

2018 Annual Report to The School Community



School Name: **Altona Primary School (3923)**



- 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 18 March 2019 at 02:55 PM by Nicole Fridey
(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 21 March 2019 at 12:40 PM by Chelsea Hughes
(School Council President)

Altona Primary School (3923)

About Our School

School context

Altona Primary School is part of the Hobsons Bay network in Melbourne. The workforce comprises of 42.5 equivalent full-time staff. This includes 2.7 Principal class, 2 Leading Teachers, 31 teachers and 6.8 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 2018, we focused intensely on student learning, catering for the individual learning needs of students through our weekly Professional Learning Communities (PLCs) across each year level. Within these PLCs, there was increased precision and rigor, with a specific focus on Spelling, Mathematics and Student-to-Teacher Feedback. These were also priorities of our whole school professional development.

Both Parent and Staff survey data is positive. The community holds the school in high esteem. An orderly and stimulating school environment creates a culture where students feel a sense of belonging and school pride. The major improvements from our Parent Opinion Survey in 2018 were 'Effective Two-way Communication between Teachers and Parents', 'Engaging Learning' and 'Teacher Feedback to Students'. Both our parent and students surveys indicated that our whole school community has high expectations for student success.

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. 2018 was the second 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, spelling, science, resilience and student academic growth.

Framework for Improving Student Outcomes (FISO)

The six FISO improvement areas were:

1. Building Practice Excellence
2. Curriculum Planning and Assessment
3. Building Leadership Teams
4. Empowering Students and Building School Pride
5. Setting Expectations and Promoting Inclusion
6. Building Communities

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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. Our Prep Team undertook further professional development in THRASS, completing 'A Foundation to Proficiency' course that further upskilled these teachers.

To align with our priority of further developing our PLCs, all of our team leaders and Strategic Leadership team attended six Professional Development days aimed at strengthening our current approach to PLCs. This was also a priority of many schools within the Hobson's Bay Network and allowed for us to share best practice across schools. A key improvement in our school's practice was more regularly using student-to-teacher feedback as a driver for our teaching and learning programs. This had a significant impact on both student outcomes and building teacher capacity.

In 2018, learning specialists were appointed and focused on building teacher knowledge of High Impact Teaching Strategies (HITS) and Visible Learning. The three main priorities within this initiative were working with teachers in 'Reinforcing Effort and Providing Recognition', 'Cooperative Learning' and 'Setting Objectives and Providing Feedback'

Achievement

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

Reading:

Above the state and national average in both Year 3 and Year 5.

After a dip in 2017, our Grade 3 data returned to levels that compared favourably with the previous five years, performing significantly above the state and national average.

We had 91% of students in the top 3 bands in Year 3, placing us above the middle 60% of schools in the state (i.e. in the top 20%), rated 'similar' to similar schools.

Our Grade 5 data showed that 28% of students experienced high growth from Year 3 to Year 5, while 21% experienced low growth, thus meeting our Strategic Plan target.

Writing:

Significantly above the state and national average in both Year 3 and Year 5.

Our Grade 5 data showed that 31% of students experienced high growth from Year 3 to Year 5, while 18% experienced low growth, thus exceeding our Strategic Plan target.

Numeracy:

Above the state and national average in both Year 3 and Year 5.

Our Grade 5 data showed that 26% of students experienced high growth from Year 3 to Year 5, while 22% experienced low growth, thus meeting our Strategic Plan target. More forensic analysis showed that 47% of our lower students in Year 3 experienced high growth from Year 3 to 5, but conversely this means that we need to increase high growth in our middle students and decrease low growth in our top students. Strategies have been put in place in our 2019 Annual Implementation Plan to address this.

Spelling:

Above the state and national average in both Year 3 and Year 5.

Our Grade 5 data showed that 15% of students experienced high growth from Year 3 to Year 5, while 21% experienced low growth, therefore requiring further work to increase high growth. Further development of processes and strategies to take place in 2019 to address this.

Grammar and Punctuation:

Above the state and national average in both Year 3 and Year 5.

Our Grade 5 data showed that 42% of students experienced high growth from Year 3 to Year 5, while 21%

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experienced low growth, thus exceeding our Strategic Plan Target. We will look to consolidate this result by continuing to implement the actions of 2018.

