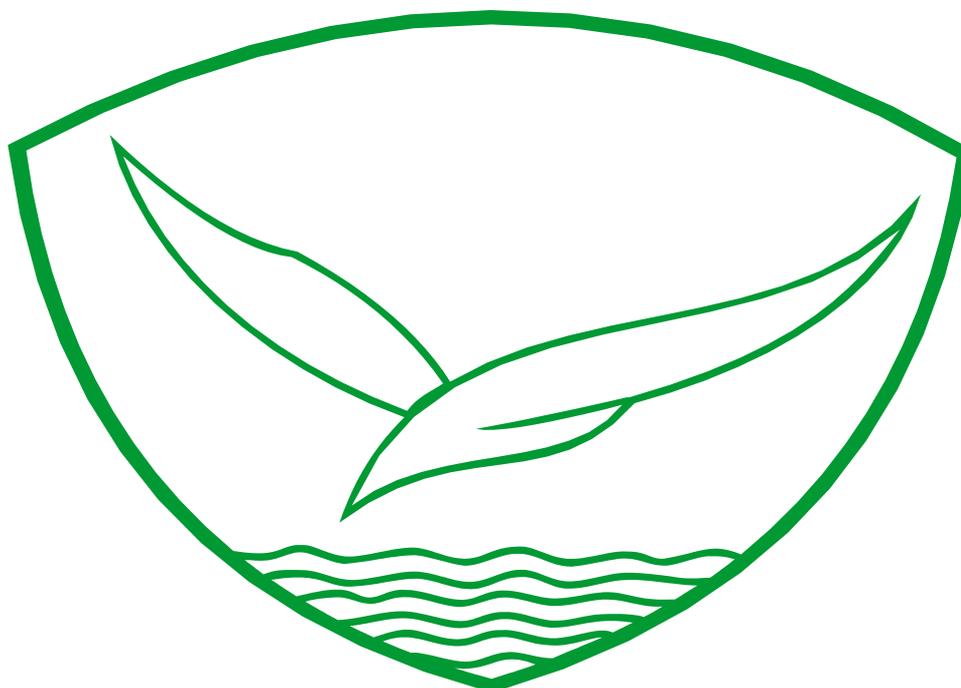


2017 Annual Report to the School Community

School Name: Altona North Primary School

School Number: 4931



“Consider Others”

Name of School Principal:	ROBYN GREGSON
Name of School Council President:	TOULA PAPAIOANNOU
Date of Endorsement:	26.03..2018

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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.



About Our School

School Context

Altona North Primary School is situated in the City of Hobson's Bay local government area, 14 kilometres from the city of Melbourne. Established in 1965, the school has provided for the educational needs of families in Altona North which is an established residential suburb on the fringe of an industrial area for the past 50 years.

The school has well cared for buildings and grounds which the students and school community take great pride in. In addition to the classrooms the buildings includes a library, canteen, visual arts room, computer room, administrative and staff facilities and a modern multi-purpose facility for performing arts and indoor sports.

The school buildings are set in well-maintained grounds which include a grassed oval, asphalted courts for major and minor games, and shaded adventure playground equipment, landscaped gardens, a vegetable garden and quiet areas for more passive pursuits.

The school's enrolments have declined due to families moving to other outer suburbs. The move to higher density housing close to the city has resulted in older style family homes being replaced by town houses and this too impacted negatively on enrolments. In 2017 the school's enrolment was 202 students with being grouped into ten classes at Prep, Years 1/ 2, Years 3/ 4 and Years 5/ 6. Students came from eighteen different language and cultural backgrounds and included some new arrivals. Around 50% per cent of students came from language backgrounds other than English. The school was registered to enrol international students.

The staff consisted of the Principal and Assistant Principal, 11.6 equivalent full-time (EFT) teachers, 5.6 EFT educational support staff and 2.0 Office Administration staff. The school was serviced by a Speech Therapist, on a part-time basis.

The school's curriculum was aligned with the Victorian Curriculum and includes a focus on learning in the core areas of English and Mathematics, an inquiry approach to science, environmental education and the humanities, and specialist programs in the areas of visual arts, performing arts and physical education. Student engagement was enhanced through a range of co-curricular activities which included learning about sustainability, gardening, robotics, sporting clinics, Wakakirri dance and other performances.

Student learning was supported at all year levels through additional individual and small group work with the school's educational support staff. Individual learning plans were developed for students achieving above or below the expected standard, students funded under the program for Students with Disabilities (PSD), students in out-of-home care, and students from Aboriginal and Torres Strait Islander background. Students and their families were also supported through the work of the Chaplaincy Program Youth worker, the breakfast club and links with a range of community care organisations.

Information and communication technology (ICT) in the form of interactive whiteboards, notebooks and iPads was being used to enhance student learning and the school had invested in a wide range of software to support student learning and engagement.

