

2022 Annual Report to the School Community

School Name: Apollo Parkways Primary School (5184)



- 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 17 March 2023 at 04:22 PM by Doreen Montgomery (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 06:36 PM by Ru Thomas (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

Apollo Parkways Primary School is located in Greensborough in Melbourne's outer northern suburbs. In 2022 the school's enrolment was 678 (322 male and 356 female). Enrolment information indicates that the school continues to draw many students from beyond our immediate neighbourhood. 58% of our families reside within the 3088 postcode with the additional 42% coming from over 19 different postcodes. Our school's reputation for excellent educational opportunities and achievement continues to see families choosing to travel to the school from a range of distances. Our school values are Excellence, Kindness and Respect. Our school's vision is – 'Given that knowledge is growing exponentially, we cannot hope to teach all that is known, or will be known. We must however, equip our students for the future - one that is yet to be formed'. These values and our vision statement provide a framework and whole school language for the development of all relationships between students, teachers, parents and the community. The school's 'Student Family Occupation Education Index' is 0.1825, far below the state mean of 0.4043. Our school's socio-economic band value is classified as low. Apollo Parkways PS has 15% of students from EAL (English as an Additional Language) background and 1% of the students are of Aboriginal or Torres Strait Islander descent. In 2022 the school structure was 29 straight grades with 35.9 (EFT) teaching staff including 3 Principal Class Officers and 11.9 (EFT) Education Support Staff. Coming out of the remote and flexible years Apollo Parkways has worked hard to ensure the community is kept up to date with all that is happening as efforts for reengagement were paramount. A Facebook page was launched to support the enhanced school website. With doors ajar but not fully opened these platforms gave families the opportunity to see their children back at school.

Progress towards strategic goals, student outcomes and student engagement

Learning

Apollo Parkways Primary School's Annual Implementation Plan outlined goals and strategies to improve the learning outcomes of students in Numeracy and Writing. Throughout the course of the year teachers engaged in online professional learning - Teach Writing with Confidence. This led to the development of a whole school writing instructional model incorporating the writing traits for consistency across the school. The teachers' response to the program and its implementation within classrooms was very positive. To improve numeracy outcomes teachers also completed PLC inquiry cycles. These inquiries use student data to pinpoint common misconceptions and direct future learning. The Learning Intentions and Success Criteria were developed accordingly and discussed with students to direct their learning. The Annual Report for 2022 indicates that Apollo Parkways PS has attained very high standards of student achievement with all measures above the state median when compared to Victorian Government Primary Schools. This is evidenced in Teacher Judgements of students in year levels Prep to 6 working at or above age expected standards. The 2022 results are: English 97% (state 87%) and Mathematics 96.9% (state 85.9%). The school will continue to work towards sustaining and improving on these very positive results along with the support of the TIL program which provides targeted and evidence-based programs to students whose learning has been impacted throughout COVID. The NAPLAN results for 2022 indicate that Apollo Parkways PS is well above the state median for both Years 3 and 5 in Reading and Numeracy. These results indicate very high

percentage scores have been maintained. The percentage of students achieving in the top three bands in NAPLAN Year 3 Reading is 85.4% (state 76.6%), Year 3 Numeracy is 81.9% (state 64%), Year 5 Reading is 85.7% (state 70.2%) and Year 5 Numeracy is 60.2% (state 54.2%).

Wellbeing

In reviewing Apollo Parkways Primary School's performance in Wellbeing, the school makes reference to the student survey, particularly to the dimensions of Sense of Connectedness and Management of Bullying. Apollo Parkways Primary School achieved 81.2% (state 78.1% and similar schools 76.5%) in the dimension area of Sense of Connectedness. The school achieved 77.5% (state 75.8% and similar schools 74.7%) in the dimension of Management of Bullying. The school believes that the data indicates Apollo Parkways Primary School continues to provide a safe and inclusive environment for its students where they have had the opportunity to develop strong and healthy relationships with others. Apollo Parkways Primary School is very proud of the nurturing and supportive environment it promotes. There are very clear expectations in regard to positive behaviours which are readdressed each year in the context of term one Inquiry approaches. Apollo Parkways Primary School has been connected to the Chaplaincy Program for many years providing support for students and their families. There are opportunities for all students to access the lunchtime games program which encourages social skill development. Other lunchtime clubs include the Chess Club as well as an open library. These clubs are very well attended and we continue to look for opportunities to provide clubs for students with varying interests. The staff satisfaction, according to the School Staff Survey in 2021 was 76.8% (state 73.4%) well above the state median. Parent satisfaction, according to the Parent Opinion Survey, indicated results of 82.3% (state 79.9%). Through engagement of our families in a range of programs and committees, we aim to continue to strengthen their relationship with our school community promoting a culture of connection and partnership. The 2022 Art show was extremely well received, student focused and an opportunity for reengagement for our families after COVID.

