

2020 Annual Report to The School Community



School Name: Altona North Primary School (4931)



"Consider Others"

- 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 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 17 March 2021 at 01:13 PM by Robyn Gregson (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.

To be attested by School Council President

How to read the Annual Report

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.

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.

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)

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. 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.

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 North Primary School is situated in the City of Hobsons Bay local government area, 14 kilometers from the city of Melbourne. Established in 1965, the school has provided for the educational needs of families in Altona North which is an established residential suburb on the fringe of an industrial area for the past 55 years.

The school has well cared for buildings and grounds which the students and school community take great pride in. Unfortunately some buildings are in poor condition due to age and environmental damage. In addition to the classrooms, the buildings includes a library, visual arts room, administrative and staff facilities and a modern multi-purpose facility for performing arts and indoor sports. In 2020 we saw our Capitol Works Funding (\$3.8 million) begin through building works on Block B, this will be a new, innovative building for our students, staff and parents. This building will consist of six classrooms, breakout learning areas, meeting areas for teachers and consultants, a make a space ICT area, large passage area for breakout learning and an office for Senior Staff. This building will connect to 2 existing classrooms and student toilets which have had a \$225,000 Maintenance Works completed at the end of 2020. The two refurbished rooms will be home to our 2021 Preps with the remaining students in our Block A. Three grade 1 /2 are at home in our library and our 3 - 6 classes in their singular classrooms. We moved our library into a storage area until our new building is completed.

The school buildings are set in well-maintained grounds which include a grassed oval, asphalted courts for major and minor games, and shaded adventure playground equipment, landscaped gardens, a vegetable garden and quiet areas for more passive pursuits.

We are a multicultural school with a large number of our students coming from language backgrounds other than English. The school is registered to enroll international students and we currently have 84 EAL students, 12 PSDMS funded students and 101 Socially Disadvantaged students.

The staff consisted of the Principal and Assistant Principal, Leading Teacher / Welfare, Learning Specialist Teacher, 12 equivalent full-time (EFT) classroom / specialist teachers, 4.8 EFT educational support staff and 2.0 Office Administration staff. The school is serviced by a Speech Therapist, on a part-time basis (0.4) and Youth Worker Under the Chaplaincy Program (0.35).

Framework for Improving Student Outcomes (FISO)

ANPS is committed to extending high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in Literacy and Numeracy across the school. The FISO model with a particular focus on chosen priorities which guides our intent to build on our positive climate for learning, effective instructional leadership and to strive for excellence in our teaching and learning practice, with the aim of improving student outcomes in Numeracy and Literacy.

Our focus during 2020 was to changed with the inportance of students wellbeing and adapting to the COVID -19 situation but during his time we continues to keep a focus on:

- Strengthening the capacity of teaching teams to work collaboratively to provide evidence-based, high-impact teaching strategies.
- Developing and implementing strategies to involve parents and carers as partners in learning. This became a stronger focus as staff assisted parents/ carers to cope with the teaching from home, online and living through a difficult situation.
- Building the instructional leadership capacity of leaders across the school which was continued with staff engaging in Professional Learning and PLC work through the connection on online meeting rooms.

Through strengthening our goals for learning we have strongly built a culture of empowerment, responsibility, pride and opportunities for growth that is inclusive of all students and our community.

Altona North Primary School received SFOe funding in support of developing our Literacy and Numeracy across the school. With this funding we were able to engage a Literacy Consultant. Our Literacy Consultant was unable to continue through the pandemic and has been engaged for 2020 to work with new teaching staff in Reading through modeling and coaching, working with the whole staff in Writing. We now have clear expectations and goals specifically focused on Literacy from Foundation through to Grade 6.

Achievement

During remote learning, staff were able to utilise online resources for content delivery and assessment and consequently developed new ways of differentiated learning for students.

Our students who are funded through PSDMS were supported by their teachers, ES and Welfare Coordinator to ensure ILP goals were met to the best of their ability through Remote and Flexible Learning. These students did extremely well considering they were out of routine and did not always understand the new learning taking place from home. However all Programs for Students with Disabilities showed progress at a satisfactory level in achieving their goals.

Student Attitudes to School data was not collected in 2020 but there continued to be a strong focus on Student Safety, making this an area that students became very conscious of paying attention to their safety in all areas of the school.

Whole-school curriculum planning plays a key role in enabling Altona North Primary School to deliver a curriculum for all students and reflects the decisions, resources and priorities of the school. Altona North Primary School is committed to extending high quality teaching and learning, at all levels of the school and across all programs. This begins with the foundations of learning in Literacy and Numeracy across the school.

