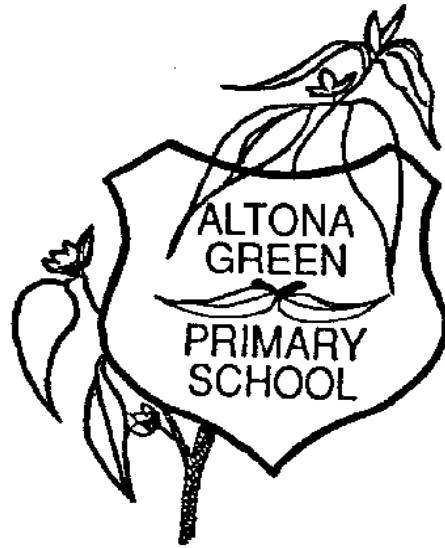


**Altona Green Primary School
No 5258**

**2008 Annual Report
to the School Community**



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School Overview

Established in 1990, Altona Green Primary School is located in a residential area of Altona Meadows, 20kms west of Melbourne. Students come from a diverse range of cultural and ethnic backgrounds which makes it a rich environment for learning. The demographics of the area have slowly changed over the past five years, leading to an increasing mobility of students.

Our school community has agreed that it values

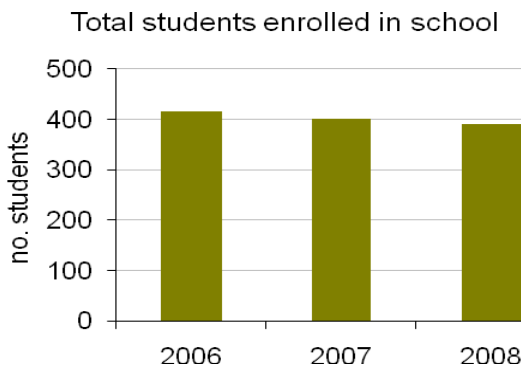
- Encouragement
- Acceptance
- Fairness
- Kindness
- Respect

There is an emphasis at the school on improving literacy and numeracy and upon supporting students to gain the personal and social skills that allow them to participate in the community in an effective and fulfilling way.

In particular, our Strategic Plan includes a goal of improving student numeracy skills. Our teachers work closely in teams, cooperatively developing activities for students and sharing information and expertise. In this way we maintain high quality teaching and provide maximum support for the children in our care.

Classes at the school are based on Prep – Year 2, Years 3 – 4 and Years 5 –6 with Junior, Middle and Senior groups complemented by straight Prep grades. Our program is a broad one and seeks to engage students and progressively develop their ability to become life long learners who value themselves and others. Information and Communication Technologies play an ever expanding role in our program, with computers and multi-media used to enhance teaching and learning in each classroom.

Student Enrolment



Following the downward trend that commenced in 2000, the school enrolment decreased by eleven students from 2007 to be 391 at the census in February 2008. Across the school, almost equal numbers of boys and girls were enrolled.

Prep enrolment decreased by seven students. Prep numbers fluctuate markedly from year to year but it is expected that enrolments will level out in due course.

Parent Satisfaction

In a survey, parents were asked to what extent they agreed with the statement “Overall, I am satisfied with the education my child receives at their school.”

The following graph illustrates parental responses.



In 2008 parents at Altona Green rated the school at 6.93 on a scale of 1 to 7, where 7 is the best possible score. This excellent outcome was significantly higher than the average across the state (5.37) and the highest level of satisfaction recorded in the past three years. All responses placed Altona Green Primary School in the top 20% of schools statewide.

Parents were most positive about the *Student Engagement* section of the survey – student motivation, the development of valuable social skills and “connectedness” with the school and other students.

In the *School Climate* section, parents strongly endorsed school improvement. They believed that there was a strong learning focus and a stimulating learning environment created. Parents strongly indicated that the school understood their point of view and took parental concerns seriously.

Student safety, one of the two lowest responses in 2007, was endorsed by all parents. Classroom behaviour, the other area of concern from 2007, whilst still low in comparison with other responses, showed a marked improvement.

40 families were invited to complete the survey; 78% of families responded. The school values comments from parents so we hope that all parents invited will take the opportunity to let the school know what they think when the 2009 survey is completed later in the year.

Teacher Satisfaction

During 2008, teachers were asked to rate their general satisfaction with the school. The average score for teacher satisfaction (morale) at this school was 78.6 on a scale from 0 to 100 where 100 is the best possible score.

Teacher Absence

Unfortunately, data on student absence will not be available until April / May 2009.

Teacher Retention

Of the 31 teaching service staff at June 2007 (including those on leave without pay, 28 or 90% were still at the school at June 2008. This figure across all Government schools was 84%.

