

2020 Annual Report to The School Community



School Name: Appin Park Primary School (5207)



- 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 23 April 2021 at 11:09 AM by Fiona Carson (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 26 April 2021 at 08:51 PM by Joanne Williams (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

Appin Park Primary School is located in the Rural city of Wangaratta, in north east Victoria. Appin Park Primary School is part of the BMW network of schools (Benalla, Mansfield and Wangaratta) and is involved in the Wangaratta cluster. Appin Park Primary School is situated at the end of Appin Street, and backs onto One Mile Creek. The bike path along the creek is well utilized by students walking and riding to school. Appin Park Primary School consists of 2 main buildings, an administration relocatable and another relocatable. Stage 1 works to refurbish parts of both main buildings are due to commence in term 1, 2021.

Appin Park's vision is to provide high quality educational programs in a safe and engaging learning environment while promoting a steadfast sense of community.

Appin Park's mission is to provide students with the best possible foundation in life through a well-rounded education.

Appin Park's values are Respect, Responsibility and Caring

Respect – to use positive words or actions to show someone or something it is important or valuable to us or others

Responsibility – to be trusted to do what is right, what is expected or what is required

Caring – to show kindness and concern to others and for others in all situations

Appin Park Primary School staff promote our three school values. Students and staff 'live' these values throughout their work and play. You will see evidence of these values throughout our school and in the way staff and students interact. We encourage all staff to use the language of our school values so that a consistent vocabulary and approach is shared. Developing Emotional Literacy is part of our approach to supporting all our students in building their skills for lifelong learning. Students learn to name their feelings and understand what those feelings mean to them, and those around them.

Students actively participate in daily high quality, evidence based literacy and numeracy lessons with staff working collaboratively in teaching teams to plan, implement and evaluate student tasks and teaching strategies and approaches. Teaching staff are supported in the classroom by skilled education support staff, who provide extra support to all students including those who may have additional learning or behavioural needs. Appin Park Primary School has a culture of continuous school improvement through the School Strategic Plan and Annual Implementation Plans.

Appin Park Primary School is well supported by an active School Council and Appin Park Parents Association (APPA). Due to the restrictions of covid 19 in 2020, many of the ways parents and the community could engage with school were not possible.

In 2020, our enrolment was 188 students, comprising 9 classes, 1 foundation, 2 x 1/2, 3 x 3/4 and 3 x 5/6 classrooms. Our specialist program included science (for part of the year), art, Italian and PE. The College's SFOE is 0.480. The staffing profile is made up of 1 principal, 13 teachers, 8 education support staff, a school Chaplain and a business manager. Students attending Appin Park Primary School come from within the local community and surrounding farming communities.

Framework for Improving Student Outcomes (FISO)

In 2020, the Appin Park Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Building Leadership Teams. This included:

Embedding the school teaching and learning approach with a focus on reading

Embed the PLC approach to build teacher capacity in the effective teaching of reading to meet the needs all students

DSSI teaching partners were engaged to support implementation of these KIS, and work alongside the principal, curriculum leaders and classroom teachers.

Appin Park Primary School delivered to some extent on our KIS; to focus on students within a PLC cycle to show

improvement within their identified goal, for leaders to participate in regular Learning Walks and Talks that demonstrated 80% of students were able to articulate what they were learning, why, how they were going and what were their next steps? and for all students to be able to articulate their individual reading goal.

Some of the AIP actions and professional development plans were modified to suit remote learning. We did this by moving all professional learning opportunities online and working within the BMW network of schools to continue staff professional learning opportunities for reading. To place greater emphasis on developing sound and explicit learning intentions and differentiated success criteria that could be used by the students and families learning from home. Learning packs were planned, developed and made available weekly to families. There was an increased emphasis in supporting students at risk, out of home care, PSD and Koori students throughout the periods of remote and flexible learning.

The KIS for AIP targets of; embed a consistent approach to SWPBS, build teacher capacity in dealing with challenging behaviour, build teacher capacity in delivering curriculum around school wide behaviours and RRRR, were not a focus through 2020 due to the changes in the year. Greater emphasis was placed on developing relationships and supporting whole families as they adjusted to working and learning from home. When students returned the focus was on friendships, play and getting along, using emotional literacy tools as a classroom support.

Achievement

In 2020 Appin Park Primary School continued to work towards the Strategic Learning Goal of improved learning gain for every student.

The following targets were associated with this goal;

70% of students (from 61% in 2019) will achieve 12 months learning gain in reading and viewing teacher judgements.

Across years 1-6, 54% of students achieved at or above 12 months learning gain in reading and viewing.

