

2025 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 \(VIT\)](#)
- 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 27 April 2026 at 05:04 PM by Lee Blunt (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 29 April 2026 at 03:32 PM by Lee Blunt (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

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, and the school community celebrated its 60th Anniversary in 2025.

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, 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 was constructed and completed in 2021 and caters for six classrooms, Computer lab and open learning areas.

The staffing profile of Altona North Primary School includes a principal and assistant principal, 16 teachers, 6 Educations Support staff (ESS) at .8 time fraction, 1 ESS at .64 time fraction staff and two office administration staff.

The school provides a Foundation to Year 6 learning program based on the Victorian Curriculum 2.0 which is used to plan for the differing needs of students. It offers Auslan as the Language Other Than English (LOTE) and specialist classes including Physical Education, Visual Arts, Music & Performing Arts & ICT.

The school successfully went through the school review process in 2025, and our new 2025-2029 Strategic Plan continues to focus on improving outcomes in numeracy, literacy and well-being.

This year's Student Family Education (SFO) was 0.6406 and the Student Family Occupation Education (SFOE) was 0.4712. By the end of the year, the school had an enrolment of 215 students from 18 different family language backgrounds, including English.

At ANPS we cater for a diverse range of cultures through close community relationships, a strong differential curriculum and a holistic approach to each students' social/emotional/physical welfare and learning needs. 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 (R.E.A.C.H). 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, Mental Health Leading Teacher and a school youth worker. Our Leading Teacher (small group intervention leader) and our Learning Specialist Teacher (teaching and learning mentor and coach) support students with their learning through small group work and through mentoring and coaching of teachers in Professional Learning Communities (PLCs) and within the classroom. The Leading Teachers and the Learning Specialist were released part time from the classroom to support students with their learning and well-being, and teachers and ESS with coaching and mentoring.

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. The use of the VTLM 2.0 was a major focus in 2025. Phonics Plus was introduced to grade Prep to 2 after considerable professional development, which is continuing in 2026. Numeracy remained an improvement focus throughout 2025 and into 2026. 2025 data shows that in NAPLAN grade 5 Reading was approximately 5% below similar schools and grade 5 Numeracy was approximately 20% below similar schools. We were 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 and strong mentoring program. STEAM is integrated across all curriculum areas. All staff are coached /mentored in curriculum development and teaching to ensure all students are receiving the very best in student learning. In 2025 weekly PLC meetings continued to be 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. 2025 data shows that further work needs to be done in improving years 4-6 sense of connectedness which is a focus of the 2026 AIP. The student attitude to school survey shows that the management of bullying in years 4- 6 is lower than state results, however the 4 year average is in line with state results. 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 2025 consisted of: a) Prep information Meetings, b) 5 transition sessions in November 2025 for new Preps, c) Prep 2025 T-Shirts and school hats, d) 'Welcome to School' Packs were given to new Preps in preparation of them starting school, e) Class transitions sessions for students P-6 in preparation for the 2026 year, 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. 2025 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 Youth Worker Program. Our school modified the delivery of health and wellbeing supports to students and their families, by engaging our Youth Worker to touch base with students and families at risk, providing emotional support, food parcels and other much needed items. All these programs impact on improving Attendance, Engagement and Wellbeing.

Engagement

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Financial performance

ANPS once again had a successful year in managing finances, maintaining an operating reserve of \$98,376. The year ended with a deficit of \$14,723 which was a consequence of investing in additional staffing which has been used to provide extra time for Tutoring and Welfare support. Equity Funding of \$232,547 supported our students' learning outcomes through employment of a Learning Specialist Teacher and Leading Teacher- Tutoring, who were out of the classroom to drive Literacy and Numeracy improvement across the school. Extra ES staff were maintained to provide additional support throughout 2025, 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. The school self-funded a youth worker from the Korus Foundation, enabling us to strengthen our already strong welfare programs. 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 approximately \$15,000 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.

**For more detailed information regarding our school please visit our website at
<https://www.altonanorthps.vic.edu>.**

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 212 students were enrolled at this school in 2025, 88 female and 124 male. 42% had English as an additional language and NDP 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.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	74.1%	
	Similar schools	84.6%	
	State	82.0%	

School Staff Survey


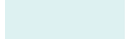


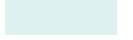

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	82.7%	
	Similar schools	77.6%	
	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	84.1%	
	Similar schools	77.6%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	84.7%	
	Similar schools	72.5%	
	State	84.2%	

NAPLAN

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


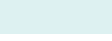


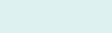

		2025	3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	36.4%	48.6%
	Similar schools	58.5%	56.6%
	State	69.5%	69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	59.3%	65.5%
	Similar schools	64.4%	64.9%
	State	73.9%	74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	40.9%	47.8%
	Similar schools	51.6%	51.0%
	State	66.2%	66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	33.3%	55.4%
	Similar schools	54.8%	54.0%
	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'.


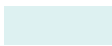

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	80.0%	
	Similar schools	73.1%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	55.0%	
	Similar schools	72.7%	
	State	74.0%	

WELLBEING


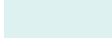

Student Attitudes to School – Sense of Connectedness

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	69.9%		69.3%
	Similar schools	79.6%		78.9%
	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	67.0%		76.0%
	Similar schools	80.2%		78.1%
	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	25.5	26.4
	Similar schools	24.3	24.8
	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	89.8%	
Year 1	School	85.8%	
Year 2	School	88.6%	
Year 3	School	85.5%	
Year 4	School	83.9%	
Year 5	School	86.6%	
Year 6	School	88.8%	

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	\$2,797,041
Government Provided DET Grants	\$392,370
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$45,029
Locally Raised Funds	\$123,640
Capital Grants	\$0
Total Operating Revenue	\$3,358,081

Equity	Actual
Equity (Social Disadvantage)	\$232,547
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$232,547

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

Expenditure	Actual
Student Resource Package ¹	\$2,782,546
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$36,701
Communication Costs	\$8,695
Consumables	\$61,499
Miscellaneous Expenses ²	\$7,826
Agency Staff	\$222,584
Professional Development	\$16,709
Equipment/Maintenance/Hire	\$20,823
Property Services	\$107,292
Salaries & Allowances ³	\$2,829
Support Services	\$58,400

Expenditure	Actual
Trading & Fundraising	\$8,863
Motor Vehicle Expenses	\$7,593
Travel & Subsistence	\$144
Utilities	\$30,300
Total Operating Expenditure	\$3,372,803
Net Operating Surplus/-Deficit	(\$14,723)
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	\$325,760
Official Account	\$31,412
Other Accounts	\$0
Total Funds Available	\$357,172

Financial Commitments	Actual
Operating Reserve	\$98,376
Other Recurrent Expenditure	\$869
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$137,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$145,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$381,745

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.