Teacher Qualifications

All teachers in Victorian government schools are required to be registered with the Victorian Institute of Teaching. The requirements for registration can be found at www.vit.vic.edu.au/content.asp?DocumentID=241.

Teacher Participation in Professional Learning

All teachers at Altona Green participated in professional learning during 2008. Activities linked closely to the goals and targets of the school's Strategic Plan and included literacy, numeracy and ITC (specially use of interactive whiteboards). There was a focus on further developing our understanding of how children learn Mathematics and using a whole school approach to our planning, teaching practice and classroom organisation.

Principal's Report

2008 continued to offer challenges and opportunities to students and staff at Altona Green Primary School:

- The re-location of our ICT room to the cottage and the installation of ten interactive-whiteboards in classrooms provided much impetus for professional learning by all our staff.
- Our Art and Music Programs provided our students with creative experiences and our Rock Band continued with performances within and outside the school.
- Our Developmental Curriculum approach provided a source of professional learning for other like-minded colleagues across the state with many formal and informal visits occurring.
- Our Stephanie Alexander Kitchen Garden program experienced its first full year of operation across years 3-6, seeing it gain strength and support from many volunteers.

All of this has occurred in the context of a continual focus on our core business of teaching and learning, especially in the areas of literacy and numeracy. Much work was done by our staff in embedding new technologies into classroom practice to enrich our instructional teaching of literacy and numeracy.

In presenting this report I would like to formally acknowledge the commitment and support of the families and School Council at Altona Green Primary School. I sincerely thank all members of staff for their on-going commitment to our fantastic school. All children have benefited greatly from their dedication, hard work and professionalism. The partnership approach by all members in our school community continues to carry our school forward.

Karen O'Dowd
Principal

Summary of School Progress and Achievements

Student Learning

Early Years Reading

2008 outcomes varied. Most Altona Green Prep, Year 1 & 2 students were able to read basic level texts at the accepted level of 90 - 100% accuracy. Percentages declined on higher level texts to 84% in Prep and 91% in Year 2. Only 70% of Year 1 students reached the accepted standard.

On these results, Preps have done significantly better than students in schools with a similar Student Family Occupation (SFO) density. Year 2 students have almost equalled students in similar schools but outcomes for Year 1 students are much lower.

The pleasing aspect of the data is that when we tracked students from Prep 2006 to Year 2 2008, we found a marked increase in the percentage of students reading highest level texts with the expected level of accuracy.

On their results, three Year 1 and six Year 2 students were deemed to be “at risk”. These students will be supported in their reading development in 2009.

VELS – English and Mathematics

When teachers assessed student progress against VELS at the end of 2008, they considered that in Prep and Years 2, 4 & 6 combined, more than 90% had reached or exceeded the expected standard in Reading, Speaking & Listening, Number and Measurement / Chance & Data. 89% had reached or exceeded the expected standard in Writing. (These students would have received A, B or C on the student report card.)

The best outcomes were in Number and Measurement / Chance & Data, This provides evidence that the strategies for improving Numeracy being implemented across the school are very effective.

There is little by way of useful comparative data available at this stage.

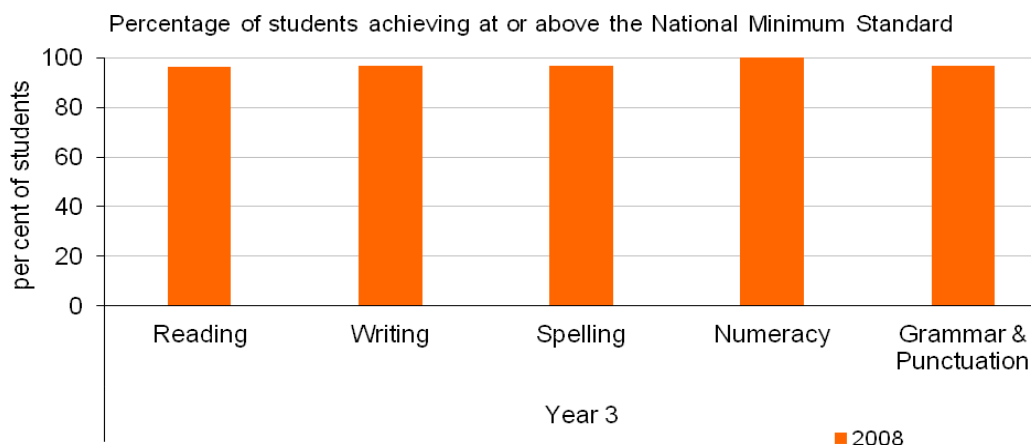
National Minimum Standards (NAPLAN)

NAPLAN has now replaced AIM.

