

# 2024 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 \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 14 March 2025 at 01:31 PM by Carly Jones (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 03 April 2025 at 10:35 AM by Carly Jones (Principal)

# 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).

Key terms used in the Performance Summary are defined below:

### Similar Schools

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.

### NDP and NDA

'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.

**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’).

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**Updates to the ‘Performance Summary’ in the 2024 Annual Report**

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program [‘Results and Reports’](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.



## 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 facilities and excellent play areas and outdoor spaces for students. Antonio Park Primary School is a learning community that 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. Our school is home to approximately 525 students, 51 staff (including 3 principal class, 2 Learning Specialists, 1 Leading Teacher), and also to a variety of native birds, possums and the occasional echidna or kangaroo. Students at the school take care of our pet goats and free-range chickens throughout the year and are educated about sustainable and environmental practices. Antonio Park continues to operate at its maximum enrolment of 22 classes, recently moving from multi-age to straight classes throughout the school. Staff work in Professional Learning Communities and use data to inform their teaching and learning programs. Antonio Park is exceptionally well resourced. All of our modern classrooms contain Smartboards and access to Chromebooks and iPads. We run a Bring Your Own Device (BYOD) program in our Senior School (3-6), which offers parents a choice of providing either a Windows notebook or Chromebook for their child. The school utilises G-Suite apps across Year 1-6 and Compass as a communication and reporting tool. Classroom programs are supported by specialist teachers in Indonesian, Library, Physical Education, Visual Arts, Performing Arts and Science and Sustainability. The school has several support staff including an Individual Pathways and Minilit Coordinator. A wide variety of extra curricula activities including choir, Running Club and gardening ensure that there is something for every child. Parents are supported through programs such as Classroom Helpers and a variety of information nights on student wellbeing and classroom programs throughout the year. We believe that values provide a basis for actions and decision making within the school and provide all members of the school community with shared expectations. At Antonio Park Primary School, there is a strong sense of harmony, cohesiveness, commitment and pride in the school. Through the promotion of our school values of Empathy, Responsibility, Resilience, Independence and Confidence ('ERRIC' – our school mascot chicken), children are encouraged to develop a sense of wellbeing and are supported in developing healthy relationships with others. They are encouraged to be independent, accept increasing responsibility for their learning and to do their best. 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 (Green Team), 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 contribute to the wider community. Visitors often comment not just on our beautiful bushland setting but also on the great feel of the school and the positive energy that permeates through classrooms. This atmosphere is in part generated by a staff that is bright and cheery, is passionate about education, has a great sense of fun, exhibits strong levels of support for colleagues and displays warmth in its interactions with others. The school encourages an 'open door' approach where parent and community contribution and participation are valued. A variety of community events are evidence of long-standing traditions of this sense of community and of the mutual support between home and school. Annual events include Junior and Senior Athletics Sports, whole-school Cross Country, Senior Swimming Sports, our famous Fun Fair and annual whole-school Production. An excellent camping program is offered to all

children from Year 2 to Year 6. 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.

## 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 93% in Mathematics) and NAPLAN data (86.7% of Year 3 and 97.1% of Year 5 students achieving Strong or Exceeding results for Reading, and 86.7% in Year 3 and 82.9% Year 5 students achieving Strong or Exceeding in Numeracy. One of our Key Improvement Strategies in our Annual Implementation Plan (AIP) was to support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy. Our Curriculum Assistant Principal and Learning Specialists facilitated a series of whole school staff Professional Learning sessions in the 'Big ideas in Number'. This learning was incorporated into level PLC inquiry cycles and additionally, leadership supported teachers in planning sessions. The school invested in new Smartboards for all classrooms. Teachers were trained in Smartboard applications which enhance student engagement and enrich pedagogical approaches.

Antonio Park continued its work as a PLC Link School for North Eastern Region of Victoria. Professional Learning Communities (PLCs) focus on embedding consistently high-quality instructional and collaborative practices. Our achievements as a PLC Link school included visits by over 30 schools across the region. These schools observed our classroom practice and teacher planning in action in our PLCs. We also hosted PLC Professional Learning for NEVR, which was well attended.

