

# 2016 Annual Report to the School Community



School Name: Altona Meadows Primary School

School Number: 5172



Name of School Principal:

Bill Reid

Name of School Council President:

Dean Giles

Date of Endorsement:

28/04/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



## About Our School

### School Context

Altona Meadows Primary School is one of 20 schools in the Hobsons Bay network in the South Western Region of Melbourne. We have an increasing school population of 430 students. Our students come from diverse multicultural and socio-economic backgrounds. We have modern buildings, which house 18 classrooms providing excellent facilities for teaching and learning. We also have 2 portable buildings, which hold 4 classes.

Our curriculum has an emphasis on analytical thinking skills and improving numeracy and literacy skills for all students. We also strive to support students to develop social relationships and personal skills that assist them to participate successfully both in school and the broader community. We provide additional programs including Performing Arts, Visual Arts, Physical Education and Indonesian (Grade Prep and 1).

Our teachers work in professional learning teams to improve the curriculum, reflect on their teaching practice, share information and co-operatively develop high quality activities and welfare programs for all students. We have continued to monitor students with poor attendance and have had regular contact with families about these issues. There has been some slight improvement in our attendance rates.

We are particularly proud of our ongoing involvement in the Stephanie Alexander Kitchen Garden program as well as the work completed to keep our school grounds in good order.

Our school has 35.2 equivalent full time staff: 2 Principal class, 28 teachers and 18 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

In 2016 we worked on two priorities of the FISO. The first was to develop professional leadership with a focus on building strong teams and leaders across the school. Our six leaders were involved in a 'Create' Leadership course run by the Bastow Institute. This program, which ran throughout the year, provided our leaders with the opportunity to work together and with leaders from other schools to develop their leadership skills and knowledge. This program has had a positive effect on the operation of the teams across the school. The whole leadership team have developed a clear vision for our school.

Our second priority was to continue to develop excellence in teaching and learning. The two components of this priority were to plan and assess curriculum in teams as well as continue to improve all teachers' classroom practice. All teams were provided with allocated times to plan their curriculum together and have access to both our literacy and numeracy coaches as required. A lot of work this year was aimed at planning curriculum that clearly differentiated the learning for all students.

### Achievement

Altona Meadows Primary School is achieving results in student learning at a similar level to other schools given the background and characteristics of our students.

Our NAPLAN data for Year 3 students in Reading and Numeracy is lower compared to similar schools on the school comparison measures. There have been some improvements in both Reading and Numeracy. Our Writing data for 2016 indicated that 49% of our students are in the top two bands which is a marked improvement from 2015 (28%). We are committed to further improvements in 2017.

We are extremely pleased with our students' 2016 Year 5 NAPLAN Numeracy results that show a strong improvement against our 4 year average as well as being ahead of the average of similar schools when comparing students in the top two bands. Our NAPLAN Reading results show that we are also ahead of similar schools when comparing students achieving in the top two bands.

We are well aware that we need to continue to lift the relative growth of all students from Year 3-5 to at least the medium level of the growth chart. We are pleased to see that 81% of our students are making medium to high growth in Reading, 82% of our students are making medium to high growth in Numeracy and 70% of our students are making medium to high growth in Writing.

This year our literacy and numeracy coaches have continued to work with our teachers to further develop their teaching skills and support the alignment of the teaching and learning strategies across the school.

In all programs for Students with a Disability, there has been satisfactory progress in achieving their goals.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Our attendance data continues to reveal a core group of students with high absence rates. By implementing, monitoring and using intervention strategies, we have seen a very small improvement overall in 2016. Our work in 2017 will also be aiming at reducing the percentage of unexplained absences. We will continue to work hard to improve student attendance across the school to keep it above the median for all Government schools.

We offer a broad range of extra-curricular activities, which include lunchtime activities: chess club, music groups, recorder groups and open library times. We have put a lot of effort into engaging students across the school to have input into their learning. This is known at our school as 'Student Voice' where students have input into the different ways they may approach a unit of work which suits their learning style.



Our school has a strong values program which encourages positive behavior and strong student relationships.

## Wellbeing

The results of the Attitudes to School Survey data show that our school is in the middle band for all Victorian Government schools and indicates that our Year 5 and 6 students have a sense of belonging and feeling connected to our school. Data indicates that we are just ahead of the median for all Government schools. Our data related to student perception of safety has shown a very positive growth with results being above the median of all Government schools.

