

2018 Annual Report to The School Community



School Name: **Altona Green Primary School (5287)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 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 28 March 2019 at 02:12 PM by Lisa Conibeer
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 01 April 2019 at 07:49 PM by Victoria Reynolds
(School Council President)

About Our School

School context

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.

At Altona Green Primary the students are our core focus. Our collective commitment is to create a safe and stimulating learning environment that empowers all students to be life long learners who strive for personal excellence. 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 2018, our enrolments were 418. The school is well resourced and had 33.2 equivalent full time staff: 3 Principal class, 21.8 teachers and 13 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, Indonesian (Prep – Grade 3), Kitchen and Garden program and Levelled Literacy Intervention (LLI) for selected students in grades 1 and 2. Our school comprised 18 grades (all straight with the exception of our 1/2 composite classes).

There is a strong emphasis on improving literacy and numeracy across the school. In 2018 we released two teachers 0.5 to provide coaching to our teachers in the area of reading and two teachers 0.5 to train as maths specialists. 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. 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)

Building practice excellence:

Vision - We engaged the whole school community to develop a new vision for learning for our school. Our vision for learning outlines what we want students at AGPS to know, do and be by the time they leave our school. We had a successful launch day to introduce the vision to the school and this will be further rolled out in 2019.

PLTs - Our PLT work has continued to evolve. Our PLT leaders attended the PLC initiative and developed their skills and knowledge around leadership. The teams continued to develop their collective focus on student growth.

High Impact Teaching Strategies (HITS) - Staff attended professional learning sessions designed to help them understand and use the recently released HITS. Each staff member worked on a specific HIT strategy and fully implemented this within their teaching practice. Staff collaborated throughout the year to support each other.

Top 2 bands - Literacy Specialist worked extensively with students and staff around improving the learning achievement of the students that were in the top 2 bands for Reading in Year 3 in 2016. These students were tracked and made significant improvements in 2018.

Empowering students and building school pride

SWPBS - This was our second year implementing SWPBS. This was a continuation of the work that had been implemented late in 2017. We have continued to define what our school values look like and continued to maintain high expectations of student behaviour.

Respectful Relationships - We were a partner school and as such two staff members were trained to deliver the Respectful Relationships program to the rest of the school.

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, including our 4 year average. The Year 5 NAPLAN data shows that compared to all Victorian Government schools our 4 year average for Reading and Numeracy is slightly lower, however, our 2018 data for Reading and Numeracy is similar to other schools.

The results of teacher judgement against the Victorian Curriculum for students in Prep to Year 6 show that our results are similar to other Victorian Government Schools. Our teachers work in PLT groups and moderate together to ensure consistency in planning and assessment.

In 2018 our focus was on continuing to improve the Year 3 – Year 5 growth, with a particular focus on Reading and Writing. The 2018 relative growth data shows significant growth for our students with 41% achieving high growth in Reading.

In 2019 Teachers will continue to work within Professional Learning Teams (PLTs) to refine their planning, instructional practices and analysing of data in both English and Mathematics.

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 2018, the overall attendance average was 91%.

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, open classrooms, disco, Mothers' and Fathers' day celebrations and our end of year Christmas Concert. We have a very strong parents and friends group who work closely with the school to provide opportunities for families to come together and raise funds to support our program budgets. In 2018, our parent community worked really hard to put together a fete.

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. These include the camping program, excursions, incursions, after school instrumental music, school choir, swimming and life saving.

In 2018, we continued to implement the School Wide Positive Behaviour Support (SWPBS) program into our school. In order to maintain our KEFAR (kindness, encouragement, fairness, acceptance and respect) values, our motto is Be Like Kefar – Be Safe, Be Responsible and Be a Learner.

Wellbeing

We had an improvement in most areas of our attitude to school survey data this year. Our results show that we are similar to other schools in both sense of connectedness and management of bullying. We are hoping that with the continued work of our SWPBS program and the development of our behaviour matrix, that we will continue to see improvements in all areas of attitude to school survey data.

