**2022 Annual Report to the School Community**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
 |
| Attested on 04 April 2023 at 03:31 PM by Malissa Nicol (Principal) |

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| * This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 05 April 2023 at 12:59 PM by Sue Greening (School Council President) |

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School Name: Alberton Primary School (0001)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

The ‘About our school’ commentary provides a brief background on the school and an overview of the school’s performance over the previous calendar year.

The ‘School Context’ describes the school’s vision, values, and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The ‘Progress towards strategic goals, student outcomes, and student engagement’ section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the *‘Performance Summary’* section of this report refer to?

The Performance Summary includes the following:

**School Profile**

* student enrolment information
* the school’s ‘Student Family Occupation and Education’ category
* a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
* school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

**Learning**

* English and Mathematics for Teacher Judgements against the curriculum
* English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

* the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
* 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do *‘Similar Schools’* refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school’s socio-economic background of students, the number of non-English speaking students and the school’s size and location.

What does *‘NDP’* or ‘*NDA*’ mean?

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the *‘Victorian Curriculum’*?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

**About Our School**

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| **School context** |
| Alberton Primary began the year with a student population of 75 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.  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 Tutor, a .25 Music Teacher, and the equivalent of 4 Education Support Staff. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2022 our focus has been on improving Literacy outcomes for all students with a strong focus on WRITING.  The initial part of the year was spent revising the curriculum and making necessary changes.  Teachers took part in the Oz Lit Professional Development on 6 plus 1 Writing Traits run by Narissa Leung in our Professional Learning Community.  They also undertook many professional readings and learnt about Writer's Notebook.  Classes then implemented the strategies across the curriculum, using Writing Assessments, Writer’s Notebook, and tracking the student’s learning growth.  The children’s Writer’s Notebooks demonstrated growth in all areas and this was confirmed with some of their assessments. The Writer’s Notebook is embedded in our practice and the children are enjoying writing using this approach.  Classes continued to use the Reader’s Notebook which had been introduced the year before focussing on strengthening and developing comprehension skills. |
| Wellbeing |
| In 2022 APS continued to prioritise the Wellbeing of its staff, students and their families.  The school continued with its overarching School Wide Positive Behaviour Program where children were rewarded for demonstrating the correct behaviour.  The school uses the Rewards offered through ClassDojo with the students accumulating points for positive behaviours in the four school values, PRIDE, EFFORT, EMPATHY and RESPECT.  Whole school sessions addressing bullying were conducted each term, with students being given strategies as to what to do when they encounter a bullying situation.  In Term 1 the school focused on setting up expectations for classrooms and the playground.  Students were supported to adopt these practices and make positive choices.  Daily routines were established with each class working to create a positive learning environment for all children.The introduction of the Canine Comprehension Program, as part of the Mental Health Dashboard options, where Dog-assisted learning supports a child’s emotional and intellectual journey was a huge success.  Young people who struggle to engage positively with their world benefitted from this program. Therapy dogs touch us psychologically, emotionally, mentally and physically. The presence of a dog increases our client's oxytocin, dopamine and serotonin levels, helping the children to self-regulate, concentrate and feel more optimistic. These benefits impact many aspects of a child's life, including school attendance, a willingness to join in, resilience, positive relationships, connection to community, self-awareness and empathy.  This helped the children feel positively towards school, their peers and teachers.  The connectedness to school grew stronger with these opportunities.  The children embraced activities that provided opportunities for growth in self image, self belief and personal confidence. Further to this, the popular APS bike track was used regularly and there were also trips around town using the new bikes and the local Rail Trail. 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.  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 95.7% with a four year average of 96.5% # 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.  Parent Satisfaction with the school sits at 76% and Staff Satisfaction sits at 77.8%. |
| Engagement |
| APS enrolment numbers increased again in 2022 bringing the school enrolment to 75 students.  Children are encouraged strongly to attend school 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 2022 absences were because of illness and extended family holidays. Absences are still higher than similar schools with Year 5 being the area to address.The school has a Leadership Program for the Grade 5 and 6 students, a school camp for students in Grades 3 to 6, and an overnight sleepover for students in Grade 2.  There are 2-3 extra curricula activities each term to promote student engagement and attendance.  As well, the children are encouraged to participate in the local Yarram and District Eisteddfod, doing individual recitations, group poems and vocal presentations.  The school also enters the school Rock Band  in the musical section each year. |
| **Other highlights from the school year** |
| One of the highlights of Alberton Primary School is the Music Program that so many children have enjoyed over the years.  The school Music Program begins with lessons offered to Grade 3 students on the acoustic guitar.  Each student has their own guitar for the year and has a lesson once a week.  This is a fabulous introduction to Music for many of the children.  In Grade 4, 5 and 6 students can then choose to continue with Music, taking on lessons in lead or bass guitar, keyboard, drums, trumpet, trombone and voice, and once they are up and going with their instrument, they have the option of becoming a member of the School Rock Band.  The Rock Band gets together with the music teacher weekly, they decide on the songs they are going to present for the semester and start to practice for the concerts at the end of each term.  The Band also plays in the local Yarram and District Eisteddfod competing against other local talent and by the end of the year, their repertoire has grown, their confidence strengthened, and the children are ready for something much bigger.  The school conducts their last concert for the year at the local theatre where all families and relatives are invited to attend and the Rock Band is the feature item throughout the night.  Its a wonderful program and many of the students continue with their instrument and band involvement into secondary college. |
| **Financial performance** |
| 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. In October 2022 the school received a substantial grant of $75000 to source a provider to establish an Out of School Hours Care service for the children at the school.  Yarram Early Learning Centre will be managing the service at the school and it will commence on April 24th, 2023.  In 2022 the school spent a small part of their grant, along with some money from locally raised funds, renovating the Tech Shed to create an OSHC Centre and works will be completed in 2023. Further to this, the school received a grant of $25000 to establish an Outdoor Classroom Area under cover.  The shade sails for this have been established in front of the Music Room.  As well, a new playground area was established with a climbing wall and flying fox.  The school has also had security cameras installed and a security system established in the four learning areas. Bottle Filling Stations replaced the Bubblers in both areas, the outside eating area was lined in an effort to control the birds living in that area and making it unhygienic for eating, and blinds were put up in the Music Room.            |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 75 students were enrolled at this school in 2022, 41 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 (2022) |
| School percent endorsement: | 76.0% |
| State average (primary schools): | 79.9% |