Student learning is personalised and focused on individual learning. All team planning documents have differentiated learning and teams discuss students that need support or extension; these are now reflected on the planning documents. Our success is complimented by PLT planning across the school overseen by our Assistant Principal and Learning Specialist Teacher. This ensures that our curriculum expectations are aligned across all grades and to strengthen pedagogical strategies and ensure a viable guaranteed curriculum.

Engagement

Our REACH Values are seen around the school, in passageways, classrooms, staffroom, school website and as part of our everyday culture. Through the whole school Inquiry on Relationships and Learning students revisit the Vision and Values at the beginning of the year to ensure these are embedded in our everyday practices and interactions. Our school values were acknowledged at school assemblies with students receiving certificates for portraying our school values.

Our School Wide Positive Behaviour protocols are now being embedded from Prep to 6 with common expectations and consequences set by staff and students, allowing for Student Voice and input.

As a part of our engagement in students learning we had minimal opportunity to offer extra curricula programs due to COVID 19 and lock down periods during the 2020 year. However Altona North PS provided students with extra curricula activities such as: Jump rope for heart Interschool sports, The Arts and Music and Performing Arts Online. These provide a range of interest areas for students and are developed into learning situations through Inquiry Topics, Literacy, Numeracy and Specialist areas.

This year we were privileged to have been granted funding to provide program such as Nip-It (The Bridge) Pilot for the 5 /6 students, online. These programs all built on resilience, connectedness, community and being proud of who we are. Student performances were of an extremely high level incorporating community connections and social justice. Parents as helpers Program was successful once again this year giving parents skills and knowledge of working with students at school and with their learning at home as well as school.

Each student's individual strengths and learning styles are highly valued and we provide a wide range of programs across all levels of the school.

Wellbeing

2020 became a challenge for us as it did with the whole of Victoria. Students, staff and families needed to adapt to the new life put onto us through the COVID 19 Pandemic. Staff worked with families and students providing a high level of structured support both in the curriculum areas and looking after Health and Wellbeing. We found most of our families adapted to the changes and worked with the school in providing a curriculum that supported student Learning across all areas of the curriculum. Our Welfare coordinator was able to keep in touch with students and their families providing

support, resources, hampers and guidance throughout the Remote and Flexible Learning stage of 2020. This was supported by our Youth Worker who kept in contact with families in need.

Financial performance and position

Altona North PS once again had a successful year in managing finances. The year ended with a surplus of \$88,000 which will go towards our Tutoring Program in 2021

Equity Funding supported our students learning outcomes through taking a Learning Specialist Teacher out of the classroom to drive Literacy and Numeracy through the school from Prep to Grade 6 this proved extremely successful in the student learning outcomes data with high growth in many areas of the curriculum. Money was used this year to purchase computers to cover those sent home for student use. Over 100 devices were lent out the families during Remote and Flexible Learning and Fontas and Pinnel Intervention Packs to assist students below expected level. These were are two largest areas in spending followed by the purchase of 20 iPads to enhance literacy within the classrooms.

A \$20,000 grant was made available to ANPS through the Chaplaincy Program giving us the opportunity to build on our strong welfare programs through the employment of Korus Connect to provide a person well suited to our school environment. This program saw many activities and programs building on student wellbeing and student attendance.

A further grant of \$225,000.00 has been allocated to ANPS for planned maintenance in Block A

For more detailed information regarding our school please visit our website at
www.altonanorthps.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 214 students were enrolled at this school in 2020, 86 female and 128 male.

54 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

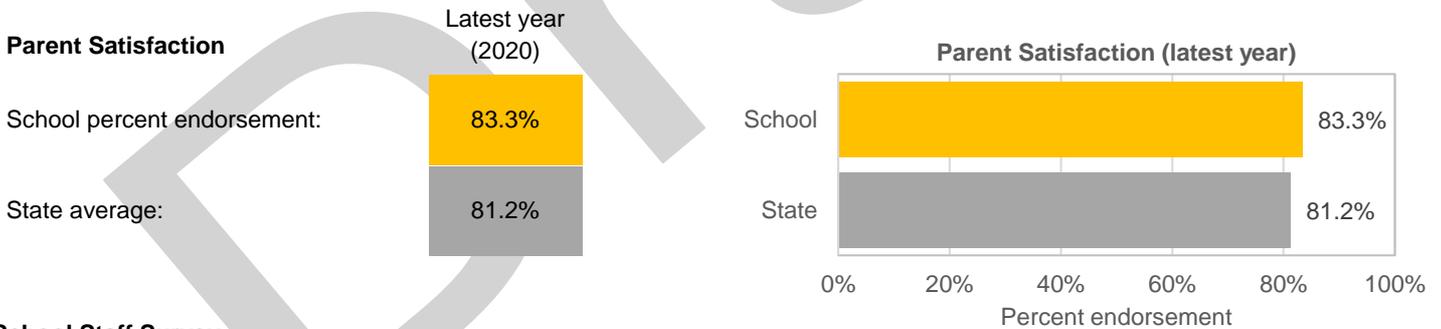
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