Increase proportion of students who achieve high relative gain from 11% in 2019 to 25% in 2020. (This target was associated with NAPLAN data so was unable to be met)

During the 2 periods of remote and flexible learning classroom teachers planned and delivered weekly learning packs for students and their families to collect. All classroom teachers communicated with students and families via class Dojo and in the second lockdown a weekly WebEx meeting was made available. The support for collection of packs and the content was mostly positive and staff used feedback from parents and students to make adjustments to the learning packs throughout the remote learning periods. Greater emphasis was placed on providing feedback directly to learning intentions. Students who attended for onsite supervision were provided with the same learning packs as those who were at home.

2021 will see Appin Park Primary School undergo a School review (postponed from 2020), providing an opportunity to review the previous School Strategic Plan and develop a series of new goals and targets to inform the 2020-2023 plan. The Tutor Learning Initiative will commence in 2021 as a result of an identified need to provide extra learning support for students following the remote and flexible learning periods, with identified students taking part in regular literacy lessons in a small group setting.

Engagement

In the first weeks of 2020 staff and students were able to engage in a grade 3/4 school camp and a family pool BBQ evening to welcome everyone to the new school year. Supported by School council and APPA this provided families with an opportunity to meet and welcome new families to the school community. The impacts of covid 19 restrictions hampered many activities aimed at increasing and improving student and community engagement throughout terms 2 and 3. Towards the end of term 4, with some restrictions easing a modified grade 5/6 camp and grade 6 graduation event were able to be held.

Students and their families were very responsive and supportive throughout the remote and flexible learning periods. Communication was increased between school and home with favorable feedback. Staff noted that it became increasingly more difficult to engage students in learning tasks particularly through the second period of learning from home. Quality of work was also considered to be reduced with students taking less interest in producing the best that they could. The introduction of Webex meets and increased Class Dojo messaging engaged more students and provided another avenue to explain learning tasks and model using anchor charts and worked examples. Throughout the second period of remote learning there was a significant increase in the number of students attending onsite for supervision.

Average attendance rates for students across 2020 showed 76% of student having less than 20 days absent. 24% of students in 2020 had more than 20 days absent. This was just below similar and network schools of 24 and 25% respectively and 4% higher than the state average. Students who did not collect learning packs throughout remote and flexible learning periods were followed up by teaching staff, welfare staff and administration staff. For some students it was suggested that they come to school for part of the week to undertake their learning at school and provide support in setting up the tasks to be completed at home. When onsite the usual follow up on absences was continued through phone calls and messages.

Wellbeing

The KIS for AIP targets for the goal to strengthen the inclusive safe learning environment by developing a whole school wide positive behaviour approach were; embed a consistent approach to SWPBS, build teacher capacity in dealing with challenging behaviour, build teacher capacity in delivering curriculum around school wide behaviours and RRRR. Due to the changes to schooling throughout 2020 greater emphasis was placed on developing relationships and supporting families as they adjusted to working and learning from home. Communication was increased using different platforms in order to engage as many students and families as possible. Staff reported learning more about their students than they had otherwise known in terms of the impact family circumstances might be having on the student as a learning and participant in school learning tasks and activities.

When students returned the focus was on friendships, play and getting along, using emotional literacy tools as a classroom support. The conversation in classrooms was around understanding what being ready to learn looked like. In response to student behaviour a "check in" room was established to support students who were finding it difficult to transition back in to the classroom. This space was supported by the Chaplain and wellbeing staff and was utilized by many students, classroom teachers and education support staff. The space proved students with an opportunity to use emotional literacy language to gauge their feelings and how that might impact them in being ready to learn in the classroom. This space will continue to be an option for students in 2021.

The School Review in 2021 will provide further opportunity to strengthen student health and well being strategies including the increased and more consistent school wide use of Respectful Relationships and SWPB approaches and tools.

Financial performance and position

For the year ended 31 December 2020 the school reported a surplus of \$90,859 against a budgeted surplus of \$34,116. There was a surplus in the Student Resource Package (Credit budget) of \$13,809 while the cash budget (managed by school council) recorded a surplus of \$77,050. The net benefit of Fundraising activities for the year was \$6,685.

Revenue for the year totalled \$674,551 (excluding the SRP) which was \$31k unfavourable to budget. The items unfavourable to budget include - After School Care \$10k, fundraising activities \$9k and Camps/excursions \$25k. All these revenue streams impacted by Covid 19 restrictions and offset by corresponding decreases in expenses.

Expenditure for the year totalled \$597,501 (excluding SRP) which was \$74k under budget. The expenses under budget include – CRT wages \$36k, utilities \$9k, After School Care \$9k and Camps/excursions \$15k. Expenses over budget include – cleaning expenses \$16k.

For more detailed information regarding our school please visit our website at

<http://www.appinparkps.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 188 students were enrolled at this school in 2020, 86 female and 102 male.

0 percent of students had English as an additional language and 5 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.

