

2015 Annual Report to the School Community

Altona North Primary School

School Number: 4931



Name of School Principal:

ROBYN GREGSON

Name of School Council President:

WAYNE BERRYMAN

Date of Endorsement:

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Altona North Primary School was established in 1965 to serve a rapidly growing residential area. We have seen many changes in the local area and ANPS prides itself on the rapport it has developed with our local community. Our end of 2015 student enrolment was 230. At ANPS we cater for a diverse range of cultures through close community relationships, strong differential curriculum and a holistic approach to each student's social/ emotional welfare and learning. Our active parent group is dedicated and hardworking. The group aims to provide our students with the latest resources and to assist in keeping a sense of pride in our school through keeping our facilities, buildings and grounds well maintained and inviting for all students and their families. We constantly ensure safety as a priority for all students whilst they enjoy the security of a safe and collaborative culture.

In 2016 ANPS had 23.8 equivalent full time staff including: 2 Principal Class, 13.6 teachers, and 7.2 Educational Support staff. All staff are coached /mentored in curriculum development and teaching to ensure all students are receiving the very best in student learning. We also have staff who are internationally trained in Maths/ Science. ANPS continues to focus on inspiring and engaging students in their learning. There is a strong belief in challenging students, families and the community to be working cooperatively together to develop positive attitudes, skills and abilities to confidently meet life's challenges through respect, excellence, acceptance, community and honesty. These values govern how all members of the school conduct themselves on a daily basis.

Achievement

ANPS's overall achievements in student learning appear below some state results in NAPLAN however, our relative growth results have equaled or exceeded in most areas of Literacy and Numeracy for students in matched cohorts who are students who have been at ANPS in both grades three and five. Student learning is personalized and focused on individual learning. All team planning documents have differentiated learning and teams discuss students that are needing 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.

All Programs for Students with Disabilities showed progress at a satisfactory level or above in achieving their goals. In 2016 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.

We continue to work with neighboring schools and the broader community to enhance student learning and student outcomes giving every student all possible experiences in their learning and personal growth.

Engagement

In 2015 ANPS students are performing at a high level in compared with other schools on the school comparison measures in all areas of Student Engagement and Wellbeing. 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 such as: Music and Performing Arts, Visual Arts, Sport / Physical Education, Perceptual Motor Program, Sports clinics, ICT, Book clubs, Breakfast Club, Buddies, Camps, Bike Education, Incursions and Excursions. Students are encouraged to explore a variety of programs and take on the challenges that will develop their deeper understanding, learning and skill development.

We have a strong holistic welfare approach to ensure all students and families are engaged and confident in the support they receive through our Chaplaincy Community Development Worker, Speech Therapist, Psychologist and Welfare Support Team at ANPS.

The average attendance rate of all students in the school is similar to other schools in the state. The most common reasons for non-attendance include extended family holidays.

This year all staff have continued to be involved with the Bastow Institute to grow our leadership across the school. We have developed School Improvement Teams to re visit our school Vision and Values (R.E.A.C.H.) Staff have also had a strong focus on Engagement and Empathy. 2015 has seen the introduction of the School Wide Positives Behaviour Program, this will continue to be an ongoing focus for our school.

Wellbeing

ANPS has well established links with local Kinders, 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 2015 consisted of:

Prep information Meetings

5 transition sessions in November for new Preps

Prep 2016 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 2016 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.

We have in place an Assistant Principal overseeing the curriculum needs of all students through the year level transition stages.

We have in place our Principal in charge of Welfare and Integration to ensure all transitional needs of students are met.

Productivity

The allocations of funds are strategically aligned to the goals and targets of the Altona North PS Strategic Plan. These funds support both human and physical resources.

In past years the school has relied on Low SES funding to increase outcomes for students in Numeracy and Literacy.

These additional funds to the SRP have been critical to obtaining the improved outcomes for students.

The school has also resourced the development and implementation of a professional development program to assist in the building of high performing teams and leadership across the school.

For more detailed information regarding our school please visit our website at
<http://www>

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.

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

Enrolment Profile

A total of 240 students were enrolled at this school in 2015, 97 female and 143 male. There were 39% of EAL (English as an Additional Language) students and 2% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.






















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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Lower</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43%</td> <td>46%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>57%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>57%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>54%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	43%	46%	11%	Numeracy	18%	57%	25%	Writing	25%	57%	18%	Spelling	11%	54%	36%	Grammar and Punctuation	29%	46%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	43%	46%	11%																							
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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>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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>89 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	89 %	91 %	91 %	92 %	92 %	91 %	<p>Results: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	89 %	91 %	91 %	92 %	92 %	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>Students Attitudes to School - Connectedness to School</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

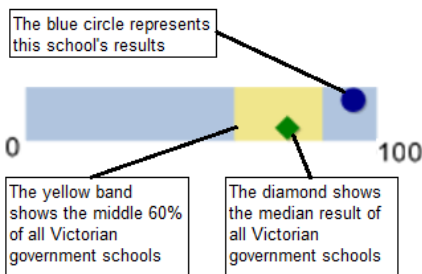
What are student outcomes?

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 colleges, 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.

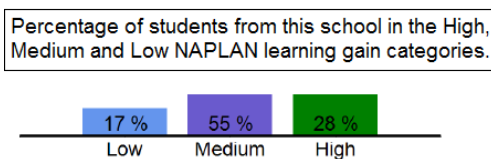
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

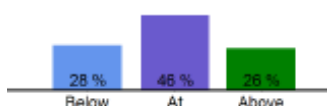


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,105,291	High Yield Investment Account	\$261,722
Government Provided DET Grants	\$367,470	Official Account	\$31,667
Government Grants Commonwealth	\$12,615	Total Funds Available	\$293,389
Revenue Other	\$59,410		
Locally Raised Funds	\$172,779		
Total Operating Revenue	\$2,717,566		
Expenditure		Financial Commitments	
Student Resource Package	\$2,156,917	Operating Reserve	\$75,000
Books & Publications	\$15,090	Asset/Equipment Replacement < 12 months	\$25,116
Communication Costs	\$8,715	Maintenance - Buildings/Grounds incl SMS<12 months	\$25,000
Consumables	\$50,441	Revenue Received in Advance	\$15,262
Miscellaneous Expense	\$272,052	School Based Programs	\$12,792
Professional Development	\$23,330	DET Central Coordination	\$68,404
Property and Equipment Services	\$164,982	Repayable to DET	\$48,275
Salaries & Allowances	\$42,053	Other recurrent expenditure	\$23,539
Trading & Fundraising	\$61,742	Total Financial Commitments	\$293,389
Travel & Subsistence	\$4,829		
Utilities	\$20,687		
Total Operating Expenditure	\$2,820,837		
Net Operating Surplus/-Deficit	(\$103,271)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

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.

Financial performance and position commentary

[Insert financial commentary here]