Our focus on developing a strong culture of learning was acknowledged by our exceptional Staff Opinion Survey results, including an 88% positive approval rate for our Instructional Leadership and 92% positive approval rate around Collective Efficacy. These results are significantly higher than similar and state school results.

### Wellbeing

Antonio Park completed a partnership with Professor Lea Waters to implement the Visible Wellbeing Framework. This framework provides a structure and consistent language around our wellbeing approaches. Visible Wellbeing uses the SEARCH acronym (Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and goals), to develop a holistic approach to wellbeing. Staff completed workshops and were given time to plan effective wellbeing lessons and protocols. Staff also completed an accredited course

presented by the Inclusive Education Coordinators from the Disability Inclusion Implementation Team.

Monitoring student wellbeing and providing responsive actions continues to be our priority. External agencies such as Anglicare, Orange Door, Connecting Home, Mullum Mullum Indigenous Gathering Place and psychologists also supported the school. We continued the 'I am Mindful' program with the support of Whitehorse Council, which included parent information sessions. 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 (83% positive endorsement) and Management of Bullying factor (85% positive). All results are significantly higher than similar and state school data. This reflects that students have a sense of belonging, and that they perceive that the school handles bullying appropriately.

We introduced a Parent Wellbeing Committee which met once a term to discuss key aspects of our wellbeing program, whilst providing further opportunities for parents to provide the school with important feedback.

## Engagement

Antonio Park Primary School always celebrates and recognises students publicly through the school newsletter, social media, our weekly assemblies (run by student leaders) 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. Student leadership roles are available at all year levels. These roles enable students to advocate for their classmates and provide a voice in authentic school improvement decisions. Our Student Leadership Program allows many Year 6 students to assume a role, with responsibilities varying to match their strengths or interests.

Our Year 2 to 6 students participated in school camps designed to enhance their leadership and teamwork skills. These experiences not only strengthened bonds among students but also instilled vital life skills and connected with themes in our inquiry units and leadership program.

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.

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.

A supportive and engaged School Council and Parents' Association (F.A.C.E), whose efforts in fundraising and community events directly support strategic targets. Many parents volunteer their time and expertise to enhance student learning and assist with school events such as our 'Morning with Mums' and 'Donuts for Dads' breakfasts. As a part of Education Week, we held a Grandparents and special friends morning which was well attended. Our Fathering Project held events each term for fathers and father figures, including a very popular football match where our

dads competed against dads from a neighbouring school. Over 300 members of our community came out to cheer on our team. There was a very low response rate to the Parent Opinion Survey. The school will consider ways to encourage fuller participation in 2025 to elicit more reliable data.

## Other highlights from the school year

We are immensely proud of our community and the array of events and activities that have significantly contributed to the positive culture at our school. 2024 has been marked by several notable highlights:

- School Review - We completed a successful and positive School Review, devising goals for the next Strategic Plan.
- Fun Fair - For the first time in 5 years, the school was able to recommence our Community Fun Fair. Holding a fete has been a well-loved tradition at our school. Our Fete committee, run by parents, excelled in planning and preparing for this highly successful event.
- Whole School Production - Our annual whole school is always a highly anticipated event and this year's production of The Lion King didn't disappoint. With three sold out shows at The Round, our community was awestruck by our students' talent.
- Art Show - In term 4, we held our Art Show, which included an art auction of student work. This event was a testament to our vibrant and creative school culture.
- Culturally safe school- The school continued to hold 'Campfire' days for our First Nations students each term. The school received a grant of \$6,000.00, which helped our students, along with our Marrung lead, in developing an Indigenous Nature Trail.

