

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 April 2024 at 04:37 PM by Sarah Afioni (Principal)

- This 2023 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 27 April 2024 at 10:40 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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 2023, Altona Primary School accommodated 22 classes for 529 students from Prep to Grade 6. Enrolment was drawn from the local neighbourhood with the school having an SFOE (Student Family Occupation Index) of 0.1582 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 2023, students participated in a specialist program which consisted of Physical Education, Music, Visual Art, STEM and Auslan as an additional language. Our learners embody the school values of respect, resilience, responsibility, collaboration, gratitude and aspiration and are explicitly taught these values through our whole school positive behaviour support framework.

The staffing profile in 2023 consisted of 2.7 Principal class, 2 Learning Specialists, the equivalent of 26.6 full time teaching staff, 5 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 2023. 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 2023, 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 95.7% of students achieving at or above age expected standards. Similarly in Mathematics, 96.8% of students achieved at or above age expected standards. These results show performance above similar schools and state averages and are an improvement from the previous year.

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.

NAPLAN results in 2023 were very pleasing for both Grade 3 and Grade 5, with high percentages of students achieving 'Exceeding' and 'Strong' across all assessments.

Grade 3 NAPLAN results were above similar schools and well above state averages with 84.5% of students achieving Strong or Exceeding in Reading, and 84.3% in Numeracy.

Grade 5 NAPLAN results show performance above similar schools and well above state averages with 91.7% of students performing in Strong or Exceeding in Reading and 91.5% in Numeracy.

The school is incredibly proud of student performance in these assessments and whilst NAPLAN was revised in 2023 and outcomes are not comparable to previous years, when compared with Similar Schools and State averages, we have seen a considerable improvement over the course of our strategic plan.

A focus on monitoring the improvement of students from Grades 3-5 has been an ongoing priority which has ensured that instruction is responsive and differentiated and those performing above standard are challenged through enrichment opportunities.

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 2023 school year.

Individuals and identified cohorts were connected with targeted strategies or professionals, which supported students, staff and families. At risk cohorts and individuals were identified and closely monitored, including high ability, ATSI, PSD, Out of Home Care, and equity funded students.

In 2023, the school was part of the Disability Inclusion reform with the introduction of Tier 2 funding. This allowed for the appointment of an Inclusion Learning Specialist and the formation of a wellbeing team, enabling a greater focus on classroom practice that promotes inclusion and creates an environment that supports all learners.

Inclusion guidelines were created and implemented across the school with great success. Individual Education Plans were a focus to ensure classroom adjustments were documented and supported learners needs. The Zones of Regulation was implemented across the school to develop a common language and understanding around emotional regulation.

Professional learning was undertaken to support staff to build their capacity around Tier 1 intervention and how reasonable adjustments are implemented across the school. Participation in a network Community of Practice supported leaders to understand and implement Disability Inclusion Profiles.

In 2023, there was a continued whole school approach to positive behaviour support. Data from the Student to Attitudes to School survey shows results in the 'Management of Bullying' measure at 73.4% of students responding positively. The school further analysed this response by running focus groups to better understand student perception and acknowledged that greater visibility of the behaviour flowchart was required.

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 and coming together each week to celebrate achievements supported connection across the school. Along with the introduction of buddies in 2023, data from the Student Attitudes to School survey shows improving results in the area of 'Sense of Connectedness' with 79.8% positive student responses, measuring above similar schools and state averages.

Engagement

In 2023, engagement focused on relationships, improving student voice and agency and also increasing students understanding of Stimulated Learning.

The school ensured that appropriate supports were in place to improve and enhance engagement and support student learning at all levels. Enrichment and extension groups were initiated in mathematics, students participated in the Victorian High Ability Program and a team of students participated in the Maths Olympiads. Literacy Intervention continued for those students identified as needing further support through the Tutor Learning Program.

Attendance data shows an average number of absence days of 17.6 across the school, with these measures comparable to similar schools, and below the state average of 20.5 absent days. The school monitors student absence data regularly and unexplained absences are followed up either by the teacher or a member of the principal team.

A large percentage of students with absences above 15 days were explained and coded as 'parent choice', with families taking extended holidays or visiting relatives overseas.

The school also identified increasing numbers of students being withdrawn from school to attend appointments including speech, psychology and occupational therapy. Where possible, the school encouraged allied health professionals to work onsite, enabling students to access appointments without travel time and reduce extended absence from school.

In 2023, Altona Primary School focused on connecting our community through shared learning experiences and events. 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, our school concert, and community picnics.

