

2016 Annual Report to the School Community



School Name: Altona Green Primary School

School Number: 5287



Name of School Principal:

Lisa Conibeer

Name of School Council President:

Jo Tyers

Date of Endorsement:

15/05/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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.



Education and Training

About Our School

School Context

Altona Green Primary School is proud of its school community and its strong focus on teaching and learning, engagement and staff and student wellbeing.

Altona Green Primary School was established in 1990 and is located in a residential area of Altona Meadows, 20 kms west of Melbourne in the DET's South West Victorian Region. Our spacious, safe and well-maintained school attracts students from diverse socio economic backgrounds. The school aims to build a positive future for our students through developing lifelong learners who value themselves and others. The school places an emphasis on its commitment to the following values: Kindness, Encouragement, Fairness, Acceptance and Respect. Our children are part of a caring environment with a strong focus on achieving greater outcomes in all areas of their academic, personal and social development.

In 2016, our enrolments were 349. The school is well resourced and had 28.9 equivalent full time staff: 2 Principal class, 1 Leading Teacher, 20 teachers and 5.9 Education Support Officers. Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including Performing Arts, Visual Art, Physical Education and Indonesian (Prep and Grade 1).

There is an emphasis on improving literacy and numeracy. In 2016 we employed a full time Leading Teacher to improve the capacity of our staff through our literacy coaching program and regular professional learning. Our teachers plan and work in teams and use the PLT (Professional Learning Team) model for improving student outcomes and developing best practice. Our curriculum is designed using an inquiry model approach and our Stephanie Alexander Kitchen Garden program is well established.

Parents and staff work in partnership supported by the work of the School Council and the Parents and Friends Committee.

Framework for Improving Student Outcomes (FISO)

FISO improvement initiatives for 2016 were:

- Excellence in teaching and learning – Building Practice Excellence
- Professional Leadership – Building Leadership Teams

Building Practice Excellence – our focus was on continuing to improve our PLT model to ensure teachers were consistent with having an explicit learning intention and success criteria, high expectations for individual learning, differentiated tasks and assessment criteria to identify and support students' learning needs based on the gradual release model.

Building Leadership Teams – our focus was on strengthening our PLTs and building the capacity of our middle leaders.

Significant progress was made in these areas including:

- The development of consistent planning documentation across the school
- School based coach worked with individuals, teams and the whole school to develop a consistent approach to teaching reading.
- Learning intentions and success criteria were firmly embedded across the school
- 1 staff member given the opportunity for extensive leadership development through Bastow
- All teaching staff included goals directly related to the annual implementation plan in their performance plans
- The schools intended curriculum documentation was aligned with the new Victorian Curriculum ready for implementation in 2017
- The intervention program was further enhanced by the purchase of the Fountas and Pinnell LLI program. This intervention specifically targeted the students in grades 1 and 2 who were not meeting the minimum expectations for reading.



Achievement

Our goal is to improve learning outcomes for all students from Prep to Grade 6 by providing all students the opportunity to reach their learning potential through a comprehensive curriculum that caters for all individual learning needs.

The Year 3 NAPLAN data shows that compared to all Victorian Government schools we have similar results for reading and numeracy. The Year 5 NAPLAN data shows that compared to all Victorian Government schools our 4 year average for reading is similar, whilst our 2016 data for reading and numeracy is lower.

The results of teacher assessments against AusVELS for students in Prep to Year 6 show that our results are similar to other Victorian Government Schools. Our teachers all use our Intended Curriculum and Essential Learnings documents to ensure consistency in planning and assessment.

The Inquiry learning approach allowed students to actively investigate significant questions about the way the world works. eLearning has been integrated across all areas of the curriculum. Our students have a BYOD iPad device to support their learning.

Our focus for 2017 will be on improving the year 3 – year 5 growth, with a particular focus on reading and writing. Teachers will continue to work within Professional Learning Teams (PLTs) to refine their planning, instructional practices and analyzing of data in both English and Mathematics.

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

The overall attendance data for Altona Green Primary School over the last four years shows that our results are similar to other Victorian schools. In 2016, the overall attendance average was 92%. The 'Every Day Counts' strategy has been incorporated into our school practice.

Classroom teachers and leadership continue to work with our families to strengthen family-school partnerships. We host many whole school events including family picnic nights, disco, Mothers' and Fathers' day celebrations and our end of year celebration. We have a very strong parents and friends group who work closely with the school to provide opportunities for families to come together and also to raise funds to support our program budgets.

Our school's Inquiry learning approach assists in meeting the needs of all of our students by providing a balance between explicit teaching and learning activities, which have a specific emphasis on the role of the student in their own learning. The physical and human resources allocated to the Stephanie Alexander Kitchen Garden has been significant. Opportunities for extra-curricular activities and experiences are provided regularly throughout the year.

