

# 2016 Annual Report to the School Community



School Name: Alberton Primary School

School Number: 1



Name of School Principal:

Mrs Malissa Nicol

Name of School Council President:

[Mr Chris Edwards]

Date of Endorsement:

20<sup>th</sup> March, 2017]

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.





# About Our School

## School Context

Alberton Primary is a rural community school of 50 students that serves the district of Alberton and outlying areas in the Wellington Shire. Our objective is to empower each student with the tools for life-long 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. Our values of respect, empathy, pride and effort are used to support our students in becoming positive citizens within their community. 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 3 classrooms, one Principal, 3 Teaching Staff, a .3 Music Teacher, a .2 language teacher and the equivalent of 2.5 Education Support Staff.

## Framework for Improving Student Outcomes (FISO)

Building Practice Excellence Initiative: This year we have used our Professional Learning Team to improve our understanding of the teaching of Reading Comprehension and Decoding. Teachers use an evidence based approach to teaching reading with close examination of formative and summative data, setting pre and post common assessment tasks and planning for differentiated learning in the classroom. Teachers stress that reading is for enjoyment and these strategies will help student to understand their reading material further. Professional Development has been on Synthetic Phonics, teaching students with dyslexia and reading comprehension strategies.

## Achievement

Results in Numeracy indicate that students in Grade 3 are at a similar level to the state mean and in Reading students are concentrated in the middle and lower band sitting below the state mean. The four year average for Grade 3 and 5 in both areas was similar to like schools. Student's connectedness to school and safety data is similar or higher than like schools. There is a strong focus on attendance in the school with recognition of days attended and explanation of absences. Attendance data was below the like school comparison.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☒ AusVELS ☒ Victorian Curriculum ☒ A Combination of these

## Engagement

Data for Student Attendance in 2016 was below the state average with this being attributed to a small group in our population. We anticipate this to change in 2017. During 2016 a very strong message regarding the importance of attendance was created. APS has a 90% attendance goal and our slogan "it's not ok to be away" is supported by the absence hotline which parents use reliably. Attendance is monitored every week and children receive awards for regular and consistent attendance. All unexplained absences are followed up on the day. There has been strong improvement in the student and parent survey data over the past four years showing improvement in students' sense of connectedness to peers and to the school. Student management and student behavior are also areas where there has been steady improvement. Our curriculum is challenging and relevant. Inquiry learning and the Leadership Program for Grades 5 and 6 have improved engagement levels significantly. All students participate in the Music Program learning singing, music notation, instrumental instruction and performance in the Rock Band. Japanese has continued in 2016 and is received with great enthusiasm. This year there has been a very positive response to the Sporting Schools specialists visiting our school.

## Wellbeing

Our Well Being Programs are directed to students strengthening resilience and building positive relationships. To support this, the school has continued with School Wide Positive Behaviors ensuring all students have access to effective instructional and behavioral practices and interventions. We continued with the SAARLA group and were mentored on our PBS program. Continuation of programs such as Literacy Intervention, Music, Camps, Student Leadership and Buddies all offer opportunities for students to improve their confidence, make new friends and connect with the school. The student leadership involves the school captains, SRC and Grade 6 students. They take a lead role in Breakfast Club, Buddies, leadership camp, fundraising and other clearly defined leadership duties within the school.

Further to this, Homework Club and After School Care sessions continue, strengthening both student and family connections to the school. In 2016 all students in Grades 3 – 6 attended Camp at Philip Island Quest, Skills for Life where student – student and student - teacher relationships were encouraged to grow.

Our transition programs facilitate smooth movement between classrooms within the school. There is also a well-established transition program in place for the Prep intake and the exiting Grade 6 students.