Engagement

The student attendance data for Apollo Parkways Primary School is excellent as all cohorts are at or above 90%. Our students average 17.6 days of absence from the school each year which is well below the state median of 23.3. This data was heavily influenced by the guidelines in response to mandated isolation for COVID. Reengaging with face-to-face teaching was welcomed by all, but was not without its challenges. Staff and student wellbeing was paramount with additional supports for students a priority to focus on social skills particularly in the playground where some felt overwhelmed after so much time spent away from school. There was greater access to lunchtime activities, additional Education Support staff in the yard to oversee students and assist with structured play for some of the younger students, Chaplain interventions and social skill groups called 'lunchtime clubs', sport competitions run by our students, Learning Leaders programs where younger students are mentored in literacy games and buddy activities were all quickly reinstated. Student leadership opportunities continued in 2022 with positions available to students in Grade 6 and representatives from Grade 3-6 in JSC and EC. These leaders lead weekly assemblies and were part of the planning for activities to reengage our community. Our Launch Program was extremely well received by our prospective prep families. For these families whose children had missed so much in terms of early socialisation and minimal contact hours at a pre-school, being familiar with our school prior to the prep year

beginning was very important. Taster sessions for these students welcomed them onsite for mini lessons with parents encouraged to mingle with other new families and our staff.

Other highlights from the school year

Our school offers students opportunities to extend their learning beyond the confines of the school. In 2022 there was reengagement with camps and excursions, for some this meant the first bus trip of their school life. These experiences enhanced their learning and supported the Inquiry curriculum. In addition, our grade 5 and 6 students participated in the Wakakirri National Story and Dance Festival, giving students the opportunity to perform to a live audience. Our students won 'Story of the Year' highlighting the need for conservation. This school has a strong sporting program and students are given the opportunity to participate in various competitions. Interschool sport is an integral part of the Grade 5 and 6 sporting curricula where every student has the opportunity to join a team, develop skills and experience a level of competition whilst having fun. Grades 3 – 6 participate in an Athletics Day and there are opportunities for students who excel in their individual sports to compete at higher levels of competition. In 2022 one student represented Team Vic in Swimming. With the focus on reconnecting after two years of interrupted onsite learning, Apollo wanted to reengage with families and provide opportunities to cautiously open the gates.

Financial performance

We have a reasonable collection rate of parent payments which contribute to our revenue. The school ensures the funds from multiple sources are spent in the year they have been received to benefit the students of that same year. Our school received \$25 588 in equity funding in 2022. This funding provided professional learning for our staff in Teach Writing with Confidence, Little Learners Love Literacy and enabled Learning Specialists to work with and support PLC leaders within their cohorts. The school has received \$14 270 for the Student Excellence Program. This program allows identified students in grades 5 and 6 to access a 10-week High Ability Program extension and enrichment programs in English and Mathematics, organised by Virtual Schools Victoria. The funds also assisted students across our school to participate in the G.A.T.E. Ways program with which we hold a long association and often host their events.

For more detailed information regarding our school please visit our website at
www.apolloparkps.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 678 students were enrolled at this school in 2022, 351 female and 327 male.

15 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).

