

2018 Annual Report to The School Community



School Name: St Albans Heights Primary School (4948)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 19 March 2019 at 12:49 PM by Effie Sultana
(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 Regulation 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 27 March 2019 at 10:50 AM by Jaswinder Kaur
(School Council President)

About Our School

School context

St Albans Heights Primary School was established in 1968 in the western suburbs of Melbourne within the City of Brimbank. Our current enrolment sits at 283 students, with 13 classes. The staffing profile for SAHPS is 2 Principal Class Officers, 2 Leading Teachers and a Learning Specialist, we currently have 20.4 EFT staff and 11.9 EFT support staff. Trend data indicates a slight growth in enrolments during the last few years.

We cater for students with differing needs from Foundation to Year 6 and our students come from diverse cultural backgrounds. We provide a structured, supportive and motivating educational environment where every child will experience a stimulating curriculum with challenging and achievable goals that will meet their needs. PE, Arts and Japanese are our current specialist areas and we offer an EAL, Language Support, Levelled Literacy Intervention and a Library program to support our literacy program.

The school is organised into single classes for Foundation and composite classes for Years 1/2, 3/4 and 5/6. Our school focuses on quality teaching and learning and our teaching and non-teaching staff are dedicated to developing each child to their full potential.

Strong emphasis is placed on a team approach to planning and teaching, implementing and evaluating all of our programs. Staff work in team teaching situations with two classes effectively working together. Data and evidence is key to driving school improvement. Our school and parent community have a shared vision for all students at our school. Through positive role modeling and co-operative learning our students respect the rights of others, act in a responsible manner and strive for excellence at all times.

We have a number of school leaders with designated roles and responsibilities across the school. We equip our students with the skills necessary to build positive social relationships, to work and learn in teams and the strategies to manage and resolve conflict.

Student Wellbeing continues to be a priority across the school. There are a number of support services for students and families including a social worker (4 days per week) and a speech pathologist at the school full time. We currently have approx. 14 students on the PSD program. The school values of Belonging, Respect, Teamwork and Honesty play an important role in the way we manage issues across the school.

Breakfast Club operates every morning from the canteen to provide a healthy breakfast for students in need.

The school has a strong transition program building links with the local kindergartens and secondary colleges.

The school has an iPad program where students are encouraged to purchase individual iPads which are brought to school daily and used in the classroom to improve literacy and numeracy.

Family-School partnerships are encouraged and actively sought for the benefit of our students. These partnerships are based on trust and mutual respect for the role that families play in a child's education.

A Community Hub is based at the school and provides strong links between home and school, running a number of programs including English classes, Cooking classes, Yoga and walking groups to name just a few. The school has a partnership with Blu Earth and the Song room to increase student engagement and increase active participation.

The 5/6 classes are working with ACMI (Australian Centre for Moving Image) to engage students in digital technology.

The school is part of the Stephanie Alexander Kitchen Garden Program.

Framework for Improving Student Outcomes (FISO)

In 2018 St Albans Heights focused on the following FISO improvement initiatives and Key Improvement Strategies:

Excellence in Teaching and Learning: Building Practice Excellence and Curriculum Planning and Assessment
Goal 1: To improve the learning growth of every student with a focus on Numeracy and Writing.

Key Improvement Strategy 1: To build excellence in teacher planning and practice

Key Improvement Strategy 2: To build skill in assessment and using data to plan differentiated teaching and learning opportunities.

Highlights: Whole School Approach to mathematics. Using the research, our observations and staff needs -the action research group completed the St Albans Heights Whole School Approach to Teaching Mathematics. It is comprised of a Developmental Continuum, Unit Goals, Whole School Common Assessment Tasks and a detailed

Instructional Model for teaching mathematics at St Albans Heights

In 2018 staff overhauled the Whole School Writing Moderation Rubric. They combined the 6+1 Writing Traits with the NAPLAN Writing Marking Guide and the Victorian Curriculum Writing Standards. Staff were consulted and gave feedback on the rubrics and marking sheets and professional learning was provided in Team PLTs. Feedback was also sought from consultants and experts that we were working with through the University of Melbourne's Network of Schools group that we were a part of (this project concluded in 2019). Aligning our whole school writing moderation with what is essentially good writing traits and behaviours, staff were able to better triangulate their writing assessments and make more accurate teacher judgement scores. This work also complimented our school's initial PLC Inquiry (Timperley Model) into improving the writing of our students and in turn improving the way we teach our students to write.

