

# 2024 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 \(VIT\)](#)
- 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 18 March 2025 at 01:10 PM by Emma Hampton (Principal)

- As executive officer of the school council, I attest that this 2024 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 08 May 2025 at 09:40 AM by Emma Hampton (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
- 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').

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## Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

## About Our School

### 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 & 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 wellbeing for students, enabling them to become lifelong learners. Hence our school motto; Learning for Life. The values that our school embraces are Striving for Excellence, Respect & Resilience. These values are reinforced in all classes across the school.

Our school operates with 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, 2 Assistant Principals, 20 teachers, 10 Education Support Staff and 2 administrative 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. This will continue to be a priority in 2025.

### Progress towards strategic goals, student outcomes and student engagement

#### Learning

In 2024, we strengthened our practices to improve student data through teaching & learning programs. A high level of focus was placed on our Professional Learning Communities (PLC) space to ensure that every student in our school was receiving the same opportunity through consistent planning. Our data walls were further enhanced and termly conversations around the data on these walls was a priority.

Towards the end of 2024, a review of our current practices in both Literacy & Numeracy occurred to provide us with the opportunity to prepare for the new Phonics element in the Literacy Block and also the switch to Mathematics 2.0. We are excited to see what shift will come with our practices to cater for this change.

Our 2024 student data has shown us making progress towards our Strategic Plan and AIP goals in 3 out of 8 targets. We are pleased to see that our Annual Implementation Target around students working at or above level against the Victorian Curriculum in Reading increased from 67% at the end of 2023 to 75% at the end of 2024. We also had a 3% increase in Number & Algebra.

Our Naplan data also saw an increase in the percentage of students achieving Strong & Exceeding in Reading from 7.4% to 56% and Writing from 51.8% to 60%.

We have created new visual representation of our AIP goals and targets to increase engagement. All cohort also have target and goals attached to the relevant data wall within the PLC space.

Our staff professional learning is tracked and planned against our AIP to ensure we are upskilling staff and building capacity. We are very lucky to have a staff group who are onboard with change and wanting to see improvement in their own practice and student data.

## Wellbeing

The wellbeing of our students continues to be a high priority for us. We have continued the implementation of our School Wide Positive Behaviours and added various layers. Our students are responding well to the systems and are proud of themselves when they are achieving various levels. Majority of our students continue to work hard at making positive choices and are responding well when being held accountable for negative choices. An element of this work has been around ensuring our students feel trusted, heard and valued by our staff. Our Attitudes to School Data for Teacher Concern increased its positive endorsement in 2023 of 55% to 65% in 2024. This also resulted in a high level of work with our students on ensuring they were making positive choices and understanding that while at school, we have high expectations. The positive endorsement for this on the survey increased by 5% from 86% to 91%.

Our staff continued to implement Respectful Relationships in 2024 along with using Compass Data to determine focus of lessons. We also began our Values lessons within the Specialist program. This ensured that all students were accessing a consistent lesson with a targeted focus. 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 students and ensure they can see that we are being fair and consistent. Our School Wide Positive Behaviour Matrix is still being explicitly taught along with the consistent use of our SWPBS Learning Steps.

## Engagement

Our students transitioned well into the 2024 school year. They returned settled and ready to commence a full year of learning. We continued with our yard tokens which our students are responding to well.

This year we continued to enhance the ways we acknowledge and celebrate our students' individual successes and accomplishments. This saw the addition of an end of term Celebration Assembly with awards being provided to students with high academic growth, displaying our school values and self-growth. We also added outstanding effort in all of our specialist classes. This has seen a positive reaction from students and families with this assembly each term being the most attended by members of our community.

Our student leadership program has continued to be successful. We yet again had a high number of students express an interest in joining the JSC. We will be adding another layer in 2025 with our student leaders attending a student leadership conference to support their leadership

development.

Student attendance has been an ongoing concern for our community with an increasing number of families going on extended holidays to return to family overseas. We have strengthened our approaches to daily absences which saw a decrease by 1.2% in the overall student absence data. This will continue to be a focus in 2025.

## Financial performance

A high priority in 2024 was to further reduce our deficit. We were successful in this effort and have worked hard on prioritising funding allocation to make the most of opportunities. This balance will continue to be a focus for us as we have had limited opportunities due to impacted funding.

In 2024 a workforce plan was established that saw the continuation of Equity funding being well utilised. This will see us implement an intervention program in Literacy in 2025. We also have the added layer of an Additional Assistant Principal in 2025 to spread the supports wider through our school both curriculum and wellbeing.

**For more detailed information regarding our school please visit our website at  
<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 276 students were enrolled at this school in 2024, 127 female and 149 male.

