

# 2019 Annual Report to The School Community



**School Name: Oak Park Primary School (4721)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 2019 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 26 March 2020 at 09:58 AM by William Nolan (Principal)

The 2019 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.

To be attested by School Council President

## About Our School

### School context

The stated purpose of Oak Park Primary School is to 'work collaboratively to provide a stimulating, safe and challenging learning environment that promotes resilient, innovative thinkers.'

Our school values, developed in consultation with the school community are Respect, Responsibility and Resilience.

Oak Park Primary School is located in the City of Moreland close to the border of the City of Moonee Valley. The school has a capped enrolment of 400 students but currently sits at 415. The original school buildings were established in 1954. Stage One of a total redevelopment of the school was completed in 2004. The remainder of the old school was demolished in 2006 and Stage two completed in September 2007. Stage two incorporated new General Purpose Classrooms, a Multi Purpose Centre, an Arts Centre and Library. The school also gained a full sized, non template gymnasium in 2011 as part of the BER initiative.

The 2019 School Family Occupation (SFO) index score of 0.3580 (SFOE 0.2815) suggests that student achievement means could be expected to be in the top half of State results. During the current School Strategic Plan period the school seeks to improve student outcomes in English and Mathematics, further empower students to take responsibility for their own learning and strengthen our PLC structures.

Teaching staff acknowledge the crucial role they play in the lives of our students with consensus that 'teacher attributes', 'professional learning' and 'planning' are the most significant factors in improving student outcomes. A major focus during the past few years has been to assist teachers to develop their pedagogy, to gain agreement on what good teaching is, and deliver that in every classroom. All teachers have more planning time than stipulated in the past two Victorian Government Schools Agreements and all have access to significant blocks of planning time with their Professional Learning Team.

Oak Park Primary School had the following workforce composition in 2019:

2 Principal Class  
1 Learning Specialist  
11.2 Classroom Teacher 2  
11.0 Classroom Teacher 1  
5.78 Education Support staff

Classroom teachers spend an average of 10 hours per week on English and 5 hours per week on Mathematics. There are Specialist classes in Visual Arts, Performing Arts, Sustainability, Physical Education and Japanese. A Music Program is outsourced.

A significant feature of Oak Park Primary School is the positive school community and supportive parent group. Parents feel a very strong connection to the school with many having attended themselves as students. The parent group is very active and take on major responsibilities for the organisation of significant events in the school calendar.

Student motivation appears to be on the increase as well as engagement in Inquiry Learning investigations. The school has well developed structures in place to support student wellbeing and has introduced School Wide Positive Behaviours approaches. The school presents as an attractive and orderly environment and student behaviour is generally very good.

A significant development in recent years has been the introduction of the school's one to one BYO iPad program. Students now have 'anywhere, anytime' access to technology.

A supportive performance and development culture exists and openness, dialogue, inquiry, risk taking and trust are fostered. Peer Observations are encouraged and teachers are typically focused on sustained improvement. We were

part of the PLC initiative in 2018 and the aim is to further strengthen collaboration within teams and across the school.

The challenge for the school continues to be to maximise student achievement in literacy and numeracy, strengthen student agency, increase the number of students moving from the middle to the upper cohort and to ensure that every child achieves at least one year's growth each year, and more in some cases.

### **Framework for Improving Student Outcomes (FISO)**

In 2019, the school's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence and Empowering Students and Building School Pride.

This included:

- Further refinement of data collection processes and assessment practices.
- Consolidation of PLC structures and an emphasis on inquiry.
- Work on designing and implementing a new Peer Observation regime as part of our professional learning program.

To support implementation of these KIS, the School Improvement Team met weekly and looked at ways to strengthen PLCs and curriculum delivery. Targets in Reading, Numeracy and Student Agency were achieved and there were positive gains in the School Staff Survey in relation to Peer Observations. There was clear evidence of teachers promoting student empowerment across the school by actioning feedback from the PIVOT survey. PLC Teams worked together to establish norms, consistent protocols and the implementation of a cycle of inquiry.

