

2022 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).
- 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 of the previous calendar year 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 01 May 2023 at 01:31 PM by Sarah Afioni (Principal)

- This 2022 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 05 May 2023 at 01:58 PM by Said Shafa (School Council President)

How to read the Annual Report

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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

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.

In 2022, Altona Primary School accommodated 23 classes for 552 students from Prep to Grade 6. Enrolment is drawn from the local neighbourhood with the school having an SFOE (Student Family Occupation Index) of 0.162 representing a low level of socio-educational disadvantage.

Students at Altona Primary School engage in a literacy and numeracy curriculum that is differentiated based on needs and ensures a level of challenge for all learners. In 2022, students participated in a specialist program which consisted of Physical Education, Music, Visual Art and Auslan as an additional language. Learners at APS embody the school values of respect, resilience, responsibility, collaboration, gratitude and aspiration and are explicitly taught these values through a whole school positive behaviour support framework.

The staffing profile in 2022 consisted of 2.7 Principal class, 1 Leading Teacher, 2 Learning Specialists, the equivalent of 27.2 full time teaching staff, 6 Education Support staff, 1 Business Manager, 3 administration staff and 1 technical support staff. Staff work collaboratively in Professional Learning Communities and reflect upon and develop their practice with the support of the School Improvement Team.

The school is incredibly proud of its achievements over the course of 2022. 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, Altona Primary School focused on ensuring that teaching and learning was focused on responding to the needs of all learners while ensuring that every learner was challenged. Teaching teams collaboratively planned curriculum, explored effective and responsive teaching strategies through Professional Learning and monitored student progress through standardised tests and moderated assessment.

Achievement data showed pleasing progress towards the goals and targets within the school's strategic plan. Teacher judgement data for English shows 94.9% of students achieving at or above age expected standards. Similarly in Mathematics, 95% of students achieved at or above age expected standards. These results show performance above similar schools and stage averages.

Grade 3 NAPLAN results were consistent with similar schools and well above state averages with 87.7% of students achieving in the top three bands in Reading, and 75% in Numeracy.

Grade 5 NAPLAN results show performance above similar schools and well above state averages with 85.7% of students performing in the Top 3 bands in Reading and 71.4% in Numeracy. These outcomes also show a considerable improvement from 2021 which can be attributed, in part, to the school being involved in a regional 'project' to track and monitor the improvement of students from Grades 3-5 and identify and implement high impact teaching strategies.

Teachers worked in Professional Learning Communities across the school which had a consistent and clear focus on improving outcomes. Student performance was monitored, regularly analysed and areas of need were identified to ensure teaching was explicit, responsive, and targeted.

Overall, the school's performance in 2022 in the areas of Literacy and Numeracy shifted to the performance group 'Influence' in the School Performance Report. This indicates that the school is in the high performing category and improving.

Wellbeing

Altona Primary School prides itself on providing a positive learning environment for all students, with wellbeing a key focus. This continued to be prioritised for staff, students and their families over the 2022 school year.

With student and family wellbeing 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. At risk cohorts and individuals were identified and closely monitored, including high ability, Koorie, PSD, Out of Home Care, and equity funded students.

Following extended periods of remote learning prior to 2022, some students were identified as needing extra learning and wellbeing supports. Students who had shown less than expected learning growth in 2021 engaged with the Tutor Learning Initiative in 2022. This program was delivered as a response to intervention model with tutors working with identified individuals and small groups. Learning outcomes were successfully improved for students involved in this program, evidenced through assessments and teacher judgement data.

In 2022, the school continued to implement and evaluate a whole school approach to positive behaviour support. This included the refinement of a behaviour flow chart to support consistent approaches in the classroom and in the yard. Data from the Student to Attitudes to School survey shows improving results in the 'Management of Bullying' measure with 78.7% of students responding positively which is above similar schools and close to state average.

As a school we 'Live our Values' and students are explicitly taught and rewarded for exhibiting these in the classroom, outside and in the community. Having a consistent language and approach across the school and coming together each week to celebrate achievements supports connection across the school. Data from the Student Attitudes to School survey shows improving results in the area of 'Sense of Connectedness' with 78.7% positive student responses measuring above similar schools and state averages.

