

2022 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).
- 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 23 March 2023 at 01:34 PM by David King (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 26 April 2023 at 02:25 PM by Victoria Reynolds (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

Our Vision for Learning:

At Altona Green Primary School the students are our core focus. Our collective commitment is to create a safe and stimulating environment that empowers all students to be lifelong learners who strive for personal excellence.

Our objective is to ensure that all of our students leave our school with the following skills, knowledge and dispositions:

- Brave and determined
- Community minded global citizens
- Empathetic and inclusive
- Happy and healthy mind and body
- Aspirational and seek challenge
- Build respectful relationships
- Critical and creative thinkers
- Deep and rich curriculum knowledge
- Problem solvers and solution focused

Our School Values:

Our school values are kindness, encouragement, fairness, acceptance and respect. These values are referred to by the acronym KEFAR (represented by a frog mascot). KEFAR values are firmly embedded in our school and highly valued by the whole school community.

All students at AGPS aim to be like KEFAR - be SAFE, be RESPONSIBLE, be a LEARNER.

Our staff operate under the following school norms:

INCLUSIVE: We are inclusive of all members of our community and recognise, value and celebrate differences and perspectives

COLLABORATIVE: We work as a collaborative team with a collective responsibility to improve student outcomes

KNOW OUR STUDENTS: We ensure we know our students and their learning needs and work together to provide carefully considered and evidence based strategies to ensure they are all making growth

PROFESSIONAL GROWTH: We commit to our own professional growth and support the growth of our colleagues through collaborative, job-embedded professional learning

ENGAGED: We are engaged, prepared and present in all aspects of our school community

LIKE KEFAR: We are respectful, trustworthy and supportive to develop an inclusive environment in which everyone contributes

Context:

Altona Green Primary School was established in 1990 is located in the established area of Altona Meadows approximately 20kms from the Melbourne CBD in Melbourne's west. The school grounds are spacious, well maintained and provide engaging spaces for our students to learn and play.

The student enrolment in 2022 was 378 and is made up of students from Altona Meadows and the surrounding suburbs. The enrolment numbers have remained consistent over the past 4 years, however we have experienced growing enrolments in Prep for 2023. We currently have 64 EAL (English as an Additional Language) students, 11 ATSI (Aboriginal and Torres Strait Islander) students and 19 students funded under PSD. The school has a low-medium Student Family Occupation and Education index (0.3613).

The school is well resourced and had 35.70 equivalent full-time staff: 2 Principal class, 22 teachers (1 Leading Teacher and 1 Learning Specialist), 11 Education Support staff and 1 Business Manager (There are no staff of Aboriginal and Torres Strait Islander heritage). Staff are very experienced and dedicated and a range of specialist and support programs are provided to our students, including the Arts, Physical Education, Italian, STEM, Kitchen and Garden program and literacy intervention for selected individuals and groups of students across the school. Our school comprised 17 classes with a mixture of composite and straight classes (straight Prep, Year 1 and Year 6, composite 2/3 and 4/5).

2022 was the first year of our 4-year Strategic Plan. Our Strategic Plan priorities are: improving achievement and learning growth for all students in literacy and numeracy, improving student engagement in learning, and improving student sense of wellbeing. The Key Improvement Strategies to achieve these goals are to:

- Develop and implement a Guaranteed and Viable Curriculum
- Develop and implement whole school assessment practices in alignment with Victorian Curriculum including English as an Additional Language
- Build teacher capacity to ensure high quality low variability, evidence-based instruction
- To develop and embed a whole school approach to enhance student agency in learning
- Further develop and embed the whole school approach to developing parents as partners
- Review and implement a consistent school wide tiered approach to wellbeing
- Strengthen the social and emotional capabilities of students

Progress towards strategic goals, student outcomes and student engagement

Learning

Throughout 2022, teachers and education support staff engaged in professional learning in line with the AIP and SSP. The main focus for professional learning was centred around building knowledge and skills in effective pedagogy as well as further building curriculum and assessment knowledge in writing. There has been a greater focus on explicit teaching and the gradual release of responsibility in our instructional practice and this is aligned with contemporary research about how students learn and the practical implications for teaching.

A number of teachers in the early years completed Sounds Write training to support our goal of developing a more structured and systematic literacy curriculum. Our intervention teacher was also trained in the program and our intervention program has been built to align with this model. Literacy assessments in the early years and in intervention have been very positive.

