

2024 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 \(VIT\)](#)
- 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 18 March 2025 at 11:12 AM by David King (Principal)

- As executive officer of the school council, I attest that this 2024 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 March 2025 at 09:16 AM by David King (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 and 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 2024 was 397 and is made up of students from Altona Meadows and the surrounding suburbs. We have consistent enrolments across our school and are now required to

enact an enrolment management plan to ensure we are able to accommodate all local children. We had 43 EAL (English as an Additional Language) students, 15 ATSI (Aboriginal and Torres Strait Islander) students and 33 students funded under PSD and DI. The school has a low-medium Student Family Occupation and Education index (0.2901).

The school is well resourced and had 38.6 equivalent full-time staff: 2 principal class, 25 teachers (1 Leading Teacher and 2 Learning Specialists), 13 Education Support staff and 1 Business Manager. 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 19 classes with a mixture of composite and straight classes (straight Prep, Year 1 and Year 6, composite 2/3 and 4/5).

2024 was the third 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 2024, 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 mathematics. Our focus on explicit teaching and the gradual release of responsibility in our instructional practice has continued in mathematics and this is aligned with contemporary research about how students learn and the practical implications for teaching.

During 2024 our focus was to develop high-quality, low-variability teaching in every classroom. To support us with this goal, we engaged Shaping Minds to provide whole school and targeted professional learning centred on effective teaching in mathematics. This involved modelled lessons for all teachers followed by professional learning about engagement norms and 'we do' strategies. All staff were then provided with support to develop a personal goal and were observed and provided with feedback. This professional learning has led to greater levels of consistency, clarity and understanding across our staff.

To further support this goal, a team of teachers developed the AGPS Instructional Playbook. This team engaged in external professional learning throughout the year and have worked to develop the purpose of the playbook, the big ideas that underpin our instructional approach, and have begun codifying the techniques to be used in our classes. The team will introduce the playbook to the rest of the staff early in 2025 and we will plan to support staff to use the techniques in their classes as part of our professional learning plan.

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 program also continued and is aligned with this model. Literacy assessments in the early years and intervention have been very positive.

Pleasingly, our school-based assessments indicate the continued growth of our students across the curriculum. Our mathematics assessments in PAT, and our teacher judgement data indicate a further reduction of students below the expected level and an increase in students working above the expected level. Our NAPLAN results are also pleasing with the percentage of students with strong and exceeding proficiency levels above similar and state schools percentages.

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 2024 we continued to implement The Resilience Project as part of our wellbeing curriculum in response to some of the changes noted in our wellbeing data. Professional learning for staff and additional resources and information for our parent/carer community was provided throughout the year and weekly wellbeing lessons were delivered in each classroom.

Our learning specialist (disability inclusion) successfully implemented the Disability Inclusion model in 2024. She worked with parents, teachers, ES and external supports to prepare for a number of student profile meetings which have successfully secured resources to support our students. She also worked directly with individual staff throughout the year to provide coaching, modelling, and support in the classroom for individual students who require adjustments based on the goals and strategies outlined in the individual education plans.

Further professional learning was delivered to our ES team throughout the year on a range of topics to support our students. This has included specific strategies related to developing the social skills of our students as this was identified as a need, particularly for the students in the early years. This led to ES staff conducting small group social skills sessions with students in and out of the classroom. Ongoing support has also been provided to a number of ES staff members to provide specific literacy and numeracy support with groups of students across the school.

We were pleased to offer a comprehensive transition program for all students once again in 2024. 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 results remain consistent in many of the measures and overall the results of the survey remain positive. High Expectations for Success (97%), Sense of Inclusion

(89%), Community Connections (81%) and Self-Regulation and Goal Setting (82%) are all pleasing results and show an improvement from 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 (95%), Promoting Positive Behaviour (93%), Respect for Diversity (92%), School Pride and Confidence (92%) and General School Satisfaction (89%).

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 2024, the overall attendance average was 90% which is consistent with previous years. 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 2024 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 2024 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 assemblies, presenting at information evenings, 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 hold 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. Events such as our Family Night, Trivia Night and our annual concert were well attended and were a great way to promote and strengthen our positive home-school relationships.

