

2021 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 2021 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 01 April 2022 at 12:47 PM by Emma Hampton (Principal)

- This 2021 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 03 May 2022 at 03:39 PM by Simon Jackson (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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.

'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 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').

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 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 ours 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 Leading teacher (full time out of the classroom), 1 Learning Specialist (full time in the classroom) 19 teachers, 8 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.

Framework for Improving Student Outcomes (FISO)

In 2021 Altona Meadows Primary School focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Building Leaderships Teams.

This included:

- * implementation of ongoing training for all staff in the understanding of the PLC Inquiry Cycle and how it can be used by all staff
- * continued implementation of school based training in both Literacy and Numeracy and linking this to the PLC Inquiry Cycle.
- * further enhancement and understanding of Fountas & Pinnell and how to effectively implement this within our teaching practice.

In addition, we have continued to have our Numeracy Coach and Literacy Coach provide staff with support for 2 days each week.

To support the implementation of the PLC, our Leadership team participated in training with the Department of Education. The team then led our staff through professional learning to prepare them for the implementation of PLC's in 2022.

Achievement

In 2021 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'.

Staff planned in teams to ensure the curriculum delivery was effective with a small use of data to drive this teaching. We shifted quickly into our Remote learning plan when needed to ensure that learning was available to students to be

accessing. Plans for our BYOD program in 2022 were developed as we learnt that the biggest challenge through COVID was the access to devices for students.

Staff began a deep exploration of our current student data and reviewed the types of assessment being utilised to collect data. Areas to celebrate were identified and also areas for further improvement. The plan for staff to be continually using data to drive planning and delivery of the teaching program is to be implemented in 2022, through the PLC process and whole school professional development.

Engagement

Our students transitioned well back to 'normal' school life when returning from remote learning. 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. Students found it to be a challenge to socialise after an extended period of time away from the school ground.

This year our focus is on KIS related to the FISO dimension, 'Empowering Students and Building School Pride'. The work in this area is ongoing, intentional and, in 2021 included enhancements of our School Leaders Program and a new school logo were developed. A range of opportunities for student voice and development of student agency continued to be nurtured along with a review of student leadership across the school. This will be an area of focus for the school in the second half of 2022.

In 2021, Altona Meadows Primary School continued to work with families to ensure students were at school and learning during onsite instruction. The school continued to send SMS messages to parents, requesting them to notify the school of any absences and made phone calls after extended periods of absences. Our attendance during remote learning was similar to the attendance while onsite.

Wellbeing

The wellbeing of students in 2021 was a high priority for our staff after such a mix of schooling in the past couple of years. We wanted to ensure our students were open and ready to learn and feeling safe and connected back on school grounds. Our students continued the partnership with LifeSkillsGo and the Yoga program but did not regularly access the values lesson side. This is an area we are further developing in 2022.

Staff reviewed our targets set inline with the Attitudes to School data. Most of these targets were not met but there were areas for celebration for all targets.

In 2022 we will be implementing School Wide Positive Behaviours along with Respectful Relationships as we believe that these partner well together. Our school is ready for a school wide approach to managing behaviours and we are looking forward to seeing the impact this has on our student community.

Finance performance and position

Altona Meadows Primary School continued to carry a significant deficit in 2021. 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. A successful application was also made to Workforce Bridging to assist with the remaining deficit figure once the Excess process had been completed.

In 2021 a workforce plan was established for 2022 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.

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.

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 343 students were enrolled at this school in 2021, 162 female and 181 male.

28 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).

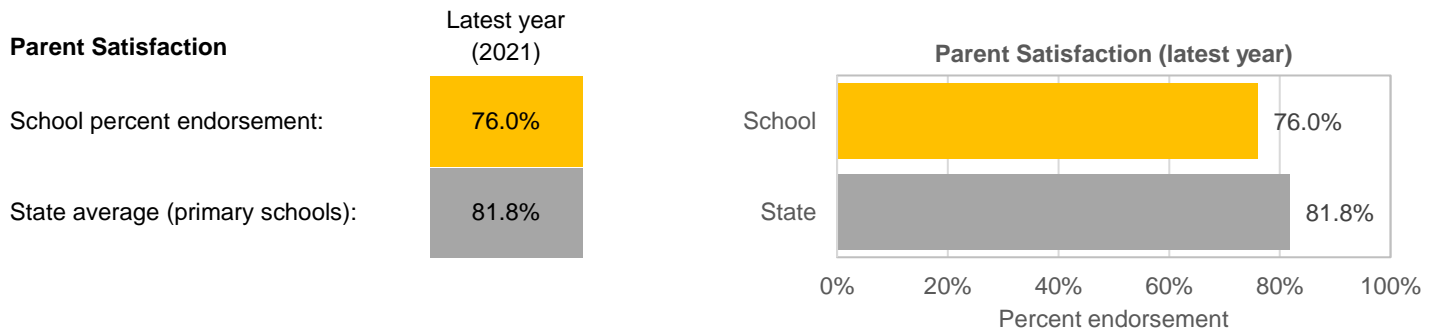
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The 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.

