

2017 Annual Report to the School Community



School Name: Altona Primary School

School Number: 3923



About Our School

School Context

Altona Primary School is one of 18 schools in the Hobsons Bay network in Melbourne. The workforce comprises of 38.87 equivalent full-time staff. This includes 2.7 Principal class, 2 Leading Teachers, 28 teachers and 6.17 Education Support Staff.

The school operates its own before school, after school and vacation care.

Our aim is for all students to become confident, active and effective global citizens who are both literate and numerate. We strive to achieve the best possible social, emotional, creative, and educational outcomes for all students, within a vibrant, dynamic learning and teaching environment.

We have a strong home school partnership and active community involvement.

Altona Primary School provides a comprehensive curriculum in all domains within the Victorian Curriculum. Quality specialist programs in the areas of visual arts, physical education, LOTE (Japanese), e-learning, 1:1 netbook program in grades 4-6, robotics and music enhance student learning and well being.

The development of the leadership skills of both staff and students is a high priority within the school. Staff professional learning guarantees that we continually improve the quality of learning and teaching at Altona Primary School. Staff professional development is focused on learning, teaching and leadership development. This is achieved through curriculum days, staff forums and weekly professional learning team meetings centered on student achievement.

In 2017, we concentrated intensely on student learning, catering for the individual learning needs of students. We aim to provide a curriculum that is engaging and challenging, based on international best practice.

Both Parent and Staff survey data is high. The community holds the school in high esteem. An orderly and stimulating school environment creates a culture where all students want to attend school every day. Teachers follow up absences with students and families. Parents are reminded of the effects of absenteeism via the school newsletter. The school aims to improve student attendance in 2018.

The Strategic Plan outlined aspirational targets for student learning with targets set at, 6 months above and 12+ months above the required Victorian Curriculum levels. 2017 was the first year of the 2017 - 2020 Strategic Plan. The Strategic Plan is based on the department's priority; Framework for Improving Student Outcomes (FISO). The priority areas for the strategic plan are numeracy, science, student attendance, resilience and student academic growth.

Framework for Improving Student Outcomes (FISO)

The two FISO improvement areas were: 1. Excellence in Teaching and Learning; Building Practice Excellence and 2. Positive Climate for Learning; Empowering Students and Building School Pride.

The key improvement areas were; increasing student 'High' growth, reducing student 'Low' growth in NAPLAN data and students achieving at least 12 months growth per year. Writing 35% high growth exceeded the goal Reading; 24% high growth and Grammar & punctuation 23% high growth were very close to the goal. Numeracy 16% and Spelling 12% were significantly below the goal.

In 2018, all staff undertook an onsite, two day professional development on the THRASS approach to Spelling to implement a high quality consistent strategy to the learning and teaching of Spelling.

We have realigned planning days; now conducted for a half day each 5 weeks for more precision, professional learning communities, professional practice days, whole staff forums and team planning to plan and implement the strategies to meet the FISO initiatives.

The school has built on the work during 2017 with Growth Mindset, and student leadership, voice and agency.

The High Impact Teaching Strategies continue to be applied and refined across the school.

2017 NAPLAN data, across all areas of literacy and numeracy, was at or above the national level. Student academic growth, as measured by NAPLAN data and particularly in Numeracy was a focus for 2017.

Student to teacher feedback and high quality, consistent practice in Teaching and Learning across the eight FISO essential elements and the Practice Principals for Excellence will further improve student learning.

Achievement

NAPLAN results in Reading, Numeracy, Spelling, Writing and Grammar and Punctuation were above the national average. The strategic plan goal is for greater than 25% high growth in all areas.

Reading:

Above the national average:

The Grade 3 data dipped in 2017 after 5 years of consistently strong data.

Grade 5 data: 24% of students have high growth. 25% are showing low growth. Similar to similar schools. After a forensic examination, the 2018 Annual Implementation Plan includes strategies to increase high growth and decrease low growth through the guided reading model in grades Prep to Three and the DET Literacy Model and Strategy.

Writing:

Excellent results in this area for growth and well above the national and statewide level. 36% of students have high growth. The lower students had 'medium' growth. Well above similar schools.

Numeracy:

Above the national average indicating 16% high growth and 35% low growth. Well below similar school.

Grade 3: Data is better than similar schools with 61% of students in the top two bands.

Grade 5 data:

Above the network and state levels but 4% below similar schools.

The 2018 Annual Implementation Plan includes strategies to increase high growth and reduce low growth.

Spelling:

Above the national level. Requires further work with only 12% high growth and 48% low growth.

All staff attended a two-day professional development program at the beginning of the year to implement the THRASS processes and strategies in line with John Hattie's Visible Learning and DET's High Impact Teaching strategies.

Grammar and Punctuation:

Grammar: Above the state and national average. Our high students (top 25%) in year 3 had above state average growth between grade 3 and 5. The majority of our remaining students achieved medium to low growth.