Framework for Improving Student Outcomes (FISO)

ANPS is committed to extending high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in Literacy and Numeracy across the school. The FISO model with a particular focus on chosen priorities, guides our intent to build on our positive climate for learning, effective instructional leadership and to strive for excellence in our teaching and learning practice, with the aim of improving student outcomes in Numeracy and Literacy.

Our focus during 2017 was to:

- Strengthening the capacity of teaching teams to work collaboratively to provide evidence-based, high-impact teaching strategies.
- Developing and implementing strategies to involve parents and carers as partners in learning.
- Building the instructional leadership capacity of leaders across the school.

Through strengthening our goals for learning we have strongly build a culture of empowerment,



responsibility, pride and opportunities for growth that is inclusive of all students and our community. Altona North Primary School received SFOe funding in support of developing our Literacy and Numeracy across the school. With this funding we were able to engage Numeracy and Literacy Consultants. Our Numeracy consultant worked with teachers, students and families to engage students in Mathematics. Our Literacy Consultant has worked through 2017 with our Curriculum Leaders driving the direction of our teaching and developing a Scope and Sequence in Literacy learning across the school. We now have clear expectations and goals specifically focused on Literacy and Numeracy from Foundation through to Grade 6.

Achievement

The schools overall performance has continued in a slight upward trend across student learning we have remained similar on the schools comparison reports in Teacher Judgement (maths and English), Year 3 NAPLAN remained similar in Numeracy and Literacy but showed great improvement in our 4 year average, Year 5 NAPLAN showed less improvement and was lower than expected.

Both Student Attitudes to School (Connectedness) and Student Safety were both lower than expected. In 2017 there was a strong focus on Student Safety, making this an area that students became very conscious of paying attention to their safety, so this was an expected result in a positive way.

Student learning is personalised and focused on individual learning. All team planning documents have differentiated learning and teams discuss students that need support or extension; these are now reflected on the planning documents. Our success is complimented by PLT planning across the school overseen by our Assistant Principal. This ensures that our curriculum expectations are aligned across all grades and to strengthen pedagogical strategies and ensure a viable guaranteed curriculum.

Whole-school curriculum planning plays a key role in enabling Altona North Primary School to deliver a curriculum for all students and reflects the decisions, resources and priorities of the school. Altona North Primary School is committed to extending high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in Literacy and Numeracy across the school.

All Programs for Students with Disabilities showed progress at a satisfactory level or above in achieving their goals.

In 2018 we will continue to strengthen the coaching model, developing a strong curriculum based learning focus and teacher skills across all areas of teaching and learning to ensure effective teaching in every classroom. This will be done through the engagement of a Specialist Learning Teacher who will coach teachers and work with students to challenge their learning and ensure those student working at or above expected levels are continuing to be empowered by their learning.

Another achievement for Altona North Primary School was the beginning of our relationship with Hobson’s Bay City Council in providing a Playgroup for our local community, this was a great success with over 30 families joining the group. Next year we will be looking at the sustainability of this group in readiness for Altona North Primary School to take over the organisation. I would like to thank Hobson’s Bay for their support and commitment.

Through strengthening our goals for learning we are building a culture of empowerment, responsibility, pride and opportunities for growth that is inclusive of all students and our community.

Engagement



Altona North Primary School REACH (Respect, Excellence, Acceptance, Community and Honesty) Values were established by students, staff, parents and school community. Our REACH Values are now seen around the school, in passageways, classrooms, staffroom, school website and as part of our everyday culture. Through the whole school Inquiry on Relationships and Learning students revisit the Vision and Values at the beginning of the year to ensure these are embedded in our everyday practices and interactions. Our school values were acknowledged at school assemblies with students receiving certificates for portraying our school values.

As a part of our engagement in students learning, Altona North PS provided students with extra curricula activities such as: sports clinics, The Auslan Opera, Multi-cultural lunch day, Interschool sports, House sports, Family Science Night, Hip Hop Dancers, Disco, Tree Planting Day, Incursions, excursions, a Visit from Sub Zero the Melbourne Cup Winner, Melbourne Symphony Orchestra, Life Skills, First Aid and camps / sleep overs. These provide a range of interest areas for students and are developed into learning situations through Inquiry Topics, Literacy, Numeracy and Specialist areas.

Our Parents as Helpers program was held in Term one giving Parents the opportunity to become involved with their children's learning and engaging students with their learning at home as well as school.

Each student's individual strengths and learning styles are highly valued and we provide a wide range of programs across all levels of the school.

Wellbeing

Altona North Primary School values all aspects that contribute to student learning and engagement. All staff at Altona North Primary School follow the values of looking at the whole child and ensuring every child has every opportunity to grow and learn in a safe, engaging and respectful environment.

ANPS has well established links with local Kindergartens, Playgroups, Primary and Secondary Schools. We effectively communicate with all schools and agencies to ensure student transition is well supported, welcoming and engaging for both students and families.

Our transition program in 2017 consisted of:

Prep information Meetings.

