

# 2021 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 2021 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 2022 at 08:25 AM by Sarah Afioni (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 29 April 2022 at 07:00 PM by Lynda Meredith (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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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).

#### **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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

## 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.

'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 disabilities 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

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### 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. The school has a proven history of learning growth, a positive school culture and strong community connections.

The vision at Altona Primary School is to provide a positive, challenging, innovative, caring and safe environment for our children, enabling them to learn academically, creatively, socially and emotionally in all aspects of life. We aim to achieve the best possible outcomes for all students within a vibrant, dynamic and nurturing learning environment.

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. Our learners embody the school values of respect, resilience, responsibility, collaboration, gratitude and aspiration.

A school review was completed early in 2021, at which time, the school had 602 students enrolled from Prep to Year 6 across 26 classes. Throughout the year, the impacts of Covid-19 and ongoing periods of lockdown saw a reduction in enrolments, with several families choosing to move to regional locations, interstate and overseas. By the end of the school year, approximately 575 students were enrolled.

The staffing profile in 2021 consisted of 2.7 Principal class, 2 Leading Teachers, 2 Learning Specialists, the equivalent of 31.8 full time teaching staff (including 1.6 FTE allocated to the Tutor Learning Initiative), 6 Education Support staff, 1 Business Manager, 3 administration staff and 1 technical support staff. The school had 6 ATSI students, however no staff were Aboriginal or Torres Strait Islander.

The school is proud of its achievements over the course of another challenging year in education. The support and engagement of the parent body continued to reflect the strong community spirit and the strong partnerships between School Council, the Friends and Families Committee and the wider school community.

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### Framework for Improving Student Outcomes (FISO)

Altona PS commenced 2021 with a School Review, which identified the Key Improvement Strategies within the Strategic Plan. A focus on 'building a whole school approach to curriculum and instruction' and 'building the school as a Professional Learning Community (PLC)' guided the allocation of resources in pursuit of improving literacy and numeracy, student engagement and wellbeing.

Through the year, teachers effectively engaged in PLCs with an emphasis on using student data to review and refine their practice. Through observations and professional learning, the school's instructional model was defined and documented, resulting in greater consistency of practice across the school. The role of the School Improvement Team was developed and allowed for a refinement of teacher professional learning.

Periods of remote learning, brought about by state-wide lockdowns due to Covid-19, meant that associated strategies, actions and measures of success in the Annual Implementation Plan needed to be modified to suit the changing context. Whilst the focus remained on optimising student achievement, staff and leadership needed to reprioritise and adapt to support learning from home.

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### Achievement

Achievement data shows pleasing progress towards the goals and targets within the school's strategic plan. Teacher judgement data for English shows 94.2% of students achieving at or above age expected standards. Similarly in Mathematics, 93.3% of students achieved at or above age expected standards. These results show performance above similar schools and stage averages.

Grade 3 NAPLAN results were well above similar schools and state averages with 94.8% of students achieving in the top three bands in Reading, and 88.3% in Numeracy. Grade 5 NAPLAN results show 74.4% of students performing in the Top 3 bands in Reading and 66.2% in Numeracy. While these are below similar schools, they remained above state averages.

NAPLAN learning gain results show well above expected achievement in the High Gain measure, indicating above expected growth from Grade 3 to Grade 5 across all learning areas for students at Altona Primary School.

Overall, the school's performance in 2021 shifted from the performance group 'Renew' to 'Stretch' indicating that school performance is improving. With a focused approach through PLCs across the school, analysing student performance and identifying areas of need are prioritised to ensure teaching is targeted to student needs.

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## Engagement

Students who had shown less than expected growth in 2020 engaged with the Tutor Learning Initiative in 2021. The learning outcomes were improved of students involved in this program. 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 2022.

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.

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.

Opportunities to enact and encourage student voice and agency continued to be explored in 2021. Student Voice Leaders were appointed in all Grade 3-6 classes across the school and were able to come together across the year to consult on whole school initiatives.

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## 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 2021 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.

In 2021, the school implemented a whole school approach to behaviour support. This included the introduction of a behaviour flow chart to support consistent approaches. By 'Living our Values' students were explicitly taught and rewarded for exhibiting these in the classroom, outside, online and in the community. Data from the Student Attitudes to School Survey shows improving results in the areas of 'Sense of Connectedness' and 'Management of Bullying', both measures above similar schools and state averages.