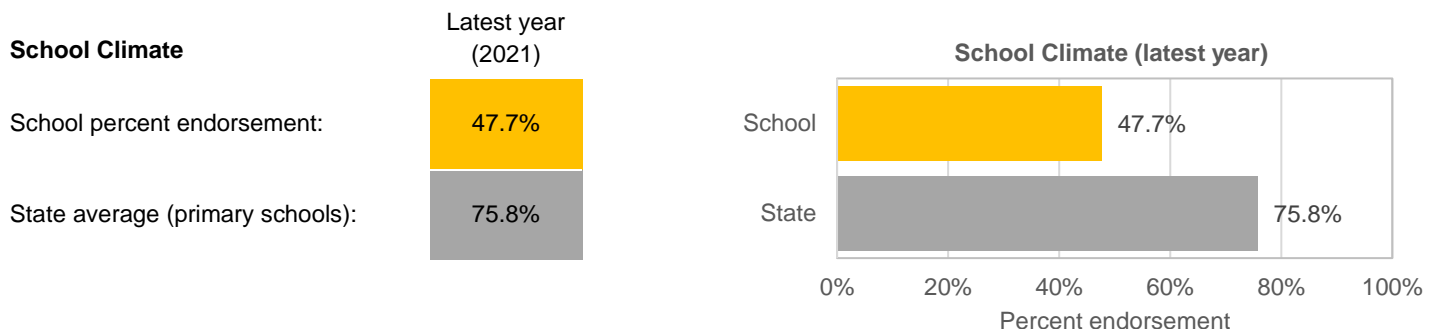


School Staff Survey

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.



ACHIEVEMENT

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

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

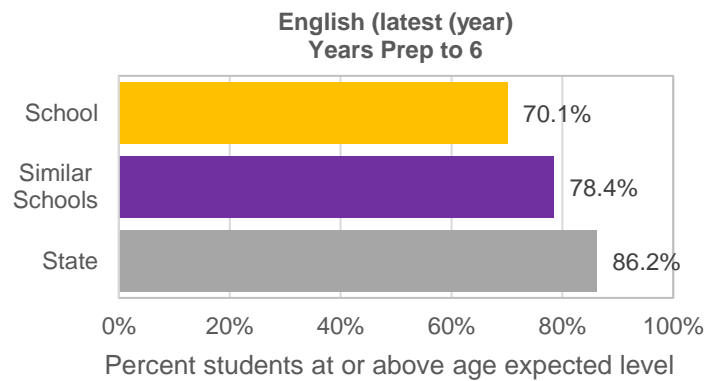
70.1%

Similar Schools average:

78.4%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

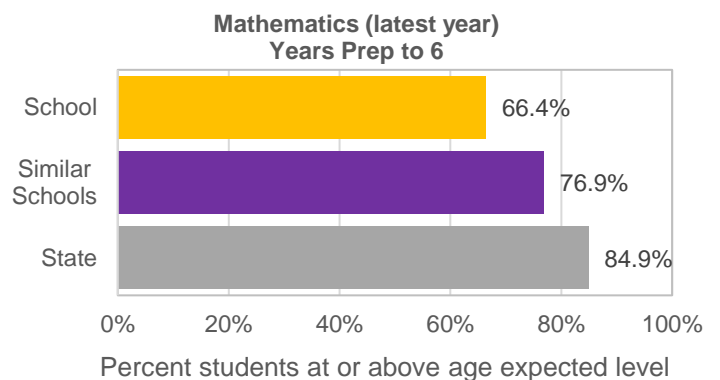
66.4%

Similar Schools average:

76.9%

State average:

84.9%



ACHIEVEMENT (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.

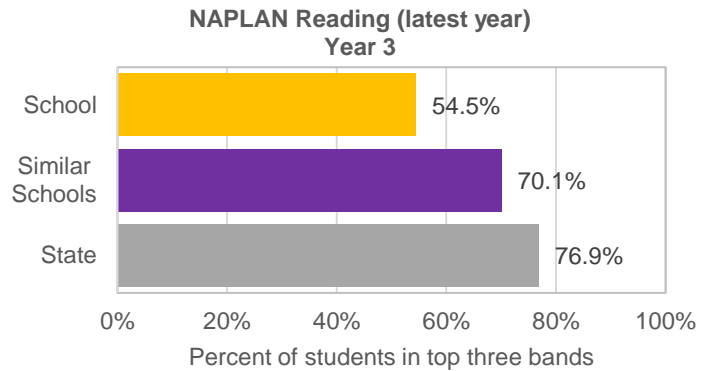
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

