**2023 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 (VIT)](http://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 Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program) * the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf). | | Attested on 24 April 2024 at 02:31 PM by Malissa Nicol (Principal) |  |  | | --- | | * This 2023 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 30 April 2024 at 04:19 PM by Marnie Knibbs (School Council President) | |

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).

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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.

**NDP and NDA**

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.

**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’).

Updates to the ‘*Performance Summary’* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**  
  
In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

**Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the ‘General School Satisfaction’ factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

**About Our School**

|  |
| --- |
| **School context** |
| |  | | --- | |  | | Alberton Primary began the year with a student population of 85 students, serving the district of Alberton and outlying areas in the Wellington Shire. The school's objective is to empower each student with the tools for 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, teamwork 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.  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, a .4 Well Being Officer and the equivalent of 4 Education Support Staff. | |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2023 the school staff focus was improving Numeracy results in the school.  Teachers participated in the weekly Professional Learning Committee meetings where student work samples supported staff inquiries into areas of the Maths curriculum from Foundation to Grade 6.  Teachers revisited the curriculum and updated the school Scope and Sequence documents, continued to implement the Workshop Instructional Model in their classrooms, participated in both online and face to face Professional Development in Mathematics, and purchased resource packs for “hands on” learning in their classroom.  The school also purchased key texts for teacher reference, classroom kits from Top Ten Resources, and continued its ongoing membership of the Mathematics Association of Victoria, including Maths 300.  Student learning involved practical activities and focussing on teaching the process rather than 'getting the correct answer'.  Students set Individual Goals for their learning in Maths and had more personalised learning instruction in the classroom.   Students enjoyed the personalised learning instruction, and the influx of new resources to develop their maths skills.  This focus will continue into 2024. |
| Wellbeing |
| In 2023 APS continued to prioritize the Wellbeing of its staff, students and their families.  The school used School Wide Positive Behaviour Program where children were praised for demonstrating the expected behaviour.  The school uses ClassDojo to accumulate points for positive behaviours under each of the four school values, PRIDE, EFFORT, EMPATHY and RESPECT.  To provide explicit teaching of behaviours, Respectful Relationships lessons were timetabled once a week for all classes.  A second session was timetabled in the week for students to undertake an activity/skill they could learn or enjoy to improve their well being.  Further to this, daily routines were established with each class working to create a positive learning environment for all children.  The school used the Mental Health Dashboard funding to access the Berry Street Education Model as Professional Development for aCelebration Days played an important role in the process of the year.  The students enjoyed trips to the Latrobe Valley Water Park, Philip Island, Two days of Sailing with Australia Sailing, and they took part in Catering for Beyond Blue raising money for Fidgets for the school. Students set a target for their reward day and took part in identifying their activity.  There were also school based rewards such as bike rides, cooking activities, movies, and special activities.  Several areas in the school have been highlighted in the data: # Sense of the student's Connectedness to School was 96.5% with a four year average of 96.3% # Management of Bullying in the school remained consistent at 100% with a four year average of 100%. Both areas are above the similar schools average and the state average.  #Parent Satisfaction with the school sits at 90%.  #Staff endorsed the school climate at 82.7% indicating their positive support for the school. |
| Engagement |
| Alberton Primary School enrolment numbers increased again in 2023 bringing the school enrolment to 84 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 by 9.30am on the day of the absence if they have not already 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 2023 absences were because of illness and extended family holidays. Absences are still higher than similar schools with Year 6 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.  Student Voice and Agency is encouraged and fostered across the school.  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. Last October 2022 the school received a substantial grant of $75000 and sourced a provider to establish an Out of School Hours Care service for the children at the school.  Yarram Early Learning Centre manage the service at the school and it commenced  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 were completed in 2023.  The second part of this grant was received in 2023 and will be used to furnish the Center and purchase resources.  The remaining funds will be used to employ the educator for the service.   In 2023 furniture, classroom resources and digital items including an interactive TV, class set of new computers and storage/charging stations were purchased to set up a new room for our expanding numbers.  There was also a shipping container purchased to provide temporary storage.  Extensive upgrades were also done to our buildings now that APS has been added to the Bushfire At Risk Register (BARR).  This was done at the expense of the VSBA. |
| **For more detailed information regarding our school please visit our website at** [**https://www.albertonps.vic.edu.au/**](https://www.albertonps.vic.edu.au/) |