## Financial performance

Antonio Park returned a healthy surplus for the 2024 school year. The school did receive healthy returns from hiring facilities out of hours and running fundraising events such as our Parent Trivia Night, through our F.A.C.E (Fundraising and Community Events) committee. Our very successful Community Fun Fair raised a profit of \$31,411.44. Funds from these events went towards a bike shed, outdoor seating and a significant upgrade to our oval. Careful budgeting has allowed the school to continue to upgrade furniture and classroom resources. Antonio Park Primary School received \$26,804.00 in equity funding. These funds were used to run educational and wellbeing support programs. Our current strong financial position sets us up for success in 2025. Our new School Strategic Plan and Annual Implementation Plan will focus specifically on maximizing learning growth and improving wellbeing of all students. Funds will also be allocated towards further enhancement of the learning environment for our students and community.



# 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 515 students were enrolled at this school in 2024, 268 female and 247 male.

21 percent of students had English as an additional language and 1 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).

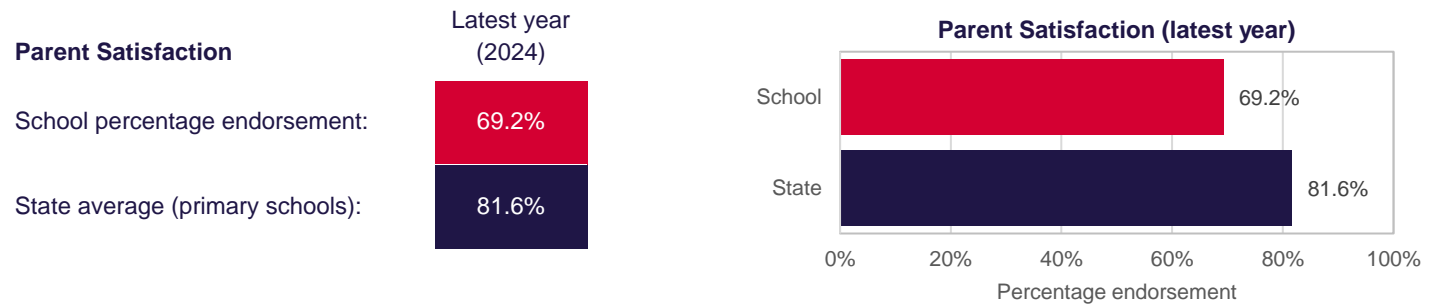
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

### Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

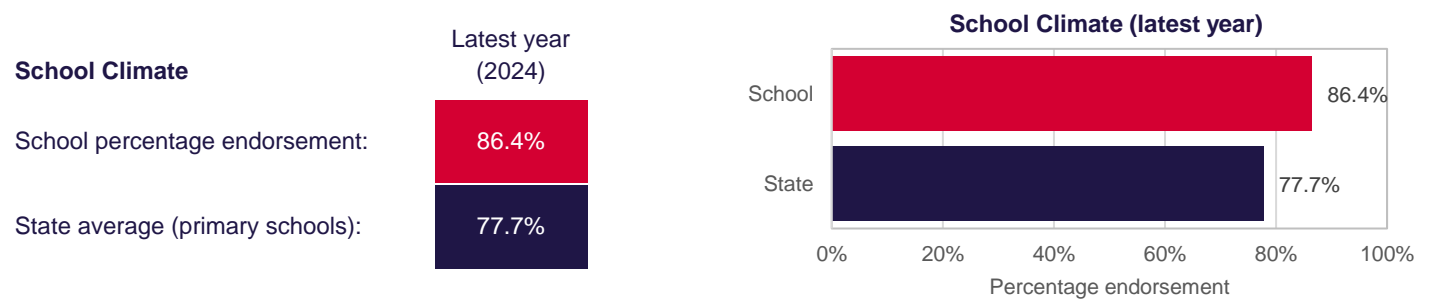


### School Staff Survey

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.