PLT Cycle for Writing - In 2018 the leadership team investigated Helen Timperley's Cycle of Inquiry and used it as the model for the whole school PLC Model. The Leadership Team created a model, key questions and guided the teams (F-2 and 3-6) in investigating student writing. The PLC meetings related to writing spanned across Term 2 and part of Term 3 - which started with student writing samples, identified what it was that our students needed and then identified what it was that we as professionals needed to learn and adjust in our teaching. We then implemented and trialled well-researched strategies and techniques into our lessons and practice. We re-examined student outcomes and saw gains in the areas our students need to grow in. Findings of this work were presented on a curriculum day in Term 4

Positive Climate for Learning: Empowering students and building school pride and Setting expectations and promoting inclusion

Goal 2: For all students to be confident, motivated and challenged.

Key Improvement Strategy 1: Increase student awareness and ownership of learning.

Key Improvement Strategy 2: Enhance student school experiences through leadership and student voice.

Wellbeing Programs - Circles, Support Staff of 0.8 Social Worker and 1.0 Speech Pathologist onsite to support school community.

Stephanie Alexander Kitchen Garden program, all year 3/4 students participate in this program

Breakfast Club run every morning from 8.30-8.50 by ES staff

SRC and school leaders

Student run assembly

Goal 3: To foster a cohesive school learning community where every student thrives and feels safe and connected

Key Improvement Strategy 1: Develop and integrate a consistent whole school approach to wellbeing.

Introduction of a Leading Teacher in 2019 to focus on positive Climate for learning

Wellbeing Handbook and folder created to support staff with processes

Leading Teachers connected to sub schools who could focus on the wellbeing needs of the students and engaging them through the learning programs.

Student Voice/SRC raising money for events and causes, student led activities.

Kids Kitchen Program - selected students worked once a week in the canteen to prepare lunches for their peers who didn't have lunch. They developed team work and social skills

Credit and House points were given consistently across the board for consistent reasons in line with the school values.

Introduction of compass chronicles to document incidences across the school.

Achievement

St Albans Heights PS strives to improve student learning in all aspects of the school curriculum. Teachers ensure consistent judgements against the Victorian Curriculum through collaboration and considered use of data. This informs our planning for learning requirements of our students and provides accurate information to parents. This information is delivered to parents via our semester reports and student led conferences. Our teacher judgements in English and Mathematics show that our students are working at or above age expected standards compared to similar schools. Our Year 3 results indicate SAHPS students are achieving similar to like schools in all areas of NAPLAN. In Year 5 we are performing higher than like schools in Reading and Numeracy for 2018 however our 4

year average is similar to like schools. Our Learning Gain from Years 3 -5 in NAPLAN is positive with greater than 25% high growth in all areas except grammar and punctuation.

Fountas and Pinnel classroom was purchased and implemented in 2018 for Foundation to Year 2.

Fountas and Pinnel Levelled Literacy Intervention was purchased in 2018 and is being implemented in years 3 and 5.

We continue to focus on building the capacity of teachers through dedicated professional learning days and curriculum days, with clear direction for ongoing improvement. We are working on consistent whole school planning documents and weekly teacher work programs including effective lesson structures. Learning Intentions relate to the Victorian Curriculum and differentiation for varying student ability is highlighted in work programs. Teachers participated in school based professional development activities in all areas of the curriculum with a particular focus on writing.

