

2025 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 20 April 2026 at 03:12 PM by David King (Principal)

- As executive officer of the school council, I attest that this 2025 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 20 April 2026 at 03:12 PM 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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

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 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available 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 2025 was 416 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 45 EAL (English as an Additional Language) students, 19 ATSI (Aboriginal and Torres Strait Islander) students and 34 students funded under PSD and DI. The school has a low-medium Student Family Occupation and Education index (0.2776).

The school is well resourced and had 39.2 equivalent full-time staff: 2 principal class, 25 teachers (1 Leading Teacher and 3 Learning Specialists), 16 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 18 classes with a mixture of composite and straight classes (straight Prep, Year 1 and Year 6, composite 2/3 and 4/5).

2025 was the fourth 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 2025, teachers and education support staff engaged in professional learning aligned with the priorities outlined in our Annual Implementation Plan (AIP) and School Strategic Plan (SSP). Our main focus was strengthening effective teaching practices and building staff capability in mathematics, particularly in the area of problem solving. Our continued emphasis on explicit teaching and the gradual release of responsibility remains a key part of our instructional approach and is aligned with contemporary research about how students learn.

A key focus during the year was improving the teaching of mathematical problem-solving. Professional learning supported staff to develop a shared understanding of effective problem-solving strategies and introduced a common 'attack strategy'. This approach provides students with a consistent process for approaching mathematical problems. A common graphic organiser was also developed to support students in structuring their thinking, and this work was further supported through modelled lessons from our learning specialist and opportunities for peer observation.

Staff also continued to refine the AGPS Instructional Playbook, which outlines the key teaching practices that underpin high-quality instruction at our school. Practice snapshots were shared during PLC sessions all teachers developed individual goals focused on strengthening a specific instructional practice. Professional Learning Teams (PLTs) supported this work by providing opportunities for teachers to reflect on their practice, share strategies and celebrate progress. Videos of strategies in action and one-page summaries were also developed to support coaching and peer observation.

During Semester Two, PLT leaders undertook professional learning focused on developing data literacy. This included building a shared understanding of how to interpret and use student data to inform teaching. A common data discussion protocol was also developed and trialed in PLT meetings, with positive feedback from leaders.

We also reviewed our use of Essential Assessment in mathematics and explored the Digital Assessment Library (DAL) as an alternative tool. Following this review, the decision was made to transition to DAL. Teachers began using DAL assessments in Term 4 to support the triangulation of data and strengthen teacher judgement.

In 2025, our NAPLAN results were strong. In Year 3, 81.8% of students achieved Strong or Exceeding proficiency in both Reading and Numeracy, above similar schools and the state. In Year 5, 80% achieved Strong or Exceeding in Numeracy, with Reading broadly comparable to the state. Relative growth was particularly strong in Numeracy, with 88.1% of students achieving High or Medium growth from Year 3 to 5, above similar schools and the state. Growth in Reading was lower than peers and will inform our focus on literacy. Overall, results highlight strong achievement and progress in numeracy.

Wellbeing

Supporting student wellbeing continues to be a strong focus across the school and remains an important foundation for learning. In 2025 we worked to further strengthen the consistency of our wellbeing practices through the development and implementation of a revised Wellbeing Scope and Sequence. This document brings together key components of our approach, including The Resilience Project (TRP), School-Wide Positive Behaviour Supports (SWPBS), Respectful Relationships (RRRR) and our inquiry units. The framework provides greater clarity for staff and ensures a more consistent and developmental approach to teaching wellbeing across all year levels. Our focus moving forward will be on strengthening the consistent delivery of these lessons and reviewing the effectiveness of the programs to ensure they are meeting the needs of our students.

Implementation of the Response to Intervention (RTI) framework also commenced during the year, initially focusing on literacy. While staffing constraints impacted the pace of implementation, important foundations were established. Targeted groupings and support plans were developed for students requiring Tier 2 and Tier 3 interventions, and there is now greater clarity among teachers and education support staff around roles, schedules and strategies for supporting students who require additional assistance.