With another challenging year and enduring periods of lockdown, student and family wellbeing was at the forefront. Individual students and identified cohorts were connected with targeted support strategies or professionals, and DET

wellbeing staff and resources were utilised to support students, staff and families. While working in the remote space, staff wellbeing was supported through regular check-ins, reprioritised meeting agendas and connections with all available DET resources.

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## Finance performance and position

Altona Primary School maintained a sound financial position in 2021 with the report showing an operating surplus of \$89,556. Careful management of staffing through the workforce plan ensured the school did not shift into a deficit in 2021. The level of experience of teaching staff and associated wages has required a strategic restructure of the leadership and specialist profile within the school for 2022 to enable us to effectively manage our budget into the future.

The development of the 2021-2024 Strategic Plan and the 2021 Annual Implementation Plan provided the framework for school council to allocate funds to support school programs and priorities. To support the improvement of literacy, additional funding was allocated to purchase sets of quality reading materials to enhance classroom libraries. Further funds were also allocated to purchase professional texts and learning materials for staff to support with mathematics planning.

Due to the impact of several periods of lockdown due to Covid-19, no significant school funded projects were undertaken with closures and disruption to industries. Funds were allocated to complete minor grounds projects, including fencing around the staff carpark, replacement of soft-fall mulch in all playgrounds and ongoing general maintenance works.

Fundraising efforts in 2021 were limited, however the School Council in partnership with the Friends and Families committee were able to adapt to provide experiences for families which resulted in some raised funds. These have been allocated to the enhancement of outdoor learning spaces and grounds projects in 2022.

**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 602 students were enrolled at this school in 2021, 332 female and 270 male.

11 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).

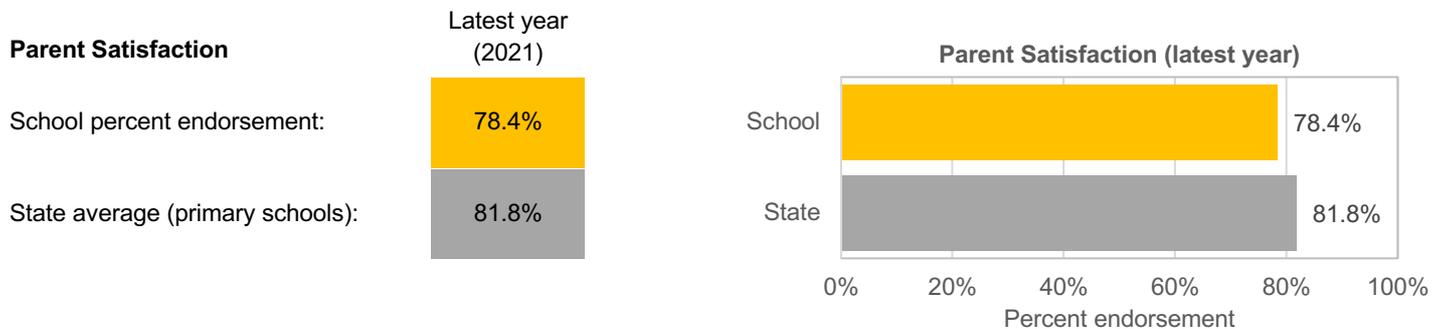
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

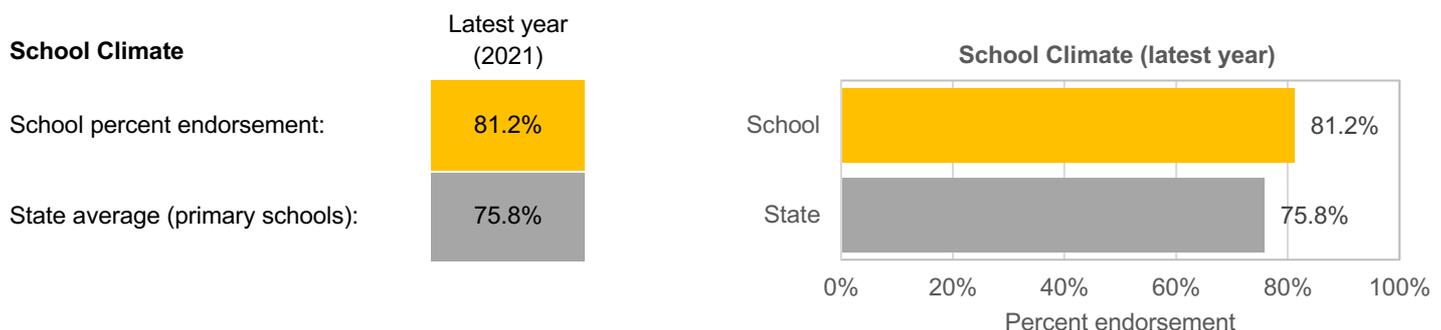


### School Staff Survey

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  
(2021)

