

# 2017 Annual Report to the School Community



School Name: Antonio Park Primary School

School Number: 4844



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 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 May 2018 at 11:06 AM by Richard Lambert (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 08 May 2018 at 03:54 PM by Rebecca Linnett (School Council President)



## About Our School

### School Context

Antonio Park Primary is situated in a unique bushland setting, with modern architecturally designed facilities and magnificent play areas for students. We have a current enrolment of 503 students. Our purpose as an effective learning community is the achievement of excellence and the fulfilment 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 in 2017 were supported by specialist programs in Indonesian (3-6), Library (F-2), Physical Education, Visual Arts, Performing Arts and Reading Recovery.

Staffing in 2017 included 3 Principal class, 1 Leading teacher, 30.6 equivalent full-time teaching staff, and 6.9 equivalent full-time education support staff. In Term 2, our school welcomed a new principal, Mr. Richard Lambert.

### Framework for Improving Student Outcomes (FISO)

In 2017, the FISO improvement initiatives focused on at Antonio Park were Building Practice Excellence, Empowering Students and Building School Pride, and Setting Expectations and Promoting Inclusion. Under new leadership, the school built on the foundations of its work with Melbourne University over the previous 3 years, finalising a whole school instructional model, implementing consistent assessments across the school in Mathematics, and implementing Professional Learning Teams for each Level area and the Specialist team. Further to this, the school continued its work with the KidsMatter framework, while also becoming a pilot school for Department of Education and Training's new Respectful Relationships Curriculum, further embedding the school's commitment to creating a safe, inclusive learning environment for all members of our community.

Antonio Park is looking forward to continuing to strengthen its commitment to a Professional Learning Team structure at each level, committing to a dedicated time for each Level team to meet during the school day to focus on reviewing the impact of their teaching in each focus area. Our Teaching and Learning Leaders will be attending the Department of Education and Training's 'Professional Learning Communities' professional development course in the first half of 2018 to strengthen this work. We will continue our focus on the implementation of evidence based teaching practices in Maths and Writing, as well as the promotion of student voice across our school, as part of the fulfillment of our Strategic Plan.

### Achievement

Antonio Park Primary School continued its excellent academic results in 2017, with noticeable improvements over recent years. Our school is rated 'Higher' than similar schools based on Teacher Judgement of Student Achievement in both English and Maths. Our school continues to have more than 95% of students being rated as performing at or above expected levels in both of these key subject areas. Our Year 3 NAPLAN results remained very strong, while our Year 5 results improved across the board, particularly in Numeracy, where our result is considerably higher than the average of the previous 4 years. 57% of our Year 5 students were rated in the top 2 bands for Numeracy, an 11% growth on the previous 3 years. We had just 3% of Year 5 students in the bottom two bands for Numeracy, a 6% drop on previous years – another outstanding achievement in an area of focus for our school.

The net result is between 28% and 32% of all Year 5 students making high learning growth in Reading, Writing, Numeracy and Grammar and Punctuation – a significant improvement on results over the last few years. Specifically in Writing, students returning a 'High' learning growth between the Year 3 and Year 5 test jumped from 9% to 28% - another outstanding result in a key focus area of our Strategic Plan. Likewise, a sharp drop in the percentage of students making low learning growth between Year 3 and 5 in every NAPLAN assessed area is very pleasing.

Embedding our changed teaching practices in Writing and Numeracy, which are founded around teaching being planned in response to student data, continues to be a focus moving forward. Connected to our changes in Writing is the further investigation of evidenced based approaches to teaching Spelling, and the trial implementation of agreed upon evidenced based teaching methods in the 2018 school year.



## Engagement

Student engagement in their learning remains strong at APPS, and a strong culture of learning continues throughout the school. Our attendance data is very strong, with the average number of days of absence among our students continuing to be lower than similar schools. Our continued strong result in this area has pushed our 4-year average for student attendance into the 'Higher' performance rating, up from being a 'Similar' rating last year. In 2017 we expanded our student Attitudes to School survey to include Year 4 students, as well as Year 5 and 6, with the results being extremely positive. 94% of students responded positively about their Sense of Connectedness to our school, which is 11% above Similar Schools and 12% above the State average.

