Numeracy 33%, Writing 22%, Spelling 67% and Grammar and Punctuation 33% were all above High Learning Gain in Similar Schools. |
| Engagement |
| Engagement at Alberton Primary is monitored constantly. Children are encouraged strongly to attend with visible rewards. We have regular celebratory days or events, certificates for days attended, extra play when all students in the class attend and an end of Semester Badge and afternoon tea for the students with the least absences. There are positive messages in the newsletter and on ClassDojo. Families are contacted by phone on the day of the absence if they have not made contact with the school. The importance of regular attendance and how this affects friendships and student outcomes is a strong message coming from the school in the Newsletter, ClassDojo and on school reports. In 2021 absences continued to be influenced by Covid 19 and the perceived threat of infection to some degree, but the main reasons for absences were illness and extended family holidays. Absences are still higher than similar schools with Years 2, 3 and 4 being the areas to address. |
| Wellbeing |
| APS continues to prioritise the Wellbeing of its staff, students and their families. Although there were still strict restrictions limiting visitors to school after the Covid 19 Lockdowns in 2021, the children were able to take part in onsite activities within their class and school group. In 2021 we put in a gravel bike track around the perimeter of the school. The school received a donation of bikes and helmets and the children enjoyed the use of the track throughout the latter part of the year. They have also made good use of the local Rail Trail to Yarram. The children took part in a school wide lunch program where they cooked menu items suited to their taste. APS is a Sun Smart School and is an advocate of healthy eating and plastic free lunch boxes. The school has a recycling program and works hard to maintain its neat, tidy and litter free playground. Through the SWPBS program that's active in the school, the children know the meaning of our school values PRIDE, EFFORT, EMPATHY and RESPECT, and are happy to contribute, knowing that whatever they do, they will be helping to make it a better place for everyone. There is strong 'ownership' of the school by the children as is evidenced in the performance surveys. Two areas have been highlighted: # Sense of the student's Connectedness to School was 98.7% with a four year average of 97%  # Management of Bullying in the school remained consistent at 100% with a four year average of 99.7%. Both areas are above the similar schools average and the state average. |
| Finance performance and position |
| All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years. The funds have been spent to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies. School Council approvals were gained to make the expenditure, and the purpose for which funding was provided or raised was planned so that it complimented the curriculum.  Local support from the APS community is strong with generous contributions from a local grain trading company and some dairy farmers. PFA and other local community members work hard to support the learning environment at the school also.  There has been expenditure on the creation of a bike track around the perimeter of the school, the removal of the old septic tanks and the levelling of the area, the installation of cupboards for student resources in the classrooms, new basketball backboards and rings, a defibrillator has been purchased for school and community use, some new picnic tables for the student eating area, blinds in the Music Room  The school camp planned for 2021 did go ahead as it was planned for early in the year, but excursions/incursions were still unable to proceed due to restrictions in place later in the year. The Grade 4-6 camp to Soveriegn Hill was subsidised by the school, particularly the cost of the bus to Ballarat. Remaining budget has been transferred to activities planned for 2022. |
| **For more detailed information regarding our school please visit our website at** [**The school website is currently being reconstructed.**](file:///C:\Users\malissan\Downloads\The) |

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 68 students were enrolled at this school in 2021, 34 female and 34 male.

0 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).

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 (2021) |
| School percent endorsement: | 86.0% |
| State average (primary schools): | 81.8% |

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 (2021) |
| School percent endorsement: | 92.2% |
| State average (primary schools): | 75.8% |

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.

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| --- | --- |
| **English**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | NDA |
| Similar Schools average: | 84.1% |
| State average: | 86.2% |

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| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2021) |
| School percent of students at or above age expected standards: | NDA |
| Similar Schools average: | 84.9% |
| State average: | 84.9% |

ACHIEVEMENT (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 2018, 2019 and 2021 data.

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 71.4% | 70.6% |
| Similar Schools average: | 73.2% | 73.5% |
| State average: | 76.9% | 76.5% |

|  |  |  |
| --- | --- | --- |
| **Reading**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 72.7% | 58.6% |
| Similar Schools average: | 67.1% | 63.9% |
| State average: | 70.4% | 67.7% |

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| **Numeracy**  **Year 3** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 28.6% | 58.8% |
| Similar Schools average: | 61.6% | 65.4% |
| State average: | 67.6% | 69.1% |

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| **Numeracy**  **Year 5** | Latest year (2021) | 4-year average |
| School percent of students in top three bands: | 27.3% | 44.8% |
| Similar Schools average: | 56.0% | 56.8% |
| State average: | 61.6% | 60.0% |

ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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’.

**Learning Gain**

**Year 3 (2019) to Year 5 (2021)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  | Low Gain | Medium Gain | High Gain | High Gain (Similar Schools) |
| Reading: | 22% | 33% | 44% | 23% |
| Numeracy: | 44% | 22% | 33% | 23% |
| Writing: | 22% | 56% | 22% | 17% |
| Spelling: | 33% | 0% | 67% | 25% |
| Grammar and Punctuation: | 22% | 44% | 33% | 23% |

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 and 2021 may have been influenced by COVID-19.

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| --- | --- | --- |
| **Student Absence**  **Years Prep to 6** | Latest year (2021) | 4-year average |
| School average number of absence days: | 20.9 | 20.6 |
| Similar Schools average: | 16.8 | 16.7 |
| State average: | 14.7 | 15.0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2021): | 91% | 94% | 85% | 85% | 87% | 91% | 93% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

|  |  |  |
| --- | --- | --- |
| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 98.7% | 97.0% |
| Similar Schools average: | 81.4% | 81.7% |
| State average: | 79.5% | 80.4% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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).

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| --- | --- | --- |
| **Management of Bullying**  **Years 4 to 6** | Latest year (2021) | 4-year average |
| School percent endorsement: | 100.0% | 99.7% |
| Similar Schools average: | 87.1% | 84.1% |
| State average: | 78.4% | 79.7% |

*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $895,428 |
| Government Provided DET Grants | $173,722 |
| Government Grants Commonwealth | $3,800 |
| Government Grants State | $0 |
| Revenue Other | $1,798 |
| Locally Raised Funds | $55,304 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,130,051** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $97,591 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$97,591** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $885,362 |
| Adjustments | $0 |
| Books & Publications | $2,011 |
| Camps/Excursions/Activities | $21,539 |
| Communication Costs | $4,701 |
| Consumables | $20,317 |
| Miscellaneous Expense 3 | $11,413 |
| Professional Development | $1,761 |
| Equipment/Maintenance/Hire | $73,148 |
| Property Services | $48,175 |
| Salaries & Allowances 4 | $37,136 |
| Support Services | $0 |
| Trading & Fundraising | $11,843 |
| Motor Vehicle Expenses | $902 |
| Travel & Subsistence | $0 |
| Utilities | $6,888 |
| Total Operating Expenditure | **$1,125,198** |
| Net Operating Surplus/-Deficit | **$4,854** |
| Asset Acquisitions | **$5,455** |

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 24 Feb 2022 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 2021

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $33,387 |
| Official Account | $6,484 |
| Other Accounts | $0 |
| Total Funds Available | **$39,870** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $34,979 |
| Other Recurrent Expenditure | $0 |
| 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 | $10,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $15,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$59,979** |

*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.*