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.

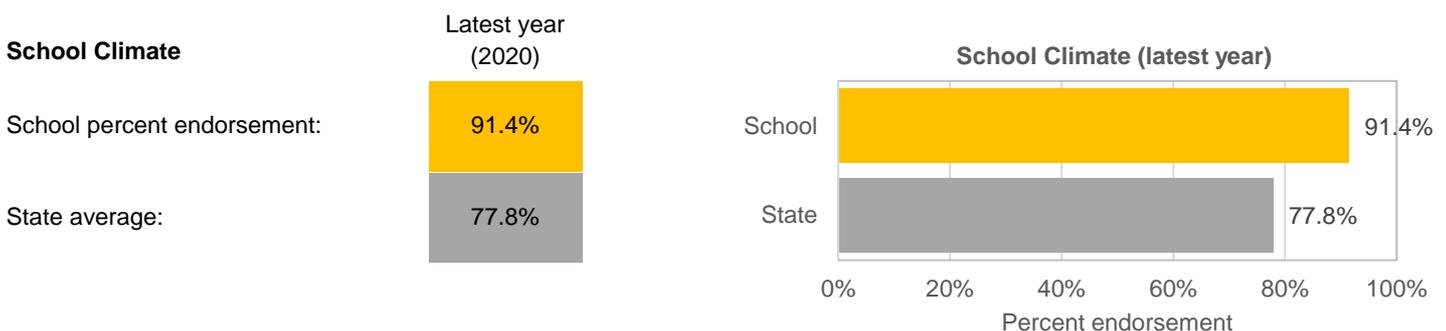


School Staff Survey

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:

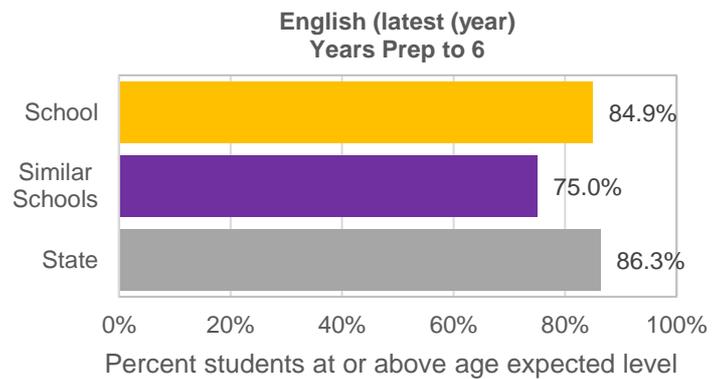
84.9%

Similar Schools average:

75.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

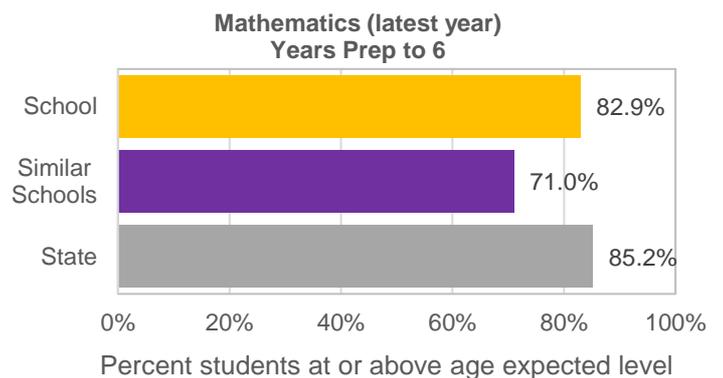
82.9%

Similar Schools average:

71.0%

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

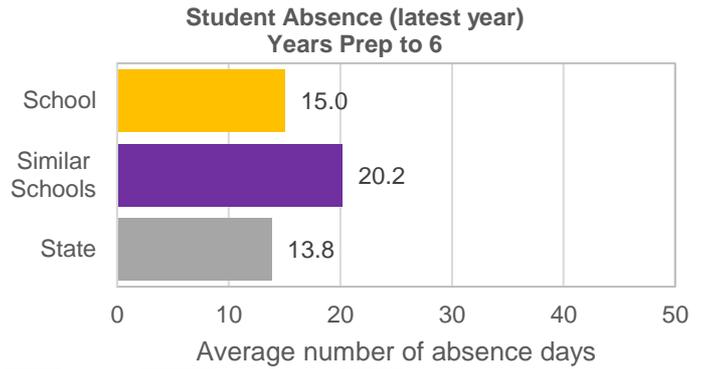
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	15.0	18.9
Similar Schools average:	20.2	18.8
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):	88%	93%	93%	95%	92%	91%	96%

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.

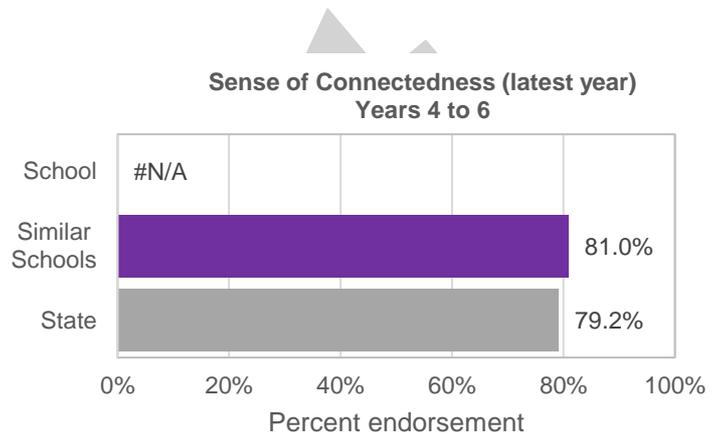
Student Attitudes to School – Sense of Connectedness

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	71.3%
Similar Schools average:	81.0%	82.9%
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.

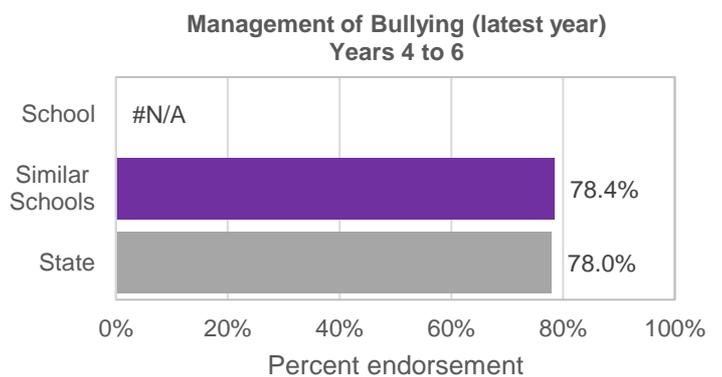
Student Attitudes to School – Management of Bullying

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	65.8%
Similar Schools average:	78.4%	81.1%
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	\$2,355,342
Government Provided DET Grants	\$450,532
Government Grants Commonwealth	\$1,290
Government Grants State	NDA
Revenue Other	\$39,072
Locally Raised Funds	\$108,160
Capital Grants	NDA
Total Operating Revenue	\$2,954,396

Equity ¹	Actual
Equity (Social Disadvantage)	\$365,306
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$365,306

Expenditure	Actual
Student Resource Package ²	\$2,207,377
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$4,024
Communication Costs	\$17,376
Consumables	\$73,783
Miscellaneous Expense ³	\$19,726
Professional Development	\$4,687
Equipment/Maintenance/Hire	\$32,500
Property Services	\$35,676
Salaries & Allowances ⁴	\$22,901
Support Services	\$136,305
Trading & Fundraising	\$6,769
Motor Vehicle Expenses	\$1,629
Travel & Subsistence	\$80
Utilities	\$22,877
Total Operating Expenditure	\$2,585,709
Net Operating Surplus/-Deficit	\$368,687
Asset Acquisitions	\$108,060

- (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

Funds available	Actual
High Yield Investment Account	\$344,621
Official Account	\$9,438
Other Accounts	NDA
Total Funds Available	\$354,059

Financial Commitments	Actual
Operating Reserve	\$59,376
Other Recurrent Expenditure	\$60
Provision Accounts	NDA
Funds Received in Advance	\$79,000
School Based Programs	\$118,893
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	\$10,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$267,329

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.