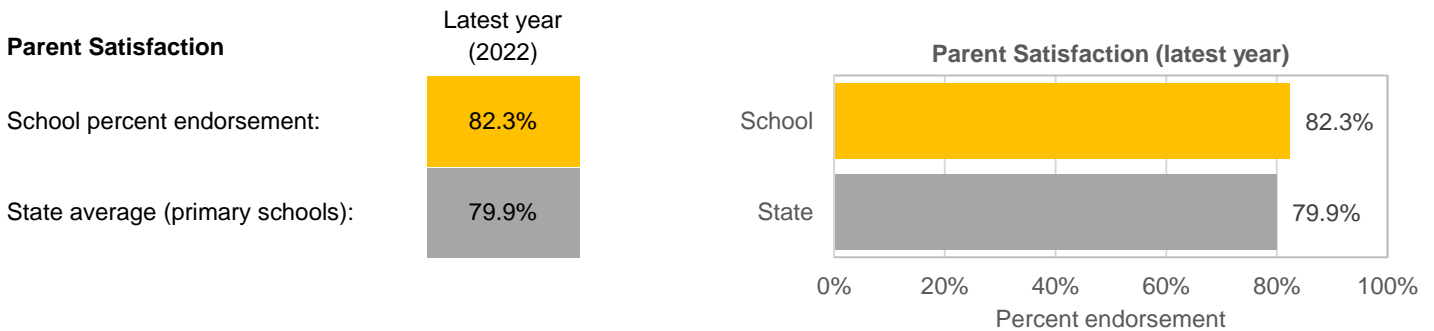
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

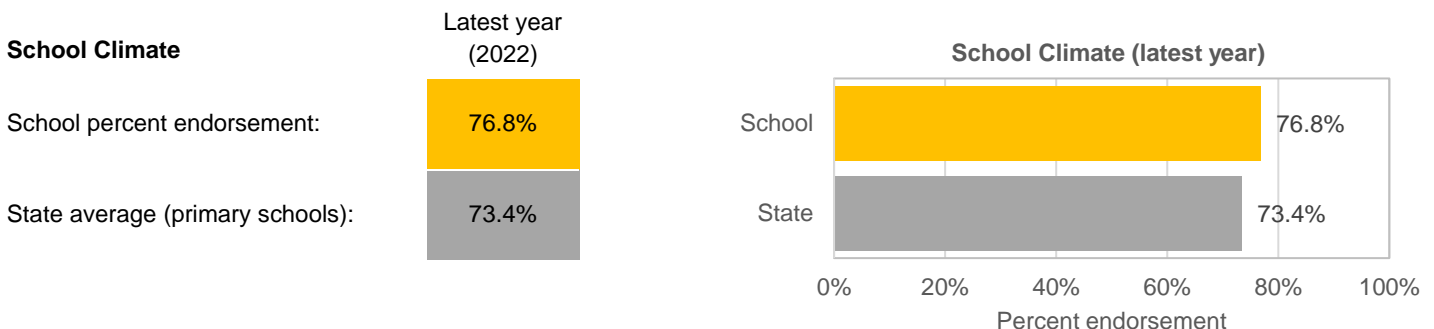


School Staff Survey

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:

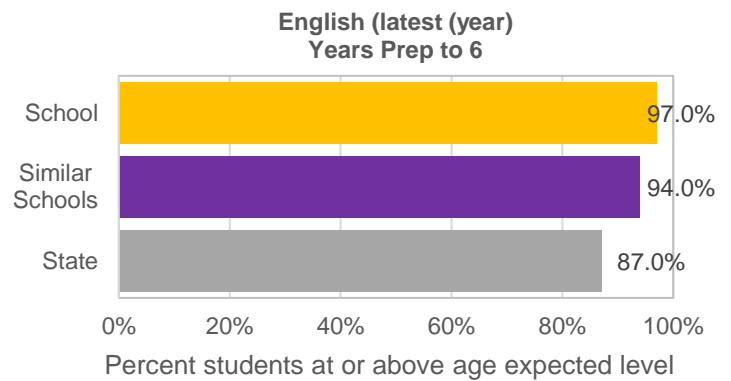
97.0%

Similar Schools average:

94.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

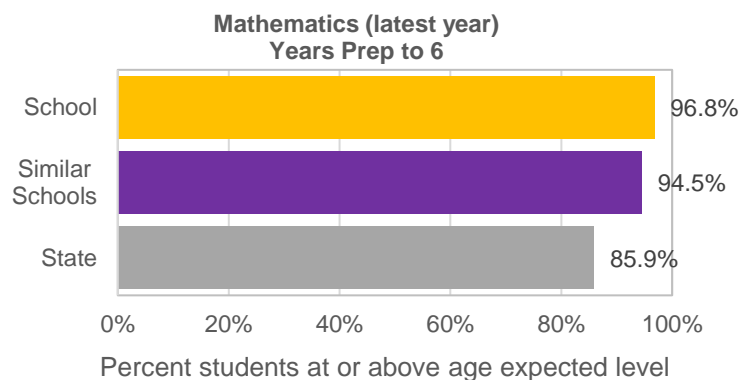
96.8%

Similar Schools average:

94.5%

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.

