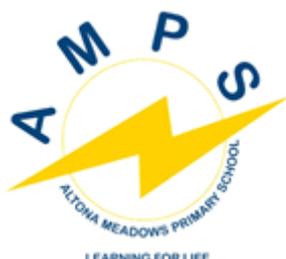


2019 Annual Report to The School Community



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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 28 August 2020 at 07:32 AM by Bill Reid (Principal)

The 2019 Annual Report to the school community:

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

Attested on 08 September 2020 at 04:17 PM by Sophie Angus (School Council President)

About Our School

School context

Altona Meadows Primary School is in the Hobsons Bay network in the South Western Region of Melbourne. We have a school population of 377 students. Our students come from diverse multicultural and socio-economic backgrounds. We have modern buildings, which house 20 classrooms providing excellent facilities for teaching and learning. We also have 2 portable buildings, which hold 4 classes. The school ran 19 full time classes.

Our school vision is 'to provide an engaging, friendly, safe and supportive environment that enhances learning, personal growth and well being for all students, enabling them to become life long learners:- hence our school motto: Learning for Life.

The values that our school embraces are: Striving for Excellence, Respect and Resilience. These values are reinforced in all classes across the school.

Our school enrolment in 2019 saw a large enrolment in Prep with 72 students being enrolled. Across the school we saw an unexpected loss of students due to transfers between the end of 2018 and the beginning of March 2019. This did have an impact on our financial position at the end of the year. Our class structure was mainly classes at one grade level except for Grade 3-4 composite classes. With the drop in enrolments we had some classes with relatively low numbers. Our staffing profile is made up of 1 Principal, 1 assistant principal, 2 leading teachers, 28 teachers (24.8 EFT), 14 education support staff (12 EFT) and 2 administration staff.

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.

Framework for Improving Student Outcomes (FISO)

In 2019 Altona Meadows Primary School focussed on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Building Leaderships Teams.

This included:

- * implementation of ongoing training for all staff in the understanding of the PLC Inquiry Cycle and how it can be used by all staff
- * continued implementation of school based training in both Literacy and Numeracy and linking this to the PLC Inquiry Cycle.

To support the implementation of the PLC work a team of 4 staff members were able to access continued Regional training and access to the Regional support team. The principal and assistant principal were able to link with the leadership team of Keilor Heights Primary School to access support as required. Our PLC team was able to provide professional learning for all of our staff during the year.

During third term all teams were able to use the PLC Inquiry model to investigate an area of literacy in their team and develop an inquiry process on how to improve this learning area. By the end of the year all teams were becoming more familiar with the PLC cycle and using this in their team planning in literacy.

We have continued to have our Numeracy Coach and Literacy Coach provide staff with support for 2 days each week. This includes curriculum planning, modelling lessons, observing teachers, providing feedback and assistance with assessment.

Achievement

In 2019 Altona Meadows Primary School continued to work on its Strategic Plan goal of 'Improving the learning growth and achievement in literacy and numeracy for all students'. A summary of our comparative data to 2018 is below.

Year 3 Achievement Data

	2018	2019
	Percentage in Top 3 Bands	Percentage in Top 3 Bands
Reading	69.4%	76.7%
Writing	72.9%	72.2%
Numeracy	46.6%	58.2%

Our 2019 Year 3 data showed an improvement in student achievement in two areas when compared to 2018 data (Reading and Numeracy). Student achievement in Writing dropped by less than one per cent between 2018 and 2019.

Year 5 Achievement Data

	2018	2019
	Percentage in Top 3 Bands	Percentage in Top 3 Bands
Reading	57.1%	47.7%
Writing	30.3%	40%
Numeracy	40%	30.9%

Our 2019 Year 5 data showed an improvement in one area when compared to 2018 data (Writing). Student achievement in both Reading and Numeracy decreased in 2019 when compared to 2018 data.

Grade 5 Relative Growth

We are pleased with the relative growth data in the three areas assessed. We do need to continue to reduce the number of students who make low relative growth in all three areas. Further investigation of all data is required for our staff to understand the levels that all students are working at.

Our High relative growth data for students in the three areas assessed is similar to similar schools (SFOE Band) and only a percentage point less than the state percentage in Numeracy.

Summary: We are certain that our further implementation of the FISO inquiry cycle will assist our teams in further identifying the needs of all of our students and differentiating tasks for all students. The changes in assessment processes in the latter half of the year will also continue to assist our teams.

Altona Meadows Primary School is looking forward to being involved in the 'Teaching Partners' program in 2020 where our focus will be on reviewing our Reading program in Grades 3-6 and further developing a coherent program.