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 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 85 students were enrolled at this school in 2023, 48 female and 37 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 percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian 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 (2023) |
| School percentage endorsement: | 90.0% |
| State average (primary schools): | 82.8% |

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 (2023) |
| School percentage endorsement: | 82.7% |
| State average (primary schools): | 78.1% |

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 against the Victorian Curriculum

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 (2023) |
| School percentage of students at or above age expected standards: | 87.1% |
| Similar Schools average: | 84.1% |
| State average: | 87.2% |

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| --- | --- |
| **Mathematics**  **Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 86.2% |
| Similar Schools average: | 83.9% |
| State average: | 86.4% |

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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

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| --- | --- |
| **Reading**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 40.0% |
| Similar Schools average: | 57.3% |
| State average: | 69.6% |

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| **Reading**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 66.7% |
| Similar Schools average: | 67.8% |
| State average: | 76.9% |

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| --- | --- |
| **Numeracy**  **Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 40.0% |
| Similar Schools average: | 61.2% |
| State average: | 67.4% |

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| --- | --- |
| **Numeracy**  **Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 44.4% |
| Similar Schools average: | 56.9% |
| State average: | 67.9% |

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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

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

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

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| --- | --- |
| **Numeracy**  **Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 33.3% |
| Similar Schools average: | 58.9% |
| State average: | 64.0% |

|  |  |
| --- | --- |
| **Numeracy**  **Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 71.4% |
| Similar Schools average: | 45.5% |
| State average: | 54.2% |

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 percentage 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 (2023) | 4-year average |
| School percentage endorsement: | 96.5% | 96.3% |
| Similar Schools average: | 78.1% | 80.4% |
| State average: | 77.0% | 78.5% |

Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
| School percentage endorsement: | 100.0% | 100.0% |
| Similar Schools average: | 79.3% | 82.4% |
| State average: | 75.1% | 76.9% |

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 (2023) | 4-year average |
| School average number of absence days: | 25.4 | 24.1 |
| Similar Schools average: | 21.9 | 19.8 |
| State average: | 20.5 | 18.1 |

**Attendance Rate (latest year)**

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 88% | 86% | 90% | 94% | 87% | 88% | 81% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,169,299 |
| Government Provided DET Grants | $256,250 |
| Government Grants Commonwealth | $75,000 |
| Government Grants State | $0 |
| Revenue Other | $8,353 |
| Locally Raised Funds | $41,276 |
| Capital Grants | $0 |
| Total Operating Revenue | **$1,550,179** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $122,682 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$122,682** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,045,547 |
| Adjustments | $0 |
| Books & Publications | $1,027 |
| Camps/Excursions/Activities | $34,550 |
| Communication Costs | $2,731 |
| Consumables | $30,523 |
| Miscellaneous Expense 3 | $17,537 |
| Professional Development | $11,858 |
| Equipment/Maintenance/Hire | $92,705 |
| Property Services | $33,323 |
| Salaries & Allowances 4 | $98,557 |
| Support Services | $2,008 |
| Trading & Fundraising | $34,431 |
| Motor Vehicle Expenses | $3,146 |
| Travel & Subsistence | $0 |
| Utilities | $9,061 |
| Total Operating Expenditure | **$1,417,005** |
| Net Operating Surplus/-Deficit | **$133,174** |
| Asset Acquisitions | **$21,636** |

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 16 Feb 2024 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 2023

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $159,558 |
| Official Account | $10,737 |
| Other Accounts | $0 |
| Total Funds Available | **$170,295** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $56,682 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $117,653 |
| School Based Programs | $153,453 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $28,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $80,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$435,788** |

*All funds received from the Department of Education, 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.*