

# 2020 Annual Report to The School Community



School Name: Altona Green Primary School (5287)



- 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 25 March 2021 at 11:49 AM by David King (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 28 April 2021 at 03:19 PM by Victoria Reynolds (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 Green Primary School was established in 1990 and is located in a residential area of Altona Meadows, 20 km west of Melbourne in the DET's South West Victorian Region. Our spacious, safe and well-maintained school attracts students from diverse socio-economic backgrounds.

At Altona Green Primary the students are our core focus. Our collective commitment is to create a safe and stimulating learning environment that empowers all students to be life long learners who strive for personal excellence. The school places an emphasis on its commitment to the following values: Kindness, Encouragement, Fairness, Acceptance and Respect. Our children are part of a caring environment with a strong focus on achieving greater outcomes in all areas of their academic, personal and social development.

In 2020, our enrolments were 388. The school is well resourced and had 35.13 equivalent full-time staff: 2 Principal class, 21.6 teachers (1 Leading Teacher and 1 Learning Specialist) and 9 Education Support Officers. Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including Visual Art, Physical Education, Italian, STEM, Kitchen and Garden program and Levelled Literacy Intervention (LLI) for selected students in students in Years 1 and 2. Our school comprised 17 classes (all composite except for straight prep classes).

There is a strong emphasis on further developing consistent high-impact teaching across the school through the work of Professional Learning Teams. In 2020 we released our Leading Teacher 0.8 to work collaboratively with each PLT and provide coaching and support to our teachers. We also had our Learning Specialist released 0.2 to focus on continuing the improvement work in mathematics. Our teachers plan and work in teams and use the PLT (Professional Learning Team) model for improving student outcomes and developing best practice. Our curriculum is designed using an inquiry model approach. Parents and staff work in partnership supported by the work of the School Council and the Parents and Friends Committee.

### Framework for Improving Student Outcomes (FISO)

In 2020, the School's AIP focused on the implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Building Leadership Teams and Empowering Students and Building School Pride. Due to the disruptions of 2020, we needed to adapt some of our initial plans, however, we were still able to make progress towards many of our targets. We did this by:

- Developing our PLT Teaching and Learning Cycle document to support the work of PLTs and PLT leaders
- Developing our PLT Action Plans which aligned with our PLT Teaching and Learning Cycle
- PLTs conducted an inquiry cycle during remote learning on effective pedagogy
- Providing intervention support to vulnerable students through implementing LLI and utilising the specialist teachers during remote learning and Term 4
- Began student voice and agency professional learning with our school voice team

To support the implementation of these KIS, we recruited a Leading Teacher to work closely with all PLTs and to support PLT leaders to enact the PLT Teaching and Learning Cycle, including teaching teams conducting inquiry-based action research. The Leading Teacher was also able to provide coaching and mentoring across the school for all of our teachers.

We also identified the key people to join the Voice team to attend professional learning with Hobsons Bay Network and the Quaglia Institute. This team will continue in 2021 and then lead improvement in this area across the whole school.

### Achievement

Our goal is to improve learning outcomes for all students from Prep to Grade 6 by providing all students the opportunity to reach their learning potential through a comprehensive curriculum that caters for all individual learning needs.

The results of teacher judgement against the Victorian Curriculum for students in Prep to Year 6 show that our results are similar to other Victorian Government Schools. Our teacher judgement data indicates that our students are working slightly above the state average in English and slightly below in Mathematics. The results of other school-based assessments indicate that the overall trend in achievement is lower than expected but understandable considering the significant impact of remote and flexible learning. Additional supports have been allocated for 2021 to address this.

Our teachers work in PLT groups and moderate together to ensure consistency in planning and assessment and that our learning programs cater for the needs of all students in the class. The work of the PLTs was also discussed through the School Improvement Team (SIT) to ensure that we were aware of trends across the school as well as identifying vulnerable students and supports that we could put in place to provide extra support. This additional support was provided during remote learning through the use of our specialist teachers and education support staff.

Our AIP targets were built around the top 2 bands and relative growth data in NAPLAN. NAPLAN was not conducted in 2020.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans.

### Engagement

In 2020 our school focused on developing in the FISO area of empowering students and building school pride. Our aim was to activate increased levels of student voice, leadership and agency in their own learning. We appointed a team of teachers and leaders to begin professional learning in this area. This was postponed due to interruptions caused by remote learning, however was able to start later in the year and will continue in 2021. Remote learning also presented an opportunity for teachers to provide greater levels of choice and voice in their learning through the increased use of digital technology.