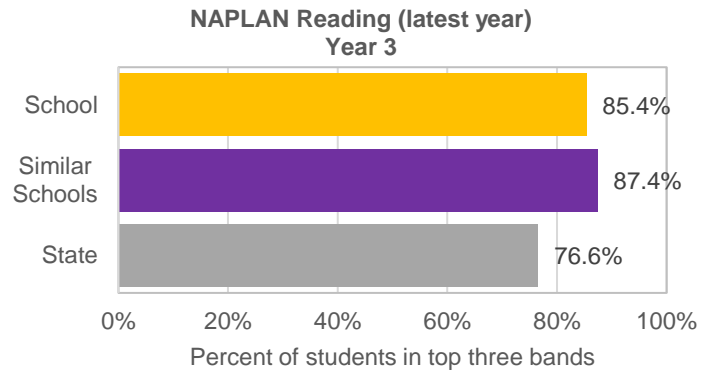
NAPLAN

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.

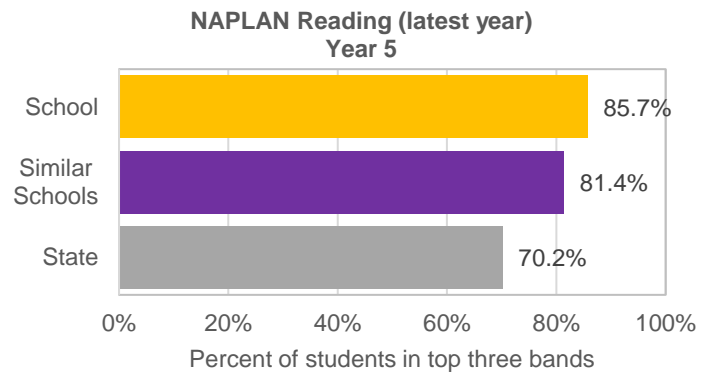
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.4%	88.4%
Similar Schools average:	87.4%	87.8%
State average:	76.6%	76.6%



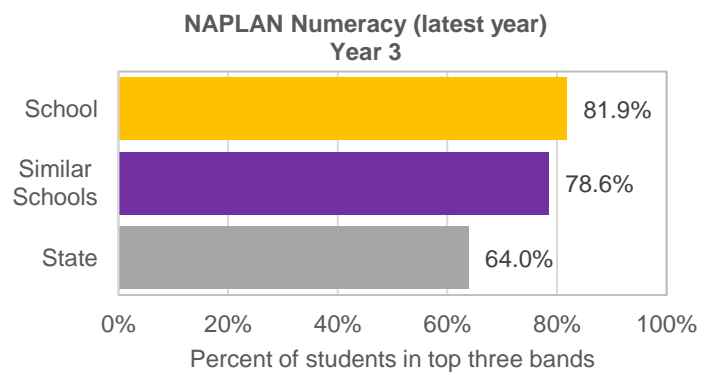
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	81.4%
Similar Schools average:	81.4%	81.2%
State average:	70.2%	69.5%



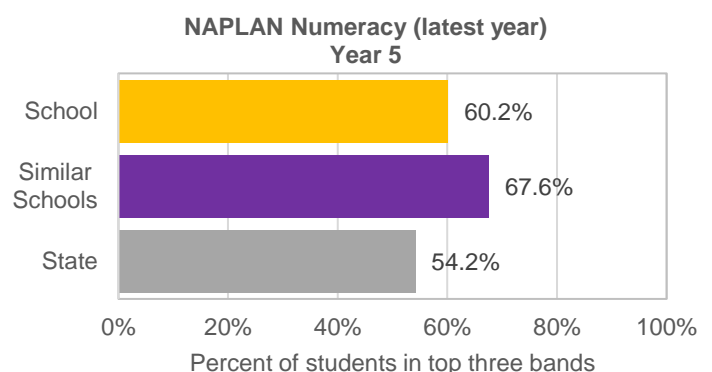
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.9%	78.5%
Similar Schools average:	78.6%	80.5%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.2%	69.4%
Similar Schools average:	67.6%	72.3%
State average:	54.2%	58.8%



