**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://www.vit.vic.edu.au/)
* 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)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (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)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 29 April 2024 at 05:18 PM by Emma Hampton (Principal) |

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| * 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 29 April 2024 at 05:18 PM by Simon Jackson (School Council President) |

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School Name: Altona Meadows Primary School (5172)

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](https://nap.edu.au/naplan/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**

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| **School context** |
| Altona Meadows Primary School is in the Hobsons Bay network in the South Western Region of Melbourne.  We have a school population of around 300 students.  Our students come from diverse multicultural and socio-economic backgrounds.  We have modern buildings, which house 20 classrooms providing excellent facilities for teaching and learning. We also have 2 portable buildings, which hold 4 classes. Our school vision is 'to provide an engaging, friendly, safe and supportive environment that enhances learning, personal growth and well being for all students, enabling them to become life long learners":- hence our school motto: Learning for Life.The values that our school embraces are: Striving for Excellence, Respect and Resilience. These values are reinforced in all classes across the school.Our school operates in a composite class structure due to student numbers. All Prep -2 classes operate at small numbers to ensure we have a high impact on student learning. Our staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 Learning Specialist (full time out of the classroom), 18 teachers, 10 education support staff and 2 administration staff.Our teachers work in professional learning communities to improve the curriculum, reflect on their teaching practice, share information and co-operatively develop high quality activities and welfare programs for all students. We have continued to monitor students with poor attendance and have had regular contact with families about these issues.  There has been some slight improvement in our attendance rates. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| In 2023, we had a strong focus on continuing to improve our teaching & learning programs and approaches. We clarified and defined approaches with staff and ensured there was consistency across all teaching areas and all teaching staff. This resulted in a restructure of our Reading Instructional model to ensure we were offering the best practice to maximise growth. This resulted in our staff being led through various different professional learning opportunities to ensure they were upskilled to effectively teach our students. Data walls were further enhanced throughout the year with the addition of staff making a teacher judgement in Reading each Term. The continual use of data on the table at each PLC has ensured we are continuosly ensuring we are seeing growth from our students, if not, we are acting quick to make adjustments. Our 2023 data has shown us making progress to our AIP goals in 4 out of our 8 targets. We have created an AIP booklet for staff to ensure that they are aware of the areas they have direct impact on. We are always reflecting and tracking our school wide progress to making growth towards achieveing our targets. Our staff professional learning is tracked and planned against our AIP goals to ensure we are upskilling and building staff capability in the aligned areas. We are finding our staff to be open to new learning with a common agreement on ensuring our students succeed. We work hard to ensure we know the entry point for each of our students to ensure we are getting the best from them.  |
| Wellbeing |
| The wellbeing of our students continued to be a high priority for us in 2023. We have continued the implementation of our School Wide Positive Behaviours and are seeing a very positive impact from this. Our students are working hard to make positive choices and are responding well to being acknowledged for both psotive and negative choices. This approach is a school wide consistent approach that explicity teaches expectations, tracks individual progression and focuses on a positive approach to address both preferred and non preferred behaviours. Our staff continued to implement Respectful Relationships in 2023 with a targeted approach to delivery to ensure a consistent approach. Our staff plan and deliver expliciut values lessons to our students based on our Compass data to ensure we are targeting hot spots and being proactive in maintaining a positive environment. We are explicit with our students in making sure they understand what the steps are when a negative choice is made to assist in building an understanding with our stduents and ensure they can see that we are being fair and consisitent. Our School Wide Positive Behaviour Matrix is still being explicitly taught and we can see that our students are meeting our school wide expectations.  |
| Engagement |
| Our students transitioned well into the 2023 school year. We saw a great impact on our student engagement within the classroom with areas of improvement needed for our yard engagement during recess and lunch. We implemented our yard token system to acknowledge positive choices in the yard. This has seen our students recieving tangible acknowledgements for making great choices or following our school values. This year we continued our focus on increasing the contribution our students are making towards thier learning with a further enhancement of contribution to thier learning goals. This showed a positive repsonse from our students who thrived in being able to make a contribution to thier learning. Our Student Leadership program has been enhanced and widened. We continued in 2023 with increased number of students who are members of our JSC team. These school leaders are responsible for our weekly assembly and the running of special events. We also introduced School Captains in 2023. We saw a signifcant increase in the number of students who applied to be a part of our JSC program. It is a good indication that our students can see the impact they are having in our school. Student attendance has continued to be a priority for us. We have implemented a new apprach to how we are monitoring and tracking student absences with direct, regular contact with families when stduents are absent. This has seen an overal decrease in the overall number of days students are absent from school.  |
| **Financial performance** |
| Altona Meadows Primary School continued to carry a significant deficit in 2023. A very thorough exploration was undertaken to gain a deep level of understanding as to where the deficit was coming from and why it was continuing. An excess process was completed in 2021 to reduce the deficit and realign the school to be operating within its budget. We have worked hard to decrease this deficit over the 2023 school year. We are commencing the 2024 school year with a significantly reduced deficit. In 2023 a workforce plan was established that allowed us to utilise our equity funding for its intended purpose. This will see us with the ability to engage in professional learning with consultants to further enhance our teaching and learning programs. We have the largest number of Foundation students enrolled for the 2024 school year in several years. This will see a positive impact on our budget moving forward.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.amps.vic.edu.au/**](https://www.amps.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 277 students were enrolled at this school in 2023, 120 female and 157 male.