Opportunities to enact and encourage student voice and agency continued to be enhanced in 2023. 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 2023. The Student Resource Package (SRP) was carefully managed through the workforce plan, however some necessary changes to staffing (roles and time fractions) through the year resulted in an unexpected SRP surplus in 2023.

The expenditure of other budgets prioritised spending that supported the educational outcomes for students across the school. The school received \$24,470 in Equity Funding which was used to provide an additional allocation of time to team leaders to monitor data and plan for effective instruction.

The employment of casual staff was a significant expense for the school at approximately \$215,000 through school level payroll. This ensured coverage of teachers and educational support staff on leave. Curriculum Contributions gratefully received from families enhanced classroom and specialist subject budgets.

Fundraising efforts in 2023 were successful, supported by our School Council and enabled by our dedicated Friends and Families Committee. At the end of 2023, school council approved a 3 year licence agreement with Their Care to provide the Out of School Hours program at Altona Primary School.

In the 2023-2024 budget, Altona Primary School received \$1.2 million in funding to upgrade and modernise the school's fencing and playground space. The Victorian School Building Authority worked with the school to appoint architects and commenced the planning phase of this project in 2023, with work continuing into 2024.

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 531 students were enrolled at this school in 2023, 272 female and 259 male.

8 percent of students had English as an additional language and NDP 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).

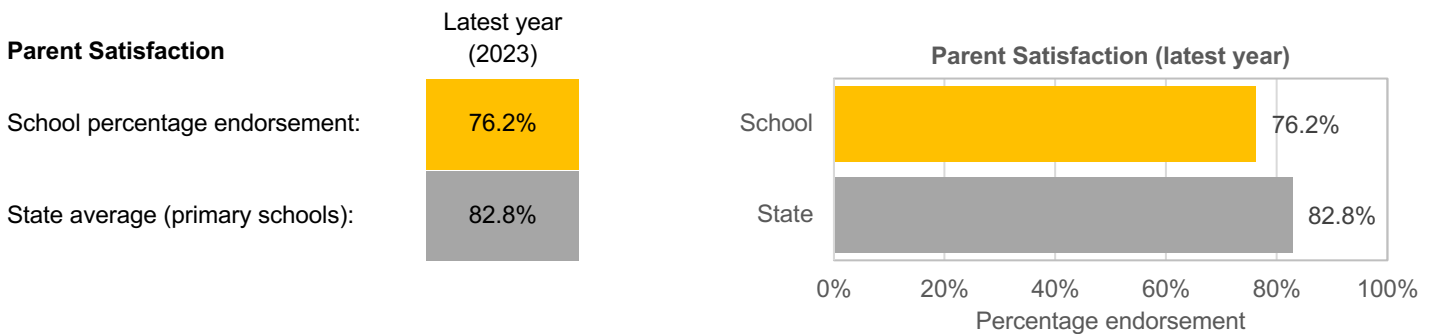
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

