

2023 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 \(VIT\)](#)
- 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 15 April 2024 at 10:58 AM by Fiona Carson (Principal)

- This 2023 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 25 April 2024 at 02:41 PM by Joanne Williams (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).

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Appin Park Primary School is one of four government Primary Schools located in Wangaratta, in Northeast, Victoria. Appin Park is part of the BMW (Benalla, Mansfield, Wangaratta) Network in the Ovens Murray area. Appin Park Primary School had an enrolment of 162 students at the conclusion of 2023. In 2023, staffing consisted of 11 teachers (3 part time), 7 education support staff and 1 business manager. 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 and families walking and riding to school. 2023 saw the completion of stage 2 of building works undertaken alongside the Wangaratta District Specialist School through the VSBA. These works saw the handover of the BER building to WDSS and the refurbishment of a two-classroom relocatable for Appin Park Primary School. A fence between the two schools was constructed for student safety and the completion of a new sports court with lighting was a much-welcomed addition to the playground for students at Appin Park. Appin Park Primary School's vision is to provide high quality educational programs in a safe and engaging learning environment while promoting a steadfast sense of community. Our mission is to provide students with the best possible foundation in life through a well-rounded education. The values for students and staff at Appin Park Primary School are Respect, Responsibility and Caring. These values are explicitly taught to all students and are embedded into day-to-day learning and play. They are acknowledged and celebrated through student recognition certificates presented at fortnightly whole school assemblies. 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 The school's socio-economic profile, based on families' occupations and education, is considered in the medium SFOE band. Students come from both within Wangaratta and from nearby rural and farming areas. The curriculum at Appin Park reflects the Victorian Curriculum framework, with specialist programs in the Visual Arts, Italian, Library, STEM and EQ (emotional intelligence and regulation strategies).

Progress towards strategic goals, student outcomes and student engagement

Learning

Appin Park Primary School continues to be extremely proud of the achievements in the area of student learning. Staff worked to deliver point of need learning tasks inclusive of the increased number of students presenting with learning and behavioural challenges; and ongoing barriers in providing consistent staffing profiles throughout 2023. In 2023, staff continued to work on the strategic plan goal of improving student achievement and learning growth across literacy and numeracy. Throughout the year staff were provided with professional learning opportunities in numeracy, specifically focusing on building teacher capacity in understanding the four mathematic proficiencies and differentiation of learning tasks. A shared numeracy learning value was developed by staff, *to foster creative, curious, and inquisitive thinkers who are able to reason, and problem solve collaboratively, whilst developing a growth mindset. Teachers create environments that encourage students to understand the link between maths and real-life events through engaging and rich learning tasks.* In literacy the embedding of a whole school spelling approach strengthened teacher instructional practice and provided a daily structure for explicit teaching of spelling. Staff continued with collaborative planning for explicit writing and reading teaching programs. Staff took part in regular PLC cycles to track and monitor individual student learning and develop lesson activities to support specific students lead by the Learning Specialist and Curriculum Leaders. The strategic employment of a tutor through the Tutor Learning Initiative continued to be a key strategy in supporting specific groups of students with a literacy focus. Due to the change in NAPLAN data sets for 2023 from bands to proficiencies, comparative data for student growth is not available. Grade 3 students showing exceeding or strong outcomes were: 55% Reading, 68% Writing and 57% Numeracy (all below state and similar schools' data). Grade 5 students showing exceeding or strong outcomes were: 58% Reading, 55% Writing and 58% Numeracy (all below state and similar schools' data, except numeracy being equal to similar schools). The F-6 SSP school goal of students achieving at or above expected level according to teacher judgments in Numeracy (73%) , Reading and Viewing (67%), and Writing (67%) was not met.

Wellbeing

In 2023, Appin Park Primary School continued to work on supporting the mental health and wellbeing of all students. Staff continued to embed the Resilience, Rights and Respectful Relationships (RRRR) curriculum across all levels, F-6. This was incorporated into a dedicated weekly timetabled session explicitly teaching Emotional Regulation strategies to all students, known to the students as

EQ. To further support student wellbeing Appin Park Primary School continued to engage a Student Wellbeing Support staff member one day a week for part of the year. A strong team of Education Support Staff worked in every classroom to support students facing challenges in both learning and behaviours. Breakfast Club was available every morning to all students and food packages (both provided by Foodbank) were available to families along with access to second hand uniforms. Appin Park Primary Schools' Disability Inclusion Leader supported students and families via regular Student Support Group meetings and linking for families with outside services. The Student Attitudes to School Survey showed strong positive results throughout. Percentages across the majority of domains were above both similar schools and state results.