Engagement

Average days absent per full time equivalent a student per year is similar to like schools. Our absences have increased slightly in each cohort from the previous year. A number of our families take extended overseas family holidays each year. Our school comparison rating of higher means the school records less absences than expected. COMPASS has continued to be used to record attendance and absences. Staff called home regularly for unexplained absences longer than two days. Letters were sent home for unexplained absences. Our social worker and Leading Teachers also followed up prolonged absences and regular late arrivals. Some lunchtime programs were in place with more being introduced in 2019 to encourage attendance and to improve engagement levels.

Wellbeing

Our Student Attitude to School survey results are lower than similar schools. There are many areas for improvement which must remain an ongoing focus for the school, including students sense of connectedness to school and the management and understanding of bullying. The school does not tolerate bullying in any form and always follows up with all reported incidents.

The school places a high value on student wellbeing and connectedness and has invested in a strong team of staff to support students and families, including a social worker, speech pathologist and a strong wellbeing team. In addition to this the school has accessed Student Support Officers (SSSO) when necessary to provide additional support to families. The school is implementing a range of strategies to support a calm and orderly learning environment which will be further developed in 2019. COMPASS was used to track and monitor individual student behaviours, behaviour support plans were put in place for high needs students. A number of opportunities to enhance student voice and agency were provided through Student Representative Council, school leaders program, Blu Earth and attending the Halogen young leaders conference.

Financial performance and position

The Equity Funding was used to support Literacy and Numeracy, LLI literacy resources were purchased to support classroom literacy. Leading Teachers were involved in coaching and mentoring staff across the school in literacy and numeracy strategies. The leadership team was involved in a research project with the University of Melbourne to focus on writing. Upgrades to grounds and buildings continued to be a priority in 2018 in line with the school's age and needs.

For more detailed information regarding our school please visit our website at

<http://www.sahps.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

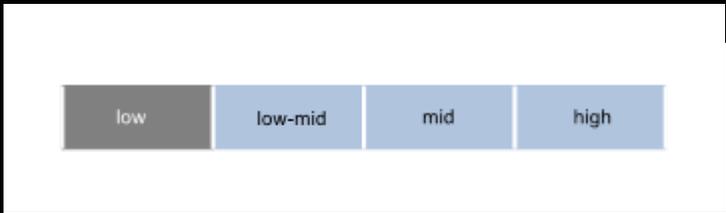
Enrolment Profile

A total of 287 students were enrolled at this school in 2018, 131 female and 156 male.

87 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

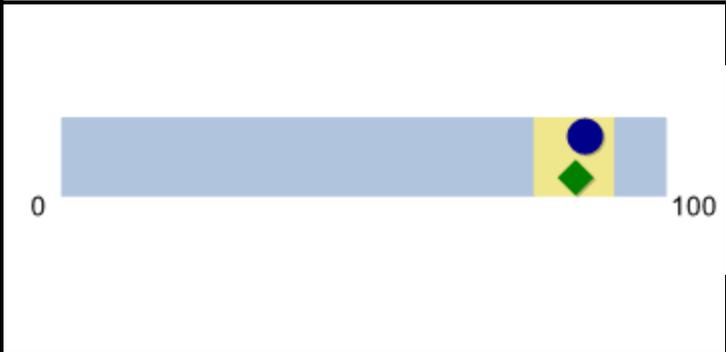
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