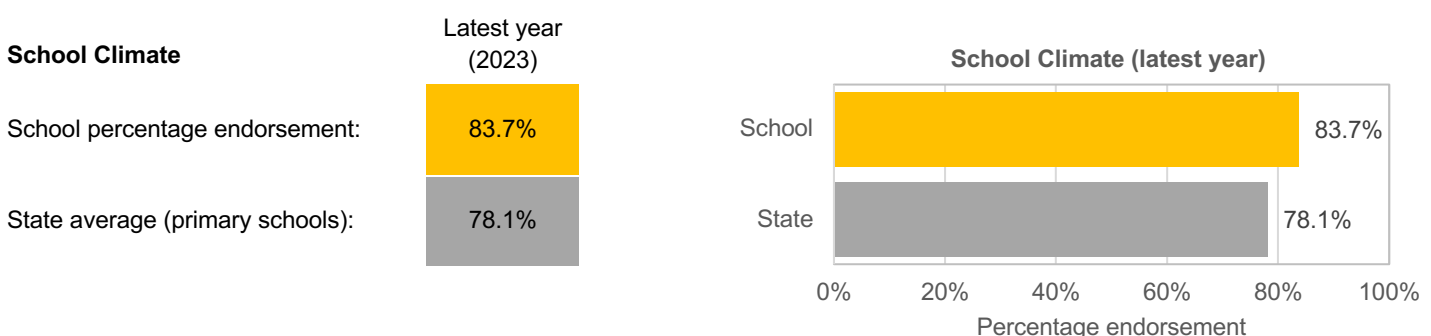


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

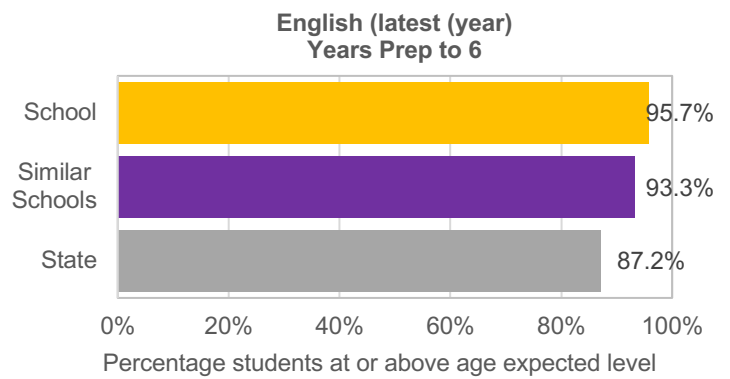
95.7%

Similar Schools average:

93.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

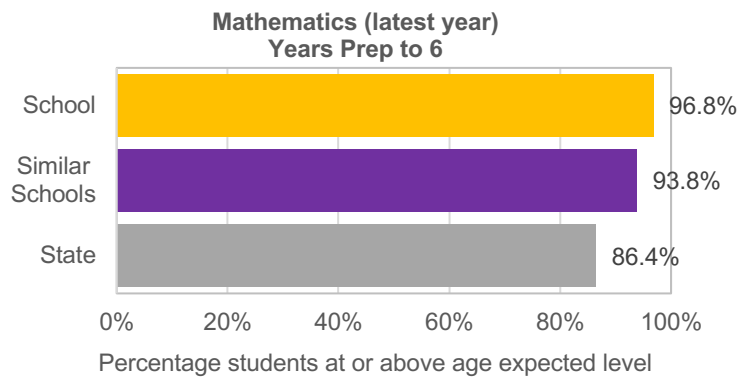
96.8%

Similar Schools average:

93.8%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.5%

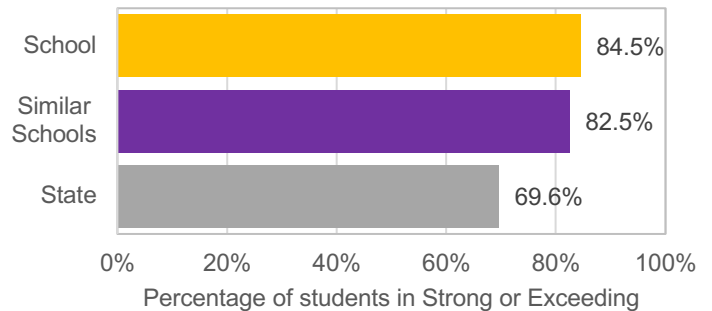
Similar Schools average:

82.5%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.7%

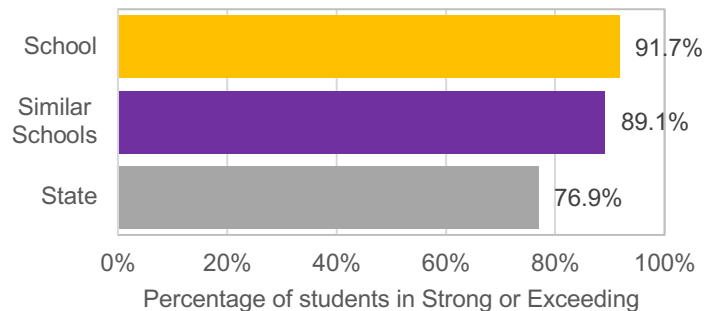
Similar Schools average:

89.1%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.3%

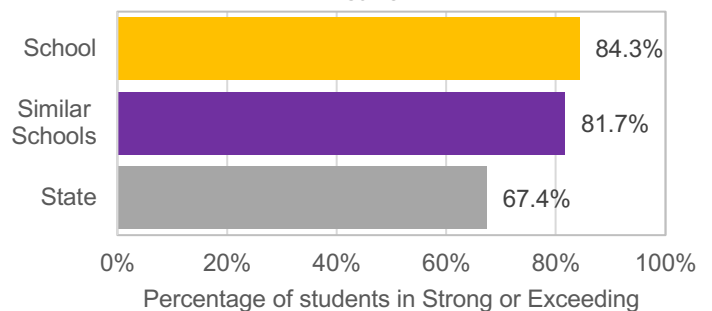
Similar Schools average:

