

# 2020 Annual Report to The School Community



School Name: **Altona Primary School (3923)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2020 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 29 April 2021 at 05:20 PM by Sarah Afioni (Principal)

The 2020 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 04 May 2021 at 11:06 AM by Chelsea Hughes (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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## What does the 'About Our School' section refer to?

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

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 includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Altona Primary School is located in the Hobson’s Bay Municipality in the South-Western Region and has proudly been providing public education since 1915. Altona Primary School has a proven history of learning growth and a positive school culture. Students engage in a literacy and numeracy curriculum that is differentiated based on needs, along with a specialist program consisting of Physical Education, ICT, Music, Art and Auslan as an additional language. All students embody the school values of respect, resilience, responsibility, collaboration, gratitude and aspiration. In 2020, Altona PS had 615 students enrolled from Prep to Year 6. The staffing profile consisted of 2.7 Principal class, 2 Leading Teachers, 2 Learning Specialists, the equivalent of 30 full time teaching staff, 6 Education Support staff, 3 administration staff, 1 technical support staff and 1 Business Manager. Over the course of 2020, the school had a substantive principal for the first semester and then 2 acting principals in Term 3 and Term 4, as the recruitment process was undertaken for a new substantive principal. The changes at the Principal level meant the leadership team, including the Assistant Principals and Leading Teachers had to adjust and adapt their roles to ensure continuity in school operations. The school is proud of its achievements over the course of a challenging year. The support and engagement of the parent body continued to reflect the strong community spirit and the strong partnerships between School Council, Friends and Families Committee and the wider school community.

### Framework for Improving Student Outcomes (FISO)

Altona PS commenced 2020 focused on the Key Improvement Strategies of curriculum planning and assessment and building practice excellence. This focus was in pursuit of building teacher capacity to optimise achievement in Maths and English. Implementing School Wide Positive Behaviours, empowering students and building school pride were also identified priorities in the Annual Implementation Plan (AIP). The shift to remote learning, brought about by a state-wide lockdown due to Covid-19, meant that associated strategies, actions and measures of success in the AIP needed to be modified to suit the changing context. Whilst the focus remained on optimising student achievement, staff needed to quickly adapt to online platforms to support learning from home. The school continuously reflected, sought feedback, evaluated and refined approaches to plan and deliver lesson content in the most effective ways. With the substantive principal leaving and then working with two acting principals throughout 2020, the uncertainty at a leadership level meant the school continuously reprioritised elements of the AIP to ensure focus was maintained on teaching and learning. The challenges of 2020 resulted in other strategies in the AIP, such as implementing School Wide Positive Behaviours having to be a future consideration.

### Achievement

Targets within the school’s AIP relying on measures of success based on NAPLAN data were not completed, however based on teacher judgement data, Altona Primary School continued to achieve high levels of students performing at and above expected level. In English, 94% of students were at or above expected levels and in Mathematics, 95% of students were at or above expected level. Both these results are above similar school results and state averages. While some students continued to thrive with the remote delivery of instruction and show expected growth, others were more challenged by this approach and did not maintain expected growth. The school has tracked these students and will continue to monitor throughout 2021. To support students during remote learning, Google Classroom was used as the platform to learn from home. Over the course of the remote learning period, the school adopted a live teaching model, with teachers delivering lessons through Google Meets. Asynchronous and synchronous learning supported students to have flexibility to access content. Whole class, small group and individual instruction evolved over both periods of remote learning, however implementing assessment practices proved to be a challenge. Teachers explored various ways to provide ongoing feedback which gave students an opportunity to monitor their own progress. This was a very successful approach and

will be incorporated into practice in 2021.

**Engagement**

Specialist programs during remote learning provided opportunities for students to engage with a wide range of learning experiences. Along with this, the specialist team were allocated a group of students to work with around engagement and attendance. This supported classroom teachers while working remotely and provided another point of contact while the community worked from home. Education Support staff also supported whilst students were learning at home, engaging with groups of students learning remotely and onsite.

