



Altona College (primary year levels)

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:

Result for this school: Median of all Victorian government schools:

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

Student Outcomes

School Comparison

Results achieved by students at this school compared to students at other Victorian government schools.

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

- 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.



- Overall socio-economic profile

low low-mid mid mid-high high

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

- Proportion of students with English as a second language

low low-mid mid mid-high high

- 165 students (59 female, 106 male) were enrolled at this school in 2009.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

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Range of results for the middle 60% of Victorian government schools:



Result for this school:



Median of all Victorian government schools:



Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



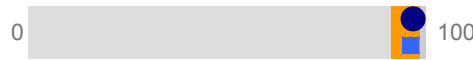
Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



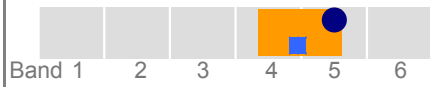
4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

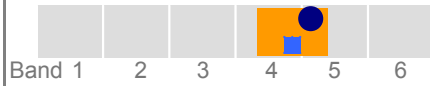
Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

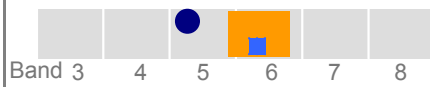
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

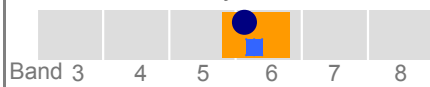
Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)





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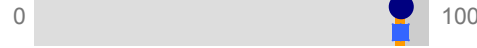
Student Engagement and Wellbeing

6. Student attendance

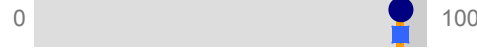
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Student Outcomes

Results: 2008



Results: 2005 - 2008 (4-year average)



School Comparison



Lower



Similar



Higher



Lower



Similar

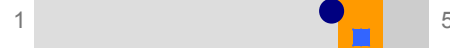


Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2009



Results: 2006 - 2009 (4-year average)



Lower



Similar



Higher



Lower



Similar



Higher



Altona College (secondary year levels)

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Combining teacher assessments from the Victorian Essential Learning Standards (VELS), the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests and the Victorian Certificate of Education (VCE).



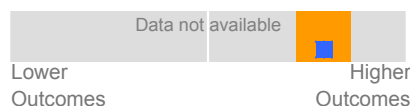
2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



3. Student Pathways and Transitions

Combining the number of students remaining at school through to Year 10 and students going on to further study or full-time employment from Years 10 to 12.

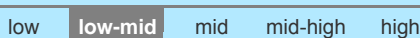


School Profile

- 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.

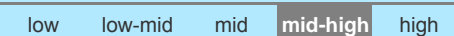


- Overall socio-economic profile



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

- Proportion of students with English as a second language






- 165 students (59 female, 106 male) were enrolled at this school in 2009.

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Student Learning

4. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years 7 to 10 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

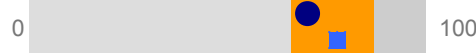
A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

Results: English and Mathematics 2008



Results: English and Mathematics 2007 - 2008 (2-year average)



Results: All other subjects 2008



Results: All other subjects 2007 - 2008 (2-year average)



School Comparison



5. NAPLAN Year 7

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 7 assessments are reported on a scale from Bands 4-9.

Bands represent different levels of achievement. For Year 7, the National Minimum Standard is at Band 5.

Results: Reading 2009



Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009



Results: Numeracy 2008-2009 (2-year average)



Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

6. NAPLAN Year 9

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 9 assessments are reported on a scale from Bands 5-10.

Bands represent different levels of achievement. For Year 9, the National Minimum Standard is at Band 6.