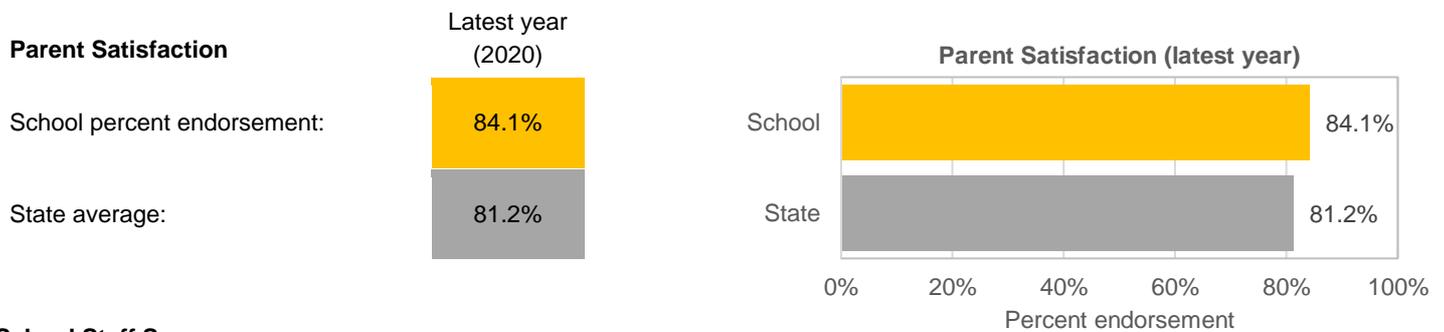
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

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.

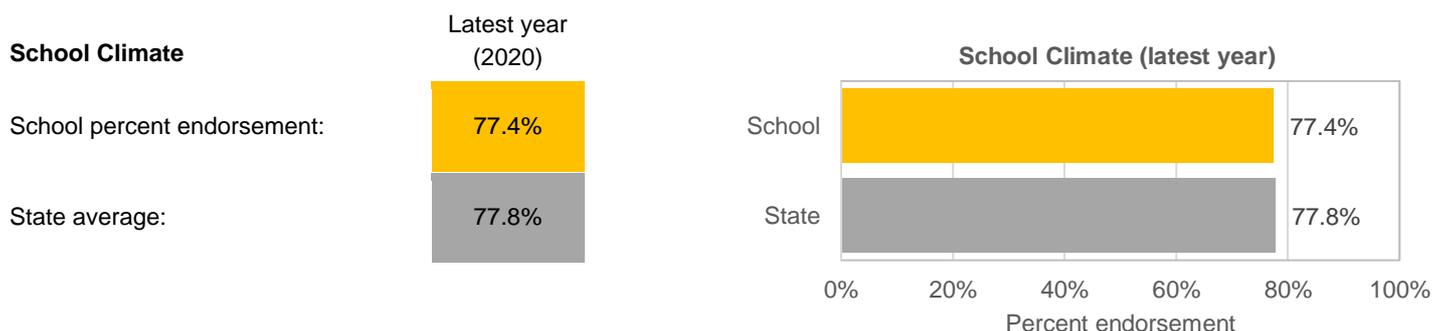


School Staff Survey

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:

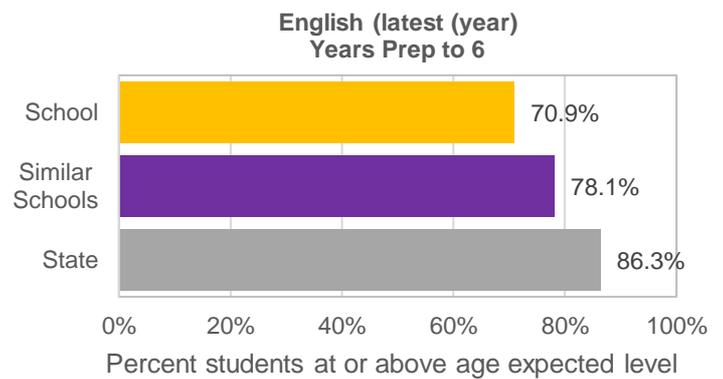
70.9%

Similar Schools average:

78.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

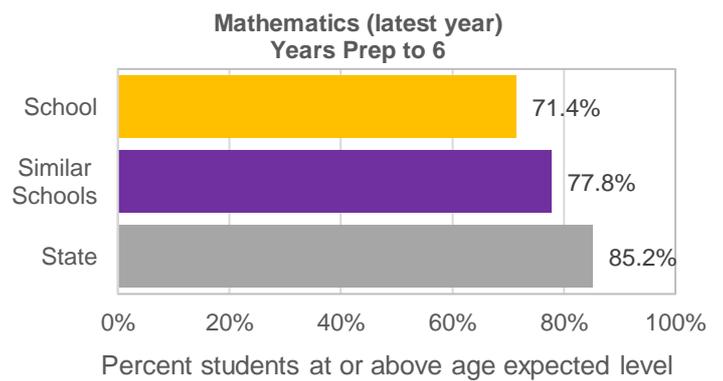
71.4%

Similar Schools average:

77.8%

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

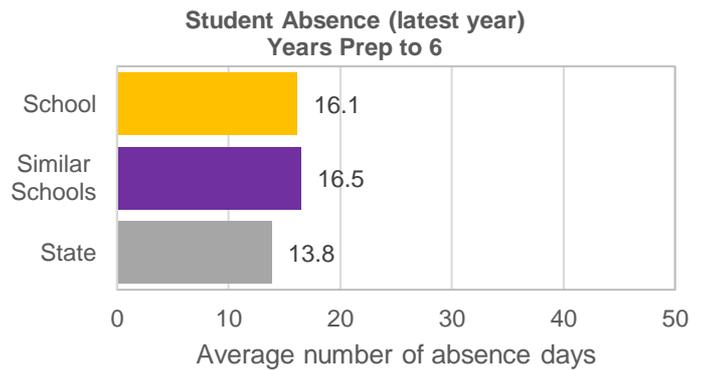
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	16.1	15.1
Similar Schools average:	16.5	16.7
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):	91%	90%	92%	91%	94%	90%	92%

WELLBEING

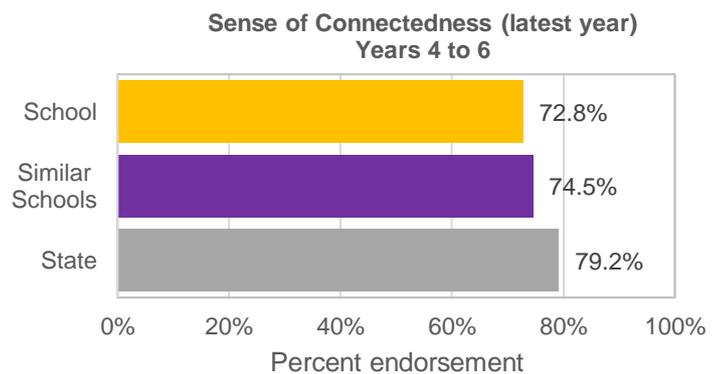
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	72.8%	81.0%
Similar Schools average:	74.5%	78.7%
State average:	79.2%	81.0%



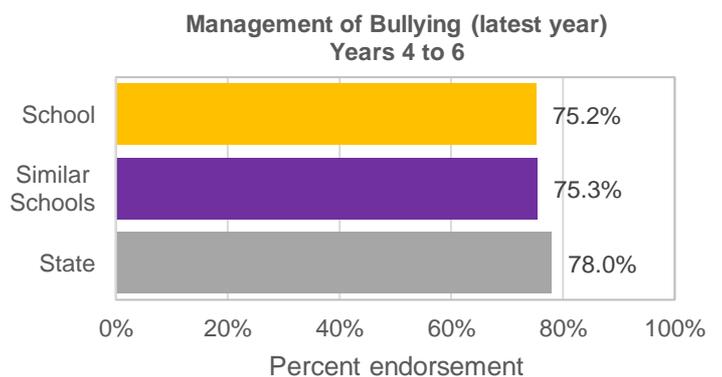
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	75.2%	85.5%
Similar Schools average:	75.3%	80.1%
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	\$1,957,701
Government Provided DET Grants	\$419,836
Government Grants Commonwealth	\$115,775
Government Grants State	NDA
Revenue Other	\$26,616
Locally Raised Funds	\$112,325
Capital Grants	NDA
Total Operating Revenue	\$2,632,252

Equity ¹	Actual
Equity (Social Disadvantage)	\$191,846
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$191,846

Expenditure	Actual
Student Resource Package ²	\$1,943,892
Adjustments	NDA
Books & Publications	\$4,880
Camps/Excursions/Activities	\$46,911
Communication Costs	\$2,334
Consumables	\$35,978
Miscellaneous Expense ³	\$9,526
Professional Development	\$7,189
Equipment/Maintenance/Hire	\$90,000
Property Services	\$122,818
Salaries & Allowances ⁴	\$199,789
Support Services	\$20,000
Trading & Fundraising	\$23,683
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$34,394
Total Operating Expenditure	\$2,541,393
Net Operating Surplus/-Deficit	\$90,859
Asset Acquisitions	\$40,564

- (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	\$202,547
Official Account	\$4,442
Other Accounts	\$8,801
Total Funds Available	\$215,790

Financial Commitments	Actual
Operating Reserve	\$97,327
Other Recurrent Expenditure	\$4,712
Provision Accounts	\$8,098
Funds Received in Advance	\$405
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$16,000
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$48,000
Capital - Buildings/Grounds < 12 months	\$25,000
Maintenance - Buildings/Grounds < 12 months	\$16,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$215,542

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.