Engagement

In 2022, engagement focused on relationships, improving student voice and agency and enhancing students' sense of belonging. Following the challenges brought about by remote learning and lockdowns in previous years, the school ensured that appropriate supports were in place to improve engagement to support student learning.

Attendance data shows an average number of absence days of 21.7 across the school, with these measures slightly higher than similar schools, but below state averages. With continued requirements in 2022 for those showing symptoms of Covid-19 to stay home, a number of student absences across the school over the year were related to the pandemic. Along with this, the easing of travel restrictions saw a number of absences coded as 'parent choice' as families took extended holidays.

In 2022, Altona Primary School focused on reengaging our community through shared learning experiences, events and improved communication. The introduction of Showcases of Learning across the school provided an opportunity for students to share their learning and achievements with members of our community, in open classroom sessions each term. Along with this our community were engaged with whole school sporting events, a very successful school concert and Colour Run and community picnics.

Opportunities to enact and encourage student voice and agency continued to be explored in 2022. Student Voice Leaders were appointed in all Grade P-6 classes across the school and were able to come together each week to consult on whole school initiatives. This included canvassing ideas to improve our school grounds, providing feedback to teachers around the curriculum and supporting the leadership team to share the rationale for decisions that were made that impacted the students' experience.

Financial performance

Altona Primary School maintained a sound financial position in 2022 with the Student Resource Package showing a surplus of \$142,190. Careful management of staffing through the workforce plan ensured the school did not shift into a deficit in 2022. This

position was also maintained to ensure the school could accommodate the possible return of a substantive staff member who was on leave for most of the school year.

In 2022, the school received \$28,599 in Equity Funding which was used to provide resources and provide an additional allocation of time to our learning specialists and team leaders to monitor student data to effectively plan for instruction across the cohorts. The school also received approximately \$113,000 for the Tutor Learning Initiative from DET which enabled us to employ two staff to implement the tutor program for identified students.

With increased staff absence brought about by illness and requirements to stay home, the employment of casual relief teachers was a significant expense for the school at approximately \$170,000. Such an expense supported the school to limit class splitting or collapsing specialist programs.

In 2022 the school invested in a much needed upgrade to the IT server at an expense of approximately \$30,000 along with the lease of 60 new laptops. We also invested approximately \$20,000 in new books to support instruction and use in our classroom libraries across the school.

Fundraising efforts in 2022 were successful, supported by our School Council and enabled by our dedicated Friends and Families Committee. Through these efforts, the school was able to invest in a \$25,000 upgrade to playground equipment, install a Gaga Pit and purchase other equipment to enhance outdoor learning and play.

**For more detailed information regarding our school please visit our website at
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 2.0 (FISO 2.0).

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 552 students were enrolled at this school in 2022, 296 female and 256 male.

9 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).

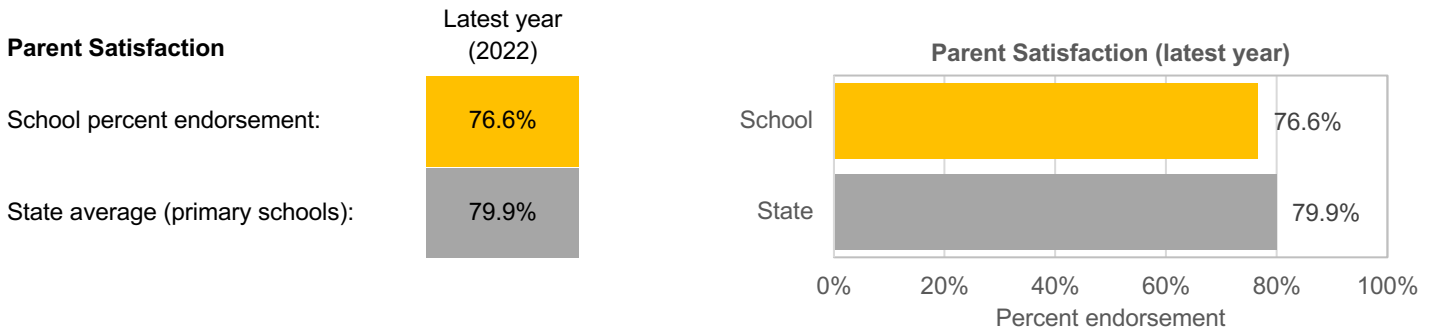
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

