

2023 Annual Report to the School Community

School Name: Altona North Primary School (4931)



- 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 29 April 2024 at 07:04 PM by Lee Blunt (Principal)

- This 2023 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 30 April 2024 at 01:19 PM by JES LAW (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Altona North Primary School (ANPS) is located in the city of Hobsons Bay approximately 15 kilometres from the Melbourne Central Business District. The school was founded in 1965.

The school grounds include an indoor multi-purpose facility for performing arts and indoor sports and two main buildings housing classrooms, a library, Visual Arts room, STEAM room, Computer lab, administrative offices and staff facilities. The grounds include a grassed oval, asphalt courts for major and minor games, 2 adventure playgrounds, a vegetable garden and passive play spaces. Our new extension to Block B building caters for six classrooms, STEAM room, Computer lab and open learning areas was constructed and completed in 2021.

2023 was the second year of our new Strategic Plan and we continued to focus on improving outcomes Numeracy, Literacy and Well-being. This year our enrolments grew from 185 students in 2022 to 215 students.

This year the Student Family Occupation Education index was 0.53.

The staffing profile of ANPS includes a Principal and Assistant Principal, 16 teachers, 6 x.8 full time equivalent Education Support (ES) staff and two office administration staff.

The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum, which is differentiated to meet student needs. It offers Auslan as the Language Other Than English (LOTE) and specialist classes including Physical Education, ICT, Visual Arts, Music and Performing Arts. At ANPS we cater for a diverse range of cultures through close community relationships, strong differential curriculum and a holistic approach to each student's social/ emotional welfare and learning. The students are organised into an appropriate grade structure, determined with reference to Victorian Curriculum levels, school needs and student enrolments. ANPS provides a teaching and learning environment that engages, inspires and challenges students and the wider school community to be "the best they can be", based on our school values of Respect, Excellence, Acceptance, Community & Honesty. ANPS nurtures and supports all students in becoming innovative, resilient, lifelong learners who make positive contributions to local and global communities. ANPS provides a Wellbeing program supported by our Inclusion / Welfare Coordinator, school chaplain, and speech pathologist. Our Leading teacher (Tutoring) and our Learning Specialist Teacher (Extension) were released from the classroom this year to support students with their learning through small group work and through mentoring of teachers in planning and within the classroom.

Progress towards strategic goals, student outcomes and student engagement

Learning

A comprehensive curriculum is provided encompassing all areas of the Victorian Curriculum. The school has adopted an inquiry learning model using an integrated approach to curriculum planning and delivery supported by timetabled provision for Unit Team Planning. In support of our increased focus on Numeracy in our 2023 AIP, improving teacher's ability to plan for and teach Numeracy became the priority for Professional Learning aligned to our KIS. As in past years flexible and adaptive approaches to teaching and learning to support differentiated curriculum delivery has been a strategic intent. 2023 data shows that in NAPLAN grade 5 Reading and Numeracy, students in the Strong or Exceeding category were above similar and state results. We were also At or Above similar schools in both English and Maths in relation to teacher judgements for age expected standards for years Prep to 6. These results were due to the hard work of our staff in addressing the areas of need in Numeracy and Literacy across all areas of the school. This was delivered through our planning as Units, Leading Teachers in Extension, Tutoring and Inclusion and Well-being, consultants and strong mentoring program. STEAM is integrated across all curriculum areas with the 5/6 unit displaying their learning through a Techno Expo. All staff are coached /mentored in curriculum development and teaching to ensure all students are receiving the very best in student learning. In 2023 a weekly teacher meeting was also allocated for professional learning to improve teacher capacity and develop shared pedagogy. These sessions included data analysis, moderation and curriculum collaboration. Staff gave consistent feedback in the Staff Opinion Survey regarding the impact of the school's implementation of the School-wide Positive Behaviour Support (SWPBS) framework. A consistent approach to behaviour management and a belief of a shared responsibility for every student will enhance learning for all students. The school is known for developing a positive and inclusive teaching and learning environment based on the school's vision and values.

