

2018 Annual Report to The School Community



School Name: **Altona Meadows Primary School (5172)**



- 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 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 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 30 April 2019 at 07:35 AM by Bill Reid (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 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 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 30 April 2019 at 11:16 AM by Dean Giles (School Council President)

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 a school population of 379 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. The school ran 20 full time 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, 1, 2 and 3).

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 to have celebrated our tenth year of our involvement in the Stephanie Alexander Kitchen Garden program which was celebrated with a community garden party.

Our school has 38.2 equivalent full time staff: 2 Principal class, 30 teachers and 19 Education Support staff. Throughout 2018 our school worked towards its Self-Evaluation of our work over the last four years. This evaluation was completed in Term 4. The main outcomes of our evaluation were that the school needs to continue to develop a strong focus on developing the literacy and numeracy skills of all students across the whole school. We will also continue to place an emphasis on developing student voice/student agency as part of our program.

Framework for Improving Student Outcomes (FISO)

In 2018 our school focused on several areas of FISO as outlined in our Annual Implementation Plan. One of our main focuses was to continue to develop our professional leadership of our current leaders and aspirant leaders. Three of our aspirant leaders and the principal were involved in a Bastow course on developing Professional learning Communities and understanding the FISO improvement cycle. The work learned here will be a core component of our work in 2019.

We also had a staff team complete a Bastow leadership program on Teaching Numeracy across the school. This team has started working with the whole staff to further develop their Numeracy knowledge.

We have continued to put our efforts into continuing to create a positive climate for learning. All staff have been involved in developing their knowledge of how to promote student voice and student agency throughout their curriculum programs. This work will continue to be part of our work in 2019.

Achievement

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

Our data in relation to NAPLAN results are as follows:

Year 3:

Our overall data for our Year 3 students is slightly lower than similar schools in all areas assessed.

Numeracy: Our school has 33.3% of students working at the top 2 bands compared to 34.4% in similar schools (SFOE Band data).

Reading: Our school has 46.8% of students working in the top 2 bands compared to 47.1% in similar schools (SFOE Band data).

Writing: Our school has 41.2% of students working in the top 2 bands compared to 42.1% in similar schools.

(SFOE Band data).

Our percentages in the top two bands in Reading and Numeracy have increased compared to 2017 data.

Year 5:

Numeracy: Our school has 16.4% of students in the top 2 bands compared to 22.8% in similar schools. (SFOE Band data).

Reading: Our school has 25% of students in the top 2 bands compared to 31.2% in similar schools. (SFOE Band data).

Writing: Our school has 8.9% of our students working in the top 2 bands compared to 9.9% in similar schools. (SFOE Band data).

Overall, our percentage of students in the top two bands has decreased compared to 2017.

Relative Growth Year 3-5:

Numeracy: Our school has 14.6% of our students making high learning growth compare to 22.1% in similar schools. (SFOE Band data).

Reading: Our school has 16.3% of our students making high learning growth compared to 22.5% in similar schools. (SFOE Band data).

Writing: Our school has 16.7% of students making high learning growth compared to 20.5% in similar schools. (SFOE Band data).

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

Engagement

Our attendance data continues to reveal a core group of students with high absence rates. There has been a continued improvement in attendance across the school in 2018. During Term 4 we introduced a new administrative program where parents were contacted by SMS if their child was absent when the attendance roll was marked. This had a significant impact on student attendance as well as reducing the number of unexplained absences across all year levels.

We aim to continue working on improving our attendance rates for students across the whole school.

We continue to offer a broad range of extra- curricular activities that include lunchtime activities incorporating a variety of clubs, recorder, ukulele and guitar groups and after school homework help for students in Grade 5-6.

We have also begun to implement Coding and robotics into our curriculum program during the year. This will continue to be developed in future years.

Our school continues to enforce our school values program with an emphasis on Respect, Striving for Excellence and Being Resilient.

Wellbeing

The results of the Attitude to School survey in the areas of Sense of Connectedness and Management indicate that we are operating below the state median but within the middle range of all government schools. Our school will continue to strive to improve data in all areas of Student Wellbeing in 2018.

We have introduced a wider variety of clubs for students to attend during both recess and lunchtime breaks.

These clubs have proved to be quite popular with students across the whole school. The clubs program will continue in 2019 with a focus on developing student involvement and input into the types of clubs offered. This could mean student led clubs.

Financial performance and position

During 2018 Altona Meadows Primary School allocated all funds to a range of school based budgets. At the end of the year the surplus funds were allocated to future projects. The School Council proposes to complete renovation to the Art room to bring it up to an acceptable condition. There are also plans to replace the carpet in

six classrooms in the Prep-1 building.

As we have continued flooding issues with our Administration building we have set aside funding to refurbish components of the building which have been damaged in the past.

School Council have also agreed to hold some money as there is a possibility that the school will have a salary deficit in 2019 due to the unexpected changes in enrolment numbers.




For more detailed information regarding our school please visit our website at
www.amps.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 379 students were enrolled at this school in 2018, 179 female and 200 male.

30 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).

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

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Higher</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>	<p>Reading</p> <p>23 % 60 % 16 % Low Medium High</p> <p>Numeracy</p> <p>41 % 44 % 15 % Low Medium High</p> <p>Writing</p> <p>38 % 45 % 17 % Low Medium High</p> <p>Spelling</p> <p>29 % 48 % 24 % Low Medium High</p> <p>Grammar and Punctuation</p> <p>19 % 50 % 31 % Low Medium High</p>	<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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	92 %	94 %	93 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	92 %	94 %	93 %	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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,536,168	High Yield Investment Account	\$192,952
Government Provided DET Grants	\$511,859	Official Account	\$35,395
Government Grants Commonwealth	\$3,200	Other Accounts	\$229,099
Revenue Other	\$77,988	Total Funds Available	\$457,446
Locally Raised Funds	\$223,912		
Total Operating Revenue	\$4,353,127		
Equity¹			
Equity (Social Disadvantage)	\$337,547		
Equity Total	\$337,547		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,528,899	Operating Reserve	\$128,801
Books & Publications	\$2,787	Provision Accounts	\$1,455
Communication Costs	\$4,223	Funds Received in Advance	\$71,219
Consumables	\$106,055	School Based Programs	\$95,000
Miscellaneous Expense ³	\$430,406	Asset/Equipment Replacement < 12 months	\$40,971
Professional Development	\$22,637	Maintenance - Buildings/Grounds < 12 months	\$20,000
Property and Equipment Services	\$164,976	Capital - Buildings/Grounds > 12 months	\$100,000
Salaries & Allowances ⁴	\$17,418	Total Financial Commitments	\$457,446
Trading & Fundraising	\$62,396		
Travel & Subsistence	\$1,390		
Utilities	\$34,827		
Total Operating Expenditure	\$4,376,017		
Net Operating Surplus/-Deficit	(\$22,890)		
Asset Acquisitions	\$23,751		

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

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

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

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

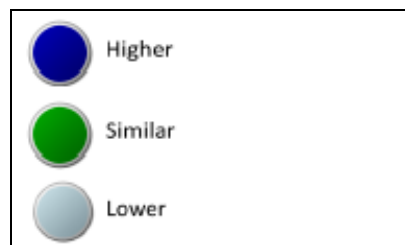


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').