81.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

91.5%

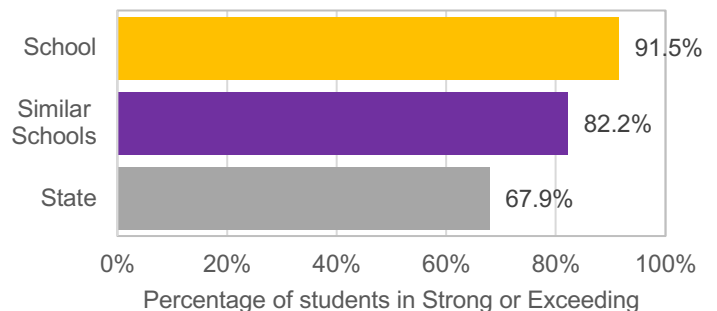
Similar Schools average:

82.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

87.7%

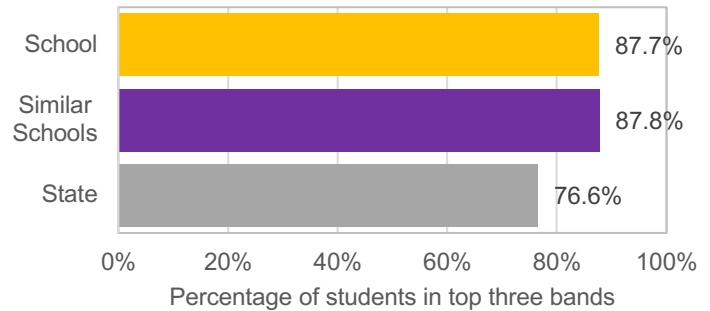
Similar Schools average:

87.8%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

85.7%

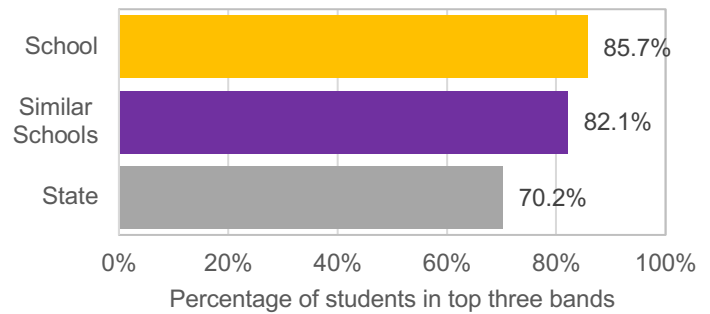
Similar Schools average:

82.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

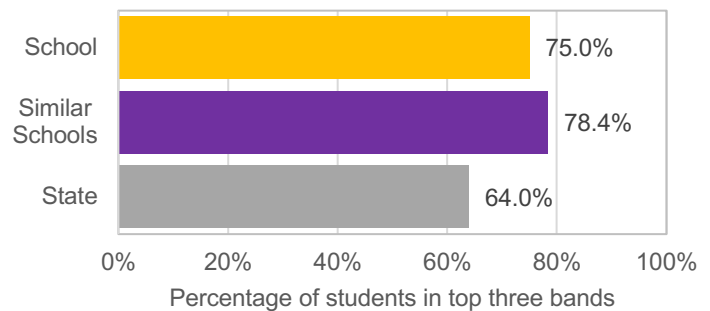
Similar Schools average:

78.4%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

71.4%

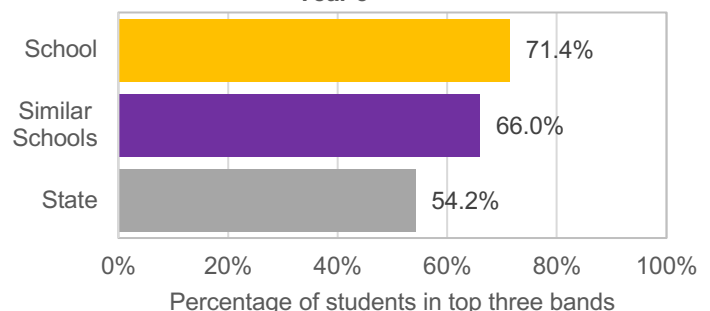
Similar Schools average:

66.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



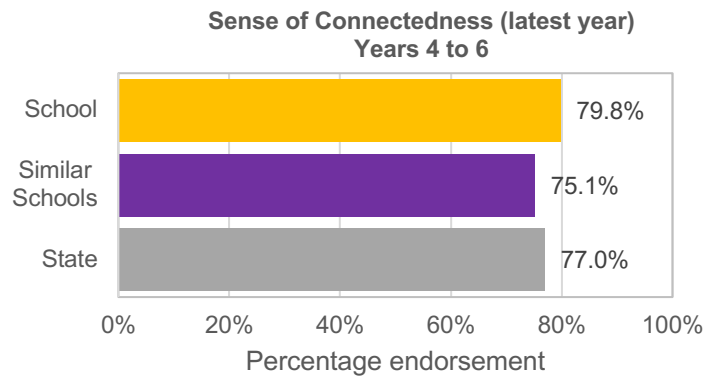
WELLBEING

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 percentage 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).

