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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 2017 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 05 May 2018 at 03:35 PM by Bill Reid (Principal) |

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| * 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 Regulation 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 2017 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.
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| Attested on 16 May 2018 at 11:24 AM by Dean Giles (School Council President) |

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| **2017 Annual Report tothe School Community** |

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| School Name: Altona Meadows Primary School |

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| **About Our School** |

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| School Context |

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|  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 410 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. We currently have 21 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 and 2).Our teachers work in professional learning teams to improve the curriculum, reflect on their teaching practice, share information and co-operatively develop high quality activities and welfare programs for all students. We have continued to monitor students with poor attendance and have had regular contact with families about these issues. There has been some slight improvement in our attendance rates. We are particularly proud of our ongoing involvement in the Stephanie Alexander Kitchen Garden program as well as the work completed to keep our school grounds in good order.Our school has 35.2 equivalent full time staff: 2 Principal class, 28 teachers and 18 Education Support staff. |

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| Framework for Improving Student Outcomes (FISO)  |

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|  In 2017 our school focused on several areas of FISO. We put a lot of work into developing our three Professional Learning Teams covering Inquiry, ICT and Wellbeing. All of our staff are members of these teams which are led by members of the leadership team.Our ICT team has updated our whole school ‘Scope and Sequence’ planner and has started introducing coding into the curriculum.Our Wellbeing team has consolidated the ‘Start Up’ program and the CASEA social skills program as well as introducing a ‘Clubs’ program during lunchtime in the second half of the year.Our Inquiry team has been working on further developing our ‘Inquiry’ approach where students have more input into the content of their learning as well as the types of activities they will complete to demonstrate their learning. Members of this team and teachers in the Grade 3-4 unit have also been involved in trialling components of the Creative and Critical Thinking Capabilities. |

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| Achievement |

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| 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 78% of students working at the top 4 bands compared to 83% in similar schools.Reading: Our school has 85% of students working in the top 4 bands compared to 87% in similar schoolsWriting: Our school has 86% of students working in the top four bands compared to 91% in similar schools.**Year 5:** Numeracy: Our school has 84% of students in the top 4 bands compared to 81% in similar schools.Reading: Our school has 72% of students in the top four bands compared to 79% in similar schools.Writing: Our school has 78% of our students working in the top 4 bands compared to 84% in similar schools. Overall, our percentage of students in the top two bands has decreased compared to 2016.**Relative Growth Year 3-5:**Numeracy: Our school has 26% of our students making high learning growth compare to 23% in similar schools and 24% across the state.Reading: Our school has 19% of our students making high learning growth compared to 24% in similar schools.Writing: Our school has 14% of students making high learning growth compared to 21% in similar schools.In all programs for Students with a Disability, there has been satisfactory progress in achieving student goals.  |

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| Engagement |

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| Our attendance data continues to reveal a core group of students with high absence rates. During 2017 we have been implementing, monitoring and using intervention strategies to deal with student absences. Except for our Prep year level, we have reduced the average number of days absent at each grade level. We have also been able to reduce the number of unexplained absences at all year levels except Prep and grade 6. 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. Our school continues to enforce our school values program with an emphasis on Respect, Striving for Excellence and Being Resilient. |

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| Wellbeing |

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| 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 2017. |

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| For more detailed information regarding our school please visit our website atwww.amps.vic.edu.au |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 428 students were enrolled at this school in 2017, 203 female and 225 male.32 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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). |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:•         English•         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| **Performance Summary** |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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.Average 2017 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Few absences <------> Many absences |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| How to read the Annual Report |

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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **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. |

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| **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’). |

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| **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. |

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

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| **What does *School Comparison* referto?**TheSchool 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. |

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| **Financial Performance and Position** |

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| **Financial performance and position commentary** |

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| *An explanation of our total financial commitments are as follows. With a decrease in enrolments of over 30 students for 2018, we have had to allocate a portion of our funds to cover an expected shortfall in our staffing allocation. We have also set funds for improvements for our ICT infrastructure with many of our interactive whiteboards and ipads for student use coming to the end of their use by date. Funds have also been set aside for future grounds work as well as building maintenance across our entire school site.* |

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| Financial Performance - Operating StatementSummary for the year ending 31 December, 2017 |

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| Financial Position as at 31 December, 2017 |

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| **Revenue** |

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| **Actual** |

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| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $242,449 |
| Official Account | $27,221 |
| Other Accounts | $224,545 |
| **Total Funds Available** | **$494,215** |

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| Student Resource Package |

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| $3,599,270 |

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| --- | --- |
| Government Provided DET Grants | $779,469 |
| Government Grants Commonwealth | $3,200 |
| Government Grants State | $6,109 |
| Revenue Other | $16,784 |
| Locally Raised Funds | $224,157 |

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| **Total Operating Revenue** |

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| **$4,628,989** |

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| **Equity¹** |

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| Equity (Social Disadvantage) | $327,209 |

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| **Equity Total** |

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| **$327,209** |

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| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $125,498 |
| Asset/Equipment Replacement < 12 months | $15,266 |
| Beneficiary/Memorial Accounts | $46,157 |
| Revenue Receipted in Advance | $8,410 |
| Provision Accounts | $2,090 |
| Capital - Buildings/Grounds incl SMS>12 months | $296,794 |
| **Total Financial Commitments** | **$494,215** |

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| Student Resource Package² |

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| $3,496,991 |

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| --- | --- |
| Books & Publications | $4,002 |
| Communication Costs | $5,242 |
| Consumables | $107,374 |
| Miscellaneous Expense³ | $370,113 |
| Professional Development | $11,405 |
| Property and Equipment Services | $215,161 |
| Salaries & Allowances⁴ | $15,215 |
| Trading & Fundraising | $78,410 |
| Travel & Subsistence | $921 |
| Utilities | $32,235 |

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| **Total Operating Expenditure** |

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| **$4,337,070** |

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| **Net Operating Surplus/-Deficit** |

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| **$291,919** |

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| **Asset Acquisitions** |

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| **$0** |

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| (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. |

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| *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.* |

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