Engagement

Student and family engagement continued to be a priority area throughout 2023. Communication between home and school was strengthened. The opportunities for families to take part in onsite events and encouragement to use communication tools with classroom teachers more often and more effectively was taken up by many. Students reported generally positive engagement through the attitudes to school survey, with both sense of connectedness and sense of inclusion above similar schools' and state results. Student attendance data showed a decrease in student absences over 20 days and 30 days in the school year, an improvement of 8% on the previous year. Students identified as at risk according to their attendance were supported via the school welfare team throughout the year and regular efforts to contact families were made.

Other highlights from the school year

Appin Park Primary School continued its very successful school camps program throughout 2023 with all students having the opportunity to participate in a variety of experiences. These included an overnight sleepover at school for Foundation to grade 2 students. A two-night adventure camp for grade 3 and 4 students and a city experience for grade 5 and 6 students. A successful Koori Homework Club was established and ran throughout most of 2023 on a fortnightly basis supported by VACCA, focussing on cultural and craft activities. A very successful "Run 4 Fun" fundraising event was held during the year with funds raised going towards new goalpost pads for the recently completed sports court and football goal posts. The day provided an opportunity for families to come together and enjoy Appin Parks' beautiful outdoor spaces. Enrolments continued to be stable through 2023 with Open Days providing the community see the opportunities students have at Appin Park Primary School to grow, thrive and be the best young people that they can be.

Financial performance

For the year ended 31 December 2023 the school reported a surplus of \$167,706 against a budgeted surplus of \$15,954. There was a surplus in the Student Resource Package (Credit budget) of \$186,911 while the cash budget (managed by school council) recorded a deficit of \$19,205. The net benefit of Fundraising activities for the year was \$16,182.

Revenue for the year totalled \$472,702 (excluding the SRP) which was \$12k favourable to budget. The income favourable to the budget was SRP Funding of \$4k, and Interest of 8k.

Expenditure for the year totalled \$491,907 (excluding SRP) which was \$47k over budget. The expenses over budget include – Salaries and allowances \$9k, Equipment maintenance \$18k, Utilities \$5k, Property services (includes building works) \$18k and trading and fundraising 4k. Expenses under budget include administration \$1k, Professional development \$2k and support service \$5k.

For more detailed information regarding our school please visit our website at
www.appin.park.ps@education.vic.gov.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 159 students were enrolled at this school in 2023, 77 female and 81 male.

NDP percent of students had English as an additional language and 6 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).

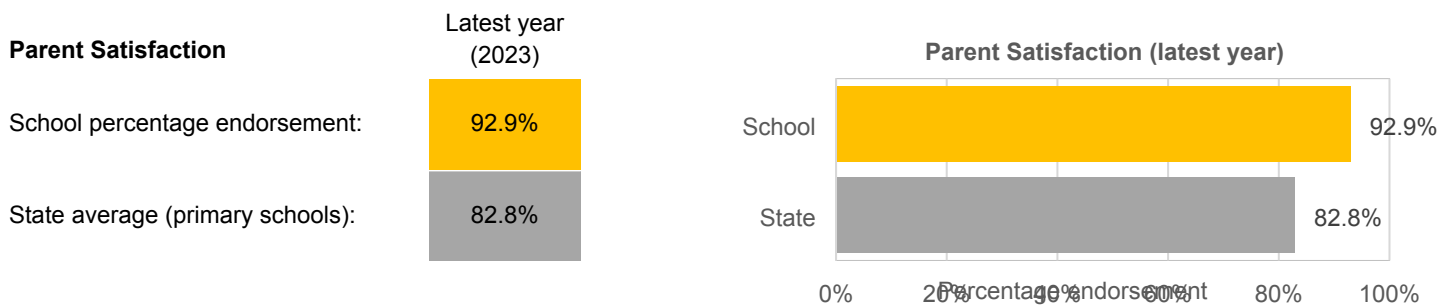
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