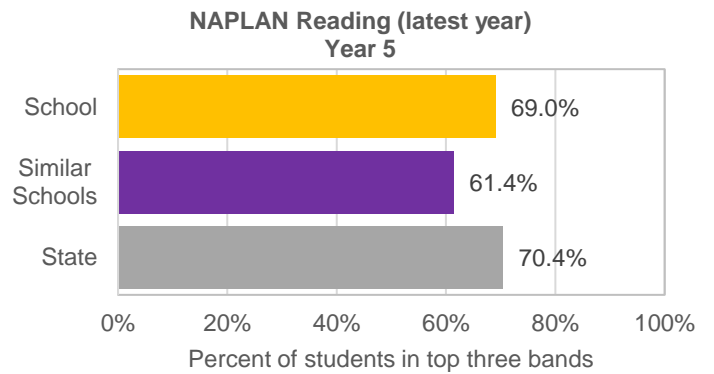
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	68.1%
Similar Schools average:	70.1%	69.6%
State average:	76.9%	76.5%



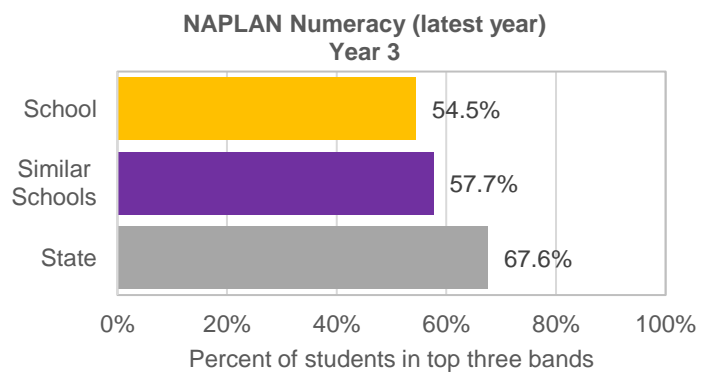
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.0%	57.7%
Similar Schools average:	61.4%	58.4%
State average:	70.4%	67.7%



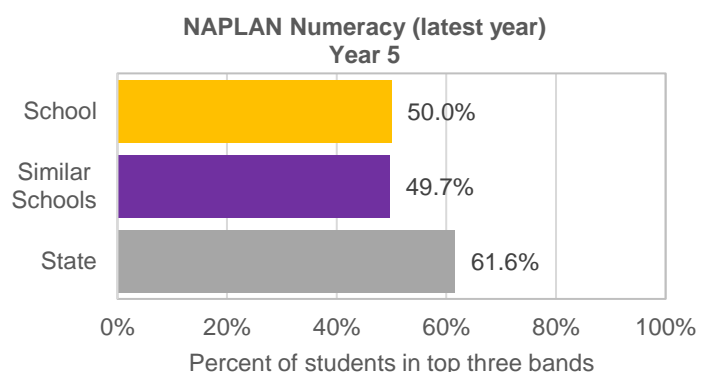
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	52.2%
Similar Schools average:	57.7%	58.7%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	43.3%
Similar Schools average:	49.7%	49.1%
State average:	61.6%	60.0%



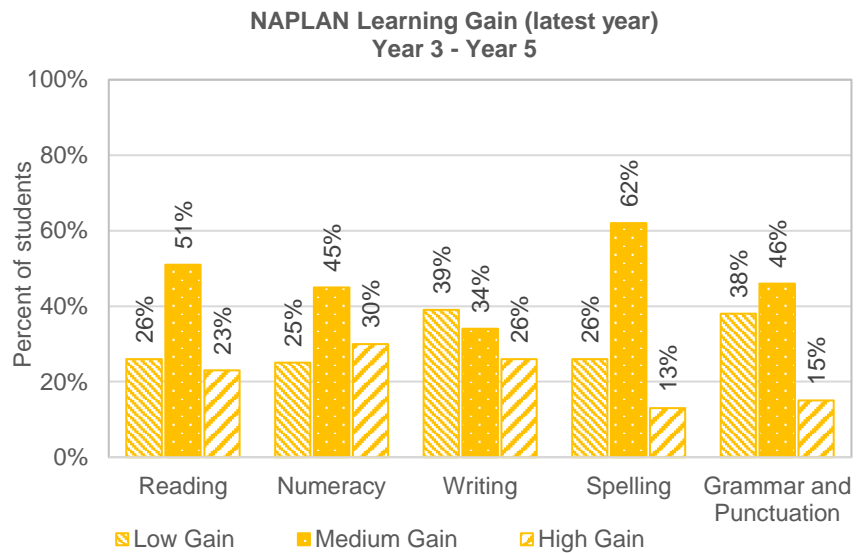
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	51%	23%	19%
Numeracy:	25%	45%	30%	19%
Writing:	39%	34%	26%	22%
Spelling:	26%	62%	13%	22%
Grammar and Punctuation:	38%	46%	15%	22%