School percent of students at or above age expected standards:

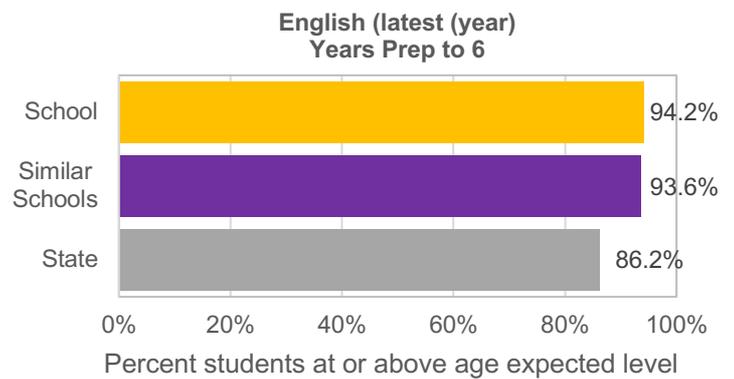
94.2%

Similar Schools average:

93.6%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

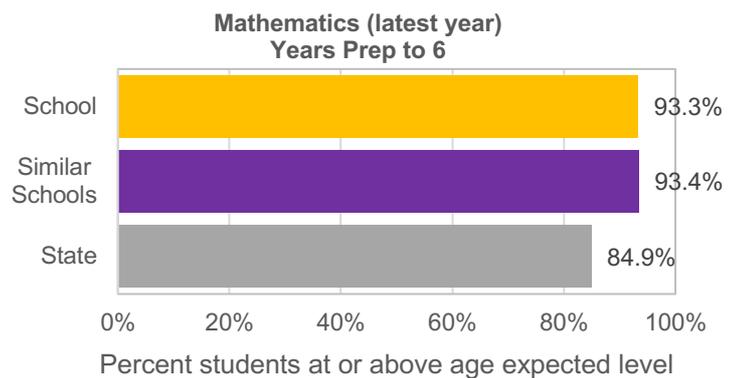
93.3%

Similar Schools average:

93.4%

State average:

84.9%



**ACHIEVEMENT (continued)**

**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.

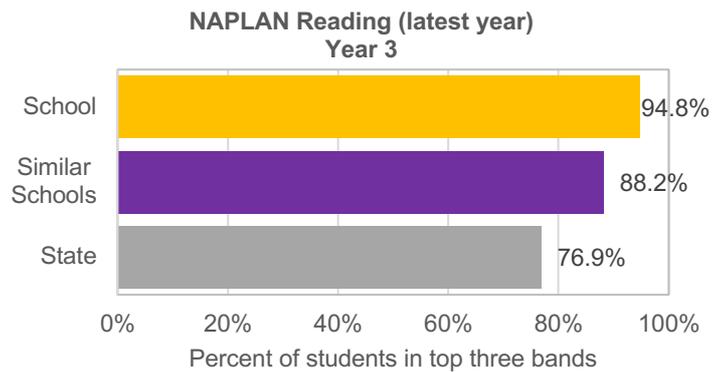
**NAPLAN**

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

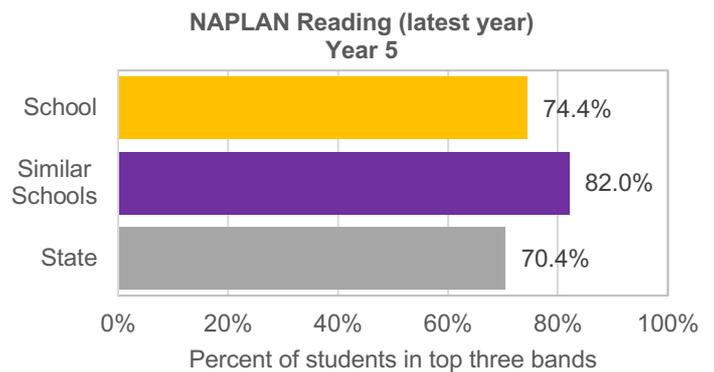
**Reading  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.8%	89.3%
Similar Schools average:	88.2%	87.2%
State average:	76.9%	76.5%