Financial performance

Altona Green Primary School continued to maintain a healthy financial position throughout 2024. The Altona Green Primary School Council Finance sub-committee capably monitored and effectively met all budgetary requirements ensuring DET financial guidelines were adhered to and leaving us with a small surplus at the conclusion of the year.

We received \$66,556 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, and welfare.

Fundraising efforts in 2024 were very successful with a full calendar of fundraising events planned by Parents and Friends. All funds raised went towards the installation of an audio visual system for Gumbuya to be used at whole school events. This project will be developed in 2025.

For more detailed information regarding our school please visit our website at <https://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 399 students were enrolled at this school in 2024, 195 female and 204 male.

11 percent of students had English as an additional language and 4 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).

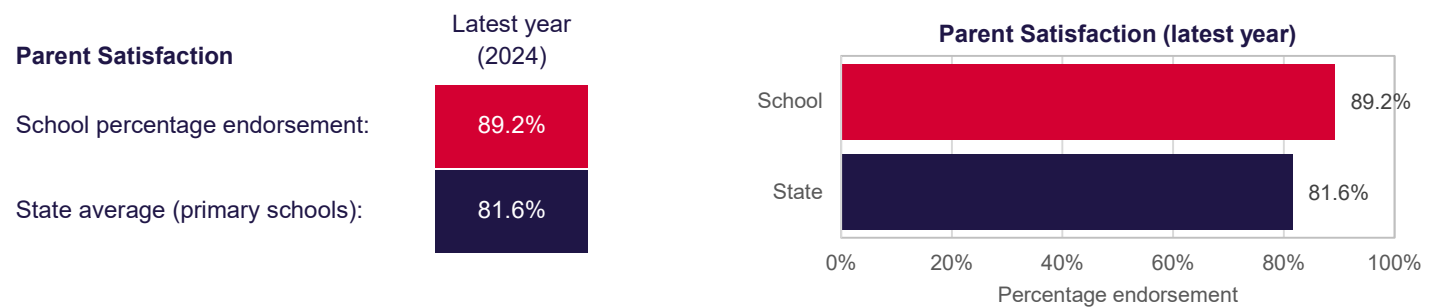
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low - Medium**

Parent Satisfaction Summary

The 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.



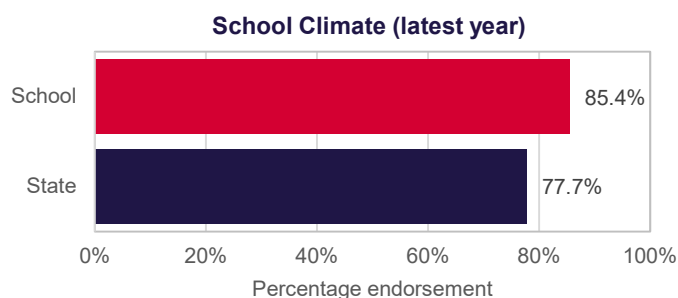
School Staff Survey

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.

School Climate	Latest year (2024)
School percentage endorsement:	85.4%
State average (primary schools):	77.7%