For more detailed information regarding our school please visit our website at  
[<http://albertonps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
Result for this school:  Median of all Victorian government primary year levels: 

## School Profile

## Enrolment Profile

A total of 50 students were enrolled at this school in 2016, 22 female and 28 male. There were < 10% of EAL (English as an Additional Language) students and 0% 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

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






## School Staff Survey





Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






# Performance Summary















Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

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






# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Similar</p>




## Performance Summary





Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<p><b>Reading</b> No Data Available</p> <p><b>Numeracy</b> No Data Available</p> <p><b>Writing</b> No Data Available</p> <p><b>Spelling</b> No Data Available</p> <p><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>











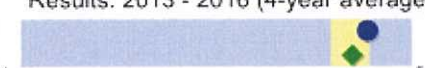


# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p>  <p>Low absences &lt;-----&gt; high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences &lt;-----&gt; high absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>91 %</td><td>95 %</td><td>89 %</td><td>89 %</td><td>86 %</td><td>96 %</td><td>88 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	95 %	89 %	89 %	86 %	96 %	88 %	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	95 %	89 %	89 %	86 %	96 %	88 %										

# Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p>  <p>Results: 2013 - 2016 (4-year average)</p> 	<p> Similar</p> <p> Higher</p>



# How to read the Performance Summary

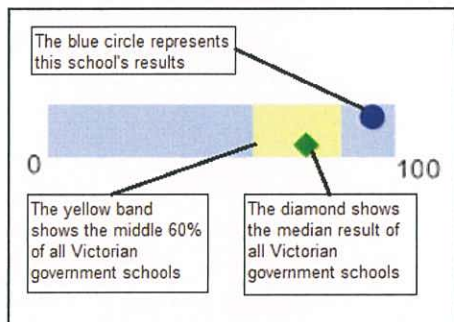
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

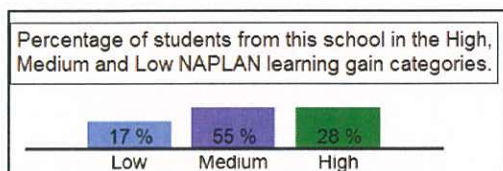
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

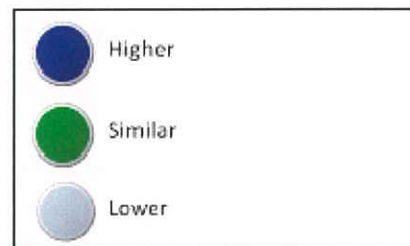
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.



# Financial Performance and Position

## Financial performance and position commentary

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$556,917	High Yield Investment Account	\$39,282
Government Provided DET Grants	\$105,227	Official Account	\$5,833
Government Grants Commonwealth	\$2,538	<b>Total Funds Available</b>	<b>\$45,115</b>
Revenue Other	\$2,843		
Locally Raised Funds	\$39,494		
<b>Total Operating Revenue</b>	<b>\$707,018</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$541,401	Operating Reserve	\$20,775
Books & Publications	\$4,802	Revenue Receipted in Advance	\$4,000
Communication Costs	\$1,835	School Based Programs	\$10,000
Consumables	\$13,655	Asset/Equipment Replacement > 12 months	\$5,340
Miscellaneous Expense	\$30,189	Maintenance -Buildings/Grounds incl SMS>12 months	\$5,000
Professional Development	\$4,118	<b>Total Financial Commitments</b>	<b>\$45,115</b>
Property and Equipment Services	\$55,729		
Salaries & Allowances	\$22,902		
Trading & Fundraising	\$10,224		
Utilities	\$2,685		
<b>Total Operating Expenditure</b>	<b>\$687,540</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$19,478</b>		
<b>Asset Acquisitions</b>	<b>\$594</b>		

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

At the end of 2016 APS had an operating surplus of \$19,478. This money is to go towards catering for staffing changes, allowing for changes in our enrolments and unpredicted expenses that might arise throughout the year. In 2017 our school will focus on teacher professional development and improving student outcomes. At the end of 2016 the school has financial commitments of \$45,115 to be paid in 2017 and this expenditure will be covered by money in the High Yield Account and the Official Account.

*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.*