The return to school following remote learning was strategically planned with an analysis of what worked well in online learning, which then informed planning for school-based learning experiences. This ensured students were reengaged into a safe and supportive environment. Celebrations to initially welcome students back on to the school site, along with transition activities allowed students to bring elements from their home environment into school. This ensured remote learning was translated back to onsite learning to enable continuity, rather than an isolated experience.

Student attendance and engagement with online content was monitored closely and followed up. Contact was made with all families, with at risk students being encouraged to attend onsite. Provisions were put in place to support these students with allocated staff, including members of the leadership team.

**Wellbeing**

Altona Primary School prides itself on providing a positive learning environment for all students, with wellbeing being a key focus. This continued to be prioritised for staff, students and their families over the 2020 school year, particularly with the challenges faced. At risk cohorts and individuals were identified and closely monitored on a shared database, including high ability, Koorie, PSD, Out of Home Care, and equity funded students.

With student and family wellbeing at the forefront, individual students and identified cohorts were connected with targeted support strategies and allocated a 'care team' including the classroom teacher, a member of the leadership team, an Educational Support Staff member and Specialist Teacher. Support strategies included individualised targeted teaching through Google Classroom on a daily basis, scheduled live differentiated teaching sessions in Literacy and Numeracy, daily wellbeing communication with families via phone or Webex and monitoring of general wellbeing. Necessary educational support was identified, and connections were made with appropriate resources or professionals. DET wellbeing staff and resources were utilised to support individual students, staff and families.

**Financial performance and position**

Altona Primary School maintained a sound financial position in 2020 with the report showing an operating surplus of \$79 900. No major funding or projects were undertaken with school closures, remote learning and disruption to industries. Funds that were allocated to minor projects were not able to be utilised, so these funds will be used to complete projects in 2021.

In 2020, School Council managed the procurement process to appoint a new OSHC provider, Their Care whose contract for service commenced with the school in 2021.

Fundraising efforts in 2020 were limited, however the School Council in partnership with the Friends and Families committee were able to adapt to provide remote experiences for families which resulted in some raised funds which have been allocated to grounds projects in 2021.

**For more detailed information regarding our school please visit our website at [www.altonaps.vic.edu.au](http://www.altonaps.vic.edu.au)**

# Performance Summary

The Performance Summary for government schools 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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 613 students were enrolled at this school in 2020, 329 female and 284 male.

12 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

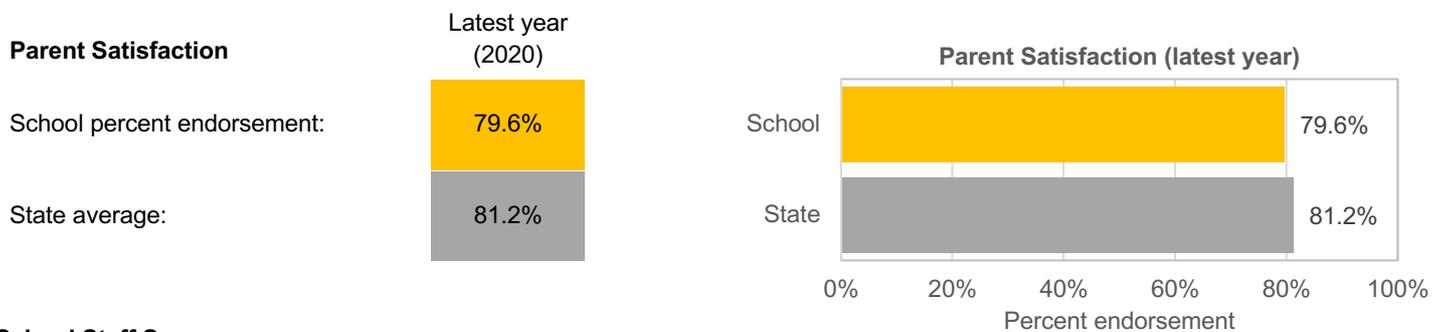
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