Our AIP targets were built around students in the top 2 bands in NAPLAN and growth in teacher judgement data using other school-based assessments. These targets were partially met as many but not all cohorts achieved the targets that were set. The results of teacher judgement against the Victorian Curriculum for students in Prep to Year 6 show that our results are consistent with previous years and are slightly lower than similar and state school averages. Our NAPLAN mean scores improved in 2022 and our percentage of students in the top 3 bands is above similar and state averages in Year 3 Reading and Numeracy and Year 5 Numeracy. We also had positive results in the percentage of students in the top 2 bands, particularly Year 3 Reading (74%), Year 3 Numeracy (51%), Year 3 Grammar and Punctuation (66%) and Year 5 Reading (49%) and Year 5 Writing (29%).

Wellbeing

Our school has well established and embedded wellbeing programs with our 'Be Like KEFAR' program a central part of promoting and supporting positive behaviours across the school. In 2022 our aim was to review and refine our wellbeing programs to ensure a consistent approach across the school. As part of our review we have updated our wellbeing resources and procedures such as our expected behaviours matrix and student referral process to ensure all students are supported.

The wellbeing officer and assistant principal worked closely with families of students with additional needs and planned and implemented Student Support Group meetings, developed student profiles, facilitated care team meetings, developed, monitored and reviewed Individual Education Plans and liaised with external professionals to provide targeted support to a number of students.

We were pleased to offer a comprehensive transition program for all students once again in 2022. 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' and further transition sessions. 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 Student Attitude to School survey shows a small decline in overall results (consistent with the state). Overall, the results of the survey remain positive however there are specific areas that require consideration for future improvement plans, such as the need for a focus on developing resilience. High Expectations for Success (91%), Sense of Inclusion (87%), Attitudes to Attendance (87%) and Self-Regulation and Goal Setting (84%) are all pleasing results considering the challenges that we have faced over the previous years.

Our parents were offered the opportunity to participate in the Parent Opinion Survey. The results from this survey were very positive with all areas receiving a greater percentage of endorsement than similar, network and state school averages. Most pleasing were High Expectations for Success (91%), Promoting Positive Behaviour (91%), Confidence and Resiliency Skills (90%) and General School Satisfaction (88%).

Engagement

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 2022, the overall attendance average was 89% which is lower than previous years due to the ongoing challenges associated with COVID-19 and other illnesses in the community. Our attendance officer continued to promote good attendance, monitored attendance data, ensured attendance data was accurate and worked with families to make sure students were coming to school when able. Our attendance officer worked with our wellbeing officer, assistant principal and principal to develop return to school plans for individual students that needed extra support to reengage with school.

We continued to build the student leadership profile in 2022 to improve student voice and agency. Student leadership roles are growing in significance at our school and we undertake a thorough process when selecting students to fill various leadership positions. In 2022 we had school captains and vice-captains, KEFAR leaders, junior school council and specialist leadership roles. The student leaders had opportunities to be involved in important activities such as hosting online and in-person assemblies, conducting school tours and developing actions for school improvement.

Classroom teachers and leadership continue to work with our families to strengthen the home-school partnerships. We were able to reintroduce a number of extracurricular activities and events for our whole school community which provided opportunities for parents and carers to become involved and connected in our school. A highlight of the year was the very successful AGPS Fete held earlier in the year which saw people from the Altona Meadows community and beyond visit and support our school. We were also able to finish the year with our annual concert which was the first in a number of years where we were able to invite members of our community to attend in person.

Financial performance

Altona Green Primary School continued to maintain a healthy financial position throughout 2022. The Altona Green Primary School Council Finance sub-committee capably monitored and effectively met all budgetary requirements ensuring DET financial guidelines were adhered to. The operating surplus is largely due to previous years surplus as well as changes in staffing throughout the year and adjustments to expenditure on certain programs due to the workforce shortages and other interruptions through the year.

We received \$68,163 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, additional class support, welfare and psychology.

Fundraising efforts in 2022 were very successful with a full calendar of fundraising events planned by Parents and Friends. The highlight of these events was the AGPS Fete which was very successful as a community event as well as a fundraiser. All funds raised went towards the upgrade of our sports field. This project will be completed early in 2023.

Altona Green Primary School was also successful in obtaining a grant through the Inclusive Schools Fund. The money

from this grant is going towards developing two new inclusive play spaces in our grounds. This project is due to be completed late in 2023.

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 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 378 students were enrolled at this school in 2022, 191 female and 187 male.

17 percent of students had English as an additional language and 3 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).