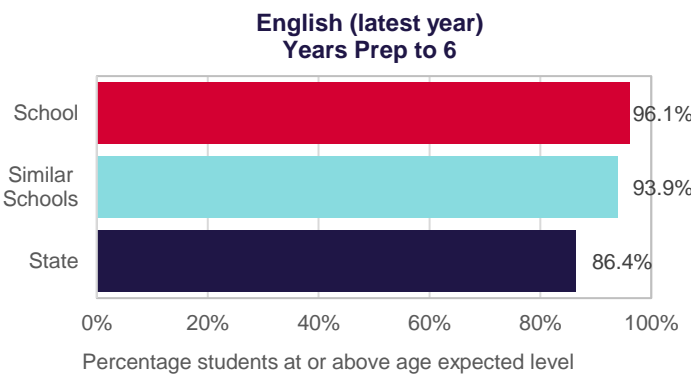
LEARNING

**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.

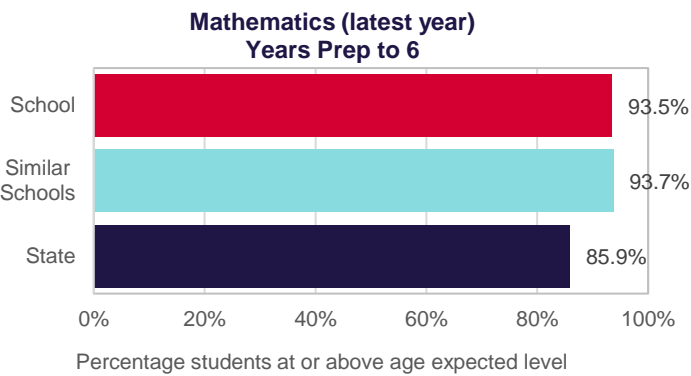
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	96.1%
Similar Schools average:	93.9%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	93.5%
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.

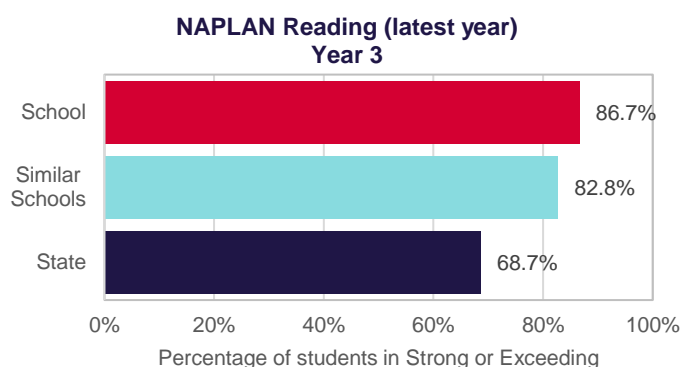
### NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

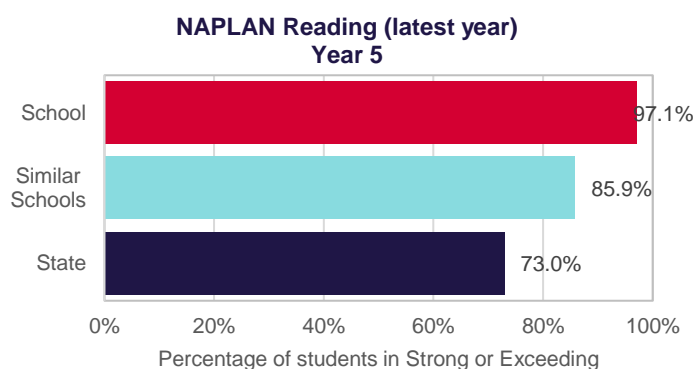
#### Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	90.5%
Similar Schools average:	82.8%	83.6%
State average:	68.7%	69.2%



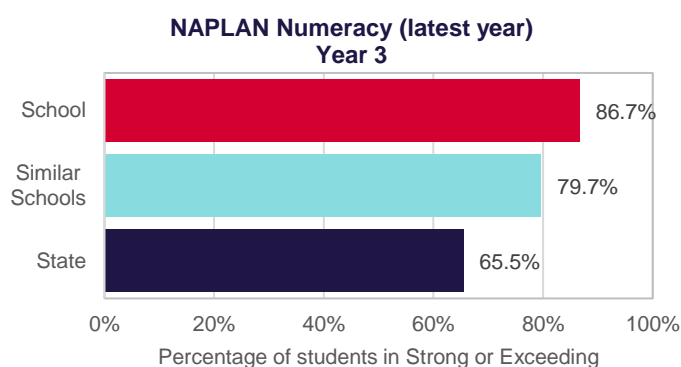
#### Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	97.1%	92.0%
Similar Schools average:	85.9%	87.8%
State average:	73.0%	75.0%