The overall attendance data for Altona Green Primary School over the last four years shows that our results are similar to other Victorian schools. In 2020, the overall attendance average was 92%. Our wellbeing officer and assistant principal worked closely with families and teachers throughout the remote learning period to ensure that students were being engaged and supported. They monitored attendance with our attendance officer and developed plans for re-engagement when needed. Parents were notified of unexplained absences through Compass and phone calls/Webex meetings for regular non-attendance.

Classroom teachers and leadership continue to work with our families to strengthen family-school partnerships. With the introduction of digital learning tools through remote learning, opportunities have opened up to further strengthen the partnerships between home and school and to share learning goals and progress. We sought feedback from families throughout remote learning and made adjustments to our offerings based on this feedback. We also sought feedback on the positive aspects of remote learning from our students, staff and parents and this information has led to changes to our regular programs and to our 2021 AIP.

To support the transition to onsite schooling we made adjustments for students that were feeling anxious and monitored attendance when students did return. We were also really pleased to be able to make adjustments to the special events that we offer and were able to conclude the year with our annual Christmas concert and Year 6 Graduation.

### Wellbeing

Our school did not participate in the Student Attitude to School survey in 2020. Our four year average for sense of connectedness is 82.4% endorsement and 81.9% for management of bullying. Both of these measures are above state and similar school averages.

School-Wide Positive Behaviour Supports and Respectful Relationships continued to be a key feature of our wellbeing program in 2020. In order to maintain our KEFAR (Kindness, Encouragement, Fairness, Acceptance and Respect) values, our motto is Be Like Kefar – Be Safe, Be Responsible and Be a Learner. Weekly lessons were planned and implemented to respond to students' wellbeing needs.

To provide the level of wellbeing support required to students and their families we offered a range of support programs throughout 2020, particularly through the periods of remote learning. This included regular check-ins from teachers and support staff, additional Webex sessions for vulnerable students, parent support group meetings weekly, parent information sessions and referrals to support services. We also provided onsite support for vulnerable students and students with disabilities.

Student leadership continued to be a focus in 2020. We have school captains and vice-captains, house leaders, junior school council and specialist leadership roles, however their roles were impacted by remote learning. Our Prep Transition Program assists in meeting the needs of all of our incoming preps by providing a familiar, secure and engaging environment and we were able to run a full transition program in Term 4. Additionally, all students in Years 1-5 are involved in a 'Step Up Day'. A whole school transition day provides an opportunity for students and teachers to meet and begin to build relationships and an understanding of the requirements for the following year.

Our parents were offered the opportunity to participate in the Parent Opinion Survey. The results from this survey were very positive with most areas receiving a greater percentage of endorsement than similar, network and state school averages. Most pleasing were High Expectations for Success (91%), Student Motivation and Support (86%) and General School Satisfaction (90%).

### **Financial performance and position**

Altona Green Primary School has a surplus of \$272,943. This was largely due to changes in staffing throughout the year, in particular the changes in school leadership. We also needed to adjust expenditure on certain programs as they were no longer applicable due to remote learning and the restrictions caused by COVID-19.

We received \$114,621 from the Department of Education for equity funding. These funds were used to support school initiatives in line with our Annual Implementation Plan, such as staffing for intervention and extension, welfare and speech pathology. We also were successful in obtaining a \$20,000 grant to purchase resources for the launch of our STEM program.

**For more detailed information regarding our school please visit our website at**  
<http://www.altonagreen.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 388 students were enrolled at this school in 2020, 211 female and 177 male.

22 percent of students had English as an additional language and 2 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.