In 2016 our school has been accredited as an e-Smart school and our ICT committee are developing strategies and programs to teach students about how to be safe online.

The school will continue to strive to improve data in all areas of Student Wellbeing in 2017.

For more detailed information regarding our school please visit our website at  
[enter web address here]



## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><b>Enrolment Profile</b></p> <p>A total of 430 students were enrolled at this school in 2016, 207 female and 223 male. There were 32% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><a href="#">Teacher judgment of student achievement</a></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 Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><span style="background-color: #ccc; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Lower</p> <p><span style="background-color: #008000; border-radius: 50%; width: 20px; height: 20px; display: inline-block;"></span> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Higher</p> <p> Similar</p> <p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>42%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>43%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>48%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	47%	34%	Numeracy	19%	42%	40%	Writing	31%	43%	27%	Spelling	21%	54%	25%	Grammar and Punctuation	29%	48%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	92 %	91 %	91 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	92 %	92 %	91 %	91 %	91 %										





## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

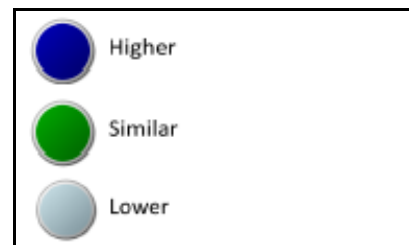
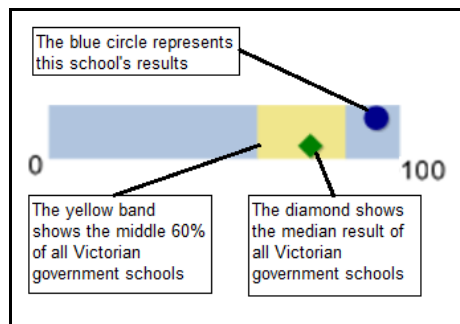
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

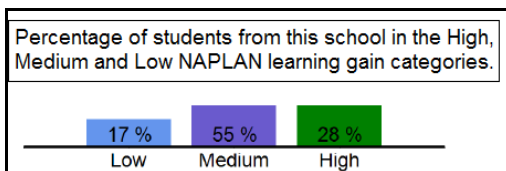
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

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

Revenue	Actual
Student Resource Package	\$3,502,277
Government Provided DET Grants	\$594,072
Government Grants Commonwealth	\$4,400
Government Grants State	\$25,000
Revenue Other	\$37,303
Locally Raised Funds	\$191,731
<b>Total Operating Revenue</b>	<b>\$4,354,783</b>

Expenditure	
Student Resource Package	\$3,226,598
Books & Publications	\$3,707
Communication Costs	\$7,034
Consumables	\$107,315
Miscellaneous Expense	\$325,630
Professional Development	\$16,099
Property and Equipment Services	\$223,373
Salaries & Allowances	\$17,842
Trading & Fundraising	\$91,314
Travel & Subsistence	\$1,313
Utilities	\$30,273

**Total Operating Expenditure**      **\$4,050,497**

**Net Operating Surplus/-Deficit**      **\$304,286**

**Asset Acquisitions**      **\$0**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$60,074
Official Account	\$25,882
Other Accounts	\$219,451
<b>Total Funds Available</b>	<b>\$305,407</b>

Financial Commitments	
Operating Reserve	\$96,277
Asset/Equipment Replacement < 12 months	\$2,545
Capital - Buildings/Grounds incl SMS<12 months	\$75,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$62,258
Beneficiary/Memorial Accounts	\$43,787
Revenue Receipted in Advance	\$10,020
School Based Programs	\$14,386
School/Network/Cluster Coordination	\$110
Provision Accounts	\$1,024
<b>Total Financial Commitments</b>	<b>\$305,407</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

#### Financial Performance and Position Summary

Our school is holding quite a substantial surplus at the end of 2016. The main reason for this is that we are holding money for a building project of a large shade structure, which has been partly funded by the Department of Health. We have allocated funds for 2017 to continue with additional buildings and grounds works which will be required. All funds received from the Department have been used to support all the curriculum programs throughout 2016 and will continue in 2017. Additional 'Equity' funding has been provided in 2016 and this has been used to assist with the implementation of our Annual Implementation Plan.