In 2018 we implemented the Respectful Relationships program as a partner school. We had two staff members trained and they developed lesson plans and a scope and sequence for our school. They also led professional learning for all staff.

Student leadership continued to be a focus in 2018. We have school captains and vice captains, house leaders, junior school council and specialist leadership roles. These roles provide our students with a position of responsibility throughout the school. Our school captains and house leaders attended a student leadership conference and proudly represented our school at the Hobsons Bay Junior Council Chamber Meetings.

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.

Financial performance and position

Altona Green Primary School has a surplus of \$234,816. This was largely due to an increase in student enrolments and our need to be conservative with staffing and program budgets as a new school will be opening in 2019. As the new school is opening within our current catchment area we may have a potential decline of future enrolments. We received funds from the Department of Education for equity funding, the Primary Mathematics Initiative and the Effective Practice pilot. These funds were used to support school initiatives in line with our Annual Implementation Plan.




For more detailed information regarding our school please visit our website at
<http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

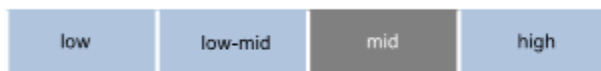
Enrolment Profile

A total of 408 students were enrolled at this school in 2018, 217 female and 191 male.

26 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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












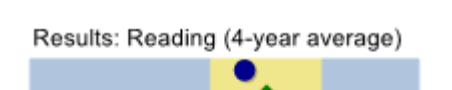






Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:




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> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>67%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>47%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>32%</td> <td>41%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>9%</td> <td>65%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	38%	41%	Numeracy	15%	67%	18%	Writing	15%	47%	38%	Spelling	26%	32%	41%	Grammar and Punctuation	9%	65%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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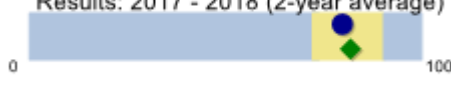


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	91 %	91 %	90 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	91 %	91 %	90 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,425,861	High Yield Investment Account	\$81,717
Government Provided DET Grants	\$520,654	Official Account	\$17,706
Government Grants Commonwealth	\$4,866	Other Accounts	\$63,974
Government Grants State	\$4,100	Total Funds Available	\$163,397
Revenue Other	\$20,268		
Locally Raised Funds	\$266,308		
Total Operating Revenue	\$4,242,058		
Equity¹			
Equity (Social Disadvantage)	\$138,839		
Equity Total	\$138,839		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,205,042	Operating Reserve	\$85,728
Books & Publications	\$940	Other Recurrent Expenditure	\$15,004
Communication Costs	\$4,268	Maintenance - Buildings/Grounds < 12 months	\$62,665
Consumables	\$90,680	Total Financial Commitments	\$163,397
Miscellaneous Expense ³	\$121,468		
Professional Development	\$18,887		
Property and Equipment Services	\$169,404		
Salaries & Allowances ⁴	\$305,756		
Trading & Fundraising	\$56,377		
Utilities	\$34,420		
Total Operating Expenditure	\$4,007,242		
Net Operating Surplus/-Deficit	\$234,816		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

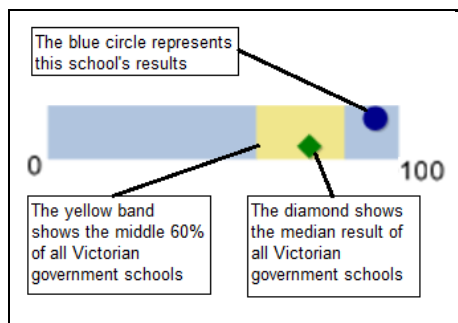
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

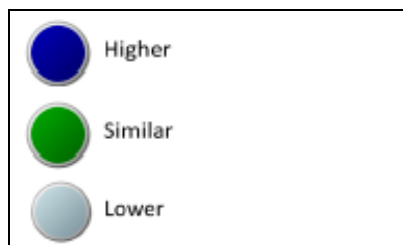


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').