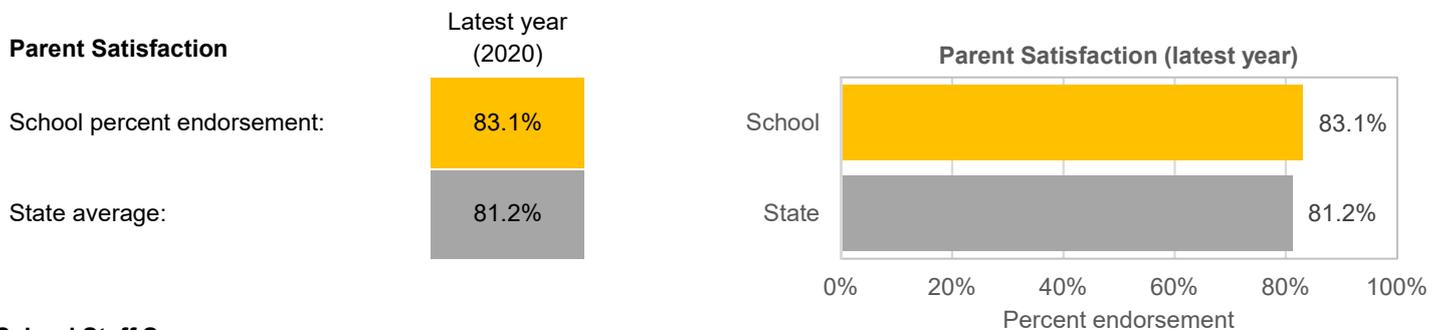
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

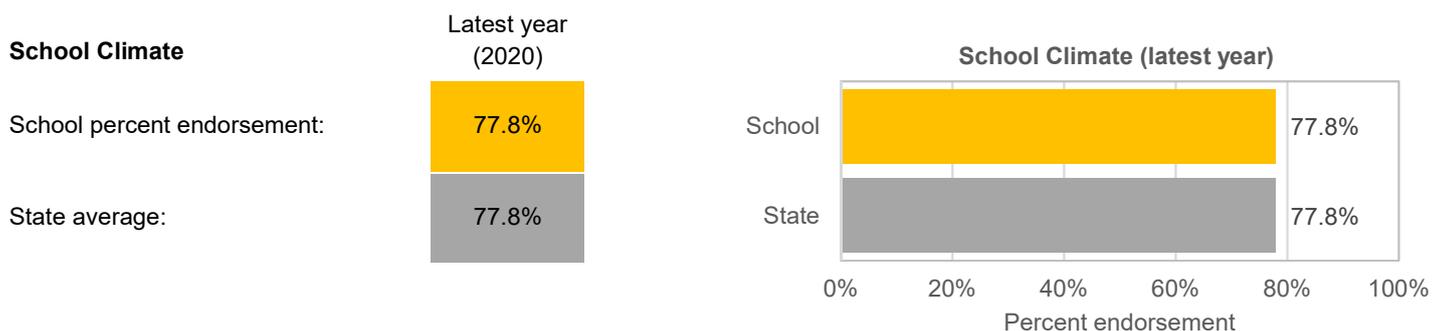


### School Staff Survey

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:

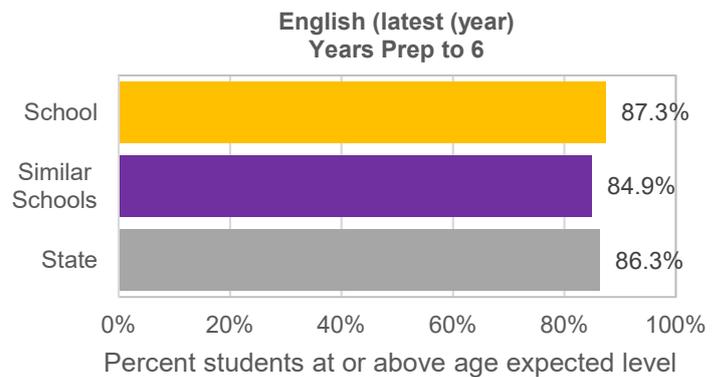
87.3%

Similar Schools average:

84.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

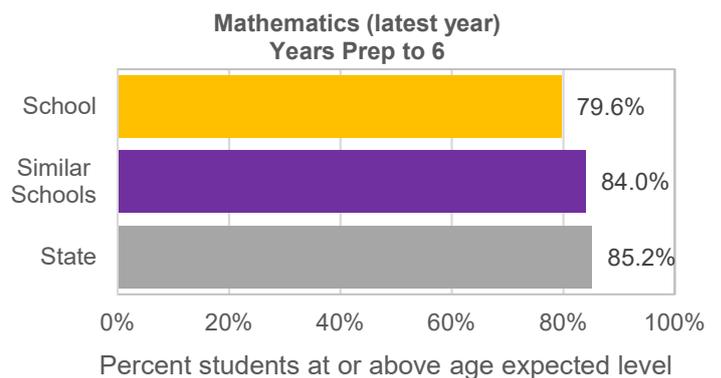
79.6%

Similar Schools average:

84.0%

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

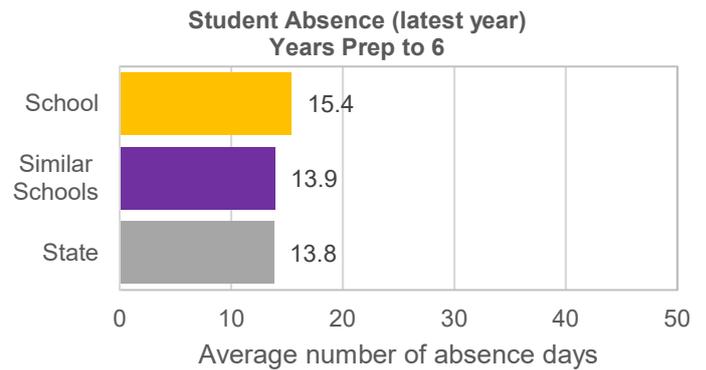
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.4	16.6
Similar Schools average:	13.9	15.6
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):	92%	92%	92%	91%	93%	92%	92%

## WELLBEING

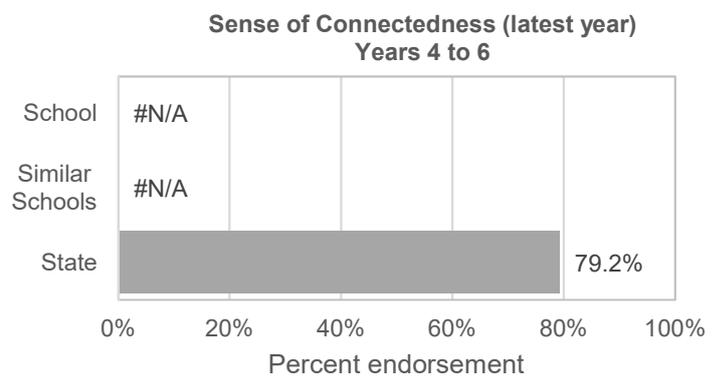
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	82.4%
Similar Schools average:	NDP	80.5%
State average:	79.2%	81.0%



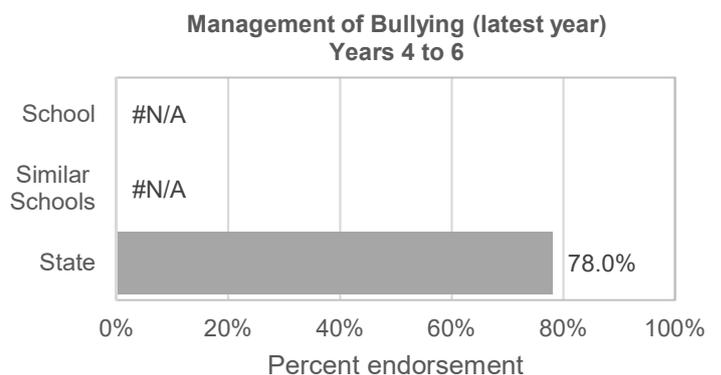
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### 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.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	81.9%
Similar Schools average:	NDP	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	\$3,609,697
Government Provided DET Grants	\$439,168
Government Grants Commonwealth	\$3,116
Government Grants State	\$1,000
Revenue Other	\$6,743
Locally Raised Funds	\$180,990
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$4,240,714</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$114,621
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$114,621</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,440,502
Adjustments	NDA
Books & Publications	\$105
Camps/Excursions/Activities	\$18,668
Communication Costs	\$4,642
Consumables	\$62,491
Miscellaneous Expense <sup>3</sup>	\$13,493
Professional Development	\$13,251
Equipment/Maintenance/Hire	\$32,728
Property Services	\$77,603
Salaries & Allowances <sup>4</sup>	\$227,766
Support Services	\$16,189
Trading & Fundraising	\$31,460
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$28,873
<b>Total Operating Expenditure</b>	<b>\$3,967,771</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$272,943</b>
<b>Asset Acquisitions</b>	<b>\$30,569</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	\$189,434
Official Account	\$23,359
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$212,793</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$75,731
Other Recurrent Expenditure	NDA
Provision Accounts	\$2,936
Funds Received in Advance	\$41,962
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$92,164
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$212,793</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.*