

2022 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 of the previous calendar year 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 26 April 2023 at 03:27 PM by Carly Jones (Principal)

- This 2022 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 26 April 2023 at 07:14 PM by Michael Ewison (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 and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Antonio Park Primary School was established in 1960 and is situated in a leafy setting in the eastern suburbs of Melbourne, 30kms from the CBD. The school is situated in a unique bushland setting, with modern architecturally designed facilities and magnificent play areas for students. In 2022, the school had a full-time equivalent enrolment of 511 students. Staffing in 2022 included 3 Principal class, 2 Learning Specialists, 30.2 equivalent full time teaching staff, and 5.5 equivalent full-time education support staff. We are a learning community who believes in the achievement of excellence and the fulfilment 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 school 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 our school community, shared expectations. The school encourages an 'open door' approach where parent and community contributions and participation are valued.

As citizens with a social conscience, we value collaboration and the perspectives of others. We understand the impact we can have on the world and strive to have a positive influence on the people and the environment around us. We are continually reflecting and improving, adapting to change with courage and confidence. We are curious learners who think critically and creatively by actively engaging in authentic learning experiences.

Our Junior School (F-2) is organised into straight grades, while our Senior School (3-6) has a multiage structure of Year 3/4 and 5/6 classrooms. This structure aligns with the Victorian Curriculum and gives our school 'the best of both worlds' in terms of the benefits of straight and multi aged classes. It also allows us to provide a consistent structure to all students across the school.

In 2022, Antonio Park Primary School provided outstanding learning programs. Engaging classroom programs were supported by specialist programs in Performing Arts, Visual Arts, Physical Education and Indonesian. A wide variety of extra curricula activities including Junior and Senior choir, private music tuition, Drama Club, Code Club, Running Club and our Green Team, ensure that there is something for every child. Parents are supported through programs such as our Classroom Helpers Induction, year level websites and a variety of information nights on student wellbeing and classroom programs throughout the year.

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

Our parent community and particularly our School Council are committed to improving the school, it's grounds and facilities in order to help us provide the best learning environment possible for our students.

Progress towards strategic goals, student outcomes and student engagement

Learning

Antonio Park Primary School is very proud of its academic results and continued to achieve high outcomes in all areas of English and Mathematics, exceeding similar schools and state measures. This was reflected in both teacher judgements (96.1% of students at or above age expected standards in English and Mathematics) and NAPLAN data (95.7% of Year 3 and 80.8% of Year 5 students in the top three bands for Reading, and 85.3% Year 3 and 70.1% Year 5 students in the top three bands for Numeracy), which is well above similar schools.

One of our Annual Implementation Plan (AIP) goals focussed on improved understanding of the developmental stages of writing and improving our methods of implementing our Writer's Workshop model. Classroom observations from leadership and planning documents confirmed an increase in the quality of our writing program. Further examples include our outstanding NAPLAN writing results. Improvements in teacher judgements were evident when assessing writing during moderation workshops. Learning was celebrated with a Writer's festival. All team leaders and our Curriculum Assistant Principal attended a Peter Sullivan Numeracy workshop organised through North Eastern Region of Victoria. This was accompanied by whole school staff Professional Learning. Expectations around 'rich tasks' was rolled out in all year levels.

Antonio Park Primary School works within a Professional Learning Community (PLC) framework which focusses on embedding consistently high-quality instructional and collaborative practices. Our achievements as a PLC school was acknowledgement by North Eastern Region of Victoria in Term 4, when we were invited to become a PLC Link School in 2023. As an exemplar PLC school, we will support the network to improve student outcomes and teacher capacity.

Wellbeing

The introduction of Antonio Park Primary School's Framework for Improving Student Outcomes 2.0, has ensured all staff are contributing to the wellbeing of the school in some capacity. Staff were involved in either the Engagement, Community Connections or Student Voice Team. Each team had projects and tasks to complete that derive from the AIP or that are traditions and rituals the school sees as important to the fabric and culture of the school. This was the first time in two years that we have remained onsite, uninterrupted by lockdowns, so reestablishing all the special opportunities we plan for students and families was our priority. Monitoring student wellbeing and providing responsive actions continues to be our priority. The teachers and School Council spent time providing further feedback to our APPS Welfare and Wellbeing framework. This is a contextualised Positive Behaviour Framework which honours our Restorative Practice philosophy as well as our connectedness with students. Students were also supported by our daily circle times and regular Respectful Relationships lessons. External agencies such as Anglicare, Kids Hope and Orange Door also supported the school. We introduced the 'Peaceful Kids' program with the support of Whitehorse Council. The Attitudes to School Survey, which is completed by students in Years 4-6, demonstrates high level positive endorsement for both the Sense of Connectedness factor (81.6% positive endorsement) and Management of Bullying factor (78.5% positive), all results are above similar and state school data. This reflects that students have a sense of belonging, and that they perceive the school handles bullying appropriately.