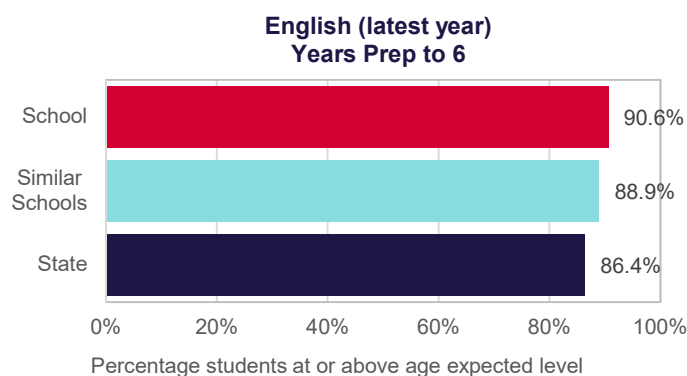
LEARNING

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.*

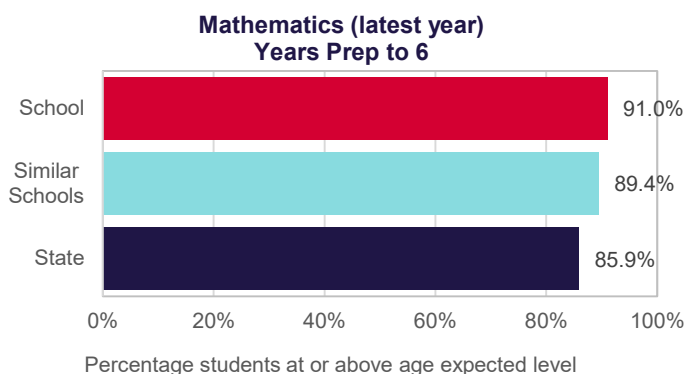
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	90.6%
Similar Schools average:	88.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	91.0%
Similar Schools average:	89.4%
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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

Reading Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

84.8% 80.6%

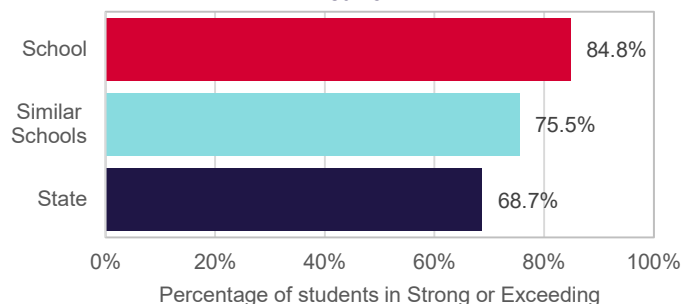
Similar Schools average:

75.5% 75.2%

State average:

68.7% 69.2%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

83.3% 81.6%

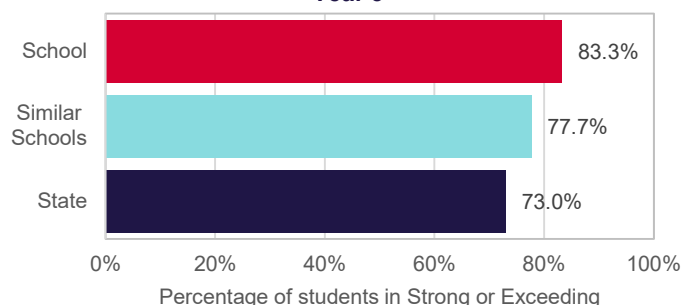
Similar Schools average:

77.7% 80.2%

State average:

73.0% 75.0%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

68.8% 70.4%

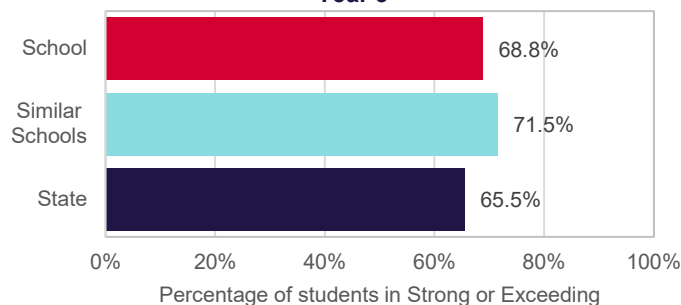
Similar Schools average:

71.5% 71.5%

State average:

65.5% 66.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year
(2024) 2-year
average

School percentage of students
in Strong or Exceeding:

79.6% 79.4%

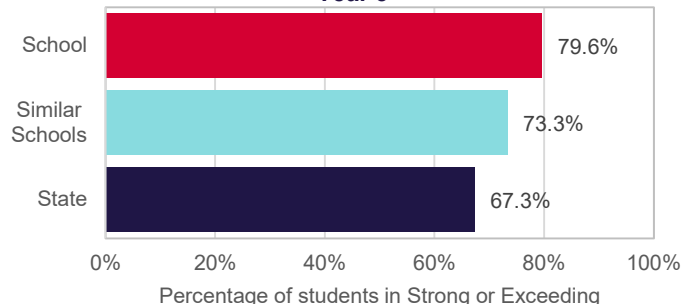
Similar Schools average:

73.3% 73.0%

State average:

67.3% 67.6%

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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

89.4%

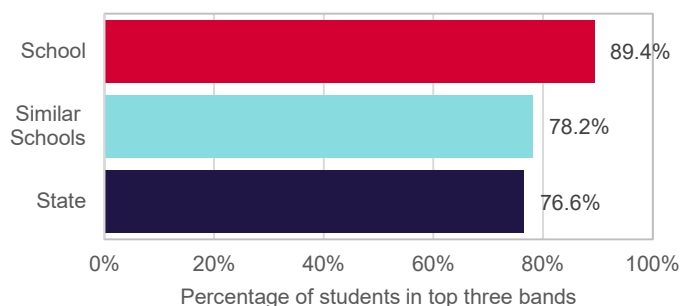
Similar Schools average:

78.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

69.8%

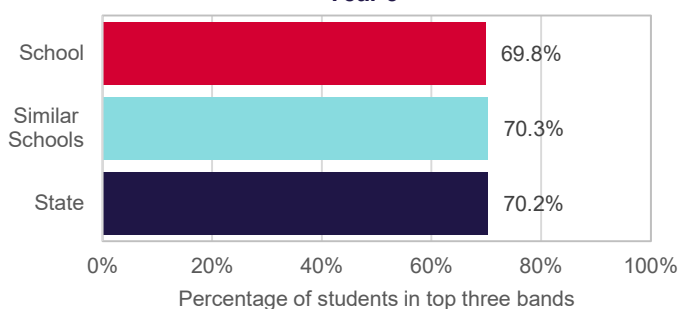
Similar Schools average:

70.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

72.3%

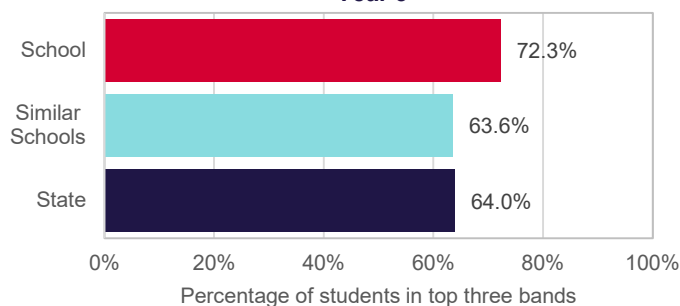
Similar Schools average:

63.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

64.3%

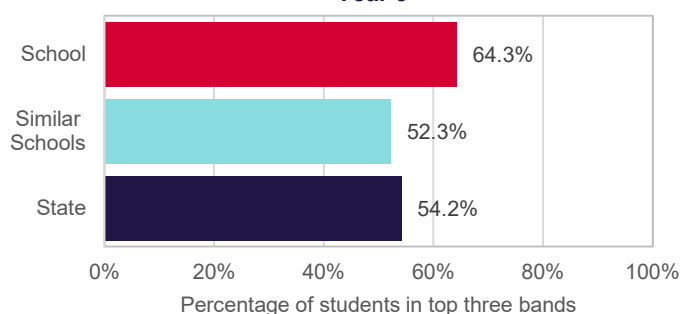
Similar Schools average:

52.3%

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.

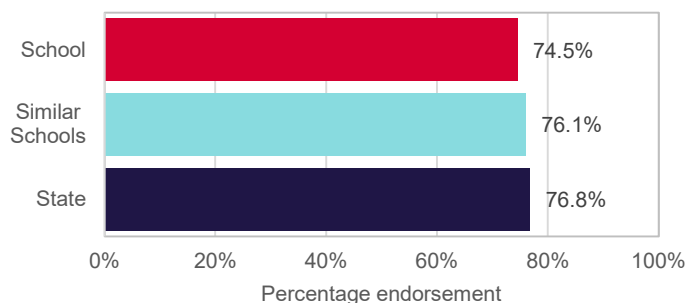
Student Attitudes to School – Sense of Connectedness

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 (2024)	4-year average
School percentage endorsement:	74.5%	75.7%
Similar Schools average:	76.1%	76.7%
State average:	76.8%	77.9%