20 percent of students had English as an additional language and 2 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).

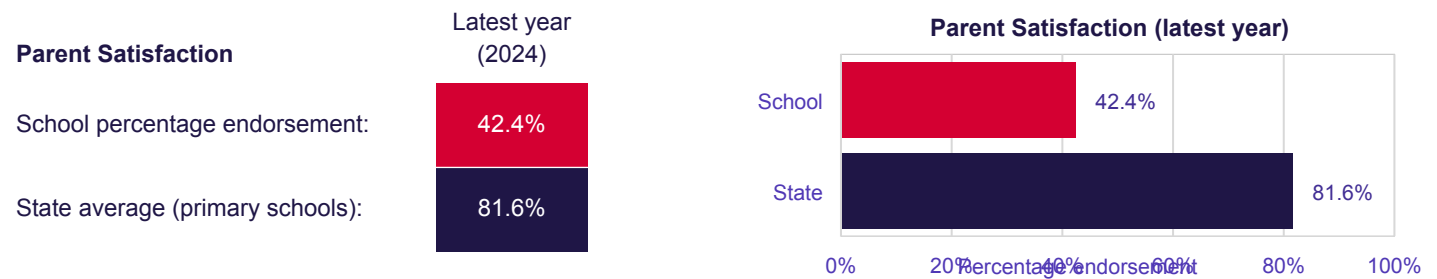
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

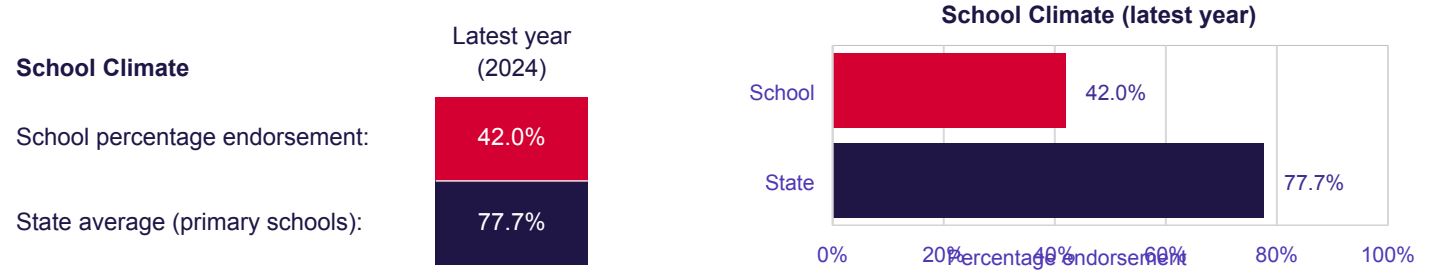


School Staff Survey

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.

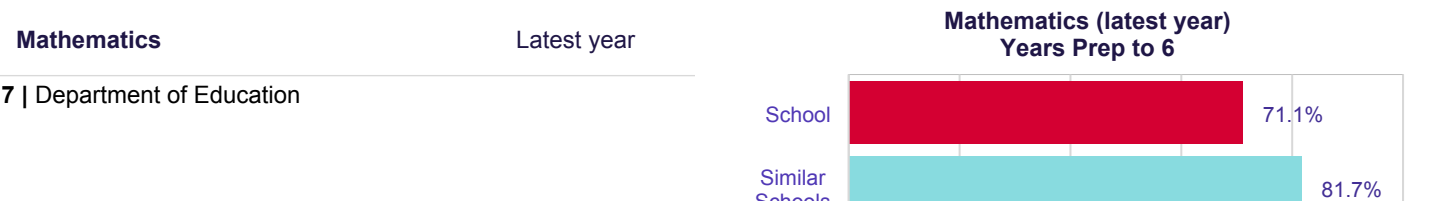
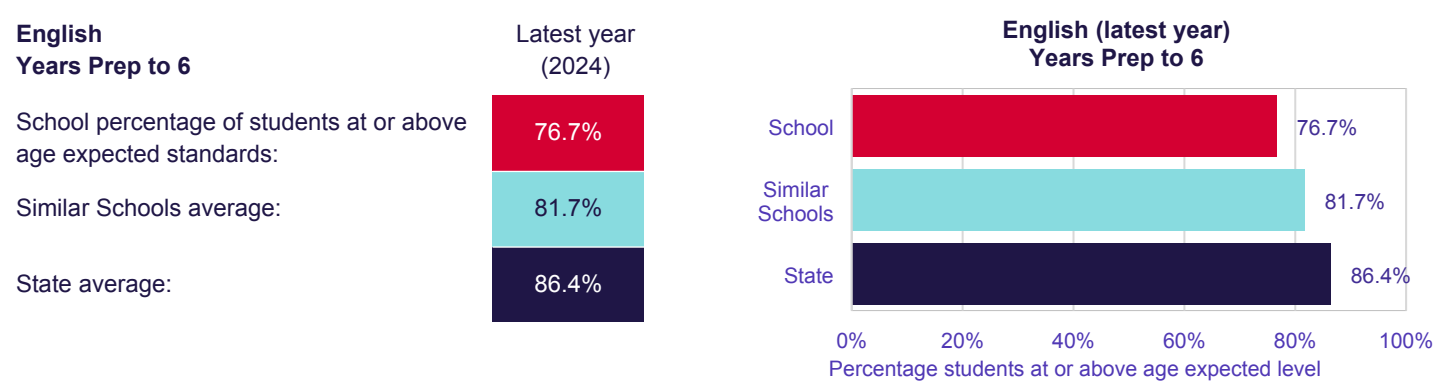