Engagement

Staff at Antonio Park participated in Professional Learning with two research fellows from the Australian Council for Educational Research (ACER) which developed their understanding around 21st century skills (Critical and Creative thinking, Creativity and Collaboration). Staff then spent time developing rubrics and assessment tools for their units of inquiry. Students in Years 4-6, participated in Pivot surveys. These are student perception surveys that measure the impact of teaching practice and student engagement. Teachers then received this valuable constructive feedback from their students which they used to set personal improvement goals.

Antonio Park Primary School always celebrates and recognises students publicly through the school newsletter, social media, our weekly assemblies and classroom programs. Our Specialists programs provide opportunities for students to flourish in a holistic education, with many students excelling in sports and the arts. We ran Year 2, 3/4 and 5/6 camps which were warmly received and appreciated by our community. Our whole school production was a special experience. Student Leadership was enhanced by a review of the application process. Feedback and ideas from Junior School Council was regularly shared with School Council. Effective transition programs are essential to keep students engaged in the learning process. We run a comprehensive program of transitions throughout the school, with particular attention at the Foundation and at Year 6, so that students entering and exiting the school are prepared for the immediate challenges of the next year. Attendance is closely monitored by teachers and leadership. Absence reports are accessible at all times via the Compass School Manager platform and attendance data is a regular agenda item in leadership meetings. In the case of regular absenteeism, the principal class team initiate contact with families to offer support and to devise plans for greater attendance.

Other highlights from the school year

Antonio Park Primary School was chosen to participate in a Campfire Conversation. The purpose behind this event was to improve self determination in education for indigenous students at our school and within the education system. The whole school was involved in a day of celebration and recognition of our Indigenous people. We ran a separate event in the afternoon for our Koorie families. This was a significant event and a turning point for our school. The school continued to run Campfire events for our students and their families.

Antonio Park developed a pilot program with home aged care services called 'Past to Present'. Elderly people living alone would be assisted to come and visit our Foundation students once a week, to participate in shared activities. This program had a significantly positive effect on all participants.

Financial performance

Antonio Park returned a healthy surplus for the 2022 school year. This is a strong result where limited school fundraising took place. The school did receive healthy returns from hiring facilities out of hours. Careful budgeting has allowed the school to upgrade furniture and digital equipment. School Council approved funds to replace our ageing basketball courts with synthetic turf. The new courts have become a very popular asset for our school.

In the Term 1 holidays, the school experienced a significant fire, which demolished the Out of Hours care and Indonesian buildings. The school gratefully received replacement buildings (community hub and double classroom portables) from the VSBA. School insurance covered the replacement of all contents.

The school received a \$25,000.00 grant from VSBA to construct two new shade sail structures.

Antonio Park Primary School received \$25,134.00 in equity funding. These funds were used to run educational and wellbeing support programs.

For more detailed information regarding our school please visit our website at
<http://www.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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 502 students were enrolled at this school in 2022, 247 female and 255 male.

15 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

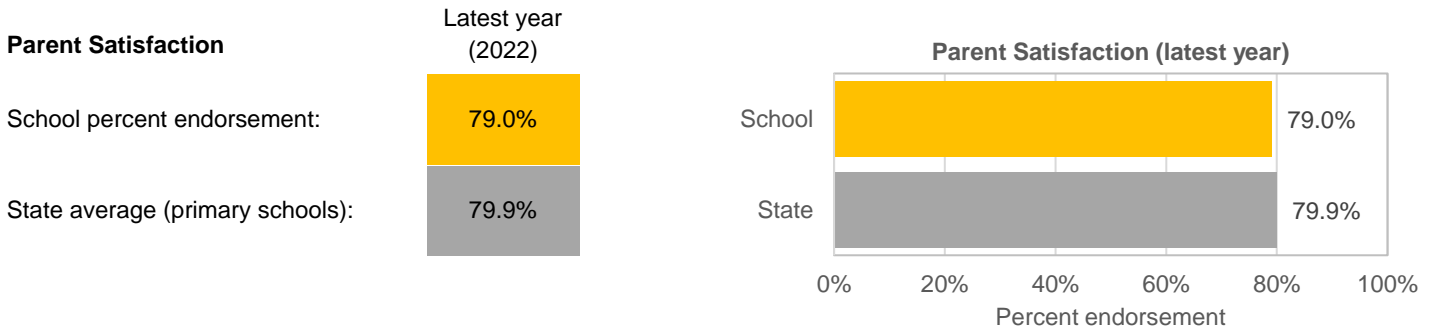
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