Sense of Connectedness (latest year) Years 4 to 6



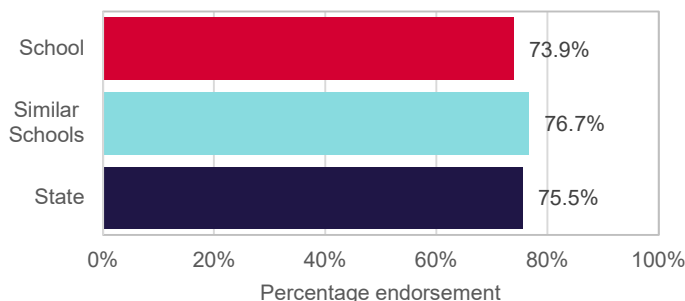
Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	73.9%	74.1%
Similar Schools average:	76.7%	76.6%
State average:	75.5%	76.3%

Management of Bullying (latest year) Years 4 to 6

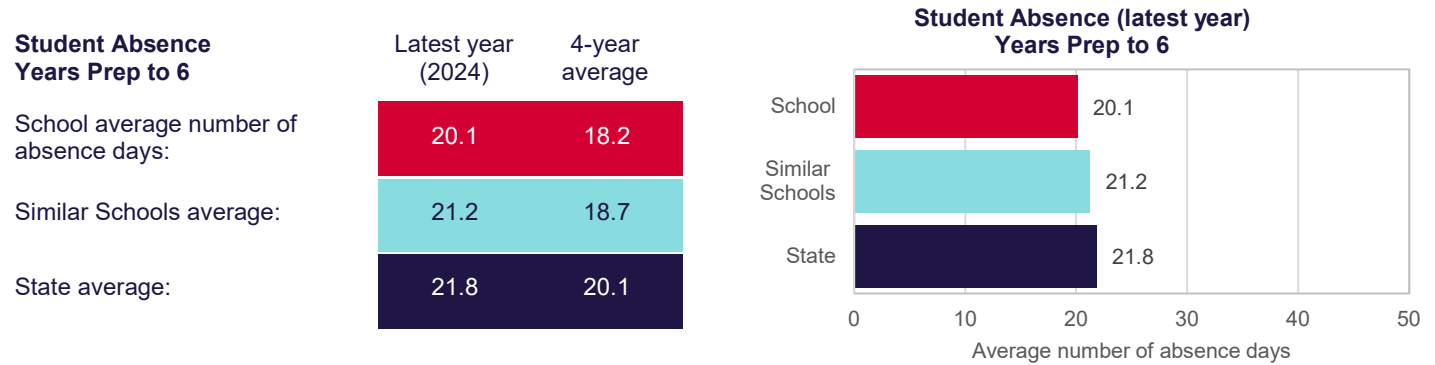


ENGAGEMENT

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.



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 (2024):	92%	91%	91%	89%	90%	90%	86%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,525,659
Government Provided DET Grants	\$447,493
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$42,310
Locally Raised Funds	\$381,123
Capital Grants	\$0
Total Operating Revenue	\$5,396,585

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,556
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$66,556

Expenditure	Actual
Student Resource Package ²	\$4,466,706
Adjustments	\$0
Books & Publications	\$675
Camps/Excursions/Activities	\$110,660
Communication Costs	\$3,641
Consumables	\$110,906
Miscellaneous Expense ³	\$22,317
Professional Development	\$29,062
Equipment/Maintenance/Hire	\$13,987
Property Services	\$129,972
Salaries & Allowances ⁴	\$210,342
Support Services	\$205,064
Trading & Fundraising	\$58,297
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$31,784
Total Operating Expenditure	\$5,393,412
Net Operating Surplus/-Deficit	\$3,173
Asset Acquisitions	\$0

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$659,971
Official Account	\$53,921
Other Accounts	\$0
Total Funds Available	\$713,893

Financial Commitments	Actual
Operating Reserve	\$154,451
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,936
Funds Received in Advance	\$177,890
School Based Programs	\$5,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,400
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$13,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$302,037
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$658,214

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.