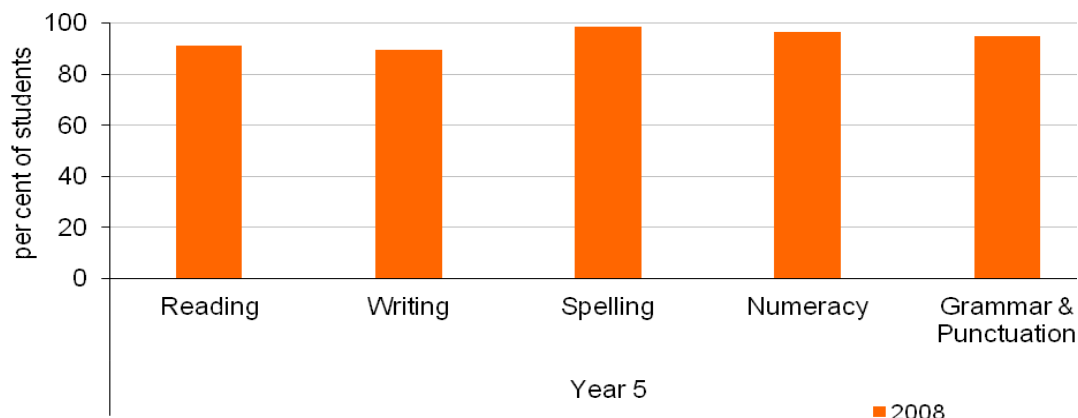
The following graphs show the outcomes for Altona Green Primary School in national comparisons.

There is no data in this form for previous years.

Year 3



All Year 3 students achieved at or above the National Minimum Standards in Numeracy. More than 95% reached or exceeded the minimum standards in the other areas assessed.

Year 5

More than 90% of Year 5 students achieved at or above the National Minimum Standards in the five areas assessed. Best outcomes were in Spelling.

Comparisons show that in Writing and Reading, Year 5 outcomes exceeded schools with a similar SFO; Year 3 outcomes in Numeracy exceeded similar schools. All Altona Green outcomes were a little lower than statewide achievements.

There is no data for Spelling or Grammar & Punctuation.

Student Pathways and Transitions

For some time now, Altona Green has had a program for pre-school students to make a smooth transition from kindergarten to school and a program to assist Year 6 students move to secondary school. A focus on transitioning between levels has been added.

Our transition program for students entering Prep is conducted in cooperation with parents and the local preschools and child-care centres. Our Prep Orientation Program is designed provide information to parents and to familiarise students with the learning environment and expectations and to enhance their confidence. Part of the program entails the allocation of an older student as a "Buddy" for each Prep. The Buddy system is a good way of giving individual support for students new to the school and to encourage older students to take on responsibility and to start to develop leadership skills.

This successful program is seen as critical in ensuring a smooth start for the Prep children in the following year.

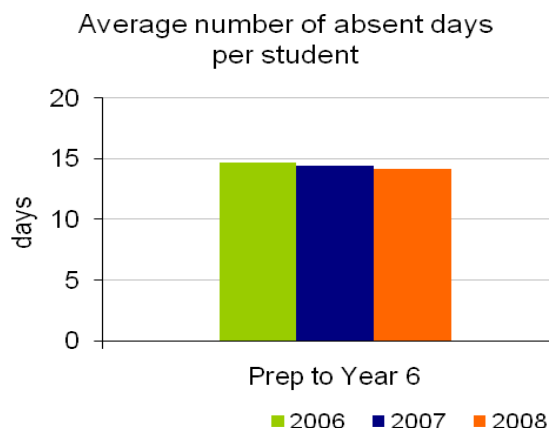
Altona Green liaises with local secondary colleges and our students participate in the formal transition programs offered.

At the end of 2008, Year 6 students who exited Altona Green Primary School transferred to eleven different state Secondary Colleges. The significant transfers were fifteen students to Bayside Secondary College (Williamstown Campus), eight students to Williamstown High School and four to Altona Secondary College. Eight students went to private school.

Parents were extremely positive above the *Transitions* programs at Altona Green, rating them at 6.07 out of the possible 7. Respondents affirmed that children had been supported in their transitions at school; they had been prepared for the next stage in education and supported when they started back in the new school year.

Student Engagement and Wellbeing

Average number of absent days per student



Across the school each student averaged 14.1 days absence. Whilst absence has decreased by half a day per student from 2006, it still exceeds the statewide absence mean of 13.4 days per student.