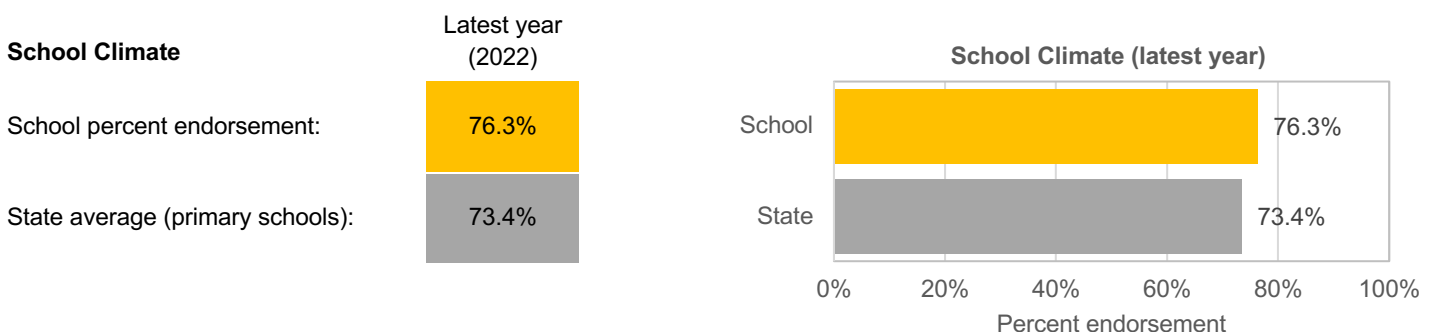


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

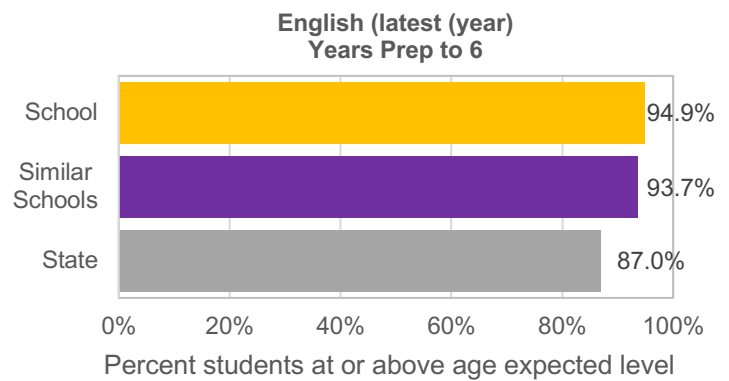
94.9%

Similar Schools average:

93.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

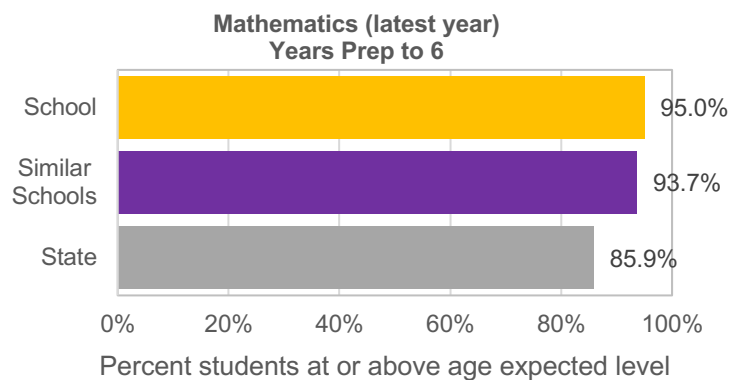
95.0%

Similar Schools average:

93.7%

State average:

85.9%



LEARNING (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.

