

2020 Annual Report to The School Community



School Name: Altona Meadows Primary School (5172)



- 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 04 May 2021 at 12:48 PM by Emma Hampton (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.

Attested on 04 May 2021 at 06:43 PM by Sophie Angus (School Council President)

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').

In 2020 Altona Meadows Primary School continued to work on its Strategic Plan goal of 'Improving the learning growth and achievement in literacy and numeracy for all students'.
 it is difficult to establish the relative growth data in the three areas assessed due to the disruption caused by remote learning and the difficulty authenticating student work. We do need to continue to focus on the need to reduce the number of students who make low relative growth in all three areas. Further investigation of all data is required for our staff to understand the levels that all students are working at.
 Our High relative growth data for students in the three areas assessed is similar to similar schools (SFOE Band) and only a percentage point less than the state percentage in Numeracy.
 We are certain that our further implementation of the FISO inquiry cycle will assist our teams in further identifying the needs of all of our students and differentiating tasks for all students. The changes in assessment processes in the latter half of the year will also continue to assist our teams.
 The 'Teaching Partners' program in 2020 had a focus on reviewing our Reading program in Grades 3-6 and further developing a coherent program.

In all programs for Students with a Disability, there has been satisfactory progress in achieving student goals as set out in their Individual Learning Plans.

Engagement

We are pleased with the relative growth data in the three areas assessed. We do need to continue to reduce the number of students who make low relative growth in all three areas. Further investigation of all data is required for our staff to understand the levels that all students are working at.
 Our High relative growth data for students in the three areas assessed is similar to similar schools (SFOE Band) and only a percentage point less than the state percentage in Numeracy.
 Summary: We are certain that our further implementation of the FISO inquiry cycle will assist our teams in further identifying the needs of all of our students and differentiating tasks for all students. The changes in assessment processes in the latter half of the year will also continue to assist our teams.
 Altona Meadows Primary School is looking forward to being involved in the 'Teaching Partners' program in 2020 where our focus will be on reviewing our Reading program in Grades 3-6 and further developing a coherent program.
 Student attendance is above both similar schools and the state average and is an area the school continues to work with families.

In all programs for Students with a Disability, there has been satisfactory progress in achieving student goals as set out in their Individual Learning Plans.

Wellbeing

Altona Meadows Primary School continues to provide a wide range of recess and lunch time activities for students to be involved in. In our P-2 classes we invested in employing a company to run a yoga and wellbeing program (We have designated a Wellbeing Space in one of our buildings where children can participate a variety of games and activities under teacher supervision. This will be an area that we will look at investing in and developing further to cater for all students social skill development, but in particular our special needs and at-risk students. .
 Our Attitude to School Survey looks at two components: Sense of Connectedness and Management of Bullying.
 1. Sense of Connectedness: as ther was no survey data for 2020 we refer to our 2019 data which showed that girls in Grade 4 ad Grade 5 have a strong sense of connectedness to school whereas in Grade 6 the boys had a stronger connectedness to school than the girls.

Sense of Connectedness Data

	Boys	Girls
Grade 4	23.5%	30.1%
Grade 5	49.0%	59.5%
Grade 6	34.4%	27.7%

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 369 students were enrolled at this school in 2020, 185 female and 184 male.

29 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) which takes into account parents' occupations and education.

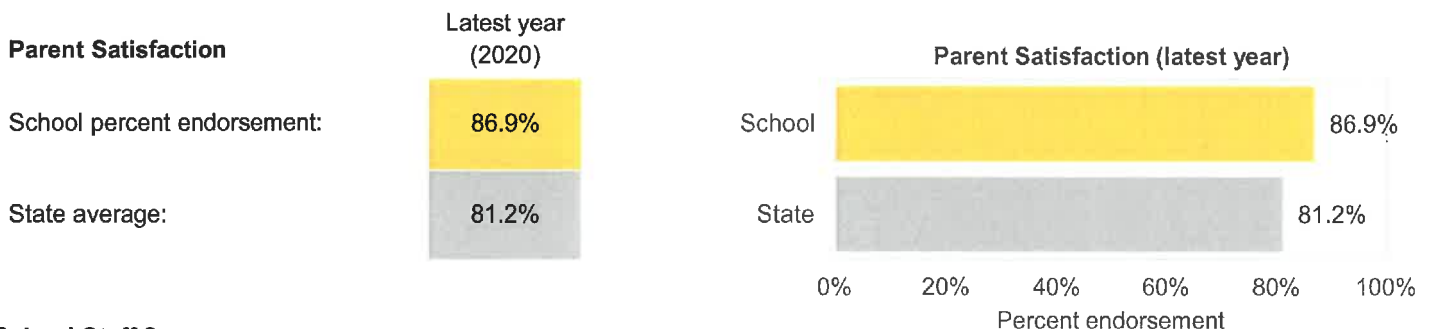
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