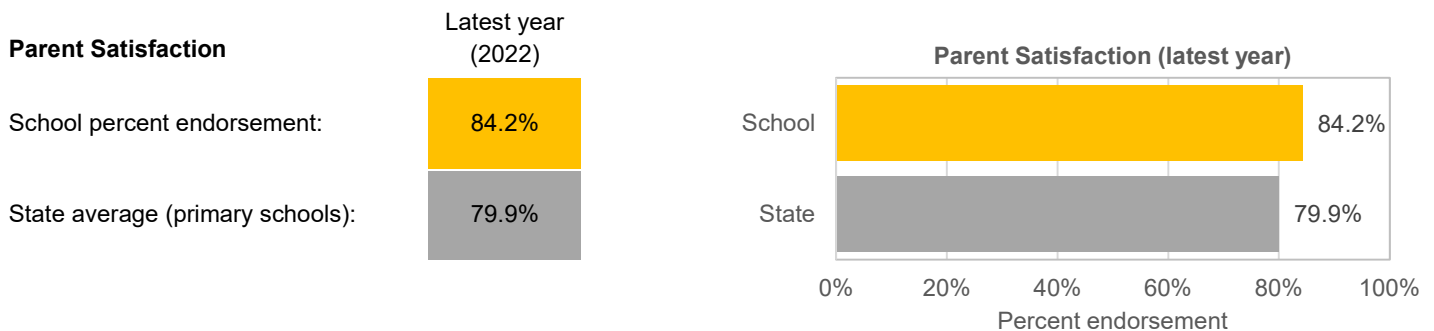
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

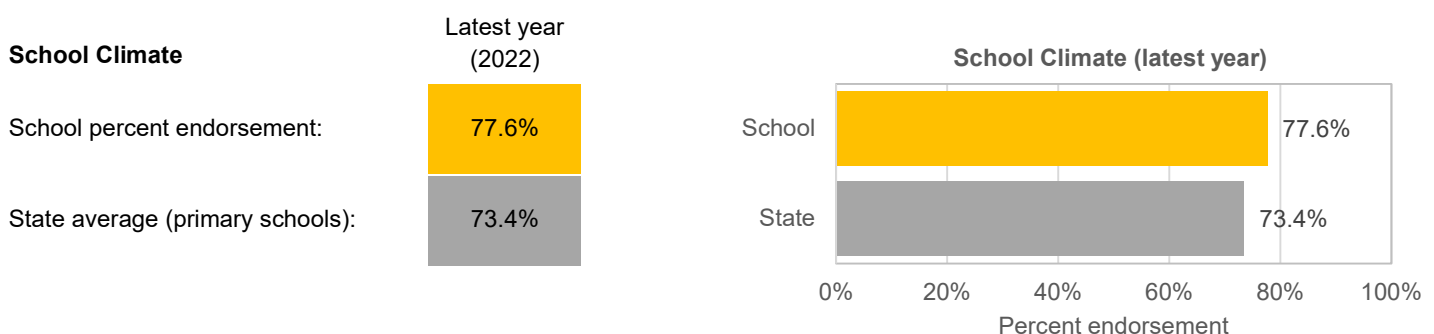


School Staff Survey

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.



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:

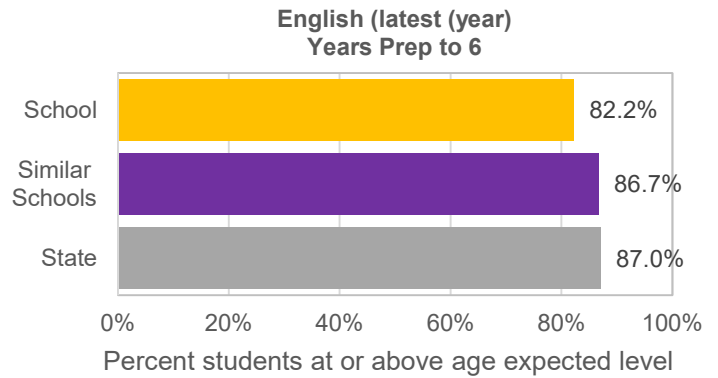
82.2%

Similar Schools average:

86.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

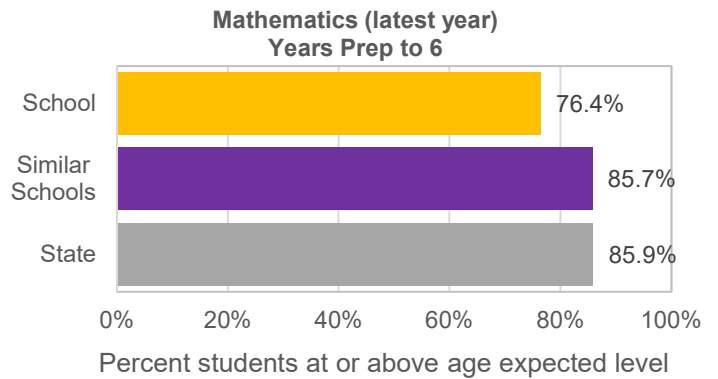
76.4%

Similar Schools average:

85.7%

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.