Engagement

Student engagement and motivation (84%) is high. The goals and strategies that the school has implemented during 2017 incorporating; learning and teaching, growth mindset, the high impact instructional strategies, extra curriculum activities, specialist areas, student goal setting, student voice and agency, special events and celebrations and a challenging curriculum, aligned with the student's zone of proximal development, ensures the inclusion and engagement of all students. The school culture reflect this high level of student, parent and staff engagement.

Wellbeing

Student wellbeing at 88% was similar to 'similar' schools. Data from the Students Attitude to School Survey was positive across all areas.

Scores from the Student Attitudes to School Survey indicate positive student wellbeing. Altona P.S. has a strong culture of wellbeing for all. Student voice, agency, engagement, welfare and wellbeing are key components in developing the whole child.

Student resilience and a Growth mindset are goals within the 2017 - 2020 Strategic Plan.




For more detailed information regarding our school please visit our website at
[www.altonaps.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 631 students were enrolled at this school in 2017, 315 female and 316 male.

12 percent were EAL (English as an Additional Language) students and 1 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).






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.















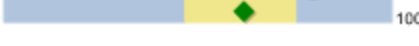






Performance Summary

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

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> Higher</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> Similar</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 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>	<div><p>Reading</p><p>25 % 52 % 23 %</p><p>Low Medium High</p></div> <div><p>Numeracy</p><p>34 % 51 % 15 %</p><p>Low Medium High</p></div> <div><p>Writing</p><p>21 % 44 % 36 %</p><p>Low Medium High</p></div> <div><p>Spelling</p><p>49 % 39 % 12 %</p><p>Low Medium High</p></div> <div><p>Grammar and Punctuation</p><p>28 % 49 % 23 %</p><p>Low Medium High</p></div>	<p>NAPLAN Learning Gain does not require a School Comparison.</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: 

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 2017 attendance rate by year level:</p>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>92 %</td><td>93 %</td><td>91 %</td><td>94 %</td><td>92 %</td><td>92 %</td><td>91 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	91 %	94 %	92 %	92 %	91 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	91 %	94 %	92 %	92 %	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: 2017</p> 	 Similar
<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: 2017</p> 	 Similar

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)

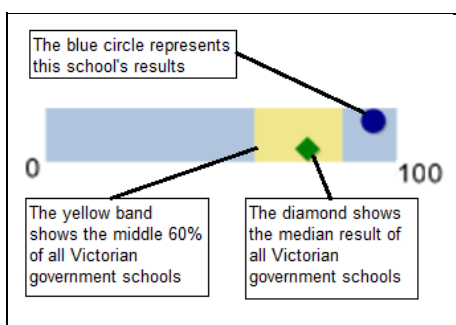
Engagement

- 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).

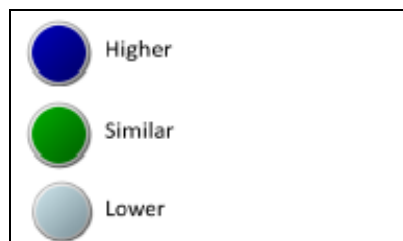


What does *School Comparison* refer to?

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*' 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').

Financial Performance and Position

Financial performance and position commentary

The annual financial funds available were in surplus due to sound financial management.

Expenditure Items:

School funded projects: 1. Renovation of one portable classroom. 2. Upgrade of the IT system. 3. Landscaping of an area of the playground.

Sources of funding the school received;

Parent contributions of \$108,932. Child Care funding aligned with the highly successful O.S.H.C. and Vacation Care programs facilitated and managed by the school and a small amount of equity funding linked to providing high quality education to ensure these students are at or above their appropriate academic year level in all Key Learning Areas.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$4,245,289
Government Provided DET Grants	\$549,464
Government Grants Commonwealth	\$147,011
Revenue Other	\$27,208
Locally Raised Funds	\$620,304
Total Operating Revenue	\$5,589,276

Equity ¹	
Equity (Social Disadvantage)	\$26,910
Equity Total	\$26,910

Expenditure	
Student Resource Package ²	\$4,204,215
Books & Publications	\$23,893
Communication Costs	\$13,520
Consumables	\$141,038
Miscellaneous Expense ³	\$156,837
Professional Development	\$21,972
Property and Equipment Services	\$570,577
Salaries & Allowances ⁴	\$456,839
Trading & Fundraising	\$97,545
Travel & Subsistence	\$2,408
Utilities	\$36,911
Total Operating Expenditure	\$5,725,755

Net Operating Surplus/-Deficit	(\$136,479)
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Asset Acquisitions	(\$12,212)
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Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$226,871
Official Account	\$30,539
Other Accounts	\$200,000
Total Funds Available	\$457,410

Financial Commitments	
Operating Reserve	\$204,131
Asset/Equipment Replacement < 12 months	\$27,881
Maintenance - Buildings/Grounds incl SMS<12 months	\$61,068
Revenue Receipted in Advance	\$135,708
School Based Programs	\$447
Other recurrent expenditure	\$28,175
Total Financial Commitments	\$457,410

(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 05 March 2018 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.