WELLBEING

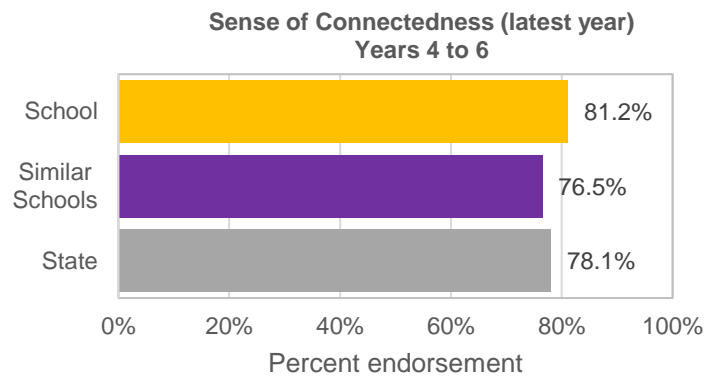
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.2%	85.0%
Similar Schools average:	76.5%	78.9%
State average:	78.1%	79.5%

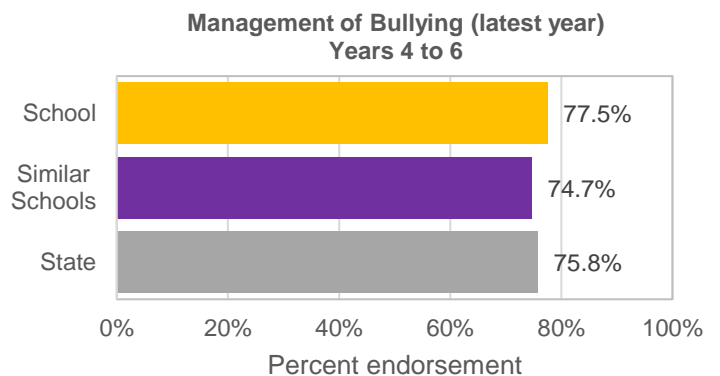


Student Attitudes to School – Management of Bullying

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:	77.5%	83.1%
Similar Schools average:	74.7%	77.8%
State average:	75.8%	78.3%



ENGAGEMENT

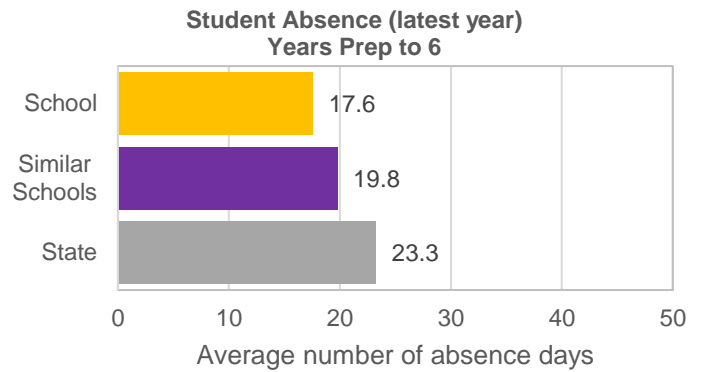
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	17.6	11.6
Similar Schools average:	19.8	13.4
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):	91%	90%	92%	92%	91%	91%	91%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,553,714
Government Provided DET Grants	\$459,402
Government Grants Commonwealth	\$311,275
Government Grants State	\$51,245
Revenue Other	\$27,718
Locally Raised Funds	\$984,983
Capital Grants	\$0
Total Operating Revenue	\$7,388,338

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,588
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,588

Expenditure	Actual
Student Resource Package ²	\$5,995,399
Adjustments	\$0
Books & Publications	\$4,446
Camps/Excursions/Activities	\$290,116
Communication Costs	\$6,007
Consumables	\$136,922
Miscellaneous Expense ³	\$18,074
Professional Development	\$15,585
Equipment/Maintenance/Hire	\$82,566
Property Services	\$138,397
Salaries & Allowances ⁴	\$563,896
Support Services	\$42,537
Trading & Fundraising	\$140,876
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$75,751
Total Operating Expenditure	\$7,510,575
Net Operating Surplus/-Deficit	(\$122,237)
Asset Acquisitions	\$30,540

- (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	\$703,858
Official Account	\$182,990
Other Accounts	\$58,864
Total Funds Available	\$945,713

Financial Commitments	Actual
Operating Reserve	\$231,862
Other Recurrent Expenditure	\$15,666
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
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	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$247,528

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.