

2020 Annual Report to The School Community



School Name: Antonio Park Primary School (4844)



- 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 27 April 2021 at 02:53 PM by Richard Lambert (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 02:32 PM by Michael Ewison (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

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

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data 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. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

The About Our School section 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.

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).
Note: NAPLAN tests were not conducted in 2020

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).

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').

About Our School

School context

Antonio Park Primary School was established in 1960 and is situated in a bushland setting in the eastern suburbs of Melbourne, 30km from the CBD. The school is situated in a unique bushland setting, with modern architecturally designed facilities and magnificent play areas for students. In 2020, the school had a full-time equivalent enrollment of 524 students. Staffing in 2020 includes 3 Principal class, 2 Learning Specialists, 30.2 equivalent full-time teaching staff, and 5.5 equivalent full-time education support staff.

Our Junior School (F-2) is organised into straight grades, while our senior school (3-6) has a multi-age structure of Grade 3/4 and 5/6 classrooms. We believe this structure gives us 'the best of both worlds' in terms of the benefits of straight grades and the benefits of multi-age grades. It also allows us to provide a consistent structure to all students across the school, rather than having a mix of mixed and straight grades within year levels.

We are a learning community who believes in the achievement of excellence and the fulfillment of individual potential. Students, staff, and families value our strong connection to each other and the school within a caring, inclusive and safe environment. We believe that our values of empathy, responsibility, resilience, independence and confidence provide a basis for actions and decision making within the school and beyond, as well as giving all members of the school community shared expectations. The school encourages an 'open door' approach where parent and community contribution and participation are valued.

In 2020, Classroom programs from F-6 were supported by specialist programs in Indonesian, Physical Education, Visual Arts, and Performing Arts. A wide variety of extracurricular activities including Junior and Senior school choir, school band, private music tuition, GATEways, Junior and Senior Coding Club, Visual Arts extension, Running Club, Chess Club and our Green Team, ensure that there is something for every child. Parents are supported through programs such as Classroom Helpers Induction and a variety of information nights on student wellbeing and classroom programs throughout the year.

Student voice is particularly important to Antonio Park Primary School. Our students fulfil a variety of leadership roles through our Junior School Council (JSC), Environmental Leaders, House Captains, School Captains, Specialist Leaders, and Peace Makers. Through these roles, students build a sense of pride and belonging to our school and are able to help guide school improvement and make contributions to the wider community through supporting charities.

Our parent community and particularly our School Council are committed to improving the school, its grounds and facilities in order to help us provide the best learning environment possible for our students. A number of community events are organised and run each year by our parent community, including our annual fete, which is a well-known and much-loved event locally.

Framework for Improving Student Outcomes (FISO)

Antonio Park was due to have a school review in Term 2, which was ultimately delayed until 2021 due to the pandemic. Despite this, the school continued with its focus on the FISO area of empowering students and building a positive climate for learning progress, specifically developing strong student voice and agency through its implementation of a new inquiry learning model across the school. Despite the disrupted nature of the year and the transitions to and from remote learning, much was achieved in designing rich learning experiences where students had authentic voice and agency, even becoming involved in the curriculum planning process. Other opportunities for students included the continuation of student groups through remote learning, such as our Junior School Council and Green Team, and the planning by students of the school's 60th birthday celebrations in Term 3. Remote learning brought about many challenges, which our school saw as opportunities to innovate. Our agile leadership and team structure, digital communication strategies and digital learning design framework was highly successful, being featured by the

Department of Education and Training and becoming a model for other schools across the North Eastern Victoria region.

Achievement

Across the 2020 year, our school's focus necessarily shifted to delivering the most high-quality remote learning program we could. We were flexible and agile in our structures and planning, meaning that we could evolve our program each day to continuously iterate and improve and also to respond to unforeseen circumstances, such as returning to school and then returning again to remote learning. The program was balanced between daily whole-class and small group synchronous learning opportunities via video conference and asynchronous learning through digital classroom spaces. Our school ensured that our support programs, such as Education Support Staff learning support and reading intervention programs, continued remotely across our school. We also went to great effort to ensure that our highest performing students were continuing to be challenged and progressed in their learning. The product of this work shows, firstly in our academic results, which show our school continues to have more students working at or above expected levels than other like schools according to teacher judgment across Maths and English, but also in the 'Sense of Connectedness' measurement which is discussed below.