Results: Reading 2009



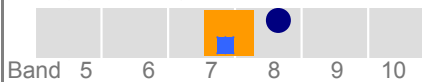
Results: Reading 2008 - 2009 (2-year average)



Results: Numeracy 2009






Results: Numeracy 2008-2009 (2-year average)



Altona College (secondary year levels)

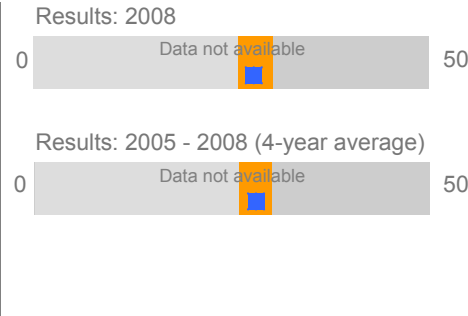
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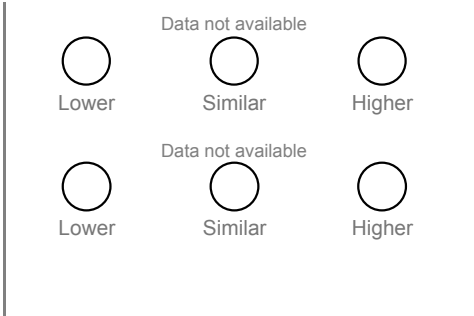
Student Learning

7. Victorian Certificate of Education (VCE)
 Mean study score from all VCE subjects undertaken by students at this school.
 This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Student Outcomes



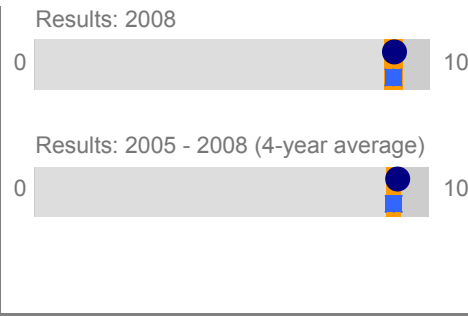
School Comparison



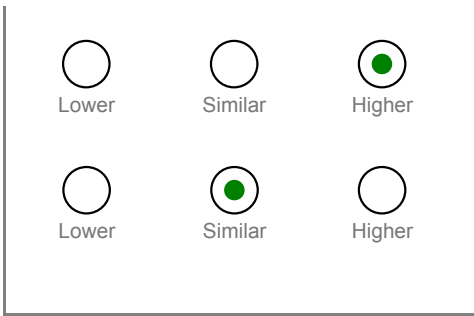
Student Engagement and Wellbeing

8. Student attendance
 Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

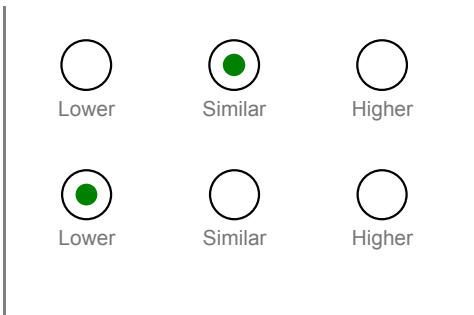
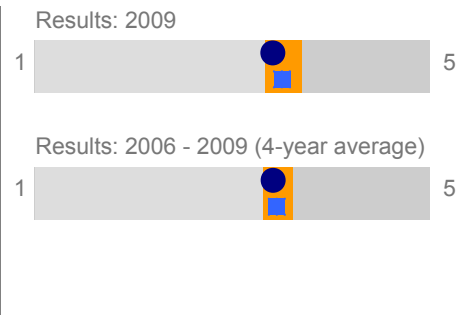
Student Outcomes



School Comparison



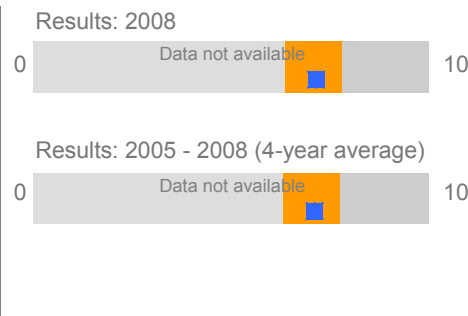
9. Student attitudes to school
 Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.