20 percent of students had English as an additional language and 3 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: 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.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 55.3% |
| State average (primary schools): | 82.8% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 56.2% |
| State average (primary schools): | 78.1% |

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.

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| **English****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 74.8% |
| Similar Schools average: | 80.2% |
| State average: | 87.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 68.1% |
| Similar Schools average: | 79.6% |
| 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.

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| **Reading****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 43.5% |
| Similar Schools average: | 61.8% |
| State average: | 69.6% |

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| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 66.7% |
| Similar Schools average: | 72.0% |
| State average: | 76.9% |

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| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 43.5% |
| Similar Schools average: | 58.0% |
| State average: | 67.4% |

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| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 51.9% |
| Similar Schools average: | 56.9% |
| State average: | 67.9% |

LEARNING (continued)

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

NAPLAN 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.

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| **Reading****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 62.7% |
| Similar Schools average: | 67.4% |
| State average: | 76.6% |

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| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 57.1% |
| Similar Schools average: | 62.1% |
| State average: | 70.2% |

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| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 58.0% |
| Similar Schools average: | 51.3% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 36.7% |
| Similar Schools average: | 42.5% |
| State average: | 54.2% |

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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 52.6% | 69.1% |
| Similar Schools average: | 75.3% | 77.1% |
| 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 51.6% | 64.9% |
| Similar Schools average: | 74.0% | 75.7% |
| 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.

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| **Student Absence****Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 25.9 | 22.8 |
| Similar Schools average: | 21.9 | 19.9 |
| 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.

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 91% | 89% | 85% | 87% | 87% | 85% | 85% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $3,140,980 |
| Government Provided DET Grants | $410,799 |
| Government Grants Commonwealth | $5,596 |
| Government Grants State | $3,200 |
| Revenue Other | $56,546 |
| Locally Raised Funds | $182,351 |
| Capital Grants | $4,998 |
| Total Operating Revenue | **$3,804,470** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $240,216 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$240,216** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $3,307,820 |
| Adjustments | $0 |
| Books & Publications | $3,492 |
| Camps/Excursions/Activities | $20,623 |
| Communication Costs | $3,708 |
| Consumables | $66,242 |
| Miscellaneous Expense 3 | $3,798 |
| Professional Development | $2,958 |
| Equipment/Maintenance/Hire | $52,886 |
| Property Services | $81,954 |
| Salaries & Allowances 4 | $176,442 |
| Support Services | $152,559 |
| Trading & Fundraising | $34,554 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $0 |
| Utilities | $24,183 |
| Total Operating Expenditure | **$3,931,219** |
| Net Operating Surplus/-Deficit | **($131,746)** |
| Asset Acquisitions | **$104,306** |

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 | $498,302 |
| Official Account | $33,477 |
| Other Accounts | $9,448 |
| Total Funds Available | **$541,227** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $91,567 |
| Other Recurrent Expenditure | $2,655 |
| Provision Accounts | $2,824 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| 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 | $0 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$97,046** |

*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.*