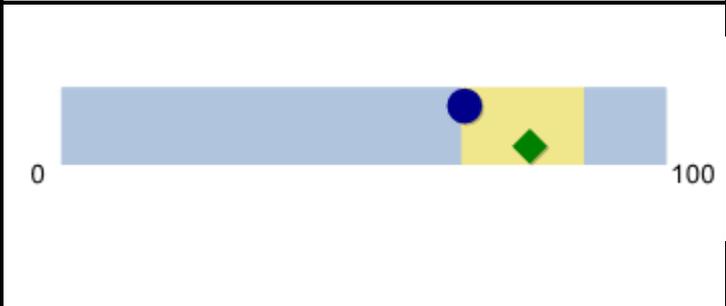
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Higher</p> <p> Higher</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>NAPLAN Year 3</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p>NAPLAN Year 5</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> Similar</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>NAPLAN Learning Gain 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> | <table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>43%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>48%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>28%</td> <td>55%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>28%</td> <td>52%</td> <td>21%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 24% | 48% | 28% | Numeracy | 17% | 43% | 40% | Writing | 21% | 48% | 31% | Spelling | 17% | 28% | 55% | Grammar and Punctuation | 28% | 52% | 21% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 24% | 48% | 28% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 17% | 43% | 40% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 21% | 48% | 31% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 17% | 28% | 55% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 28% | 52% | 21% | | | | | | | | | | | | | | | | | | | | | | | |

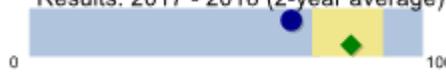
Performance Summary

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>School Comparison 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> <table border="1" data-bbox="542 909 1027 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 88 % | 89 % | 91 % | 90 % | 92 % | 93 % | 93 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Higher</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 88 % | 89 % | 91 % | 90 % | 92 % | 93 % | 93 % | | | | | | | | | | |

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>Students Attitudes to School - Sense of Connectedness</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Lower</p> <p> Lower</p> |
| <p>Students Attitudes to School - Management of Bullying</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p>  | <p> Lower</p> <p> Lower</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

Financial Position as at 31 December, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,276,204 |
| Government Provided DET Grants | \$601,244 |
| Government Grants Commonwealth | \$31,702 |
| Government Grants State | \$5,933 |
| Revenue Other | \$51,772 |
| Locally Raised Funds | \$126,161 |
| Total Operating Revenue | \$4,093,015 |

| Equity ¹ | |
|------------------------------|------------------|
| Equity (Social Disadvantage) | \$771,952 |
| Equity Total | \$771,952 |

| Expenditure | |
|---------------------------------------|-------------|
| Student Resource Package ² | \$2,960,268 |
| Books & Publications | \$4,723 |
| Communication Costs | \$5,165 |
| Consumables | \$159,839 |
| Miscellaneous Expense ³ | \$82,719 |
| Professional Development | \$27,887 |
| Property and Equipment Services | \$293,434 |
| Salaries & Allowances ⁴ | \$257,919 |
| Trading & Fundraising | \$43,271 |
| Utilities | \$25,202 |

Total Operating Expenditure **\$3,860,428**

Net Operating Surplus/-Deficit **\$232,587**

Asset Acquisitions **\$0**

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$170,269 |
| Official Account | \$13,284 |
| Total Funds Available | \$183,553 |

| Financial Commitments | |
|---|------------------|
| Operating Reserve | \$133,883 |
| Other Recurrent Expenditure | \$5,428 |
| Provision Accounts | \$1,988 |
| Funds Received in Advance | \$3,000 |
| School Based Programs | \$500 |
| Maintenance - Buildings/Grounds < 12 months | \$38,753 |
| Total Financial Commitments | \$183,553 |

(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)

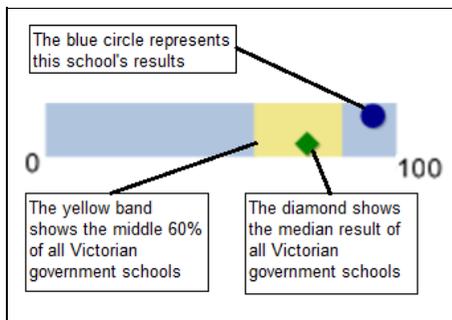
Engagement

- 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).

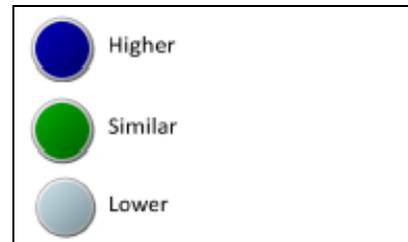


What does *School Comparison* refer to?

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').