Engagement

Antonio Park kept track of all students throughout the remote learning periods of 2020. To be marked present, students needed to attend a video conference session and/or hand in work on each particular day. These strong metrics have perhaps contributed to an absence rate that is slightly higher than our similar schools' group, where there may have been some variation in how attendance was tracked daily during the remote learning periods. The closer matching of our 2020 absence rate data to our 4-year average compared to the equivalent comparisons of the similar school or state group may be a reflection of our commitment to accurately record each student's academic engagement each day to inform our attendance records. This close tracking of students, and accurate data on engagement with work tasks each day, enabled us to respond to any students that needed extra support, including the development of individual work programs and the invitation to our most at-risk students to attend school physically during remote learning periods. Students and parents were supported in the transition back to school in Term 4 through a dedicated school web portal and transition opportunities for our most at-risk students. Our school was dedicated to achieving as many 'regular' experiences for our students as we could reasonably achieve, including a filmed version of scenes from our 2020 production and a full graduation experience for our Grade 6 students that was streamed live to parents.

Wellbeing

Our dynamic online remote learning program and active monitoring of students' wellbeing and academic progress throughout the remote learning periods of 2020 have resulted in our students maintaining a strong feeling of connection to our school and their peers throughout. Students who participated in the annual Student Attitudes to School survey, completed just after the final period of remote learning, responded very positively about their feeling of connectedness to our school in 2020. The percentage of positive responses was 83.9%, a full 5 points above our Similar Schools group. Students' wellbeing was prioritised throughout 2020 through a variety of approaches, including high-engagement whole school events, year-level activities and fun days, and individual follow-ups by teachers for students and families who were facing particular difficulties. On returning to school in Term 4, wellbeing was our key focus. Teachers engaged in transition programs with their students virtually in the weeks beforehand to ensure that all students felt safe and happy to return to school. New routines were communicated effectively and established quickly and consistently to ensure all students felt confident about what coming back to school involved.

Financial performance and position

Antonio Park returned a healthy surplus for the 2020 school year. This is a very strong result in a year where almost no school fundraising, including the school's large annual fete, could take place. Antonio Park's strong financial position overall has been achieved through close and ongoing monitoring of budgets via our program budget coordinators, the Business Manager and Principal team who meet fortnightly, and the school Finance Subcommittee. 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. The school receives a small equity payment each year which is allocated to help fund our reading intervention program. Our overall surplus has been carefully targeted to enable the 2021 A.I.P. goals and school improvement projects, such as our major playground redevelopment, to be completed in 2021.

For more detailed information regarding our school please visit our website at
<https://antoniops.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 525 students were enrolled at this school in 2020, 265 female and 260 male.

12 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.

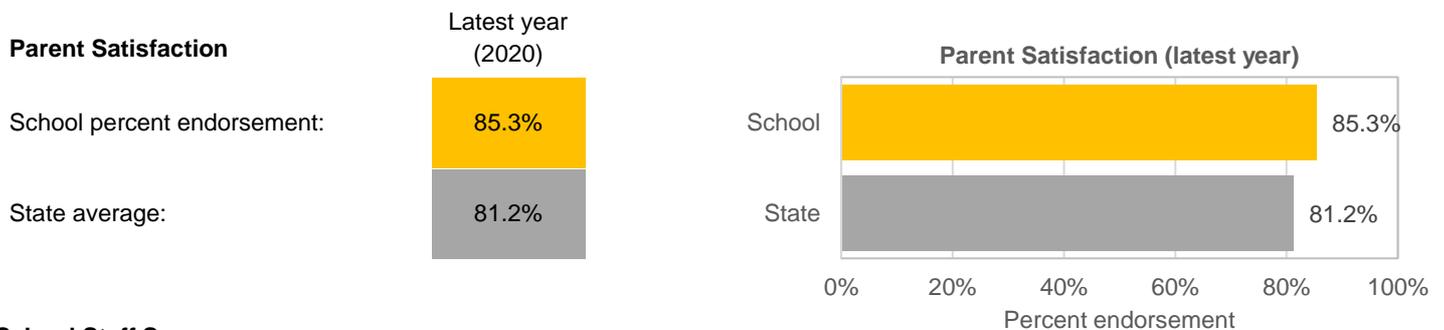
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