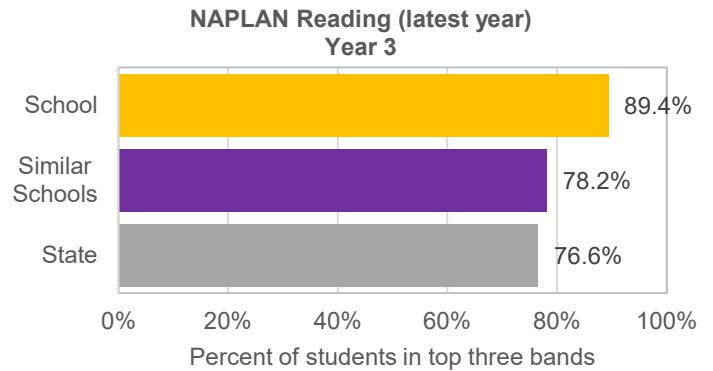
NAPLAN

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.

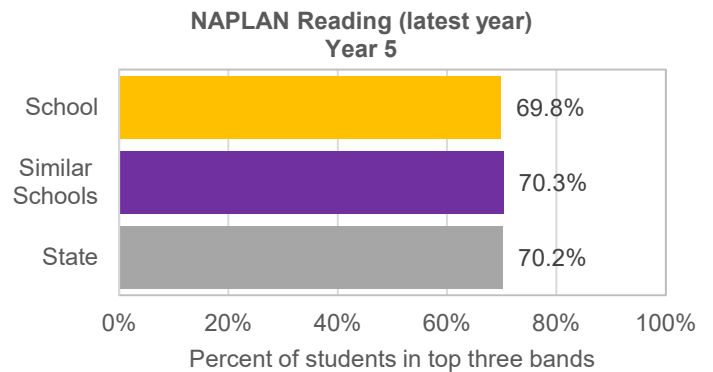
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.4%	82.0%
Similar Schools average:	78.2%	78.1%
State average:	76.6%	76.6%



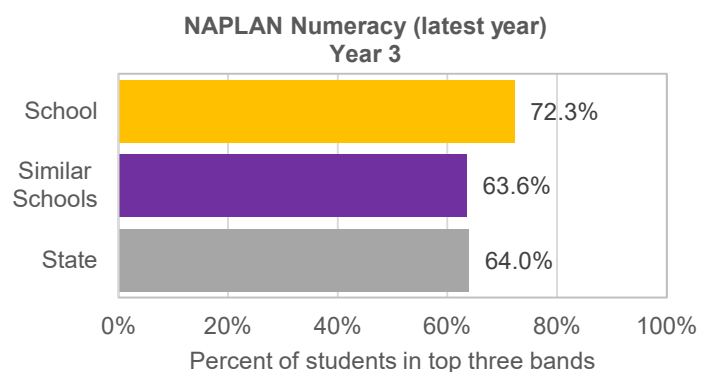
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.8%	69.1%
Similar Schools average:	70.3%	70.0%
State average:	70.2%	69.5%



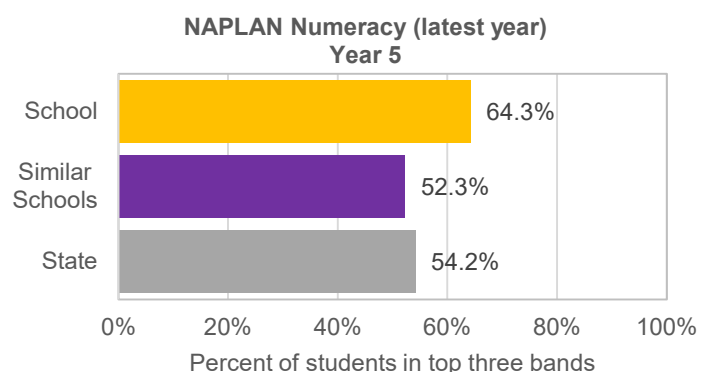
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.3%	76.1%
Similar Schools average:	63.6%	66.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.3%	60.2%
Similar Schools average:	52.3%	57.0%
State average:	54.2%	58.8%