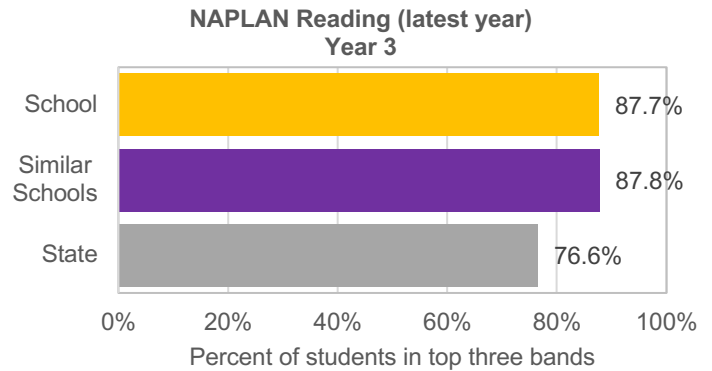
NAPLAN

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 2019, 2021 and 2022 data.

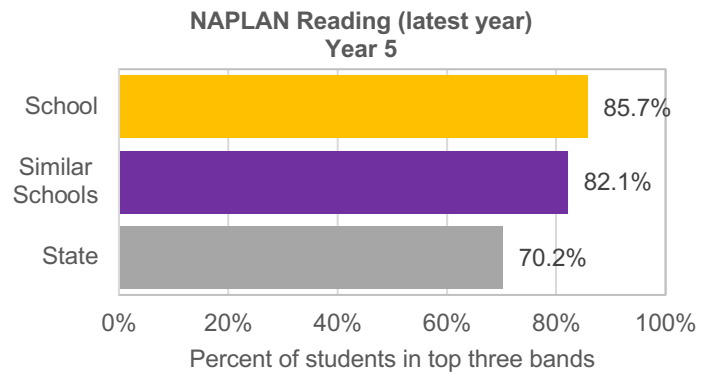
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.7%	87.7%
Similar Schools average:	87.8%	88.1%
State average:	76.6%	76.6%



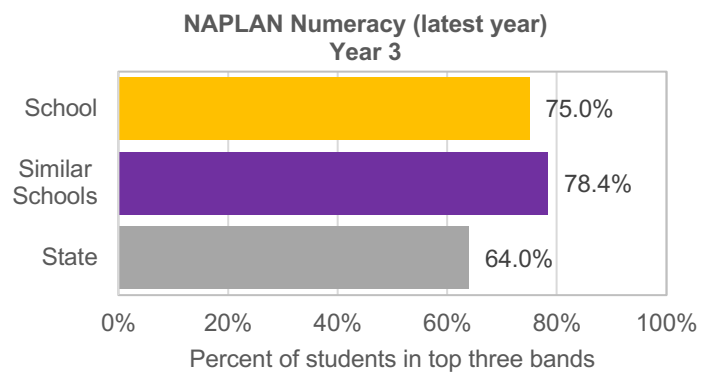
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	75.9%
Similar Schools average:	82.1%	81.4%
State average:	70.2%	69.5%



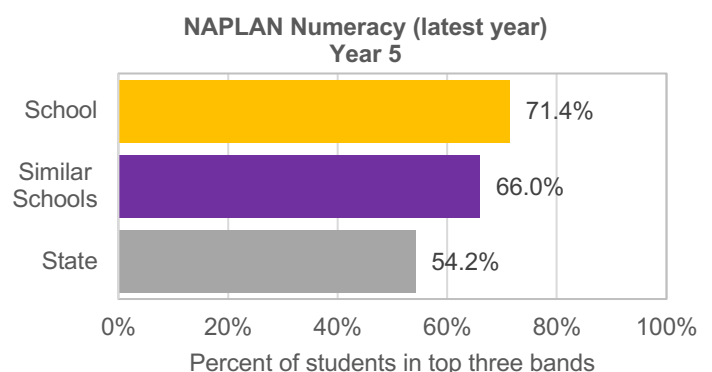
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	77.0%
Similar Schools average:	78.4%	79.9%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.4%	65.3%
Similar Schools average:	66.0%	71.4%
State average:	54.2%	58.8%