Wellbeing

Altona North Primary School values all aspects that contribute to student well-being. All staff at Altona North Primary School follow the values of looking at the whole child and ensuring every child has every opportunity to grow and learn in a safe, engaging and respectful environment. 2023 data shows that further work needs to be done in improving years 4-6 sense of connectedness which is a focus of the 2024 AIP. The student attitude to school survey shows that the management of bullying in years 4- 6 is above similar and state schools. We effectively communicate with all schools and agencies to ensure student transition is well supported, welcoming and engaging for both students and families. Our transition program in 2023 consisted of: a) Prep information Meetings, b) 5 transition sessions in November 2022 for new Preps, c) Prep 2023 T-Shirts and school hats, d) 'Welcome to School' Packs were given to new Preps in preparation of them starting school, e) Class transitions for students P-6 in preparation for the 2024 year level alongside a formal buddy system across the school, f) Grade 6 Orientation with various secondary schools. As part of our Inclusion and Well-being approach, we continued to provide student well-being support through a full-time teacher allocated to work in this area. 2023 continued with the Teeth on Wheels Program where the dentist comes to school every 6 months offering families the opportunity for oral health care. Further programs which enhance student well-being at Altona North Primary School are; Breakfast Club, The Community Pantry, our School Community Garden, Harmony Day, Skip Rope for Heart, Fruit Program and the Chaplaincy Program. Our school modified the delivery of health and wellbeing supports to students and their families, by engaging our Chaplain to touch base with students and families at risk providing emotional support, food parcels and other much needed items. All of these programs work towards improving Attendance, Engagement and being the best we can be.

Engagement

With the 2023 data showing an average of 27.0 absence days with an attendance rate of 82% for grade 2 students and 81 % for grade 6 students, student absences will continue to be a priority in the 2024 AIP. The school is aware of the need to be culturally sensitive in how this is approached, given the multicultural nature of the community. The school is also aware of the financial difficulties facing our community, which is judged to be low socio- economic with a SFOE in the HIGH band level. In 2023 the school funded Inclusion and Welfare Teacher role was maintained at an EFT 1.0, to drive and lead the following actions: - Ensuring all students re-engage in all forms of the arts, including music, dance, drama and visual arts - Strengthening in-class and yard relationships through peer and group learning activities - Targeting counselling for individual students with acute needs - Building relationships and engage with families of at-risk students - Conducting daily check-ins with at-risk students. Ensuring all students know there is someone who cares about them -Supporting student engagement for learning In future, our PLCs will focus on opportunities to continue building student agency in the classroom. ANPS planned for school facilities and grounds works that will mean every school is a great place to learn Ensuring students requiring specific intentions are engaged with external agencies and supports Leaders prioritised time for staff to communicate and build relationships with parents/carers Teachers have continued to develop strong relationships with students and parents/carers so students and parents/carers will feel as though they belong and are seen. We aimed to make students feel connected to their school and have positive attitudes to attendance through our work in differentiating the curriculum and in targeted tutoring to those students at risk of being disengaged who may avoid coming to school as they feel they would not be meeting with success. School is also aware of making sure high performing students are stretched to meet their capabilities.

Financial performance

ANPS once again had a successful year in managing finances, maintaining an operating reserve of \$97,078. The year ended with a surplus of \$66,202 which has been linked to a carry over to enable a further year of full-time Tutoring and Welfare support. Equity Funding of \$273,114 supported our students learning outcomes through a Learning Specialist Teacher and Leading Teacher-Tutoring, who were out of the classroom to drive Literacy and Numeracy across the school from Prep to Grade 6, this proved extremely successful in the student learning outcomes data, maintaining growth in many areas of the curriculum. An extra ES staff member compared to 2022 was also employed enabling us to strengthen the literacy support programs Read It Again, Sunshine Phonics and Fontus and Purnell's Intervention Program (LLI) across the school for students below expected levels of learning. Literacy Consultant Leah Stork was also contracted to work with all teachers in the area of Numeracy development across the school. 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 use of the Korus Foundation to provide a person well suited to our school environment. This program enabled many activities and programs aimed at improving student well-being , engagement, socialisation and resilience. Our major fundraiser the Murray to Moyne Cycle Relay was once again successful raising \$16,000 to support our student Welfare programs and providing students with extra curricula activities and experiences such as camp, swimming programs, incursions, excursions, uniform assistance and extra curricula activities to enhance engagement and stimulate interest both within school and our of hours interests.