Our Parent Opinion Survey results showed that 89% of parents were satisfied with our school overall, a 5% increase on the previous year, and, while slightly lower than the state median as shown on this report, is on level with our Similar Schools group. The school aims to keep improving this result as it looks forward to the 2018 survey reflecting the first full year of new principal leadership and the new initiatives being implemented at Antonio Park Primary School.

## Wellbeing

Support for and approaches to student wellbeing at Antonio Park Primary School remains a strength of our school, with an emphasis on the KidsMatter Framework, the new Respectful Relationships 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.

Our Student Attitudes to School survey (SATSS) results for Years 4, 5 & 6, shown in this report, put our school well above similar schools in key aspects of wellbeing. In fact, our 2017 results showed more than 90% of students responding positively in nearly all areas related to Wellbeing, with 94% of students responding positively in the area of 'sense of confidence' (12% above state average), and 95% responding positively in the area of 'sense of inclusion' (7% above state average).

The 2017 school staff survey showed that the overall school climate percentage endorsement (staff agreement) was 79% in 2017, a very similar result to last year, and 4% above the state average.

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.

For more detailed information regarding our school please visit our website at  
<http://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 503 students were enrolled at this school in 2017, 236 female and 267 male.</p> <p>8 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>49%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>52%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>51%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>46%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	49%	30%	Numeracy	20%	52%	28%	Writing	21%	51%	28%	Spelling	38%	46%	16%	Grammar and Punctuation	19%	49%	32%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	95 %	94 %	95 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	95 %	94 %	95 %										





## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p>Higher</p>

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

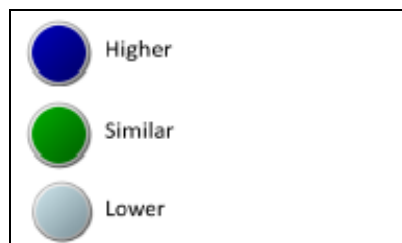


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

The school's financial position remains in surplus. 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 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. Each year the school holds a large fete, with expected funds raised being approximately \$30,000. The school received a small equity payment which is allocated to help fund our reading intervention program. No other special funding or grants were received. The surplus from 2017 has been carefully targeted to enable the 2018 A.I.P. goals and school improvement projects, such as the re-carpeting and painting of large sections of the school, to be achieved.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,626,976	High Yield Investment Account	\$363,688
Government Provided DET Grants	\$311,804	Official Account	\$12,174
Government Grants Commonwealth	\$8,310	Other Accounts	\$38,338
Revenue Other	\$17,629	<b>Total Funds Available</b>	<b>\$414,199</b>
Locally Raised Funds	\$588,328		
<b>Total Operating Revenue</b>	<b>\$4,553,047</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$11,362		
<b>Equity Total</b>	<b>\$11,362</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,517,609	Operating Reserve	\$139,196
Books & Publications	\$1,439	Asset/Equipment Replacement < 12 months	\$32,323
Communication Costs	\$4,925	Maintenance - Buildings/Grounds incl SMS<12 months	\$88,469
Consumables	\$87,425	Revenue Receipted in Advance	\$56,804
Miscellaneous Expense <sup>3</sup>	\$260,827	Repayable to DET	\$67,407
Professional Development	\$33,621	Capital - Buildings/Grounds incl SMS>12 months	\$30,000
Property and Equipment Services	\$191,121	<b>Total Financial Commitments</b>	<b>\$414,199</b>
Salaries & Allowances <sup>4</sup>	\$178,294		
Trading & Fundraising	\$84,001		
Utilities	\$29,036		
Adjustments	(\$500)		
<b>Total Operating Expenditure</b>	<b>\$4,387,796</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$165,251</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) 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.*