WELLBEING

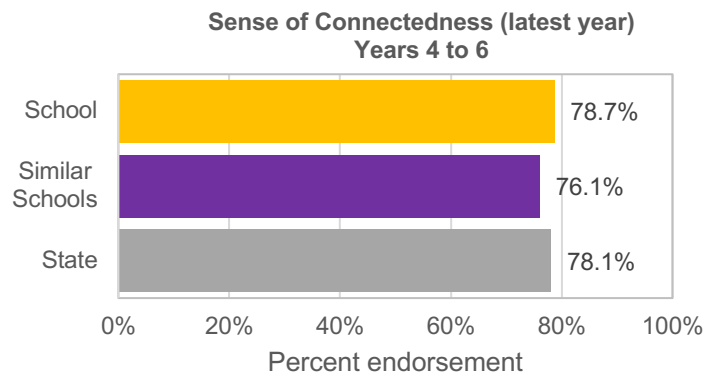
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School percent endorsement:	78.7%	83.4%
Similar Schools average:	76.1%	78.2%
State average:	78.1%	79.5%

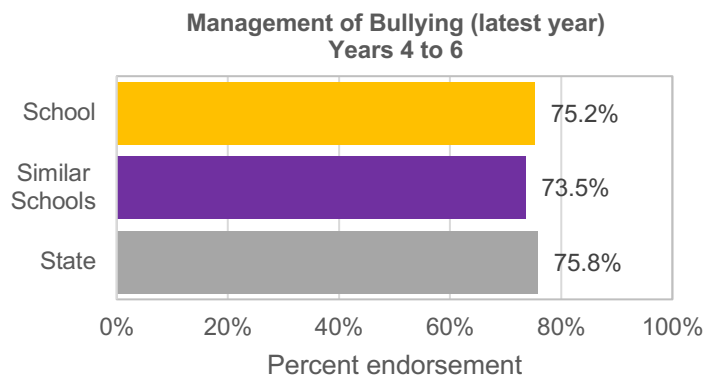


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	75.2%	80.3%
Similar Schools average:	73.5%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

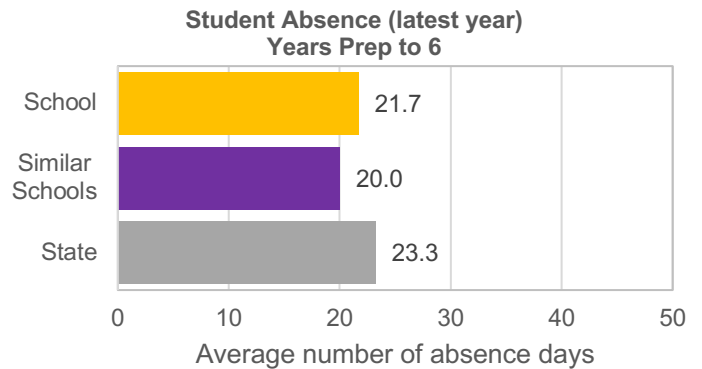
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.7	15.5
Similar Schools average:	20.0	13.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	88%	88%	89%	89%	89%	91%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,760,963
Government Provided DET Grants	\$452,434
Government Grants Commonwealth	\$894
Government Grants State	\$0
Revenue Other	\$31,578
Locally Raised Funds	\$456,776
Capital Grants	\$0
Total Operating Revenue	\$5,702,645

Equity ¹	Actual
Equity (Social Disadvantage)	\$28,599
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$28,599

Expenditure	Actual
Student Resource Package ²	\$4,618,773
Adjustments	\$0
Books & Publications	\$20,678
Camps/Excursions/Activities	\$142,162
Communication Costs	\$3,920
Consumables	\$103,268
Miscellaneous Expense ³	\$23,976
Professional Development	\$9,880
Equipment/Maintenance/Hire	\$58,529
Property Services	\$70,081
Salaries & Allowances ⁴	\$197,486
Support Services	\$47,073
Trading & Fundraising	\$31,556
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$49,522
Total Operating Expenditure	\$5,376,905
Net Operating Surplus/-Deficit	\$325,741
Asset Acquisitions	\$63,159

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$539,158
Official Account	\$63,925
Other Accounts	\$14,901
Total Funds Available	\$617,984

Financial Commitments	Actual
Operating Reserve	\$115,577
Other Recurrent Expenditure	\$15,199
Provision Accounts	\$0
Funds Received in Advance	\$45,000
School Based Programs	\$190,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$33,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
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
Total Financial Commitments	\$399,276

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.