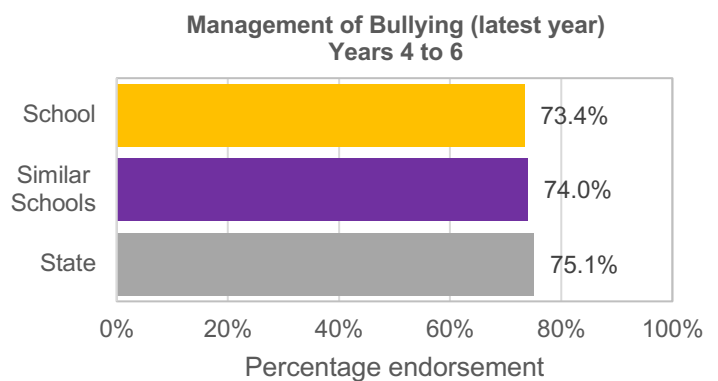
| Sense of Connectedness Years 4 to 6 | Latest year (2023) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percentage endorsement: | 79.8% | 81.9% |
| Similar Schools average: | 75.1% | 77.1% |
| State average: | 77.0% | 78.5% |



Student Attitudes to School – Management of Bullying

The percentage 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 (2023) | 4-year average |
|-------------------------------------|--------------------|----------------|
| School percentage endorsement: | 73.4% | 77.8% |
| Similar Schools average: | 74.0% | 75.5% |
| State average: | 75.1% | 76.9% |



ENGAGEMENT

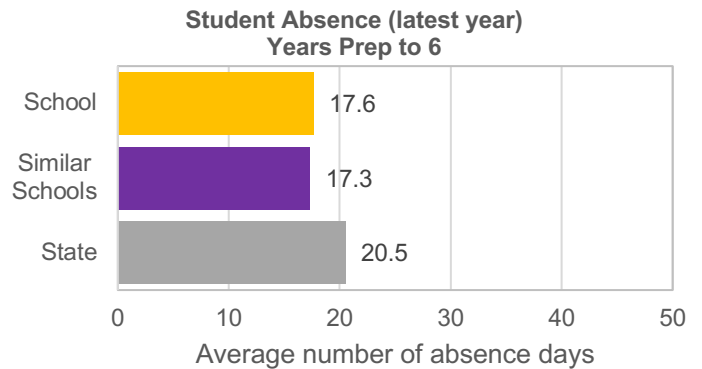
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023) | 4-year average |
|--|--------------------|----------------|
| School average number of absence days: | 17.6 | 15.7 |
| Similar Schools average: | 17.3 | 14.4 |
| State average: | 20.5 | 18.1 |



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 (2023): | 92% | 91% | 92% | 92% | 91% | 91% | 90% |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$5,038,094 |
| Government Provided DET Grants | \$439,349 |
| Government Grants Commonwealth | \$0 |
| Government Grants State | \$0 |
| Revenue Other | \$100,738 |
| Locally Raised Funds | \$411,720 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$5,989,901 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$24,470 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$24,470 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,689,295 |
| Adjustments | \$0 |
| Books & Publications | \$18,303 |
| Camps/Excursions/Activities | \$171,392 |
| Communication Costs | \$4,297 |
| Consumables | \$156,887 |
| Miscellaneous Expense ³ | \$29,422 |
| Professional Development | \$28,909 |
| Equipment/Maintenance/Hire | \$60,961 |
| Property Services | \$113,403 |
| Salaries & Allowances ⁴ | \$216,669 |
| Support Services | \$43,981 |
| Trading & Fundraising | \$30,448 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$40,032 |
| Total Operating Expenditure | \$5,604,000 |
| Net Operating Surplus/-Deficit | \$385,902 |
| Asset Acquisitions | \$14,865 |

- (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 17 Feb 2024 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 2023

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$489,537 |
| Official Account | \$99,542 |
| Other Accounts | \$34,145 |
| Total Funds Available | \$623,225 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$137,860 |
| Other Recurrent Expenditure | \$10,175 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$55,000 |
| School Based Programs | \$140,145 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$29,000 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$100,000 |
| Capital - Buildings/Grounds < 12 months | \$100,000 |
| 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 | \$572,181 |

All funds received from the Department of Education, 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.