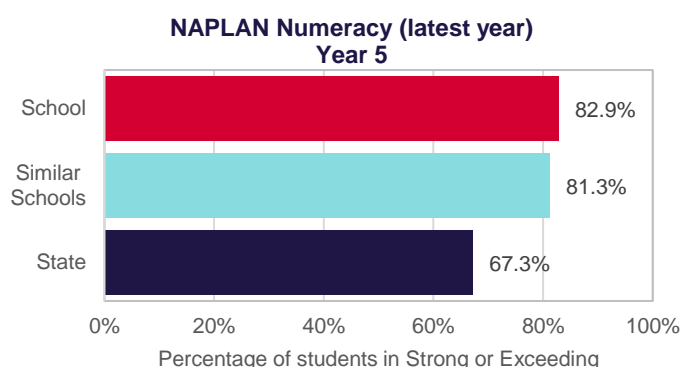
#### Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	86.7%	86.4%
Similar Schools average:	79.7%	81.1%
State average:	65.5%	66.4%



#### Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.9%	84.8%
Similar Schools average:	81.3%	81.8%
State average:	67.3%	67.6%



## 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 2022

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

#### Reading Year 3

(2022)

School percentage of students in the top three bands:

95.7%

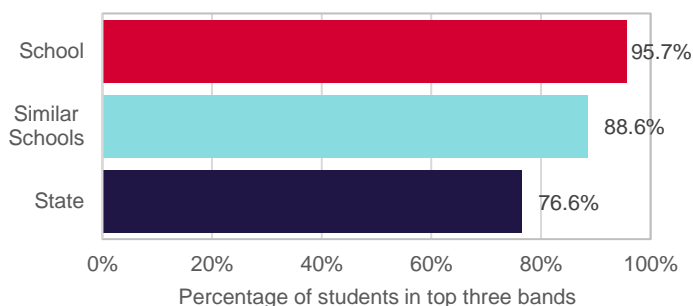
Similar Schools average:

88.6%

State average:

76.6%

#### NAPLAN Reading (2022) Year 3



#### Reading Year 5

(2022)

School percentage of students in the top three bands:

80.8%

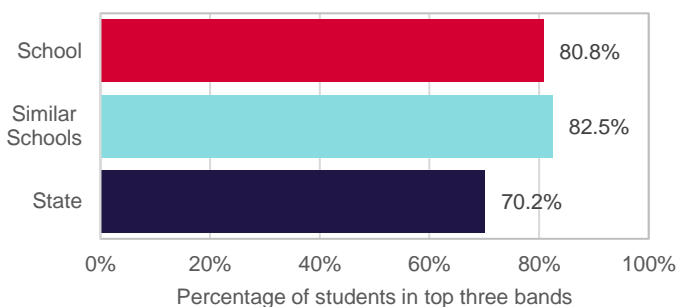
Similar Schools average:

82.5%

State average:

70.2%

#### NAPLAN Reading (2022) Year 5



#### Numeracy Year 3

(2022)

School percentage of students in the top three bands:

85.3%

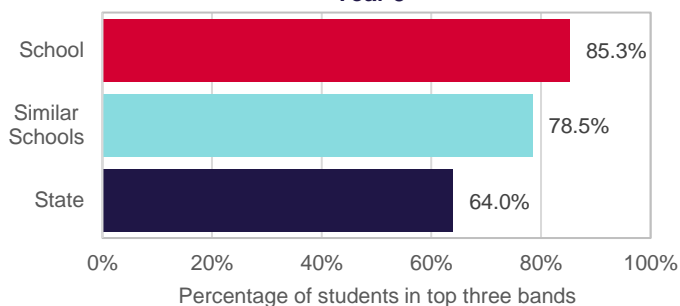
Similar Schools average:

78.5%

State average:

64.0%

#### NAPLAN Numeracy (2022) Year 3



#### Numeracy Year 5

(2022)

School percentage of students in the top three bands:

70.1%

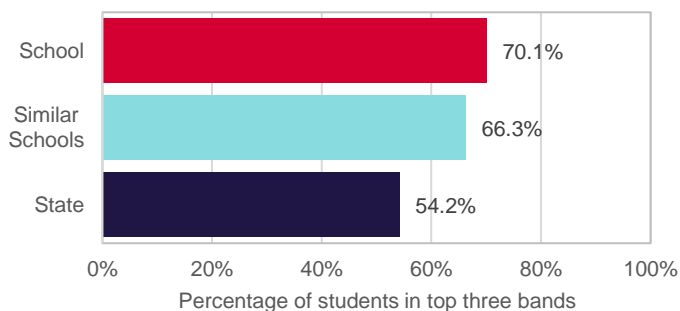
Similar Schools average:

66.3%

State average:

54.2%

#### NAPLAN Numeracy (2022) Year 5

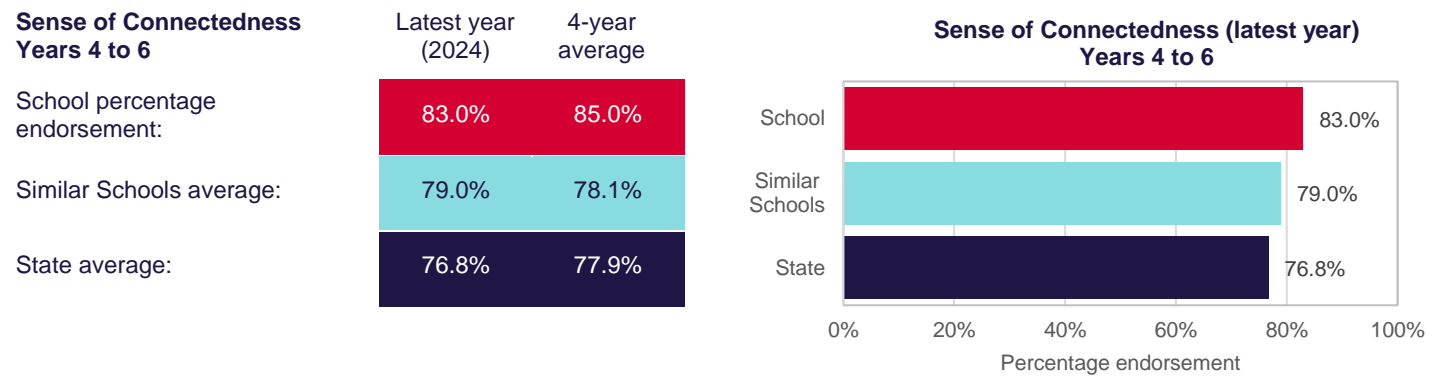


WELLBEING

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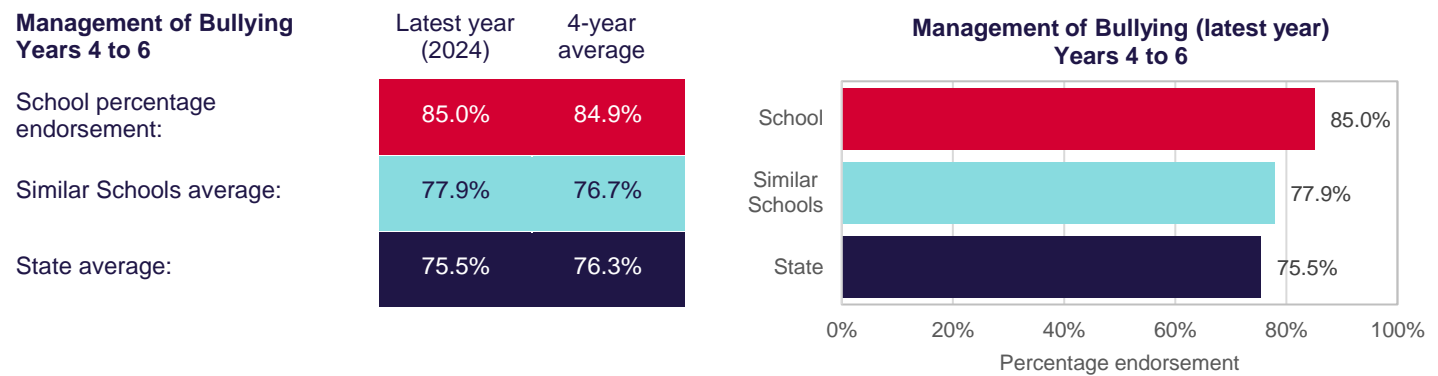
Student Attitudes to School – Sense of Connectedness