Engagement

In 2018, we continued our refinement of the High Impact Instructional Strategies in order to address our Strategic Plan goals in terms of building resilience and self-motivation in our students. Our students take control of their own learning, with 87% of our Grade 4-6 students responding positively in the Attitudes to School Survey for Self-Regulation and Goal setting. We continue to focus on Student Voice and Agency with an increase in student positive response in the Attitudes to School Survey data and a general satisfaction (81%) from our Parent Opinion Survey.

Our attendance rate is similar to similar schools and on par with the state median. Moving over to the Compass Management System has enabled us to more accurately track and monitor student absenteeism. The Compass Kiosk at the main office will help to further streamline this process in 2019.

Wellbeing

Our students are proud to come to Altona P.S. and feel a sense of belonging. Our school connectedness was 'similar' to similar schools according to our Student Attitudes to School Survey and was overwhelmingly positive (93%) according to our Parent Opinion Survey.

Through our work on the High Impact Instructional Strategies and Classroom Instruction that Works professional development, teachers have placed increased focus on establishing positive classroom environments to give each student the best opportunities for success.

Our transition processes are highly supportive for students as they move up year levels and, in particular, for our new students entering the school. Significant time and effort is put in to collect all relevant information about students when forming grades. Our grades are strategically formed based on knowing all students socially, emotionally and academically.

Our students responded positively (82%) to our management of bullying, a result that was similar to similar schools and above the state median. Our Prep – 2 curriculum is heavily centred around Personal and Social Learning and we have implemented a curriculum from P-6 based on the Personal and Social Capabilities Rubric. This outlines key developmental skills, allowing teachers to clearly identify current strengths and areas for improvement, individually, collectively as a grade and at whole school level.

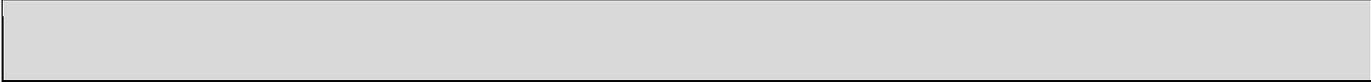
In planning for 2019, we have a continued focus on unpacking our school values with staff, students and the parent community. In 2019, our values have changed to include the value of Gratitude, as we see this as an important part of our school culture that needs to be recognised and celebrated.

Financial performance and position

Our net annual operating surplus was \$169,875. A significant amount of this surplus is directly related to our Principal working on a part time basis (0.6 time fraction) for 2018. This amount also includes a surplus of \$41,000 being brought forward from 2017. Given we have a stable workforce with an experienced staff, measures have been taken place to ensure we can continue to manage our budget moving forward (e.g. hiring graduate teachers when positions arise, creative timetabling to more effectively use human resources)

For more detailed information regarding our school please visit our website at
<http://www.altonaps.vic.edu.au>

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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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 623 students were enrolled at this school in 2018, 322 female and 301 male.

12 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.2	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.1	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.6	90.1	82.6	95.3	Higher
Mathematics	97.4	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	91.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	80.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	77.6	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	74.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	86.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	81.3	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	82.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	69.1	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	20.5	51.3	28.2
Numeracy	21.8	52.6	25.6
Writing	18.2	50.6	31.2
Spelling	21.1	64.5	14.5
Grammar and Punctuation	21.1	36.8	42.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.2	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	92	93	92	93	92	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	82.2	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	80.8	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,433,073
Government Provided DET Grants	\$533,806
Government Grants Commonwealth	\$182,447
Government Grants State	\$0
Revenue Other	\$25,268
Locally Raised Funds	\$681,097
Total Operating Revenue	\$5,855,691

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,819
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,819

Expenditure	Actual
Student Resource Package ²	\$4,347,012
Adjustments	\$0
Books & Publications	\$4,212
Communication Costs	\$9,960
Consumables	\$123,981
Miscellaneous Expense ³	\$169,721
Professional Development	\$30,711
Property and Equipment Services	\$274,612
Salaries & Allowances ⁴	\$561,345
Trading & Fundraising	\$125,066
Travel & Subsistence	\$23
Utilities	\$39,174
Total Operating Expenditure	\$5,685,817
Net Operating Surplus/-Deficit	\$169,875
Asset Acquisitions	\$39,906

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$258,360
Official Account	\$24,837
Other Accounts	\$200,000
Total Funds Available	\$483,196

Financial Commitments	Actual
Operating Reserve	\$209,740
Other Recurrent Expenditure	\$53,950
Provision Accounts	\$0
Funds Received in Advance	\$54,830
School Based Programs	\$39,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,460
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$92,180
Capital - Buildings/Grounds < 12 months	\$17,660
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$482,820

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').