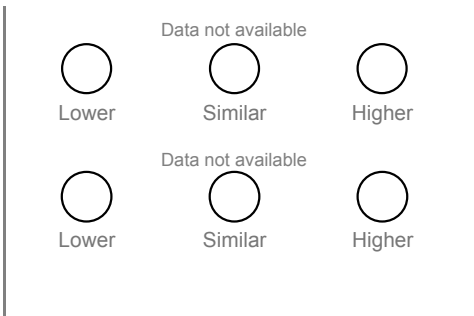
Student Pathways and Transitions

10. Student retention
 Percentage of Year 7 students who remain at the school through to Year 10.

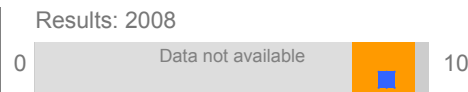
Student Outcomes



School Comparison



11. Students exiting to further studies and full-time employment
 Percentage of students from Years 10 to 12 going on to further studies or full-time employment.



School Comparison



Altona P-9 College

Altona P-9 College is a new, exciting school, with a proud history of both primary and secondary education in our community. We are nearing the end of a major building program, which has provided us with state-of-the-art facilities linked explicitly to the stages of learning. Our school is organised into three distinct, yet connected learning communities: P-4, 5-8 and Year 9.

Our school holds students at the centre of everything we do. We view our fundamental purpose as enabling each and every student to reach his/her full potential. We know our students as individuals and we believe that relationships are critical to achieving effective learning outcomes for students.

We believe that improvement in student learning outcomes in literacy and numeracy is the foundation for access to future pathways. It is this belief which helps define our goals and planning for the future. At Altona P-9 College the values of being RESPECTFUL, being a LEARNER and being CARING underpin all that we say and do.

Our school is part of a network of 18 schools in the City of Hobsons Bay that are working together towards improved learning outcomes as part of the Western Metropolitan Region’s commitment to the Blueprint for Education and Early Childhood Development.



Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>This year we are very proud of our Year 9 NAPLAN numeracy outcomes which were in the top 20% of all State Government schools and higher than other schools using the school comparison performance measures. Our Year 3 students achieved above the State median in NAPLAN reading and numeracy .</p> <p>With the exception of Reading in Year 5 NAPLAN, all student learning measures are in the middle 60% of all Victorian Government schools which is very pleasing.</p> <p>While the school is encouraged by the positive achievements in many areas of our student learning data, we remain absolutely committed to improvement in student learning outcomes for our whole school through the employment of consultants to work with our teachers in supporting the pedagogical improvement of our teaching staff.</p> <p>Our school supports the Western Metropolitan Region focus on improvement in literacy and numeracy and we have trained two school-based coaches in 2009.</p>	<p>The Attitudes to School survey is showing encouraging signs of improvement in terms of students' sense of belonging and enjoyment of school. In both Year 7 and 9 we are close to the State median.</p> <p>We have been working over several years to improve our attendance rate and we are very pleased with our 2008 P-6 data which was higher than other schools on the school comparison performance measures.</p> <p>To further improve connectedness to school, we have been working solidly on our Positive Behaviours approach. In consultation with our whole community, the school has established a core set of values that guide our work: respect, learn and care. A structured rewards system has been developed to acknowledge our students who follow our values.</p> <p>To strengthen this work we have appointed a Leading Teacher/Student Wellbeing.</p> <p>In 2010 the school will develop a structured P-9 Buddy system and implement further student voice and leadership opportunities.</p>	<p>Altona College has a transition program in place to support the transition points our students make at Kindergarten-Prep, Grade 4-6, 6-7 and pathways from Year 9.</p> <p>Our school is committed to ensuring that all of these transition points are managed well. Strategic planning for 2010 is focusing on further strengthening relationships with local kindergartens and primary schools through informal meetings, attendance at assemblies, provision of support and requests for meetings.</p> <p>The school has commenced formalising relationships with a variety of senior education providers to ensure pathway options for our exiting Year 9 students.</p> <p>Our whole school planning for 2010 will reflect this work and will establish clear goals, targets and milestones.</p>

For more detailed information regarding our school please visit our website at www.altonacollege.vic.edu.au
or view our 2008 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>

What is a *School Comparison*?

The *School comparison* is a new and different way of comparing school performance. It 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 Indigenous 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:

www.education.vic.gov.au/aboutschool/

School Comparison



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 and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*What our school is doing*' statement provides a summary of this school's improvement plan.