LEARNING

**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.



Years Prep to 6	(2024)
School percentage of students at or above age expected standards:	71.1%
Similar Schools average:	81.7%
State average:	85.9%



## 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.

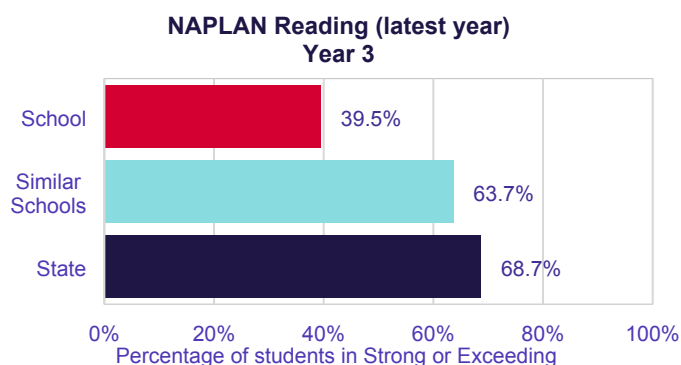
### NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

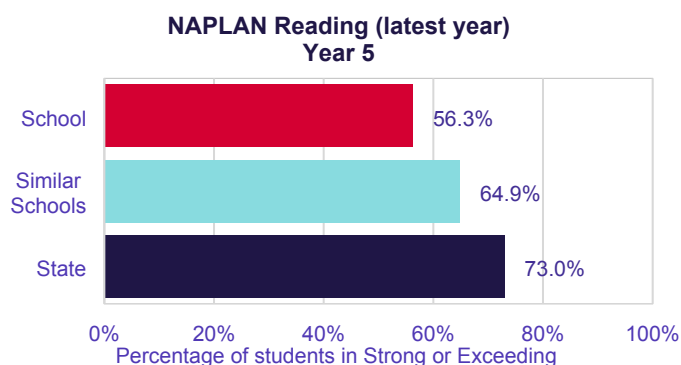
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	39.5%	41.7%
Similar Schools average:	63.7%	63.5%
State average:	68.7%	69.2%



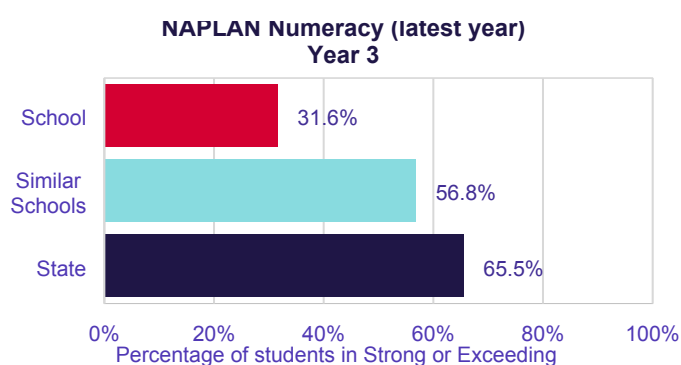
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	56.3%	60.0%
Similar Schools average:	64.9%	68.1%
State average:	73.0%	75.0%



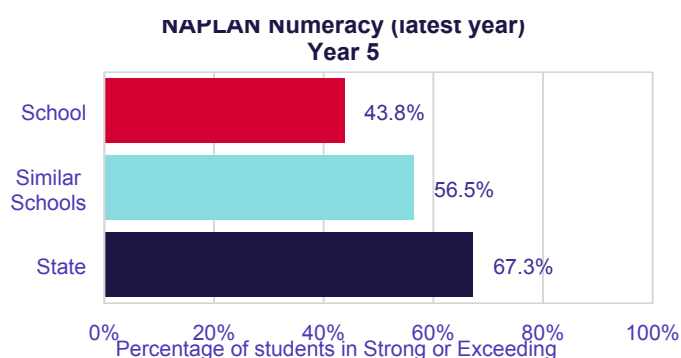
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	31.6%	38.1%
Similar Schools average:	56.8%	58.1%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	43.8%	46.7%
Similar Schools average:	56.5%	58.4%
State average:	67.3%	67.6%