In all programs for Students with a Disability, there has been satisfactory progress in achieving student goals as set out in their Individual Learning Plans.

Engagement

Our student absence data is at its highest point over the past three years. This is very disappointing as we have continued to put a lot of effort into making sure students attend as often as possible. We continue to have a small group of students who have very poor attendance and do not respond to our repeated contact with their family. We have now reported families to the DET South Western Victoria Region Health and Well Being Support Officer to assist us with student attendance.

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

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

In 2020 we are going to employ an 'Engagement Officer' who will be able to make regular contact with families where the absence rates continue to be unacceptable.

Wellbeing

Our Attitude to School Survey looks at two components: Sense of Connected and Management of Bullying.

1. Sense of Connectedness: Our 2019 data remains very similar to our 3 year trend data. When looking at this data more deeply we have found that girls in Grade 4 ad Grade 5 have a strong sense of connectedness to school whereas in Grade 6 the boys had a stronger connectedness to school than the girls.

Sense of Connectedness Data

	Boys	Girls
Grade 4	23.5%	30.1%
Grade 5	49.0%	59.5%
Grade 6	34.4%	27.7%

2. Managing Bullying Data: Our 2019 data in all areas is still below similar schools data. When we investigated this data more deeply we have found that boys at all Grade levels feel that the school is managing bullying more successfully. This needs to be investigated further with understanding the different types of bullying that may be identified by all students.

Managing Bullying Data

	Boys	Girls
Grade 4	42,6%	34.9%
Grade 5	61.5%	32.1%
Grade 6	30%	21.5%

Altona Meadows Primary School continues to provide a wide range of recess and lunch time activities for students to be involved in. In our P-2 classes we invested in employing a company to run a yoga and wellbeing program (We have designated a Wellbeing Space in one of our buildings where children can participate a variety of games and activities under teacher supervision. This will be an area that we will look at investing in and developing further to cater for all students social skill development, but in particular our special needs and at-risk students. .

Our school has also continued to develop the concept of 'Student Voice and Student Agency' with the planning of Inquiry units of work.

Financial performance and position

This is the first time that Altona Meadows Primary School has had a deficit at the end of a school year. This was caused by an unusually large number of students transfer from our school at the end of 2018 and throughout the first month of 2019. At the end of 2018 we had developed a staffing profile that we felt would cater for almost 400 students who we thought would be starting school in 2019. Unfortunately our confirmed enrolment had dropped to 377 students. Throughout the school year our School Council has been provided with updates in relation to our staffing profile and the projected deficit.

Throughout 2019 we managed our school budgets so that we can cover the deficit in 2020. Our aim for 2020 is to have a staffing profile that provides a small surplus at the end of the year.

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	
<p>Enrolment Profile</p> <p>A total of 377 students were enrolled at this school in 2019, 194 female and 183 male.</p> <p>29 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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 School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Similar ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>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>Above </p> <p>Below </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>Below </p> <p>Below </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>39%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>44%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>49%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>51%</td> <td>37%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	39%	21%	Numeracy	19%	57%	24%	Writing	35%	44%	21%	Spelling	26%	49%	26%	Grammar and Punctuation	51%	37%	11%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>88 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	89 %	91 %	91 %	90 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	88 %	89 %	91 %	91 %	90 %	88 %										

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: ◆ Key: Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,503,643	High Yield Investment Account	\$421,674
Government Provided DET Grants	\$515,280	Official Account	\$33,407
Government Grants State	\$3,400	Other Accounts	\$0
Revenue Other	\$30,025	Total Funds Available	\$455,081
Locally Raised Funds	\$221,985		
Total Operating Revenue	\$4,274,333		
Equity¹			
Equity (Social Disadvantage)	\$353,039		
Equity Total	\$353,039		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,684,597	Operating Reserve	\$116,888
Books & Publications	\$3,305	Provision Accounts	\$2,281
Communication Costs	\$3,740	Funds Received in Advance	\$64,659
Consumables	\$94,435	Repayable to the Department	\$294,351
Miscellaneous Expense ³	\$401,209	Asset/Equipment Replacement < 12 months	\$40,971
Professional Development	\$17,180	Total Financial Commitments	\$519,150
Property and Equipment Services	\$139,887		
Salaries & Allowances ⁴	\$25,858		
Trading & Fundraising	\$44,102		
Travel & Subsistence	\$1,949		
Utilities	\$36,457		
Total Operating Expenditure	\$4,452,718		
Net Operating Surplus/-Deficit	(\$178,385)		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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