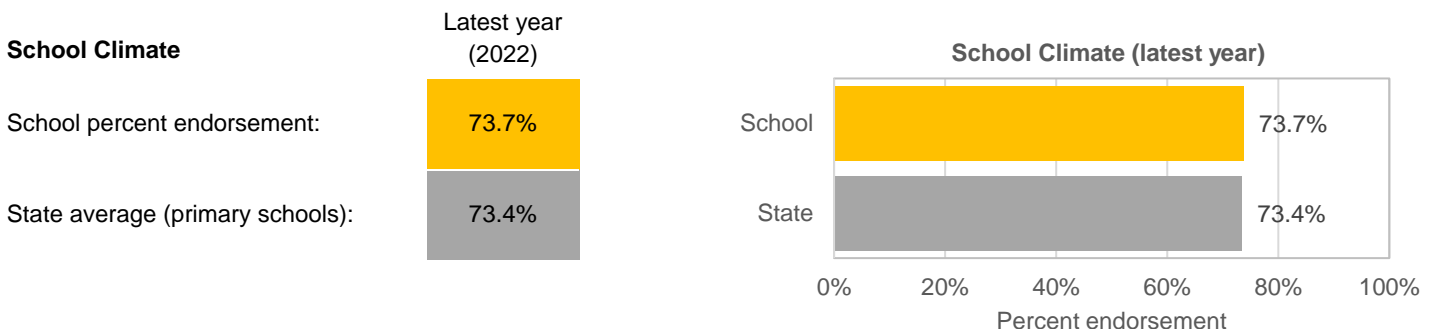


School Staff Survey

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.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

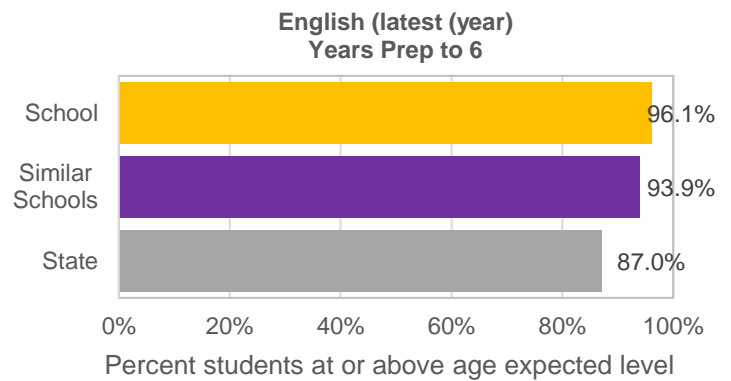
96.1%

Similar Schools average:

93.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

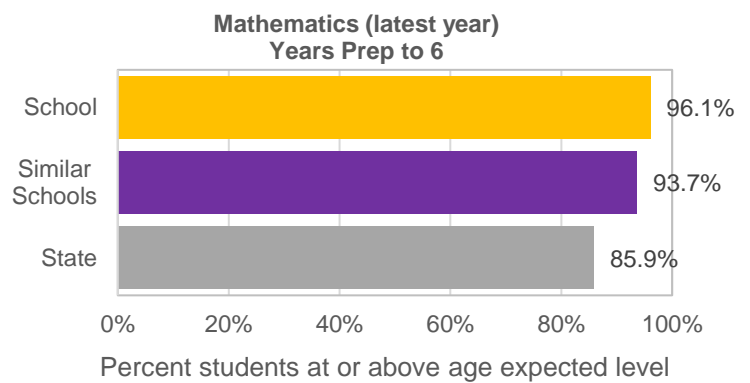
96.1%

Similar Schools average:

93.7%

State average:

85.9%



LEARNING (continued)

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

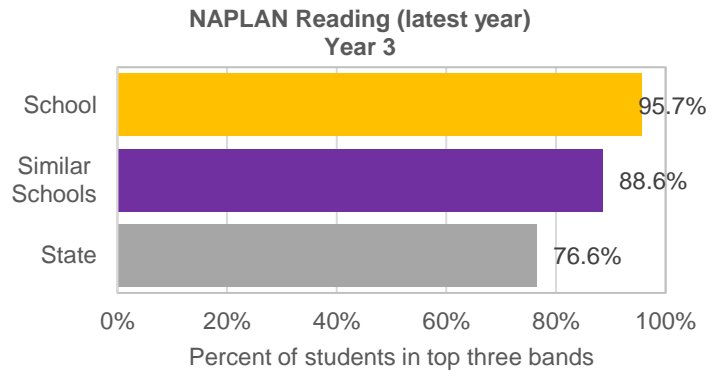
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

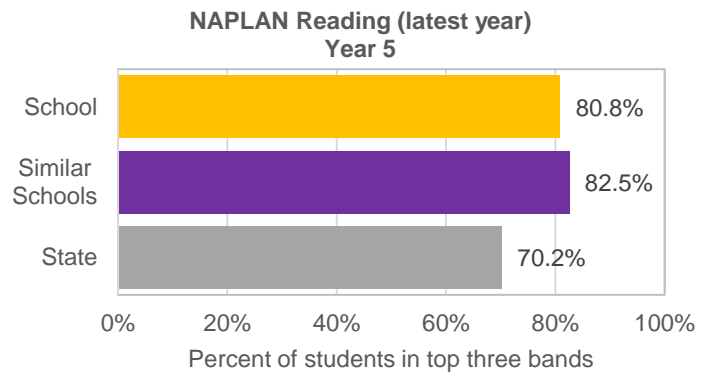
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	95.7%	91.5%
Similar Schools average:	88.6%	88.6%
State average:	76.6%	76.6%



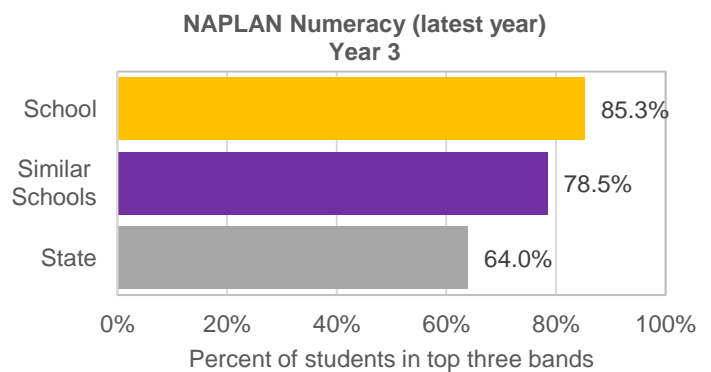
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.8%	86.0%
Similar Schools average:	82.5%	82.1%
State average:	70.2%	69.5%



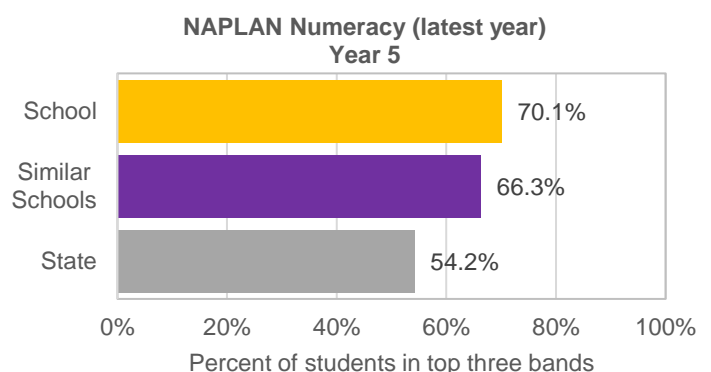
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.3%	86.4%
Similar Schools average:	78.5%	80.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.1%	79.0%
Similar Schools average:	66.3%	71.7%
State average:	54.2%	58.8%