WELLBEING

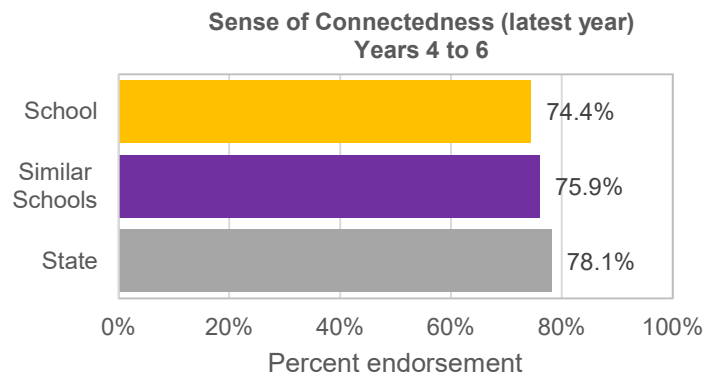
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.4%	78.5%
Similar Schools average:	75.9%	78.4%
State average:	78.1%	79.5%

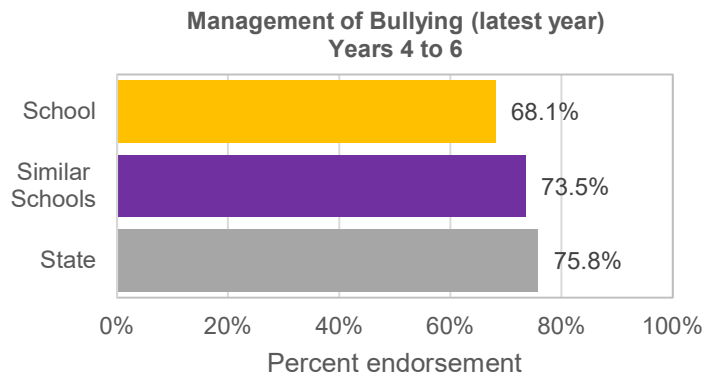


Student Attitudes to School – Management of Bullying

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:	68.1%	76.2%
Similar Schools average:	73.5%	77.5%
State average:	75.8%	78.3%



ENGAGEMENT

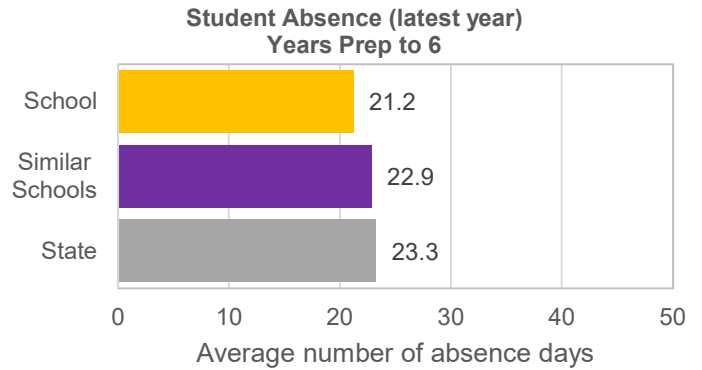
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.2	16.8
Similar Schools average:	22.9	16.6
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):	91%	88%	90%	89%	88%	89%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,747,352
Government Provided DET Grants	\$559,617
Government Grants Commonwealth	\$3,896
Government Grants State	\$0
Revenue Other	\$17,471
Locally Raised Funds	\$356,324
Capital Grants	\$0
Total Operating Revenue	\$4,684,660

Equity ¹	Actual
Equity (Social Disadvantage)	\$68,163
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$68,163

Expenditure	Actual
Student Resource Package ²	\$3,640,708
Adjustments	\$0
Books & Publications	\$300
Camps/Excursions/Activities	\$86,095
Communication Costs	\$3,249
Consumables	\$72,362
Miscellaneous Expense ³	\$13,587
Professional Development	\$13,554
Equipment/Maintenance/Hire	\$21,928
Property Services	\$90,483
Salaries & Allowances ⁴	\$233,555
Support Services	\$63,702
Trading & Fundraising	\$85,752
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$26,506
Total Operating Expenditure	\$4,351,780
Net Operating Surplus/-Deficit	\$332,879
Asset Acquisitions	\$27,100

- (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	\$509,941
Official Account	\$46,426
Other Accounts	\$0
Total Funds Available	\$556,368

Financial Commitments	Actual
Operating Reserve	\$104,708
Other Recurrent Expenditure	\$5,619
Provision Accounts	\$2,936
Funds Received in Advance	\$44,121
School Based Programs	\$5,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$1,270
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$311,109
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$494,763

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.