

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 19 August 2020 at 02:14 PM by David King (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 04 September 2020 at 11:53 AM by Nathan Arundell (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 km 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 2019, our enrolments were 380. The school is well resourced and had 32.6 equivalent full time staff: 3 Principal class, 20.8 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, Italian, Kitchen and Garden program and Levelled Literacy Intervention (LLI) for selected students in students in Years 1 and 2. Our school comprised 17 grades (all straight with the exception of one 5/6 composite class).

There is a strong emphasis on improving literacy and numeracy across the school. In 2019 we released one teacher 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)

In 2019, the School's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Building Leadership Teams and Empowering Students and Building School Pride. This included:

- Implementation of a whole school peer observation and feedback process
- Developing Professional Learning Teams and middle-level leadership through professional learning in the PLC initiative
- Further unpacking of our school's new vision for learning
- Extended School Improvement Team data meetings to analyse student data sets across the school
- Providing literacy and numeracy coaching to all staff
- Developing practices to support students requiring extensive interventions

To support the implementation of these KIS, Learning Specialists were appointed as coaches to develop literacy and numeracy practices across the school and we provided further professional learning opportunities for our staff through our Mathematics Association of Victoria partnership, Primary Maths and Science Specialist initiative and the PLC initiative. We also identified key staff to complete Bastow professional learning programs, such as Leading Literacy and Create: Middle Leaders.

AGPS continued to further develop and implement School-Wide Positive Behaviour Supports and Respectful Relationships as a key focus for improving student health and wellbeing outcomes.

### 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 our results for Reading and Numeracy are above average, in both the 2019 and 4-year average data sets. 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 2019 data for Reading and Numeracy is above the average of 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 2019 our focus was on continuing to improve the Year 3 – Year 5 growth, with a particular focus on Reading and Numeracy. The 2019 relative growth data shows significant growth for our students with 36% achieving high growth in Reading and 33% high growth in Numeracy. This data is significantly higher than similar schools and the state average.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

## 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 2019, 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 2019, our parent community worked really hard to run our first colour run which was a great success in terms of fundraising and engagement.

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, school choir, swimming and life-saving.

In 2019, 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

Our attitude to school survey data this year showed similar or improved results to the 2018 survey data. Our results in all areas were above the average of similar and state schools. A highlight was 98% of students indicating that the school has high expectations for success. We are hoping that with the continued work of our SWPBS program and the focus of student voice and agency, that we will continue to see improvements in all areas of attitude to school survey data.

In 2019 we continued our implementation of the Respectful Relationships program as a partner school. We continued professional learning for our staff in the program and embedded it into our ongoing wellbeing lessons across the school. We focussed on providing our students with the skills and knowledge to be 'upstanders' (taking action when something does not align with our values).

Student leadership continued to be a focus in 2019. 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 \$186,197. This was largely due to an increase in student enrolments and our need to be conservative with staffing and program budgets as our designated school zone was reduced due to a new school opening in 2019 and this may impact future enrolments.

We received funds from the Department of Education for equity funding and the Primary Mathematics Initiative. These funds were used to support school initiatives in line with our Annual Implementation Plan. We also were successful in obtaining a grant to build a new playground and had a successful year with fundraising through our active Parents and Friends group.




**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 380 students were enrolled at this school in 2019, 204 female and 176 male.

23 percent were EAL (English as an Additional Language) students and 2 percent 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).











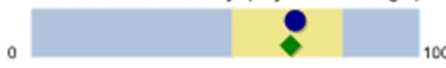





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## Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> </div> <div> <div>Key:</div> <div> Similar School Comparison   Above    Similar    Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Similar</b> </p> <p><b>Below</b> </p>

## Performance Summary




Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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>Above </p>
	<p>Results: Reading (4-year average)</p> 	
	<p>Results: Numeracy</p> 	
	<p>Results: Numeracy (4-year average)</p> 	
<p><b>NAPLAN Year 5</b></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>Above </p>
	<p>Results: Reading (4-year average)</p> 	
	<p>Results: Numeracy</p> 	
	<p>Results: Numeracy (4-year average)</p> 	