For more detailed information regarding our school please visit our website at
<https://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 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 203 students were enrolled at this school in 2023, 78 female and 125 male.

46 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).

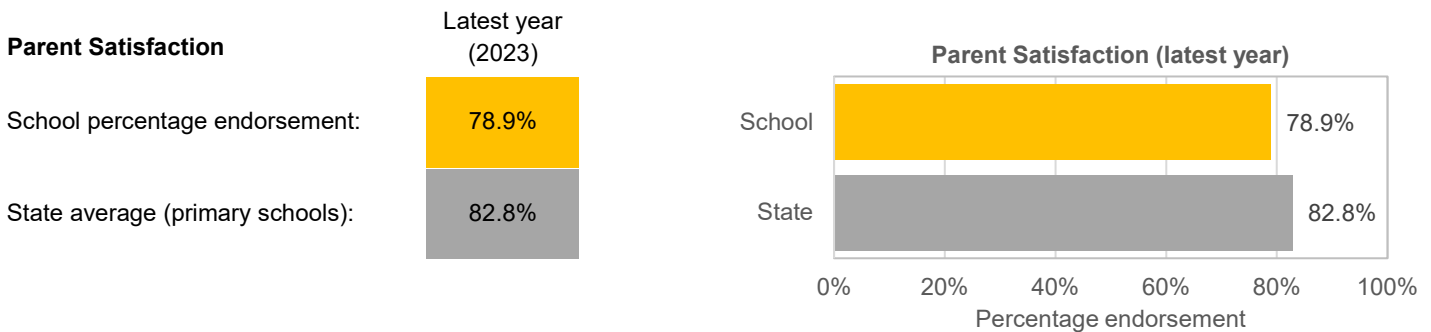
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

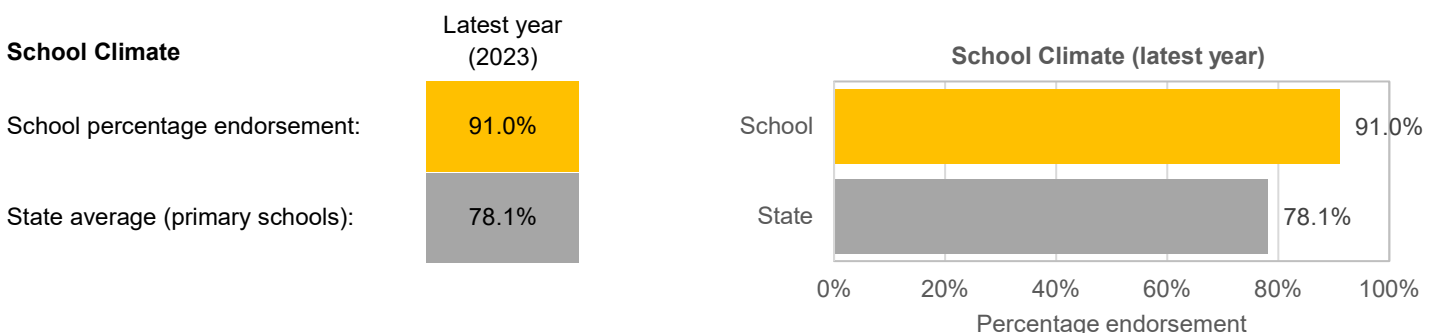


School Staff Survey

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.



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
(2023)

School percentage of students at or above age expected standards:

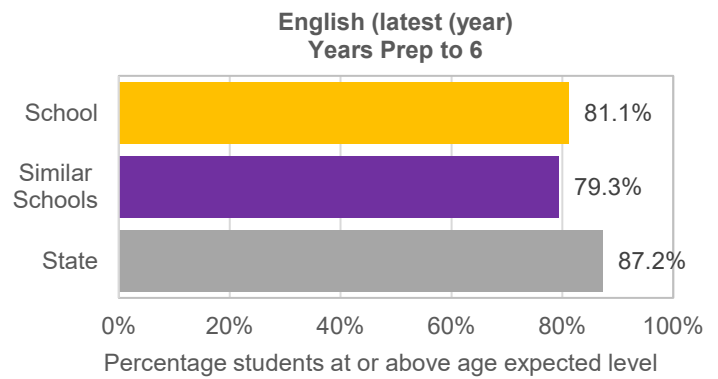
81.1%

Similar Schools average:

79.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

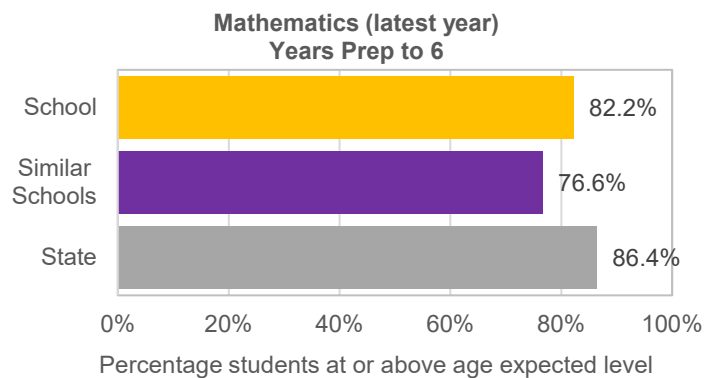
82.2%

Similar Schools average:

76.6%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

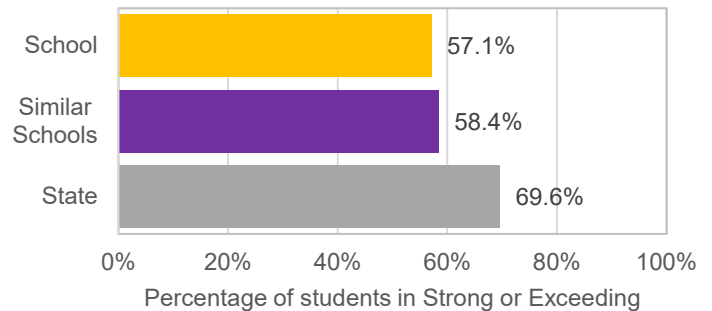
Similar Schools average:

58.4%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.6%

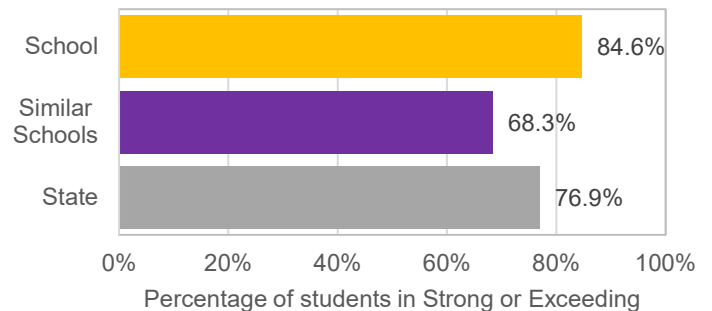
Similar Schools average:

68.3%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

50.0%

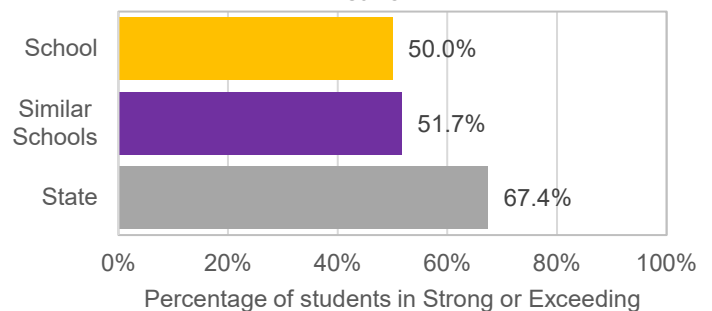
Similar Schools average:

51.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

69.2%

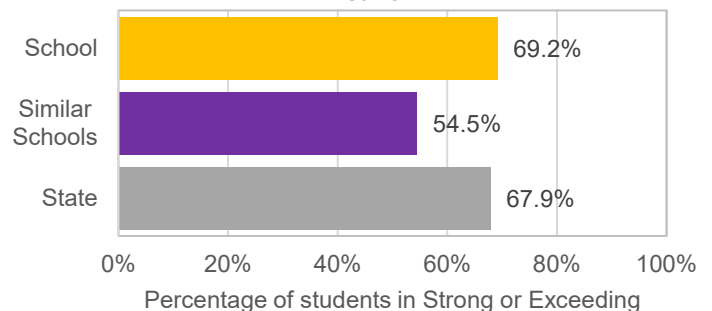
Similar Schools average:

54.5%

State average:

67.9%

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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

75.0%

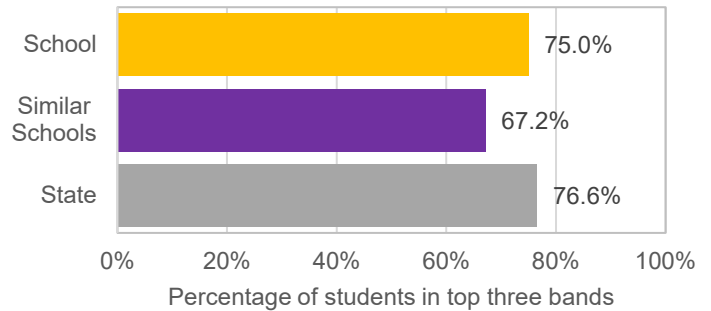
Similar Schools average:

67.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

43.8%

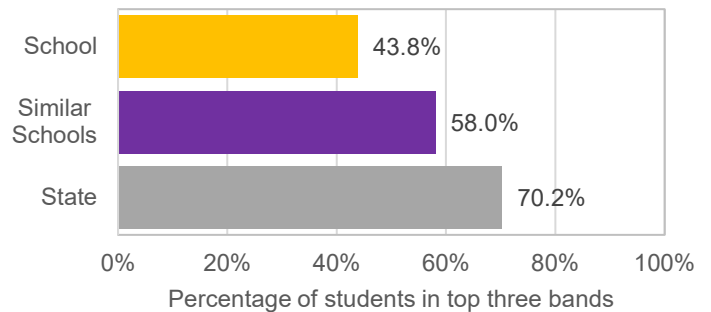
Similar Schools average:

58.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

59.3%

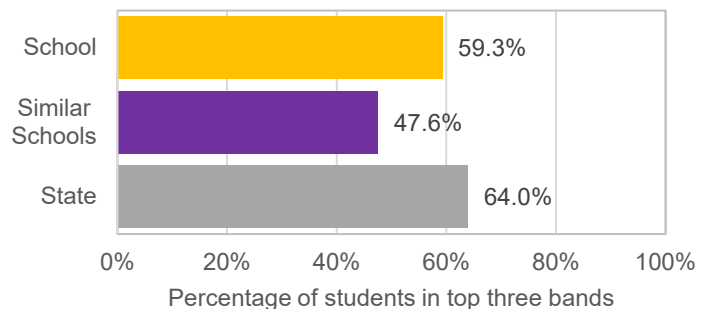
Similar Schools average:

47.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

27.8%

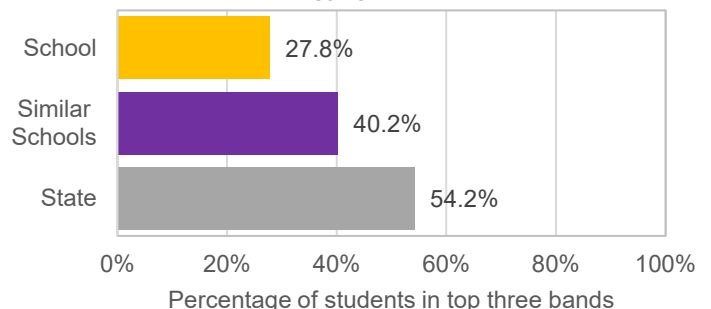
Similar Schools average:

40.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

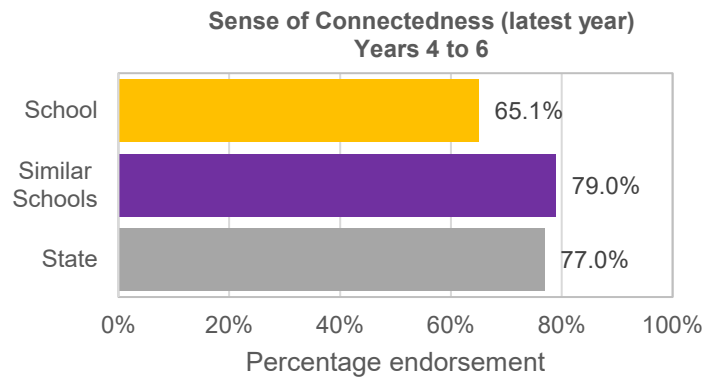
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School percentage endorsement:	65.1%	69.9%
Similar Schools average:	79.0%	81.2%
State average:	77.0%	78.5%

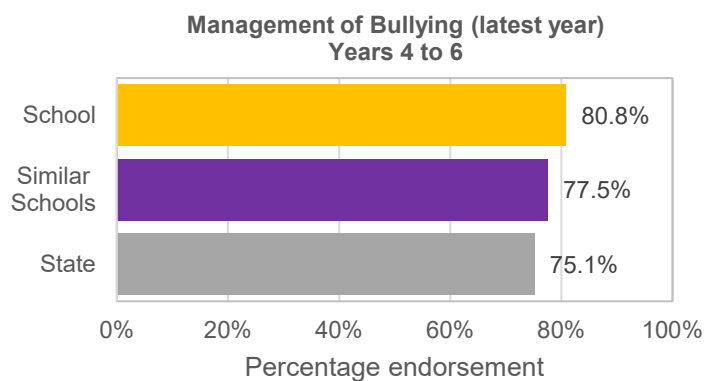


Student Attitudes to School – Management of Bullying

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 (2023)	4-year average
School percentage endorsement:	80.8%	78.3%
Similar Schools average:	77.5%	79.6%
State average:	75.1%	76.9%



ENGAGEMENT

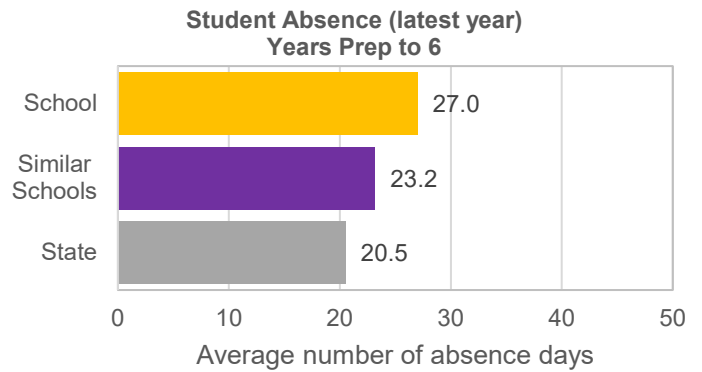
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	27.0	21.0
Similar Schools average:	23.2	21.2
State average:	20.5	18.1



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 (2023):	89%	89%	82%	88%	84%	88%	81%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$2,479,708
Government Provided DET Grants	\$449,121
Government Grants Commonwealth	\$6,237
Government Grants State	\$0
Revenue Other	\$11,077
Locally Raised Funds	\$112,968
Capital Grants	\$0
Total Operating Revenue	\$3,059,111

Equity ¹	Actual
Equity (Social Disadvantage)	\$273,114
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$273,114

Expenditure	Actual
Student Resource Package ²	\$2,369,456
Adjustments	\$0
Books & Publications	\$6,571
Camps/Excursions/Activities	\$51,828
Communication Costs	\$15,561
Consumables	\$72,340
Miscellaneous Expense ³	\$47,720
Professional Development	\$11,327
Equipment/Maintenance/Hire	\$20,129
Property Services	\$70,198
Salaries & Allowances ⁴	\$110,404
Support Services	\$161,283
Trading & Fundraising	\$9,356
Motor Vehicle Expenses	\$5,169
Travel & Subsistence	\$0
Utilities	\$41,567
Total Operating Expenditure	\$2,992,909
Net Operating Surplus/-Deficit	\$66,202
Asset Acquisitions	\$25,364

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$306,512
Official Account	\$20,817
Other Accounts	\$0
Total Funds Available	\$327,329

Financial Commitments	Actual
Operating Reserve	\$97,078
Other Recurrent Expenditure	\$3,613
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$303,716
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$20,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$424,407

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.