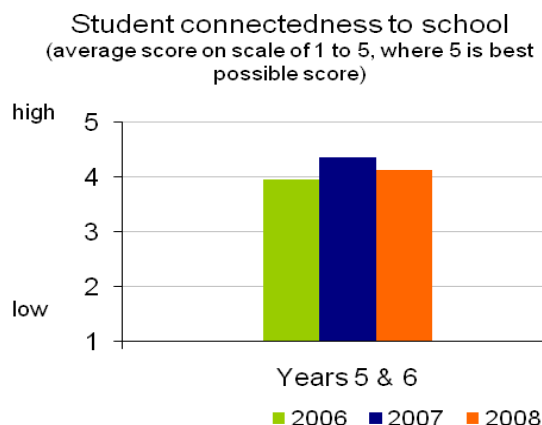
The school has a specific goal of improving student attendance, safety and well-being and has set a target that the student absence will be no more than 13 days per student.

Altona Green will continue to focus on absence so that as part of the welfare program, a culture of school attendance is developed with all families.

Student Connectedness to School

Year 5 & 6 students were asked how much they agreed with these five statements

- I feel good about being a student at this school.
- I like school this year.
- I am happy to be at this school.
- I feel I belong at this school
- I look forward to going to school.



The above graph indicates that Year 5 & 6 students at Altona Green generally had a positive relationship with the school. Student perceptions of school connectedness decreased slightly from 2007. The result of '4.12 out of 5' or 82% "connectedness", places the school in the lower 50% when measured against all schools across the state.

Other data available to the school showed that boys were more connected than girls and that Year 5 students were more connected than Year 6. In other responses in the survey, students showed they were motivated to learn, were connected to other students and felt safe at school.

Through 2008 we continued our efforts to provide a relevant curriculum and to present it in a way that engaged students and developed their learning skills. We enhanced our Middle Years teaching strategies and continued to utilise multi-media and other programs to support student engagement with school.

School Plans and Future Directions

Altona Green Primary School has a culture of continuous improvement. The 2009 Annual Implementation Plan (AIP) presented to School Council at the end of 2008, describes the following strategies for improvement in the short term.

Student Learning

- Focus upon the use of data to examine our teaching and learning practices in order to support all students to make progress from current levels of achievement.
 - Benchmarking in literacy and numeracy to be recorded in children's files.
 - Developing key strategies in literacy and numeracy P-6 to improve classroom practice.
- Support professional learning teams to further develop ICT skills and knowledge of resources and tools into their literacy and numeracy planning.
- Review of our Assessment and Reporting policy and practice.
 - Leading teachers to work as peer coaches with teachers assisting them to transfer assessment information and data into their teaching and learning programs.
 - Continuation and further refinement of Prep - Yr 6 three- way conferences at parent reporting sessions.
 - PLT'S continue working on moderation in teacher judgements in literacy and numeracy.

Student Engagement & Wellbeing

- Commitment to our welfare practices and programs.
 - Re-focus upon delivery and implementation of Friendly Schools & Friendly Families program.

- Two leading teachers without classroom responsibilities, sharing the role with focus upon children's welfare and wellbeing.
- Learning to Learn Unit will focus upon Drug education through VELs.

Student Transitions and Pathways

- Building upon and strengthening Transition practices between Years 2 to 5.
- Focussed ESL instruction in all classes
 - Ensuring all teaching and learning programs are inclusive of ESL in Primary Schools strategies.
 - Linking newly arrived students to WELS.
 - Using WELS resource teachers to provide ongoing professional development support to Altona Green teachers.

Financial Performance

Financial Performance for the year ending 31st December, 2008		Financial Position as at 31st December, 2008	
Revenue	2008 Actual	Funds Available	2008 Actual
DEECD Grants	301,132	High Yield Investment Account	144,792
Commonwealth Government Grants	186,217	Official Account	31,751
State Government Grants	12,500	Other Bank Accounts:	
Other	119,617	Investment	73,218
Locally Raised Funds	129,471	Total Funds Available	249,761
Total Operating Revenue	748,937		
Expenditure		Financial Commitments	2008 Actual
Salaries and Allowances	271,336	School Operating Reserve	113,440
Bank Charges	830	Asset/Equipment Replacement < 12 months	52,300
Consumables	56,646	Buildings/Grounds inc SMS < 12 months	21,630
Books and Publications	63,150	Regional / Cluster Funds < 12 months	12,000
Communication Costs	11,826	Asset/Equipment Replacement > 12 months	34,500
Furniture and Equipment	67,120	Asset/Equipment Replacement < 12 months	19,390
Utilities	24,567		
Property Services	146,698		
Travel and Subsistence	Nil	Total Commitments	253,260
Motor Vehicle Expenses	Nil		
Administration	10,883		
Health and Personal Development	1,259		
Professional Development	25,648		
Trading and Fundraising	29,732		
Support/Service	9,254		
Miscellaneous	44,231		
Total Operating Expenditure	763,181		
Net Operating Surplus/- Deficit	-14,245		
Capital Expenditure	15,248		
Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package			

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access this information, please contact the Principal.

The Annual Report to the School Community for 2008 has been presented to and discussed with, School Council. It will be published on the school's website by the end of April.