As a result of feedback from students, parents and staff we have ensured that in 2017 we have straight grade 6 classes and a stronger emphasis on student leadership. This will help improve the engagement of our grade 6 students and prepare them more for secondary school.

Wellbeing

The results of the Attitudes to School survey trend data shows our school is similar to other government schools in perceptions of safety, however our 2016 data shows us lower than other schools. This has been consistent over the last few years. As a result of this data we have trained all staff in mindfulness activities and we have committed to being an SWPBS school (School Wide Positive Behavior Support) in 2017.

Throughout the year we worked with groups of students in focus groups to find out how we could continue to improve. This resulted in straight grade 6 classes and school captains in 2017.



Our school is committed to implementing the 'Bounce Back' program that is underpinned by a values and restorative approach. The strong relationship between our staff and students has developed a safe, nurturing environment where learning is highly valued. We will continue to strive to provide a safe, fulfilling and engaging environment. Our Prep Transition Program assists in meeting the needs of all of our incoming preps by providing a familiar, secure and engaging environment. In term 4, all students in Years 1-5 are involved in a 'Step Up Day'. A whole-school transition day provides an opportunity for students and teachers to meet.

For more detailed information regarding our school please visit our website at www.altonagreen.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	
<p>Enrolment Profile</p> <p>A total of 355 students were enrolled at this school in 2016, 185 female and 170 male. There were 24% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>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"> English Mathematics <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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>43%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>39%</td> <td>11%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>47%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>58%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	52%	17%	Numeracy	39%	43%	17%	Writing	50%	39%	11%	Spelling	44%	47%	9%	Grammar and Punctuation	36%	58%	7%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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> <table border="1" data-bbox="563 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	94 %	92 %	93 %	92 %	89 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	94 %	92 %	93 %	92 %	89 %										



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>Students Attitudes to School - Connectedness to School</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> Lower</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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> Lower</p> <p> Similar</p>

How to read the Performance Summary

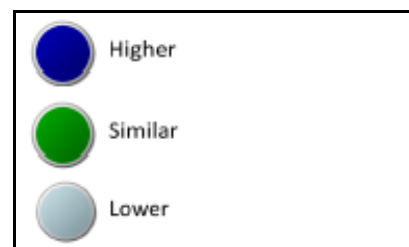
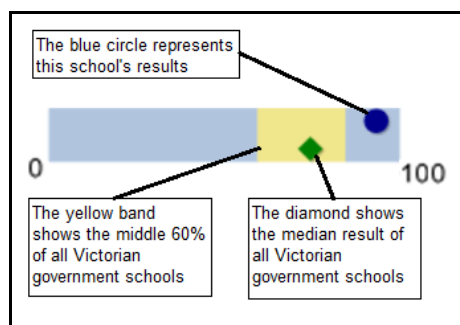
What are student outcomes?

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.

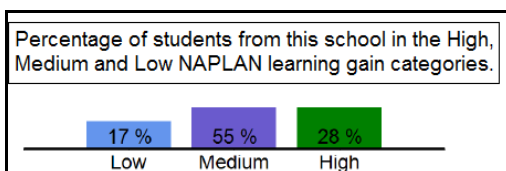
You can see these results for the latest year, as well as the average of the last four years (where available).

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

Altona Green P.S. is currently operating in a small deficit. This is largely due to having very experienced staff and our commitment to smaller grades. In 2016, we received equity funding which we used to employ a leading teacher for coaching purposes. Half of this funding we received in our cash grants. Next year we anticipate higher student enrolments and this will reflect positively on our budget.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,715,656
Government Provided DET Grants	\$350,343
Government Grants Commonwealth	\$6,300
Revenue Other	\$8,974
Locally Raised Funds	\$196,391
Total Operating Revenue	\$3,277,664

Expenditure	
Student Resource Package	\$2,782,683
Books & Publications	\$4,486
Communication Costs	\$5,183
Consumables	\$75,806
Miscellaneous Expense	\$80,152
Professional Development	\$12,325
Property and Equipment Services	\$171,398
Salaries & Allowances	\$145,325
Trading & Fundraising	\$36,658
Utilities	\$23,580
Adjustments	\$500

Total Operating Expenditure	\$3,338,097
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Net Operating Surplus/-Deficit	(\$60,433)
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$35,489
Official Account	\$15,979
Other Accounts	\$63,655
Total Funds Available	\$115,122

Financial Commitments	
Operating Reserve	\$85,411
Capital - Buildings/Grounds incl SMS<12 months	\$13,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$16,711
Total Financial Commitments	\$115,122

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.

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.