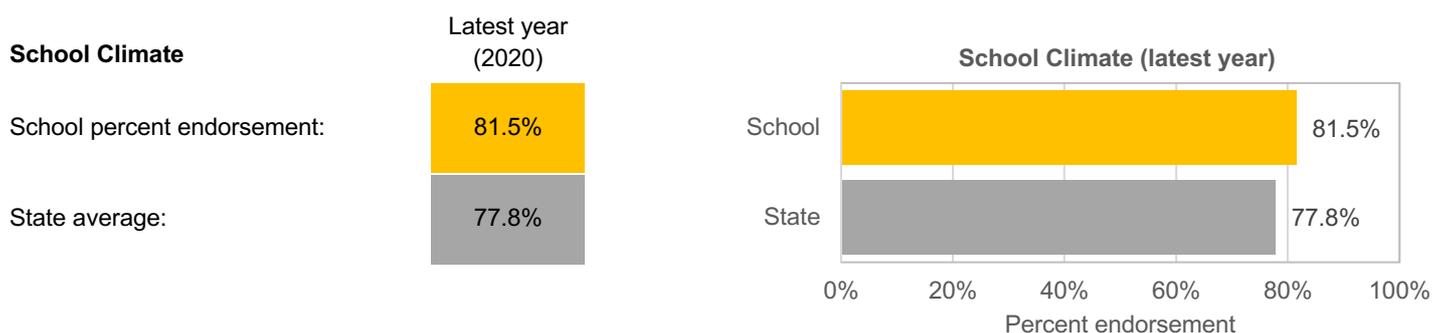


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

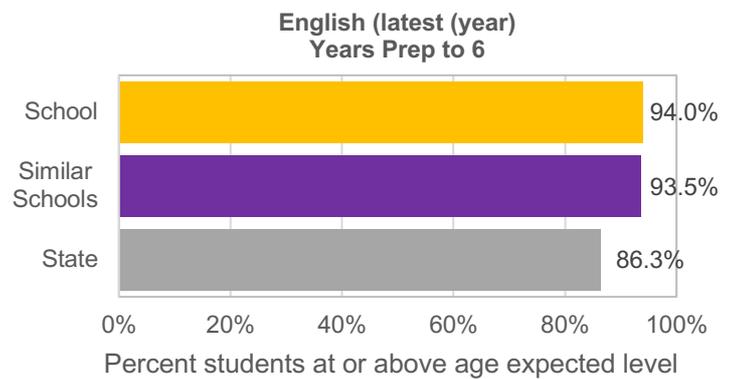
94.0%

Similar Schools average:

93.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

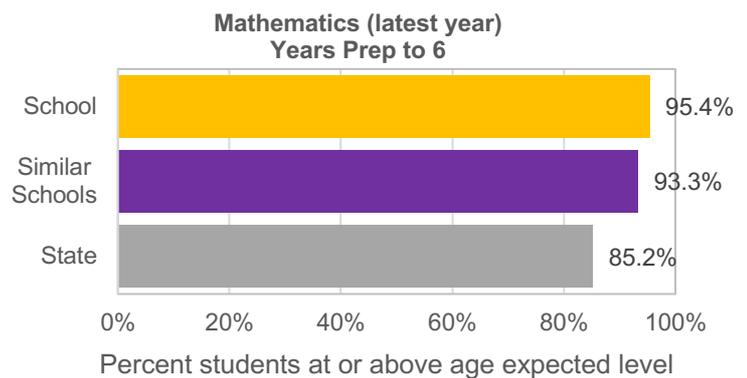
95.4%

Similar Schools average:

93.3%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

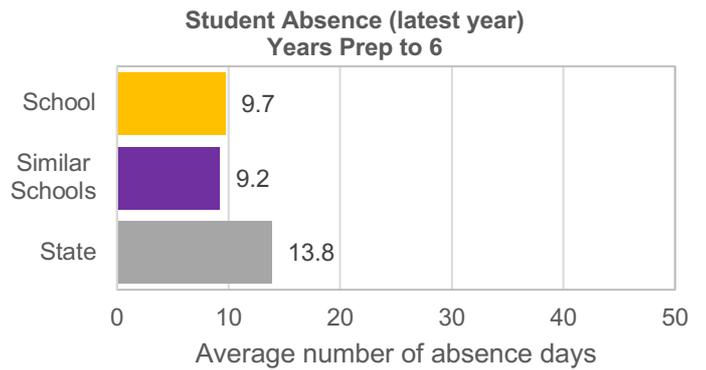
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.7	14.2
Similar Schools average:	9.2	12.7
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	95%	96%	95%	95%	94%	95%	95%

**WELLBEING**

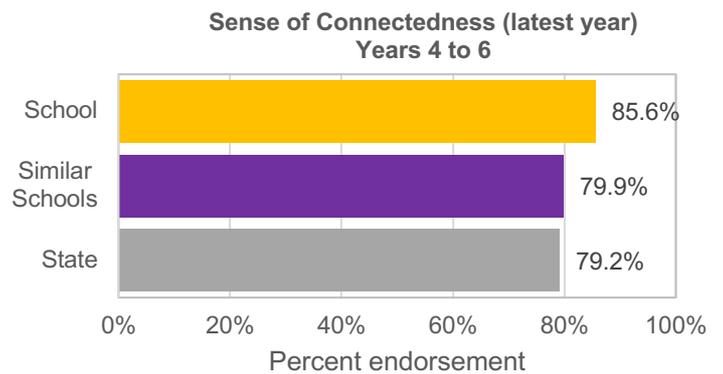
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**Student Attitudes to School – Sense of Connectedness**

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	85.6%	84.0%
Similar Schools average:	79.9%	80.8%
State average:	79.2%	81.0%



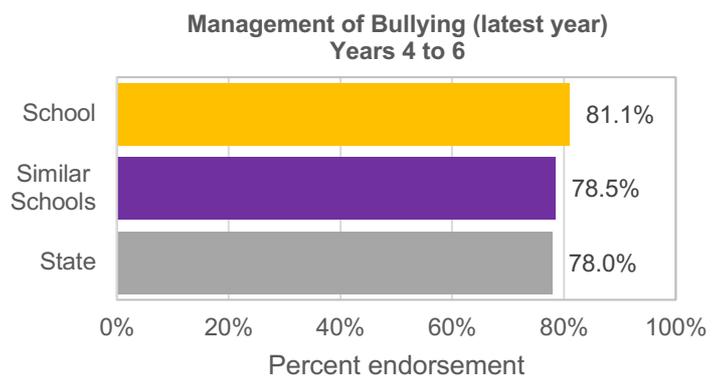
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.1%	81.6%
Similar Schools average:	78.5%	80.1%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$4,737,910
Government Provided DET Grants	\$502,164
Government Grants Commonwealth	\$1,142
Government Grants State	\$47,377
Revenue Other	\$7,490
Locally Raised Funds	\$202,814
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$5,498,896</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$34,250
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$34,250</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,748,287
Adjustments	NDA
Books & Publications	\$5,538
Camps/Excursions/Activities	\$17,277
Communication Costs	\$6,953
Consumables	\$86,040
Miscellaneous Expense <sup>3</sup>	\$17,006
Professional Development	\$10,858
Equipment/Maintenance/Hire	\$180,313
Property Services	\$139,616
Salaries & Allowances <sup>4</sup>	\$107,954
Support Services	\$24,538
Trading & Fundraising	\$23,059
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$51,556
<b>Total Operating Expenditure</b>	<b>\$5,418,996</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$79,900</b>
<b>Asset Acquisitions</b>	<b>\$81,152</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2020**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$391,435
Official Account	\$33,169
Other Accounts	\$1,290
<b>Total Funds Available</b>	<b>\$425,894</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$95,620
Other Recurrent Expenditure	\$4,292
Provision Accounts	NDA
Funds Received in Advance	\$56,454
School Based Programs	\$240,822
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$7,752
Repayable to the Department	\$700
Asset/Equipment Replacement < 12 months	\$13,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$418,639</b>

*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.*