School Staff Survey

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

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

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

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| **School Climate** | Latest year (2022) |
| School percent endorsement: | 77.8% |
| State average (primary schools): | 73.4% |

LEARNING

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

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

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| **English****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 94.4% |
| Similar Schools average: | 83.8% |
| State average: | 87.0% |

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| **Mathematics****Years Prep to 6** | Latest year (2022) |
| School percent of students at or above age expected standards: | 89.9% |
| Similar Schools average: | 84.9% |
| State average: | 85.9% |

LEARNING (continued)

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

NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

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| **Reading****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 44.4% | 68.2% |
| Similar Schools average: | 73.2% | 73.5% |
| State average: | 76.6% | 76.6% |

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| **Reading****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 66.7% | 58.1% |
| Similar Schools average: | 64.6% | 64.6% |
| State average: | 70.2% | 69.5% |

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| **Numeracy****Year 3** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 33.3% | 45.5% |
| Similar Schools average: | 58.9% | 62.6% |
| State average: | 64.0% | 66.6% |

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| **Numeracy****Year 5** | Latest year (2022) | 4-year average |
| School percent of students in top three bands: | 71.4% | 41.4% |
| Similar Schools average: | 45.5% | 53.5% |
| State average: | 54.2% | 58.8% |

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 95.7% | 96.5% |
| Similar Schools average: | 81.5% | 81.5% |
| State average: | 78.1% | 79.5% |

Student Attitudes to School – Management of Bullying

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

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| **Management of Bullying****Years 4 to 6** | Latest year (2022) | 4-year average |
| School percent endorsement: | 100.0% | 99.7% |
| Similar Schools average: | 80.7% | 83.6% |
| State average: | 75.8% | 78.3% |

ENGAGEMENT

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

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

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| **Student Absence****Years Prep to 6** | Latest year (2022) | 4-year average |
| School average number of absence days: | 28.6 | 23.1 |
| Similar Schools average: | 25.2 | 18.8 |
| State average: | 23.3 | 17.0 |

 **Attendance Rate (latest year)**

 Attendance rate refers to the average proportion of formal school days students in each year level attended.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2022): | 85% | 85% | 94% | 84% | 83% | 81% | 93% |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,031,640 |
| Government Provided DET Grants | $309,064 |
| Government Grants Commonwealth | $4,000 |
| Government Grants State | $0 |
| Revenue Other | $2,084 |
| Locally Raised Funds | $42,453 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,389,240** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $103,150 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$103,150** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,005,103 |
| Adjustments | $0 |
| Books & Publications | $2,047 |
| Camps/Excursions/Activities | $23,762 |
| Communication Costs | $430 |
| Consumables | $23,487 |
| Miscellaneous Expense 3 | $7,569 |
| Professional Development | $4,285 |
| Equipment/Maintenance/Hire | $35,544 |
| Property Services | $33,855 |
| Salaries & Allowances 4 | $32,999 |
| Support Services | $12,160 |
| Trading & Fundraising | $9,865 |
| Motor Vehicle Expenses | $1,096 |
| Travel & Subsistence | $0 |
| Utilities | $7,501 |
| Total Operating Expenditure | **$1,199,703** |
| Net Operating Surplus/-Deficit | **$189,537** |
| Asset Acquisitions | **$11,918** |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
3. Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $188,174 |
| Official Account | $3,907 |
| Other Accounts | $0 |
| Total Funds Available | **$192,081** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $28,577 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $85,000 |
| School Based Programs | $208,900 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $18,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $37,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$377,477** |

*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.*