WELLBEING

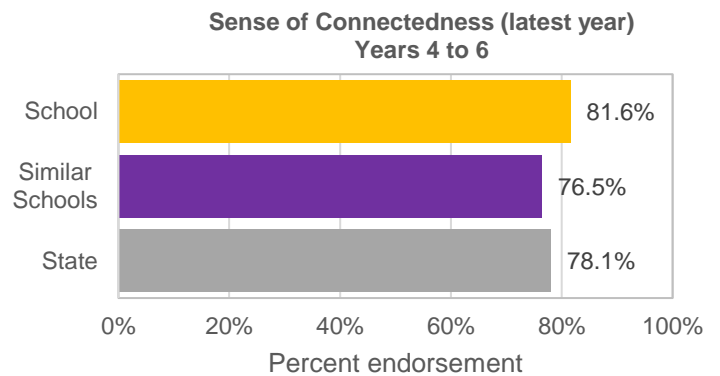
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	81.6%	84.5%
Similar Schools average:	76.5%	78.2%
State average:	78.1%	79.5%

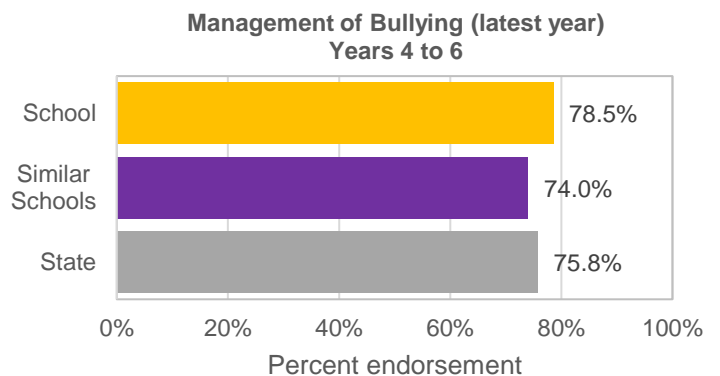


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	78.5%	85.7%
Similar Schools average:	74.0%	77.0%
State average:	75.8%	78.3%



ENGAGEMENT

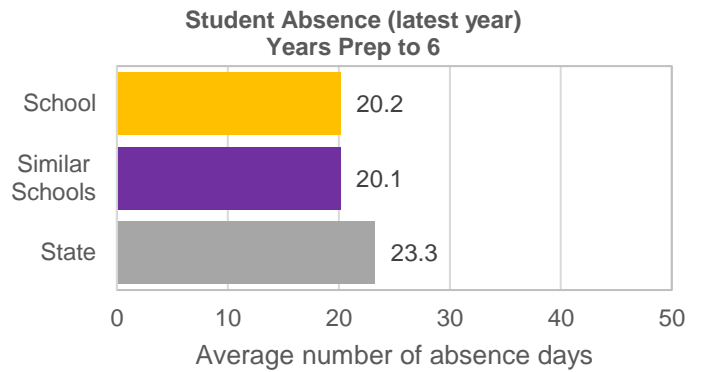
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	20.2	14.4
Similar Schools average:	20.1	13.9
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	89%	91%	91%	90%	90%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,232,400
Government Provided DET Grants	\$422,669
Government Grants Commonwealth	\$9,982
Government Grants State	\$48,188
Revenue Other	\$111,963
Locally Raised Funds	\$672,101
Capital Grants	\$20,000
Total Operating Revenue	\$5,517,302

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,134
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,134

Expenditure	Actual
Student Resource Package ²	\$4,078,339
Adjustments	\$0
Books & Publications	\$3,670
Camps/Excursions/Activities	\$221,084
Communication Costs	\$4,039
Consumables	\$97,493
Miscellaneous Expense ³	\$18,879
Professional Development	\$36,390
Equipment/Maintenance/Hire	\$86,402
Property Services	\$211,783
Salaries & Allowances ⁴	\$173,630
Support Services	\$62,003
Trading & Fundraising	\$33,536
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,611
Total Operating Expenditure	\$5,060,857
Net Operating Surplus/-Deficit	\$436,446
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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$919,233
Official Account	\$22,998
Other Accounts	\$119,854
Total Funds Available	\$1,062,085

Financial Commitments	Actual
Operating Reserve	\$130,360
Other Recurrent Expenditure	\$2,934
Provision Accounts	\$0
Funds Received in Advance	\$24,770
School Based Programs	\$2,700
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	\$29,200
Maintenance - Buildings/Grounds < 12 months	\$77,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$266,964

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.