The percentage 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).



Student Attitudes to School – Management of Bullying

The percentage 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).

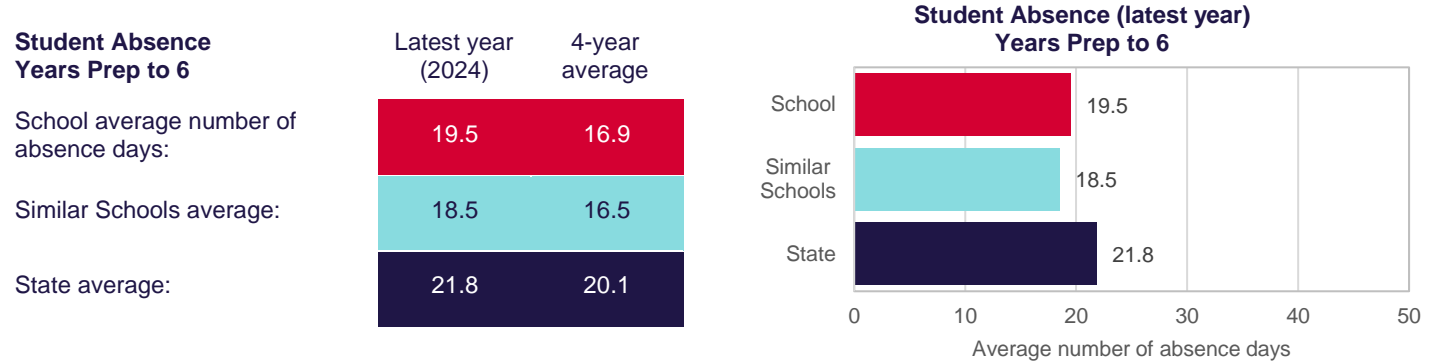


ENGAGEMENT

**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.



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 (2024):	91%	90%	91%	90%	91%	90%	88%



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$4,614,702
Government Provided DET Grants	\$560,748
Government Grants Commonwealth	\$3,565
Government Grants State	\$29,151
Revenue Other	\$60,296
Locally Raised Funds	\$802,681
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,071,142</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$26,804
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$26,804</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,682,009
Adjustments	\$1,752
Books & Publications	\$1,272
Camps/Excursions/Activities	\$223,366
Communication Costs	\$3,002
Consumables	\$109,634
Miscellaneous Expense <sup>3</sup>	\$42,767
Professional Development	\$27,554
Equipment/Maintenance/Hire	\$139,971
Property Services	\$207,127
Salaries & Allowances <sup>4</sup>	\$207,831
Support Services	\$100,150
Trading & Fundraising	\$47,430
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$42,889
<b>Total Operating Expenditure</b>	<b>\$5,836,752</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$234,390</b>
<b>Asset Acquisitions</b>	<b>\$415,744</b>

- (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 16 Feb 2025 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 2024

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$1,057,792
Official Account	\$23,952
Other Accounts	\$130,610
<b>Total Funds Available</b>	<b>\$1,212,355</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$193,928
Other Recurrent Expenditure	\$3,538
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$85,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$80,000
Capital - Buildings/Grounds < 12 months	\$500,000
Maintenance - Buildings/Grounds < 12 months	\$330,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,192,466</b>

*All funds received from the Department of Education, 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.*