## Performance Summary




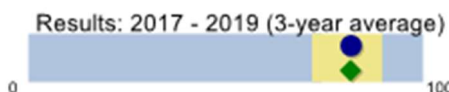
<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="color: yellow;">■</span>  Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span> </div> <div> <div>Key:</div> <div> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below </div> </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain</b> 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>	<div> <div>Reading</div> <div> <div>15 %</div> <div>49 %</div> <div>36 %</div> <div>Low Medium High</div> </div> </div> <div> <div>Numeracy</div> <div> <div>15 %</div> <div>51 %</div> <div>33 %</div> <div>Low Medium High</div> </div> </div> <div> <div>Writing</div> <div> <div>21 %</div> <div>49 %</div> <div>31 %</div> <div>Low Medium High</div> </div> </div> <div> <div>Spelling</div> <div> <div>18 %</div> <div>62 %</div> <div>21 %</div> <div>Low Medium High</div> </div> </div> <div> <div>Grammar and Punctuation</div> <div> <div>23 %</div> <div>51 %</div> <div>26 %</div> <div>Low Medium High</div> </div> </div>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <div> <div>25%</div> <div>50%</div> <div>25%</div> <div>Low Medium High</div> </div> <p>Statewide Distribution of Learning Gain (all domains)</p>



## Performance Summary

Key:		Range of results for the middle 60% of Victorian Government Primary Schools:		Key:		Similar School Comparison																	
Results for this school:		Median of all Victorian Government Primary Schools:		Above		Similar																	
						Below																	
Engagement		Student Outcomes				Similar 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><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>		<p>Results: 2019</p>  <p>Few absences &lt;-----&gt; Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences &lt;-----&gt; Many absences</p>				<p>Below</p> 																	
<p>Average 2019 attendance rate by year level:</p>		<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>91 %</td><td>92 %</td><td>93 %</td><td>89 %</td><td>91 %</td><td>91 %</td></tr></table>						Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	92 %	93 %	89 %	91 %	91 %	<p>Similar school comparison not available</p>	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6																	
93 %	91 %	92 %	93 %	89 %	91 %	91 %																	

## Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>  Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span> </div> <div> <div>Key:</div> <div> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below </div> </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p>Similar <span style="color: lightblue;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p>Above <span style="color: teal;">●</span></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, 2019

Revenue	Actual
Student Resource Package	\$3,559,613
Government Provided DET Grants	\$395,985
Government Grants Commonwealth	\$8,672
Government Grants State	\$137,364
Revenue Other	\$17,527
Locally Raised Funds	\$281,143
<b>Total Operating Revenue</b>	<b>\$4,400,304</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$123,351
<b>Equity Total</b>	<b>\$123,351</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$3,422,967
Books & Publications	\$819
Communication Costs	\$3,892
Consumables	\$68,322
Miscellaneous Expense <sup>3</sup>	\$215,052
Professional Development	\$18,110
Property and Equipment Services	\$242,141
Salaries & Allowances <sup>4</sup>	\$159,286
Trading & Fundraising	\$56,963
Utilities	\$26,554

<b>Total Operating Expenditure</b>	<b>\$4,214,108</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>\$186,197</b>
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<b>Asset Acquisitions</b>	<b>\$90,907</b>
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### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$91,740
Official Account	\$19,324
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$111,063</b>

### Financial Commitments

Operating Reserve	\$98,958
Provision Accounts	(\$764)
Maintenance - Buildings/Grounds < 12 months	\$12,105
<b>Total Financial Commitments</b>	<b>\$110,299</b>

- (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 26 February 2020 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)

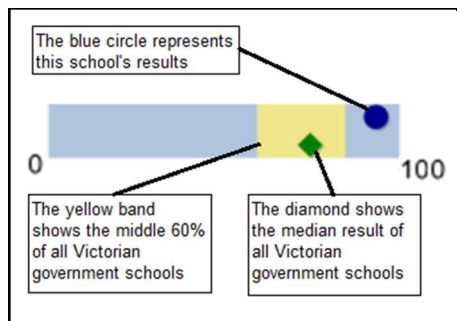
### Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').