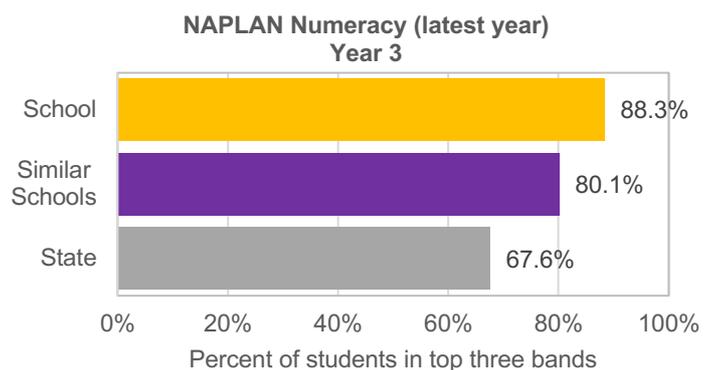
**Reading  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	74.4%	73.5%
Similar Schools average:	82.0%	79.4%
State average:	70.4%	67.7%



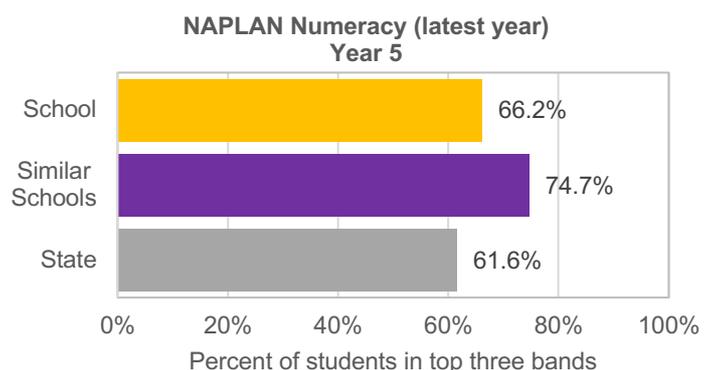
**Numeracy  
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.3%	78.8%
Similar Schools average:	80.1%	81.6%
State average:	67.6%	69.1%



**Numeracy  
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	66.5%
Similar Schools average:	74.7%	72.9%
State average:	61.6%	60.0%



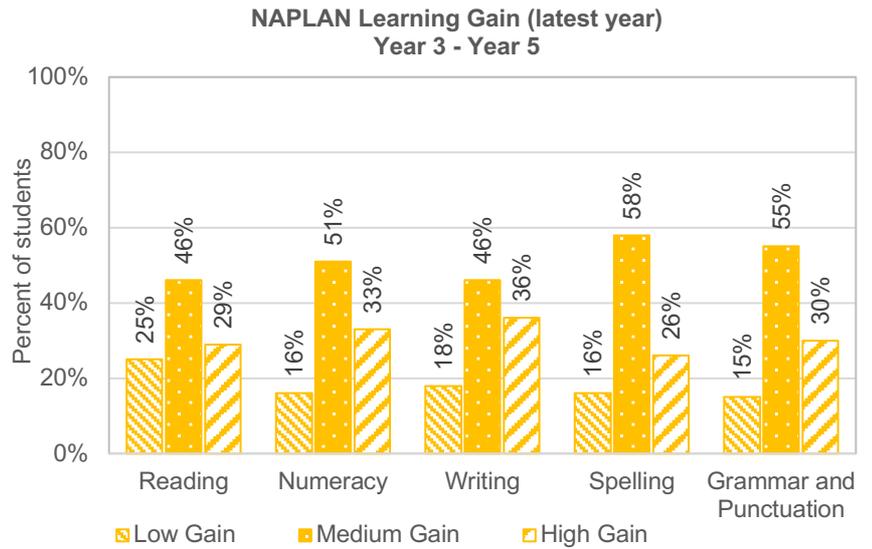
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	46%	29%	27%
Numeracy:	16%	51%	33%	27%
Writing:	18%	46%	36%	28%
Spelling:	16%	58%	26%	23%
Grammar and Punctuation:	15%	55%	30%	25%