ENGAGEMENT

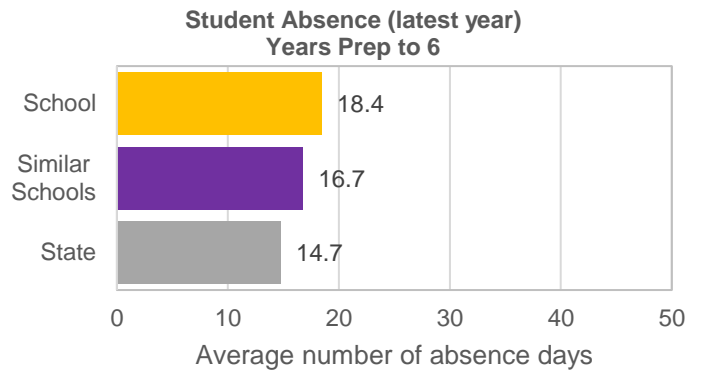
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	18.4	18.1
Similar Schools average:	16.7	16.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	88%	91%	92%	92%	91%	92%

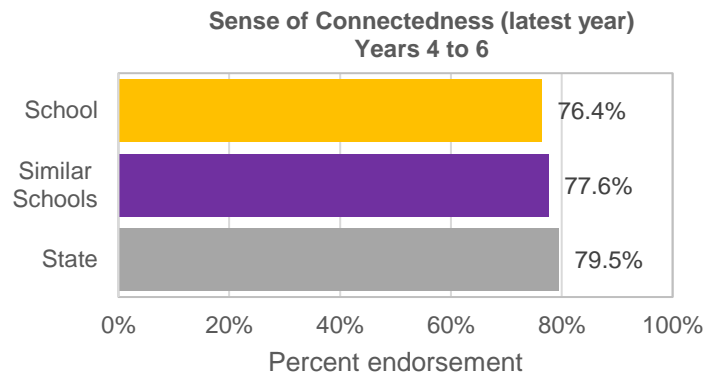
WELLBEING

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 percent 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 (2021)	4-year average
School percent endorsement:	76.4%	78.2%
Similar Schools average:	77.6%	78.4%
State average:	79.5%	80.4%

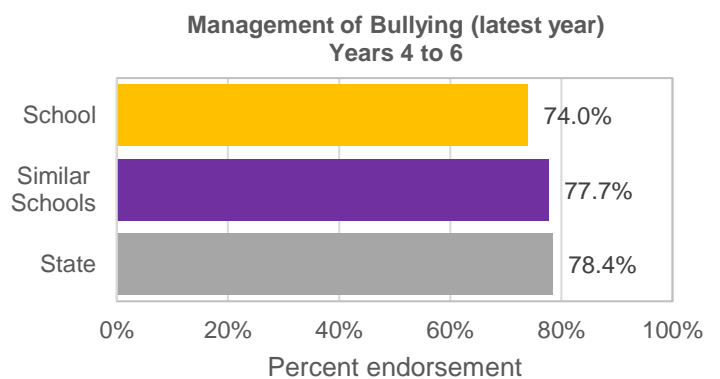


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent 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 (2021)	4-year average
School percent endorsement:	74.0%	75.9%
Similar Schools average:	77.7%	77.9%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$3,438,790
Government Provided DET Grants	\$358,171
Government Grants Commonwealth	\$12,922
Government Grants State	\$0
Revenue Other	\$9,616
Locally Raised Funds	\$190,112
Capital Grants	\$0
Total Operating Revenue	\$4,009,610

Equity ¹	Actual
Equity (Social Disadvantage)	\$345,651
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$345,651

Expenditure	Actual
Student Resource Package ²	\$3,458,662
Adjustments	\$0
Books & Publications	\$2,596
Camps/Excursions/Activities	\$40,216
Communication Costs	\$5,352
Consumables	\$64,198
Miscellaneous Expense ³	\$4,365
Professional Development	\$6,156
Equipment/Maintenance/Hire	\$14,781
Property Services	\$111,150
Salaries & Allowances ⁴	\$391
Support Services	\$87,104
Trading & Fundraising	\$34,754
Motor Vehicle Expenses	\$1,038
Travel & Subsistence	\$0
Utilities	\$37,431
Total Operating Expenditure	\$3,868,194
Net Operating Surplus/-Deficit	\$141,417
Asset Acquisitions	\$0

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$599,967
Official Account	\$19,814
Other Accounts	\$0
Total Funds Available	\$619,781

Financial Commitments	Actual
Operating Reserve	\$51,121
Other Recurrent Expenditure	\$24
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	\$53,968

All funds received from the Department, 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.