

# 2016 Annual Report to the School Community



School Name: Antonio Park Primary School

School Number: 4844



Name of School Principal:	Richard Lambert
Name of School Council President:	Rebecca Linnett
Date of Endorsement:	17/05/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training





## About Our School

### School Context

Our school has a unique bushland setting, with new architecturally designed facilities, magnificent play areas for students, and as a backdrop to these play areas, the school has its 'Nature's Classroom'. We have a current enrolment of 501.6 students. Our purpose as an effective learning community is the achievement of excellence and the fulfillment of potential in a happy, caring and safe environment where students, staff and families feel a strong connection to each other and the school. We are committed to fostering a lifelong love of learning, actively engaging students in a range of authentic learning experiences. We believe that our values of empathy, responsibility, resilience, independence and confidence, provide a basis for actions and decision making within the school and give all members of the school community shared expectations. The school encourages an 'open door' approach where parent and community contribution and participation are valued. Classroom programs are supported by specialist programs in Indonesian, Library, Physical Education, Visual Arts, Performing Arts and Reading Recovery. We are committed to Sustainable School's program and practices, ICT and the Arts.

Staffing in 2016 comprised of three Principal Class, 1 Leading teacher, 29.9 teaching staff, and 7.4 Educational Support Officers.

### Framework for Improving Student Outcomes (FISO)

In 2016, the three FISO improvement initiatives which were focused on at Antonio Park Primary School were in Building Practice Excellence, Building Leadership Teams, and Setting Expectations and Promoting Inclusion. The school's involvement with the University of Melbourne was seen as the key area for the continuation of school's work in excellence in teaching and learning. The journey with the University of Melbourne commenced at the beginning of 2014 and was a three year project which was formally completed in 2016. The impact and embedded influence of the project will take between 3-7 years to come to fruition. Leadership Teams were supported in their professional growth with targeted professional learning guided by a critical friend to the school who built capacity in data literacy, leadership development, and guided the school in preparation for our school review. Student leadership was further enhanced through an increase in opportunities for students to fulfil leadership roles from F-6. A focus on Kids Matter as a framework further embedded the school's commitment to creating a safe, inclusive learning environment for all members of our community.

### Achievement

In 2016, APPS undertook a review of our 2012-2016 Strategic School Plan and a thorough data analysis conducted as part of this process.

An overall snapshot of this data presented:

- Student learning outcomes improved from Prep to Year 3, and all areas of literacy and numeracy were at or above expected levels by 2016. Our Year 3 NAPLAN results show 78% of students performing in the top 2 bands in Writing, 67% in Reading, and 60% in Numeracy.
- Outcomes in learning growth according to NAPLAN from Year 3 to Year 5 are a clear area of future focus. There were high percentages of low learning growth in reading, writing and numeracy from Years 3 to 5 from 2014 to 2016.
- Learning growth from Years 5-7 (2014-2016) among Antonio Park students was better than the mean state growth.

As a result of this, the focus for the 2017-2020 Strategic School Plan is focused upon building practice excellence to ensure learning growth for all students (deemed capable) and a thorough review of curriculum documentation across the school to align with the Victorian Curriculum.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these



## Engagement

Student engagement in their learning was strong at APPS and there was a strong culture of learning. The positive student engagement in their learning is evident in classrooms and learning programs across the school.

Our attendance data is very strong, with the average number of days of absence among our students continuing to drop to less than 11 per full time student, compared to 15 for the State.

While our Parent Opinion Survey results showed that 84% of parents were satisfied with our school overall, this is a slight decline on recent years. There was also a slight decline in results across the survey.

Based on our Student Attitudes to School survey (SATSS) Years 5 & 6, 2016, some areas of future focus for improvement are school connectedness, student motivation and learning confidence.

In 2017 the school will create school based surveys to ascertain data around the areas of engagement and wellbeing. Antonio Park will also be part of the Whitehorse Council Wellbeing Project, which will provide additional feedback to guide future directions. Antonio Park welcomes a new Principal in 2017 who will set strong directions for student and parent engagement for our school.

## Wellbeing

Support for and approach to student wellbeing at APPS is strong and positive, with an emphasis on the Kids Matter Framework, the You Can Do It Program, and Buddy programs across the school. The student 'Peace Maker' leadership positions are a fantastic success in promoting inclusiveness and safe play in the yard.

Based on our Student Attitudes to School survey (SATSS) Years 5 & 6, 2016, the areas of classroom behavior, student safety and student distress continues to be a strength.

