Appin Park Primary School

Appin Park is a school of 309 children drawn from the areas to the north and west of Wangaratta. It has a skilled, dedicated staff team and supportive families. Students demonstrate very high standards of behaviour and school connectedness. A commitment to continual improvement in Literacy and Numeracy is evident through the teaching and learning programs and the provision of student support. Classrooms are well-resourced with the latest learning technologies, and the school’s innovative curriculum emphasises the use of these as integral teaching and learning tools.

Ensuring our students achieve success and are able to extend themselves in their learning are a priority in our newly-developed Strategic Plan. In the past four years, the school achieved and exceeded its targets and goals, with some excellent results being seen in Literacy and Numeracy, and with a whole staff professional learning culture very evident. Improving Reading Comprehension and the explicit teaching of Numeracy strategies have been areas of development in 2012. We have set ourselves the task of improving the teaching of Writing in 2013. Incorporating Music as a Specialist area is also part of the school’s planning for 2013. The school community’s expectations are high and this is also an area we continue to emphasise: encouraging our students to be resilient, highly competent learners who can work both independently and collaboratively; setting challenging goals, celebrating achievement, and recognising ‘personal best’. The Sports and Arts Academies, along with the Japanese Academy again gave students a chance to demonstrate special talents.

In 2012, a staff of 23.74 equivalent full-time staff: 2 Principal class officers, 16.2 FTE teachers and 5.54 FTE support staff worked as a highly effective team.

### Student Learning

The School Performance Summary indicates that our students are achieving outcomes in their learning that are comparable or better than those in similar schools across Victoria. Grade 3 NAPLAN results indicate that the student achievement score is slightly below the state median in Reading and Numeracy. However, when compared with similar schools, our students have achieved above the predicted score. The four-year trend indicates positive achievements in this level, in both learning areas.

The Grade 5 cohort achieved outstanding results in both Numeracy and Reading. From 2009-2012, our Grade 5 data sets indicate acceleration in learning; well in advance of students in similar schools, and of the state median.

Significant change in teacher practice during 2010-2012 has led to consistency across classrooms; supporting children to transition from year to year with confidence. This work is being continued into 2013, with an emphasis on improved teaching of Writing and continuing to build teacher effectiveness in teaching Maths.

### Student Engagement and Wellbeing

The school’s performance summary report indicates that students are connected to school. 2012 absence data indicates continued high levels of attendance with the average number of absences across the school remaining at 11.5 days per student. This replicates data from 2011 when cohort average absence rates were up to 4 days less than the state mean. This trend of reduced absence continued across all grade levels except Grade 6. Three students had a major impact on the average absence rate at this level.

Student Connectedness variables indicate that the school's performance is at the same level as like schools. Student Safety and Classroom Behaviour variables in both Parent and Student Surveys indicate satisfaction in these areas.

The school has a growing number of students who are in receipt of support from the Program for Students with Disabilities. These students are enabled in their learning, and their full participation in the curriculum, by regular Support Group meetings, clearly identified learning plans and by the culture of high expectations that is reflected across the school.

### Student Pathways and Transitions

Students enter Appin Park from a number of preschools and care centres. The school has taken this kinder-school transition very seriously over past years and has a comprehensive program in place. Students visit with their kinder groups and once enrolled, are invited to join the Prep Developmental Language sessions on selected mornings during Term 4. The school conducts 2 formal transition sessions; one on a day set by the local K-2 Network and another is on Statewide Transition Day. In 2012, a ‘Welcome to School’ barbeque tea added to this day and was well-attended by new and existing families. The K-2 professional Network continues to facilitate strong links between educators from the early childhood sector and local schools.

In 2012, almost all Grade 6 students enrolled at Wangaratta HS, with a significant proportion of them accessing the SEAL (Select Entry Advanced Learning) Program.

Improved sharing of student information, particularly with regards to students considered at risk has improved in recent years, with additional K-Prep and Year 6-7 transition opportunities being provided on a case-by-case basis.