## ENGAGEMENT

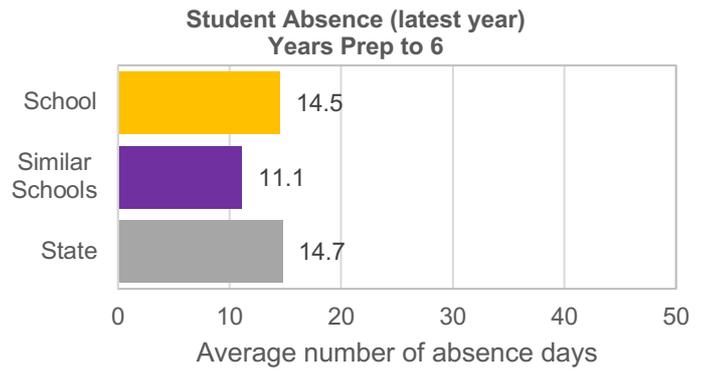
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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 and 2021 may have been influenced by COVID-19.

#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.5	14.0
Similar Schools average:	11.1	12.1
State average:	14.7	15.0



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	89%	93%	93%	95%	93%	92%	93%

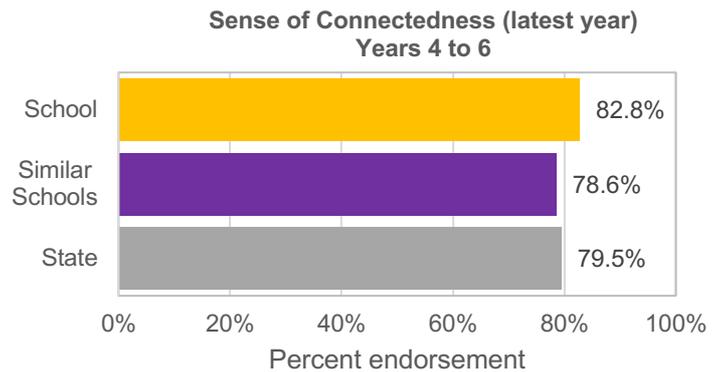
## WELLBEING

**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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	82.8%	83.9%
Similar Schools average:	78.6%	79.8%
State average:	79.5%	80.4%

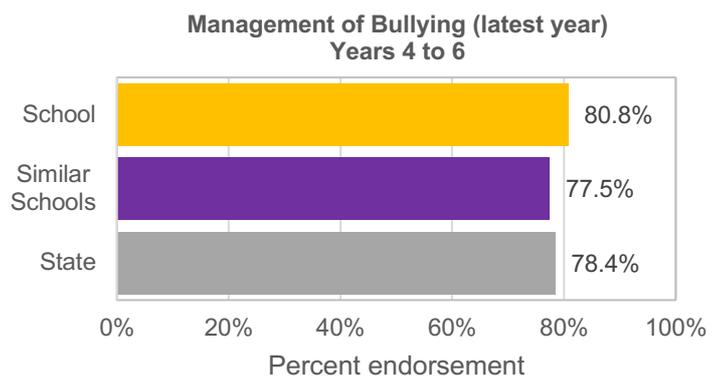


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	80.8%	82.1%
Similar Schools average:	77.5%	79.2%
State average:	78.4%	79.7%



*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$4,824,739
Government Provided DET Grants	\$431,109
Government Grants Commonwealth	\$4,850
Government Grants State	\$1,459
Revenue Other	\$5,097
Locally Raised Funds	\$340,573
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,607,827</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,960
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$29,960</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,822,077
Adjustments	\$0
Books & Publications	\$26,894
Camps/Excursions/Activities	\$117,339
Communication Costs	\$4,786
Consumables	\$86,898
Miscellaneous Expense <sup>3</sup>	\$18,405
Professional Development	\$9,455
Equipment/Maintenance/Hire	\$83,954
Property Services	\$47,122
Salaries & Allowances <sup>4</sup>	\$83,624
Support Services	\$140,859
Trading & Fundraising	\$30,633
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$46,224
<b>Total Operating Expenditure</b>	<b>\$5,518,271</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$89,556</b>
<b>Asset Acquisitions</b>	<b>\$8,130</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 24 Feb 2022 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 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$517,415
Official Account	\$6,543
Other Accounts	\$8,235
<b>Total Funds Available</b>	<b>\$532,193</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$108,885
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$69,909
School Based Programs	\$207,690
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$4,268
Repayable to the Department	\$700
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$441,452</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.*