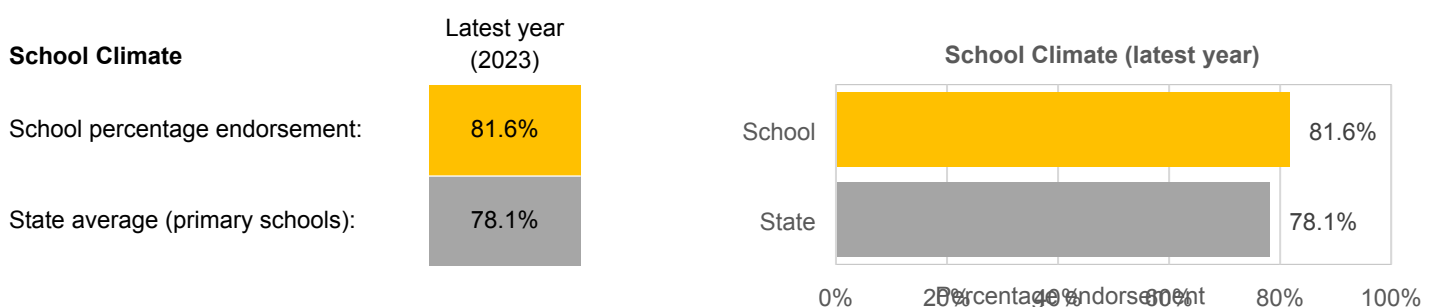


School Staff Survey

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
(2023)

School percentage of students at or above age expected standards:

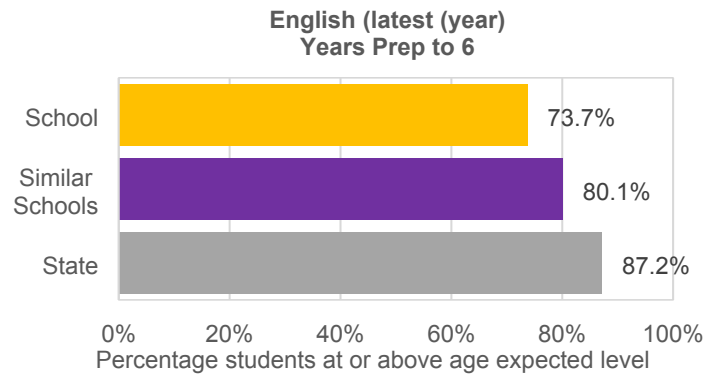
73.7%

Similar Schools average:

80.1%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

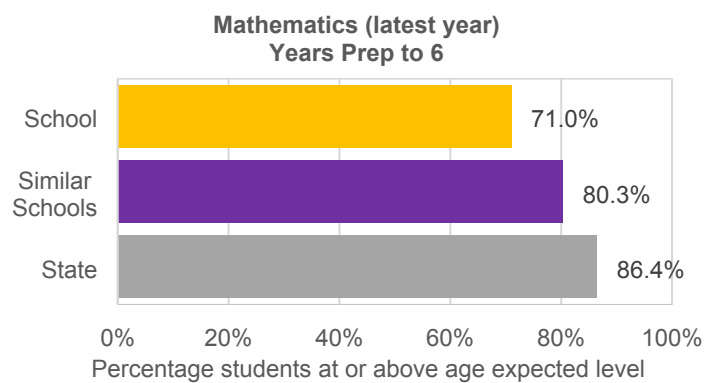
71.0%

Similar Schools average:

80.3%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

54.5%

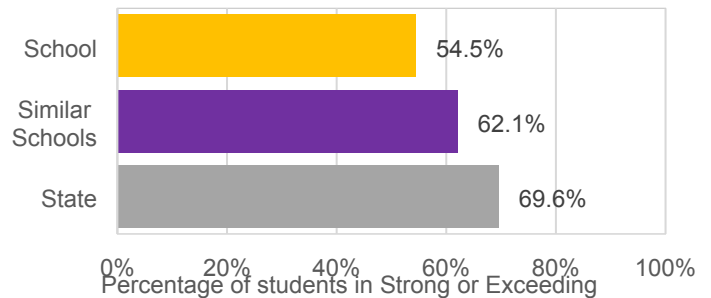
Similar Schools average:

62.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.1%

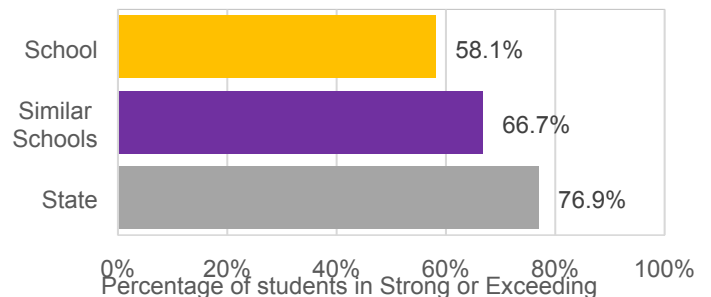
Similar Schools average:

66.7%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

57.1%

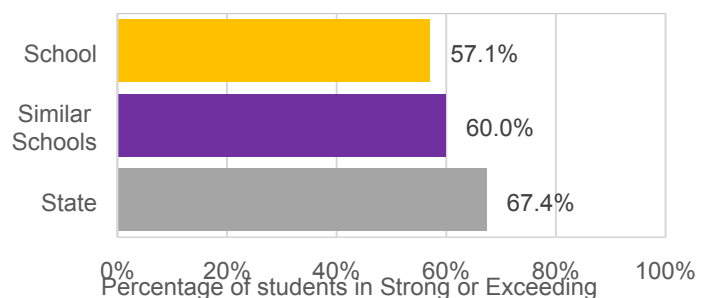
Similar Schools average:

60.0%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

58.1%

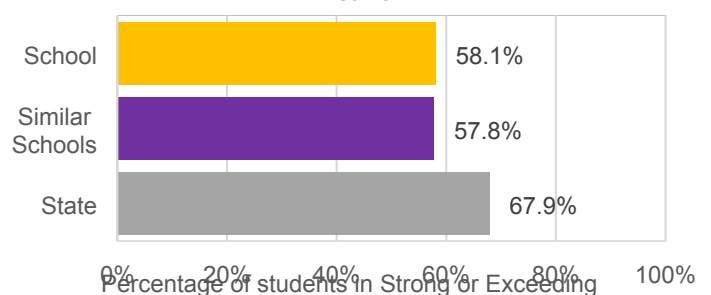
Similar Schools average:

57.8%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

68.4%

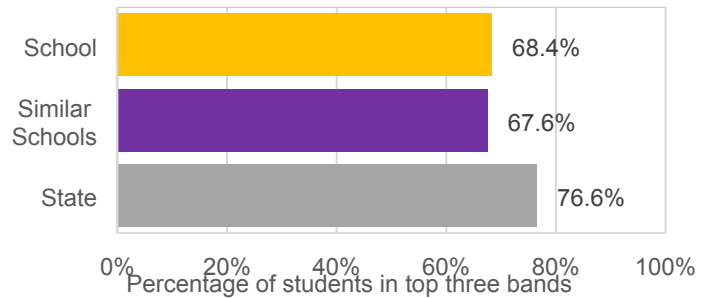
Similar Schools average:

67.6%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

45.5%

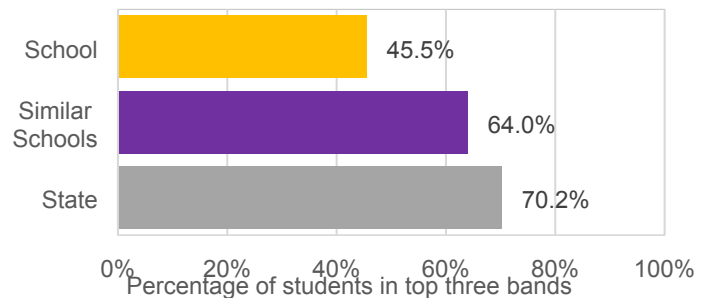
Similar Schools average:

64.0%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

70.6%

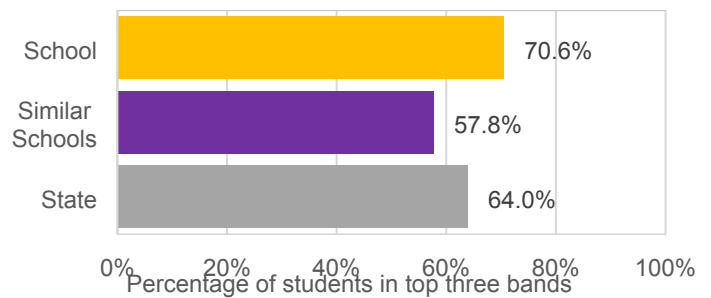
Similar Schools average:

57.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

18.2%

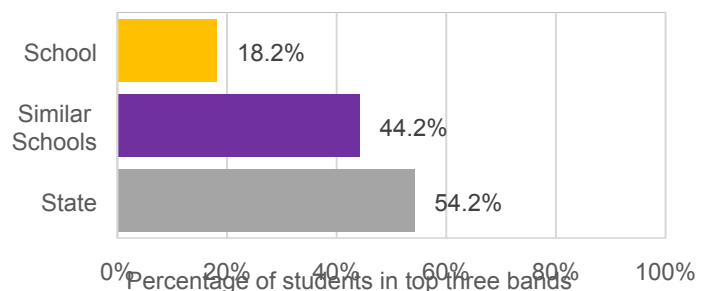
Similar Schools average:

44.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

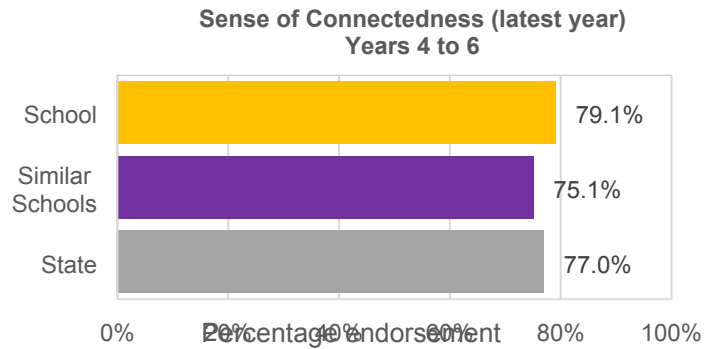
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.1%	78.8%
Similar Schools average:	75.1%	76.8%
State average:	77.0%	78.5%

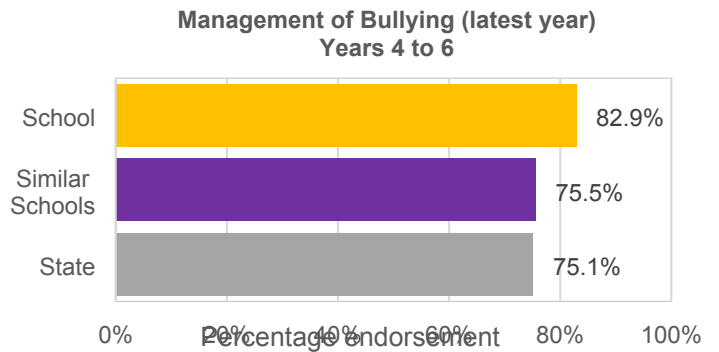


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	82.9%	83.7%
Similar Schools average:	75.5%	77.1%
State average:	75.1%	76.9%



ENGAGEMENT

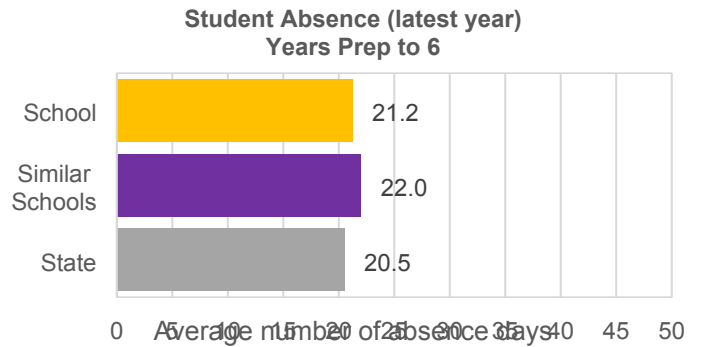
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	21.2	20.3
Similar Schools average:	22.0	20.0
State average:	20.5	18.1



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 (2023):	91%	88%	89%	92%	89%	91%	84%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,786,073
Government Provided DET Grants	\$358,871
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$26,885
Locally Raised Funds	\$86,946
Capital Grants	\$0
Total Operating Revenue	\$2,258,775

Equity ¹	Actual
Equity (Social Disadvantage)	\$139,826
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$139,826

Expenditure	Actual
Student Resource Package ²	\$1,596,534
Adjustments	\$0
Books & Publications	\$5,004
Camps/Excursions/Activities	\$26,542
Communication Costs	\$3,553
Consumables	\$31,424
Miscellaneous Expense ³	\$8,302
Professional Development	\$8,593
Equipment/Maintenance/Hire	\$50,919
Property Services	\$124,488
Salaries & Allowances ⁴	\$181,228
Support Services	\$0
Trading & Fundraising	\$20,869
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$30,984
Total Operating Expenditure	\$2,088,441
Net Operating Surplus/-Deficit	\$170,334
Asset Acquisitions	\$14,350

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$186,041
Official Account	\$1,211
Other Accounts	\$10,041
Total Funds Available	\$197,293

Financial Commitments	Actual
Operating Reserve	\$69,586
Other Recurrent Expenditure	\$6,419
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	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$136,005

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.