## 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.

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

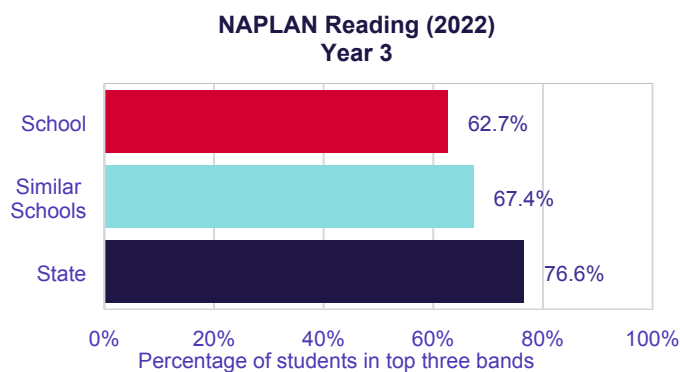
62.7%

Similar Schools average:

67.4%

State average:

76.6%



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

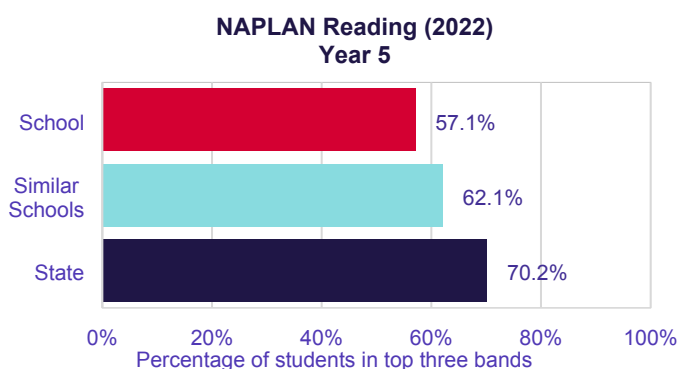
57.1%

Similar Schools average:

62.1%

State average:

70.2%



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

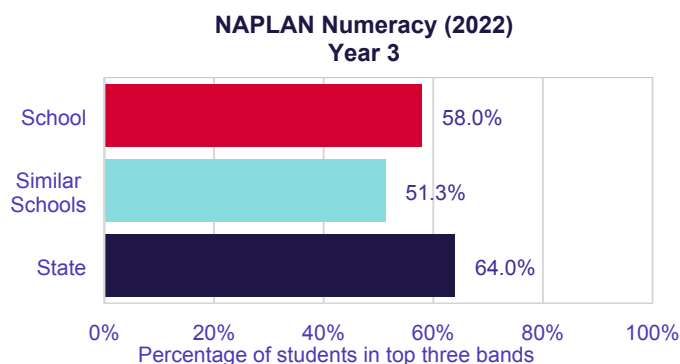
58.0%

Similar Schools average:

51.3%

State average:

64.0%



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

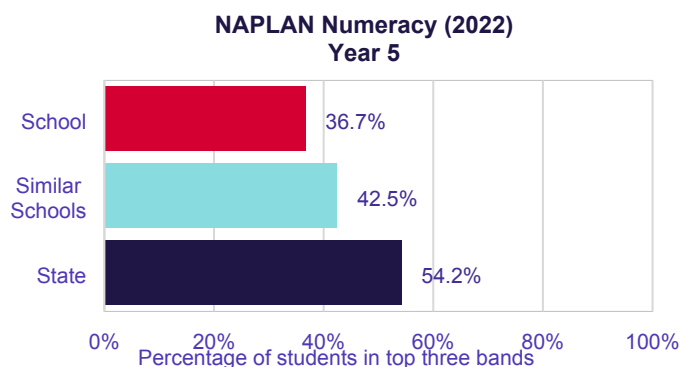
36.7%

Similar Schools average:

42.5%

State average:

54.2%



## WELLBEING

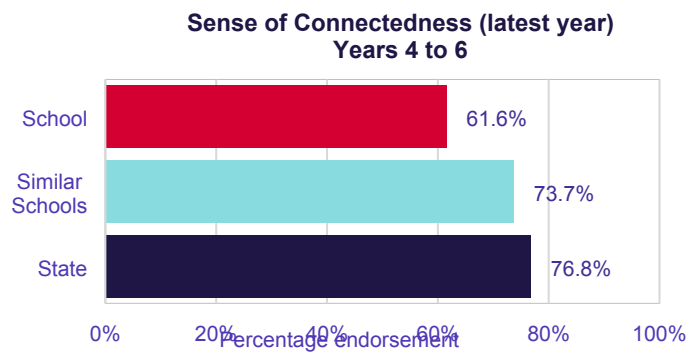
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2024)	4-year average
School percentage endorsement:	61.6%	63.9%
Similar Schools average:	73.7%	74.6%
State average:	76.8%	77.9%

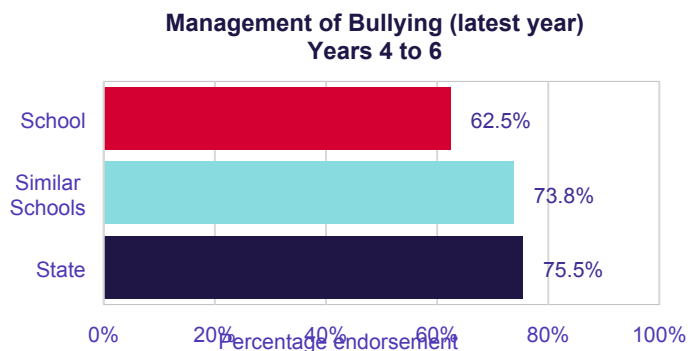


### Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	62.5%	60.8%
Similar Schools average:	73.8%	73.4%
State average:	75.5%	76.3%

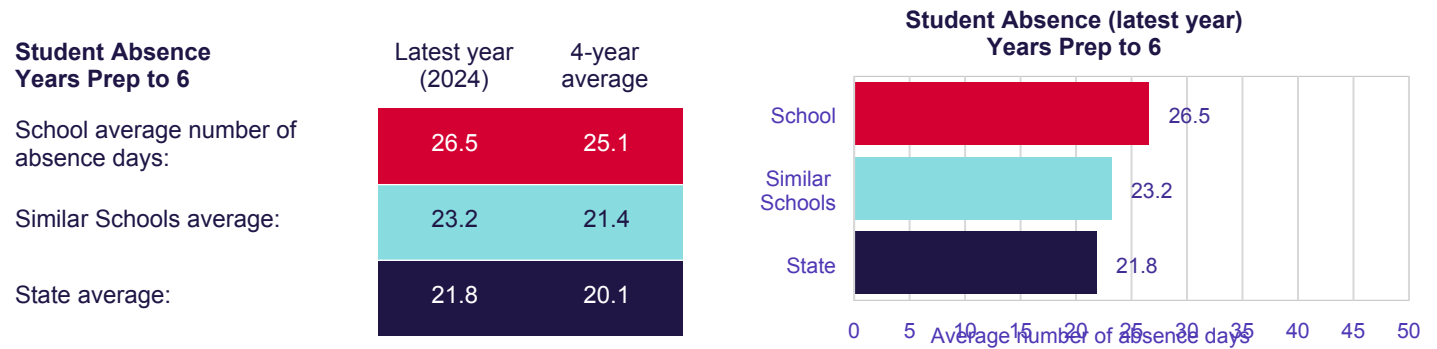


ENGAGEMENT

**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.



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 (2024):	88%	88%	87%	87%	86%	86%	84%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$3,458,784
Government Provided DET Grants	\$370,397
Government Grants Commonwealth	\$9,369
Government Grants State	\$0
Revenue Other	\$28,335
Locally Raised Funds	\$109,439
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,976,324</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$219,476
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$219,476</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,182,066
Adjustments	\$0
Books & Publications	\$31,353
Camps/Excursions/Activities	\$22,531
Communication Costs	\$3,622
Consumables	\$62,564
Miscellaneous Expense <sup>3</sup>	\$9,108
Professional Development	\$3,873
Equipment/Maintenance/Hire	\$47,446
Property Services	\$66,496
Salaries & Allowances <sup>4</sup>	\$251,376
Support Services	\$175,807
Trading & Fundraising	\$15,955
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,331
<b>Total Operating Expenditure</b>	<b>\$3,906,530</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,794</b>
<b>Asset Acquisitions</b>	<b>\$24</b>

- (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 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$380,890
Official Account	\$34,879
Other Accounts	\$12,682
<b>Total Funds Available</b>	<b>\$428,451</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$121,192
Other Recurrent Expenditure	\$793
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
<b>Total Financial Commitments</b>	<b>\$124,810</b>

*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.*