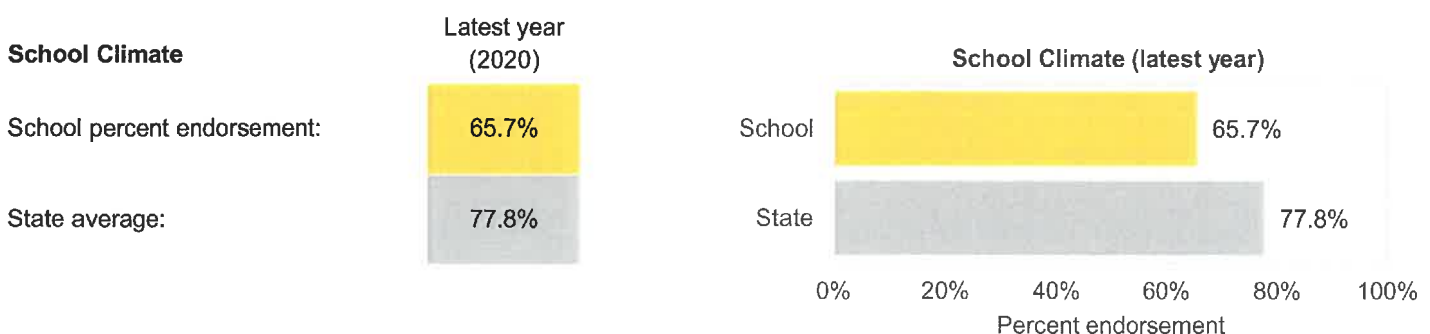


School Staff Survey

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.



ENGAGEMENT

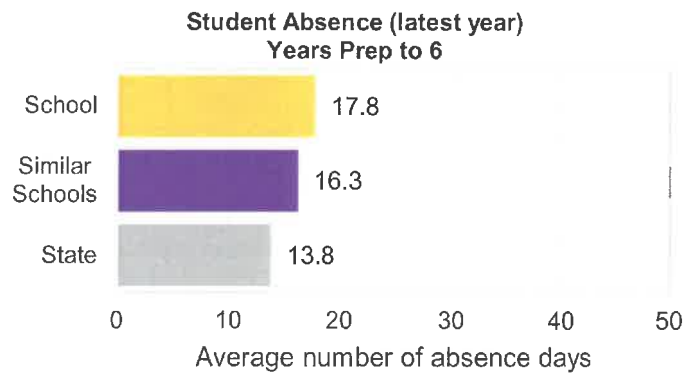
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.8	17.9
Similar Schools average:	16.3	17.0
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):	91%	91%	90%	91%	91%	92%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,460,495
Government Provided DET Grants	\$462,184
Government Grants Commonwealth	\$3,000
Government Grants State	NDA
Revenue Other	\$18,373
Locally Raised Funds	\$115,859
Capital Grants	NDA
Total Operating Revenue	\$4,059,911

Equity ¹	Actual
Equity (Social Disadvantage)	\$364,583
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$364,583

Expenditure	Actual
Student Resource Package ²	\$3,532,371
Adjustments	NDA
Books & Publications	\$1,907
Camps/Excursions/Activities	\$9,224
Communication Costs	\$5,575
Consumables	\$75,736
Miscellaneous Expense ³	\$7,027
Professional Development	\$14,034
Equipment/Maintenance/Hire	\$41,049
Property Services	\$59,179
Salaries & Allowances ⁴	\$18,534
Support Services	\$215,336
Trading & Fundraising	\$32,743
Motor Vehicle Expenses	\$960
Travel & Subsistence	NDA
Utilities	\$33,263
Total Operating Expenditure	\$4,046,936
Net Operating Surplus/-Deficit	\$12,975
Asset Acquisitions	\$46,009

- (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.