Our learning specialist (disability inclusion) continued to work closely with teachers and education support staff to support the implementation of strategies outlined in our Inclusion Handbook and individual student IEPs. She also provided professional learning and support for the education support team, particularly in the area of developing students' social skills. This resulted in a

number of targeted social skills programs being implemented for groups of students identified through their IEP goals. Education support staff facilitated regular sessions during the school day, including during recess and lunch, with positive feedback and progress noted for many students involved.

Our Student Attitude to School survey results show some improvements in many of the measures and overall the results of the survey remain positive. High Expectations for Success (97%), Sense of Inclusion (92%), Effective Teaching Time (88%) and Differentiated Learning Challenge (91%) 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 (90%), Promoting Positive Behaviour (93%), Respect for Diversity (90%), School Pride and Confidence (91%) and General School Satisfaction (91%).

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 2025, the overall attendance average was 90% which is consistent with previous years and higher than similar and state schools. 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 2025 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 2025 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, School Fete 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 2025. 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 surplus at the conclusion of the year. 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.

We received \$61,200 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 2025 were very successful with a full calendar of fundraising events planned by Parents and Friends, the highlight and major fundraiser was our highly successful fete. All funds raised went towards literacy and learning resources to support our curriculum programs.

**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 417 students were enrolled at this school in 2025, 202 female and 215 male. 11% had English as an additional language and 5% 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	91.5%	
	Similar schools	81.3%	
	State	82.0%	

School Staff Survey







The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	87.0%	
	Similar schools	80.1%	
	State	77.4%	

LEARNING








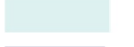

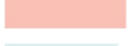


Teacher Judgement of student achievement against the Victorian Curriculum

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

		2025	
English Prep - 6 % of students at or above age expected standards	School	88.6%	
	Similar schools	89.0%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	90.1%	
	Similar schools	88.0%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.





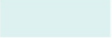

		2025		3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	81.8%		81.0%
	Similar schools	72.8%		74.4%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	72.3%		78.7%
	Similar schools	77.2%		79.2%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	81.8%		74.5%
	Similar schools	69.8%		70.9%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	80.0%		80.1%
	Similar schools	73.9%		73.3%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	62.2%	
	Similar schools	73.0%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	88.1%	
	Similar schools	72.2%	
	State	74.0%	

WELLBEING




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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	77.8%		75.7%
	Similar schools	76.4%		76.3%
	State	77.1%		77.3%

Student Attitudes to School – Managing 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).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	75.5%		74.4%
	Similar schools	77.2%		76.5%
	State	76.4%		75.8%

ENGAGEMENT





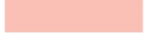


Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	19.0	19.5
	Similar schools	20.3	20.5
	State	21.5	21.7

Attendance rate

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

		2025	
Prep	School	91.8%	
Year 1	School	91.5%	
Year 2	School	91.4%	
Year 3	School	90.5%	
Year 4	School	89.9%	
Year 5	School	88.9%	
Year 6	School	87.7%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$4,756,010
Government Provided DET Grants	\$827,158
Government Grants Commonwealth	\$580
Government Grants State	\$0
Revenue Other	\$59,326
Locally Raised Funds	\$446,128
Capital Grants	\$0
Total Operating Revenue	\$6,089,202

Equity	Actual
Equity (Social Disadvantage)	\$61,200
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$61,200

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$4,685,182
Adjustments	\$0
Books & Publications	\$760
Camps/Excursions/Activities	\$129,796
Communication Costs	\$2,987
Consumables	\$96,184
Miscellaneous Expenses ²	\$15,155
Agency Staff	\$201,710
Professional Development	\$20,961
Equipment/Maintenance/Hire	\$70,906
Property Services	\$124,705
Salaries & Allowances ³	\$222,224
Support Services	\$22,283

Expenditure	Actual
Trading & Fundraising	\$125,430
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$39,954
Total Operating Expenditure	\$5,758,236
Net Operating Surplus/-Deficit	\$330,966
Asset Acquisitions	\$0

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$891,774
Official Account	\$44,302
Other Accounts	\$0
Total Funds Available	\$936,076

Financial Commitments	Actual
Operating Reserve	\$178,842
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,936
Funds Received in Advance	\$28,404
School Based Programs	\$56,814
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,955
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$48,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$318,445
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$636,395

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.