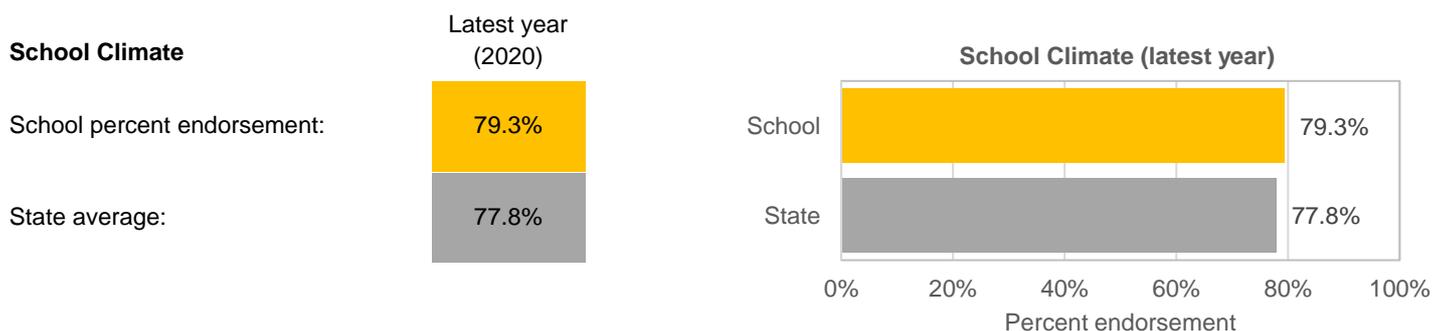


School Staff Survey

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
(2020)

School percent of students at or above age expected standards:

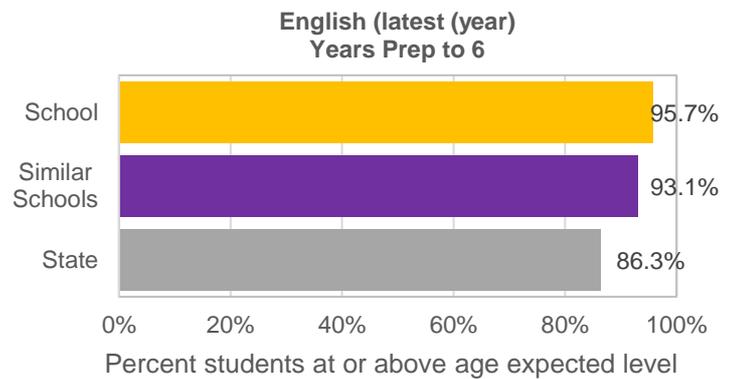
95.7%

Similar Schools average:

93.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

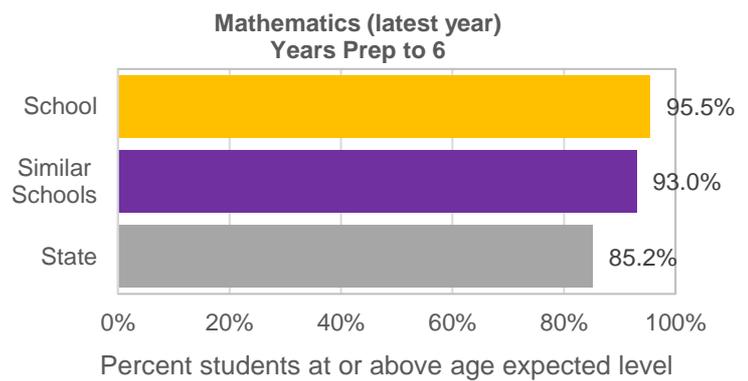
95.5%

Similar Schools average:

93.0%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

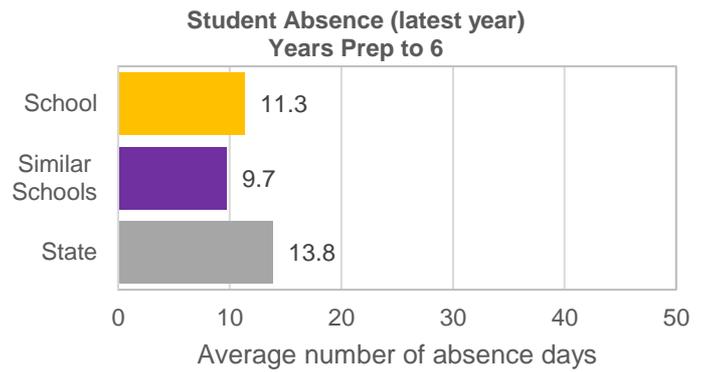
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	11.3	12.9
Similar Schools average:	9.7	12.8
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):	95%	94%	95%	93%	95%	94%	93%

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.

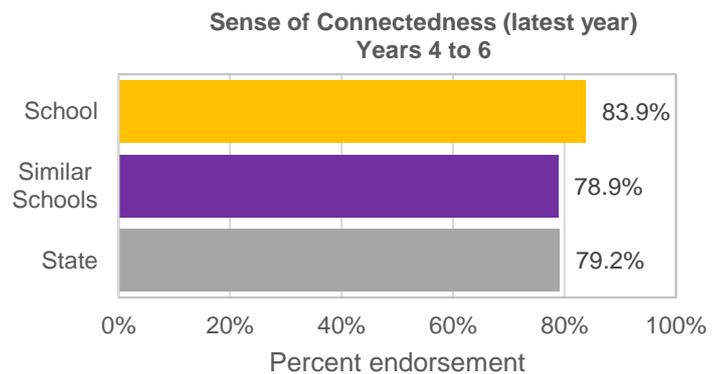
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	83.9%	87.7%
Similar Schools average:	78.9%	80.5%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

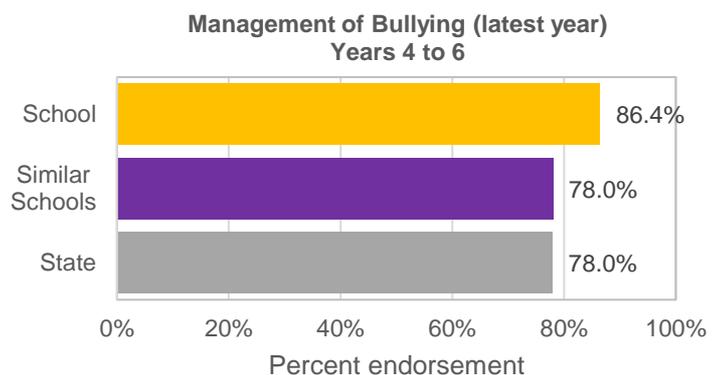
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	86.4%	90.8%
Similar Schools average:	78.0%	79.9%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, 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, 2020

Revenue	Actual
Student Resource Package	\$3,950,721
Government Provided DET Grants	\$366,745
Government Grants Commonwealth	\$17,191
Government Grants State	\$53,092
Revenue Other	\$25,583
Locally Raised Funds	\$350,624
Capital Grants	NDA
Total Operating Revenue	\$4,763,956

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,871
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$20,871

Expenditure	Actual
Student Resource Package ²	\$3,940,101
Adjustments	NDA
Books & Publications	\$4,901
Camps/Excursions/Activities	\$42,849
Communication Costs	\$6,477
Consumables	\$74,817
Miscellaneous Expense ³	\$24,649
Professional Development	\$25,031
Equipment/Maintenance/Hire	\$132,393
Property Services	\$167,221
Salaries & Allowances ⁴	\$110,110
Support Services	\$35,621
Trading & Fundraising	\$24,537
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$26,110
Total Operating Expenditure	\$4,614,816
Net Operating Surplus/-Deficit	\$149,140
Asset Acquisitions	NDA

- (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.

FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$583,646
Official Account	\$16,183
Other Accounts	\$53,204
Total Funds Available	\$653,033

Financial Commitments	Actual
Operating Reserve	\$85,565
Other Recurrent Expenditure	\$1,877
Provision Accounts	NDA
Funds Received in Advance	\$64,679
School Based Programs	\$53,999
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	\$104,000
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$310,120

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.