The 2016 school staff survey factor results indicated the following:

- Overall school climate percentage endorsement (staff agreement) was 80.4% in 2016, and the principal/teacher factor was 78.4%, and these both exceeded the state percentage endorsements (75.1% and 75.7% respectively).
- Staff safety and wellbeing percentage endorsement (staff agreement) of the whole school was 69.1% in 2016, and this was just above the state mean (68.4%).

We have a successful Transition program for preschool children, with six morning sessions and a parent information evening. We receive positive feedback about our Pre-school to school and our Year 6 students' transition programs. Between level transition sessions are held for students each year and at the end of the year all students have an orientation day with their new teacher. Contact with secondary schools, orientation days and kindergarten visits are part of transition for all students. School tours are available. Information is provided for all families through the mail and the school's website.

In 2017 the school will create school based surveys to ascertain data around the areas of engagement and wellbeing. Antonio Park will also be part of the Whitehorse Council Wellbeing Project, which will provide additional feedback to guide future directions.

For more detailed information regarding our school please visit our website at  
[www.antoniops.vic.edu.au](http://www.antoniops.vic.edu.au)



## Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 525 students were enrolled at this school in 2016, 243 female and 282 male. There were 8% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p> Lower</p> <p> Lower</p> <p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■  
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>39%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>52%</td> <td>39%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>52%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>52%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	46%	16%	Numeracy	40%	39%	21%	Writing	52%	39%	9%	Spelling	23%	52%	25%	Grammar and Punctuation	30%	52%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	94 %	95 %	94 %	95 %	95 %	<p><b>Results: 2016</b></p>  <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>  <p>Low absences &lt;-----&gt; high absences</p>	<p> Higher</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	94 %	95 %	94 %	95 %	95 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

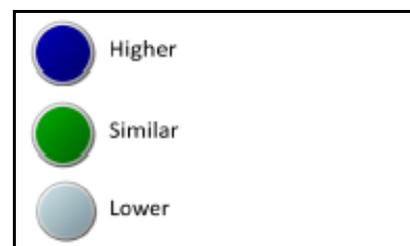
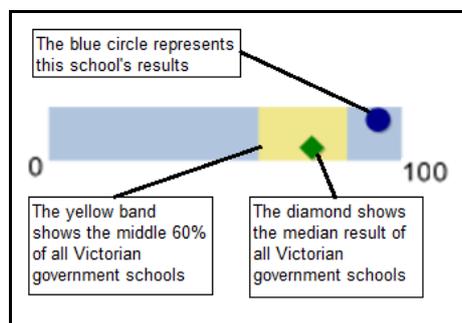
## What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

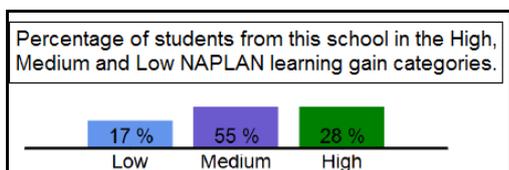
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

The school's financial position was in a surplus at the end of the 2016. This has been achieved through close monitoring of budgets via our program budget coordinators, the Business Manager and Principal team who meet fortnightly, and the school Finance Sub-committee. The school has a rigorous budget planning and review process to inform the following year. Budgets are aligned to the school's Annual Implementation Plan. Each year the school holds a large fete, with expected funds raised being approximately \$30,000. The school did not receive any special grants or funding linked to school improvement via the Student Resource Package. The surplus from 2016 has been carefully targeted to enable the 2017 A.I.P. goals and improvements to be achieved.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,586,718
Government Provided DET Grants	\$315,613
Government Grants Commonwealth	\$8,752
Revenue Other	\$25,174
Locally Raised Funds	\$606,076
<b>Total Operating Revenue</b>	<b>\$4,542,333</b>

Expenditure	
Student Resource Package	\$3,470,333
Books & Publications	\$1,421
Communication Costs	\$5,858
Consumables	\$100,745
Miscellaneous Expense	\$269,861
Professional Development	\$60,949
Property and Equipment Services	\$223,048
Salaries & Allowances	\$152,912
Trading & Fundraising	\$78,105
Travel & Subsistence	\$124
Utilities	\$36,485
<b>Total Operating Expenditure</b>	<b>\$4,399,841</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$142,492</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$297,539
Official Account	\$13,630
Other Accounts	\$24,875
<b>Total Funds Available</b>	<b>\$336,045</b>

Financial Commitments	
Operating Reserve	\$146,449
Asset/Equipment Replacement < 12 months	\$36,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$14,487
Revenue Received in Advance	\$45,093
Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Maintenance -Buildings/Grounds incl SMS>12 months	\$64,016
<b>Total Financial Commitments</b>	<b>\$336,045</b>

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

*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.*