5 transition sessions in November for new Preps.

Prep 2018 T-Shirts, hats and Welcome to School Packs were given to new Preps in preparation of them starting school.

Class transitions for students P-6 in preparation for the 2018 year level.

Grade 6 Orientation with various secondary schools.

Grade 6 visit to local secondary school.

Grades 3 and 6 Talk Time counsellors preparing students from these grades for transition into both Grades 4 and 5 with Grades 6 into Secondary schools. It has been noted by local secondary school that our students are well prepared for their next stage of learning.

This comprehensive program strengthens movement between schools, internal classes, using common language, standardized student portfolios and student files. This also helps to instill confidence in our younger students and builds compassion and understanding in our older ones.

As part of our Wellbeing this year we included a position on staff for a 0.6 teacher working on Student Wellbeing and Engagement, as well as 3 Intern Psychologists who through Talk Time groups or Individual counselling, engage and enable students to have a voice and then being able to focus strongly on their learning.

2017 saw the introduction of the Dentist on Wheels Program where the dentist comes to school every 6 months offering families the opportunity for oral health care.

Further programs which enhance student engagement at Altona North Primary School are; Breaky Club, The Community Pantry, our School Community Garden, Fruit Program and the Chaplaincy Program.

All of these programs work towards Attendance, Engagement and being the best we can be.

For more detailed information regarding our school please visit our website at
www.altonanorthps.vic.gov.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 203 students were enrolled at this school in 2017, 87 female and 116 male.</p> <p>56 percent were EAL (English as an Additional Language) students and 1 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>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

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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Lower</p> <p> Lower</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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>41%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>65%</td> <td>29%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>61%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	41%	29%	Numeracy	65%	29%	6%	Writing	44%	44%	13%	Spelling	33%	44%	22%	Grammar and Punctuation	22%	61%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	41%	29%																							
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Writing	44%	44%	13%																							
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Grammar and Punctuation	22%	61%	17%																							



Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 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>89 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	90 %	90 %	90 %	88 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	90 %	90 %	90 %	88 %	90 %										



Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

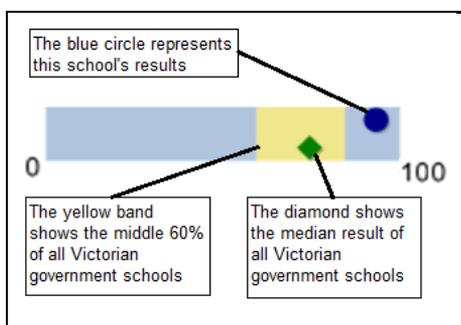
Engagement

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

Wellbeing

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

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

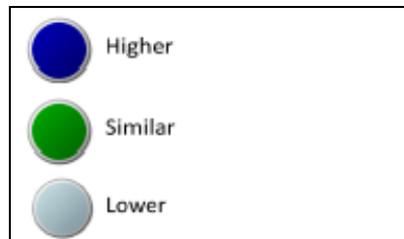


What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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



Financial Performance and Position

Financial performance and position commentary



Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,041,800	High Yield Investment Account	\$124,401
Government Provided DET Grants	\$426,112	Official Account	\$19,902
Government Grants Commonwealth	\$12,042	Other Accounts	\$119,462
Revenue Other	\$62,911	Total Funds Available	\$263,766
Locally Raised Funds	\$201,980		
Total Operating Revenue	\$2,744,846		
Equity¹			
Equity (Social Disadvantage)	\$382,894		
Equity Total	\$382,894		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,948,728	Operating Reserve	\$63,500
Books & Publications	\$839	Asset/Equipment Replacement < 12 months	\$23,000
Communication Costs	\$15,423	Maintenance - Buildings/Grounds incl SMS<12 months	\$15,688
Consumables	\$54,565	Revenue Receipted in Advance	\$18,100
Miscellaneous Expense ³	\$407,314	School Based Programs	\$104,324
Professional Development	\$11,030	Other recurrent expenditure	\$17,447
Property and Equipment Services	\$140,875	Asset/Equipment Replacement > 12 months	\$12,000
Salaries & Allowances ⁴	\$69,051	Maintenance -Buildings/Grounds incl SMS>12 months	\$9,707
Trading & Fundraising	\$32,362	Total Financial Commitments	\$263,766
Travel & Subsistence	\$2,552		
Utilities	\$30,344		
Total Operating Expenditure	\$2,713,085		
Net Operating Surplus/-Deficit	\$31,761		
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 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

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



The school ended up with a sound financial outcome with Altona North Primary School ending the year in a surplus of \$93,000 which will be carried over into 2018 to support our Literacy and Numeracy..

SFOe funding was allocated to Altona North PS in which Numeracy, Literacy consultants were engaged and forward planning allocations made.

Special grants and fundraising during 2017 included Kid's Thrive Literacy and Performing Art Program, Chaplaincy Program and Breakfast Club.

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.