We successfully implemented our Teaching and Learning Organisation which supported PLCs and Communities of Practice and ensuring teams were allocated the required time and resources to be successful.

### **Achievement**

We were very excited to be a part of the Primary Maths and Science Specialists initiative in 2019, seeing it as a wonderful opportunity to support our teachers and their practice. The focus throughout 2019 was to develop the content knowledge and pedagogy of our two Maths Specialists. Moving into the second year of the initiative, we expect the specialists to work more closely with PLCs and individual teachers on diagnosing, setting goals, planning and implementation.

In 2019 we implemented formal processes for Peer Observations across the school. The School Improvement Team explored a range of templates, protocols and supported each teaching team to develop practices relevant to them.

Consistent use of Learning Intentions and Success Criteria were a focus in 2019 as was the use of data and evidence to inform differentiation. Staff Performance Plans and Professional Practice days linked with the school's AIP and effective processes were in place to review and support staff performance.

PLCs are ongoing and we are currently working on refinement of practices and protocols as well as implementing ongoing professional learning for PLC leaders. A focus in 2020 will be on developing a better understanding of the Pedagogical Model.

We were able to narrow our focus somewhat in order to go slower and deeper into the things that were most important. We worked on developing effective PLCs and ensuring the focus remains firmly on teacher learning, building student empowerment and engagement and supporting teachers to better understand the Investigative Model in Mathematics. Year 3 students achieved 68% in the top two bands for NAPLAN Reading, with none in the bottom two bands. This was the strongest performance of the past five years. Students in Year 5 achieved 39% in the top two bands for NAPLAN Numeracy, which again was the best performance of the last five years.

### **Engagement**

2019 PIVOT surveys indicated consistent improvement in Student Agency and Voice related questions across the year. This compared favourably with other schools in our network Community of Practice. Feedback indicated that students cared about what they were learning, they believed teachers allowed choice in the work they did and provided opportunities for them to lead the learning. Feedback from students also indicated that teachers were teaching them how to be leaders. While gains were made, areas of relative weakness remained. These were mainly evident in aspects of Standard 4: Create and maintain safe and supportive learning environments.

The Positive Education Team is keen to investigate how Positive Psychology may impact student perception and help to build a safe and supportive school culture. This will be a focus throughout 2020.

At Oak Park Primary School we believe that maximum student attendance helps to maximise student learning and student attendance was better than that of similar schools. Classroom teachers closely monitor attendance via an electronic roll marking program and all absences are responded to. Parents of students who are absent receive a notification as soon as practicable.

## Wellbeing

We use a coordinated approach to identify and support students with specific learning needs and have implemented a consistent whole school approach to student wellbeing and behaviour management. Success has been measured by improved student attendance across the school and improved levels of student engagement.

We continue to work with all staff and the school community to implement our School Wide Positive Behaviours initiative. In 2019, we reviewed and developed our matrix outlining core values and identified the behaviours that demonstrate them. The Wellbeing Team worked collaboratively with all members of staff to consistently model these behaviours.

In 2019, we assigned a Learning Specialist position with a key responsibility to lead a whole school approach to health, wellbeing, inclusion and engagement at Oak Park PS.

Initiatives implemented in 2019 included:

- Whole school Wellbeing Days
- The addition of student wellbeing leaders as part of our Student Leadership Program.
- Weekly student visits to local Aged Care facility
- Introducing a Gratitude wall, Staff Wellness wall, 'What Went Well Today', Gratitude journals.
- Engaging staff in Yoga and Zumba classes, incorporated into the meeting schedule.
- Sourcing free fruit for classrooms through Secondbite.
- Regular classroom Brain Breaks.
- Lunchtime Activities Program which included several with a wellbeing focus - a walking group, knitting group, positive education group and yoga.
- Commenced a partnership with Victoria University where pre service teachers studying to be social workers have placements at our school.
- Reviewing and implementing a revised SWPB matrix and handbook.
- Participating in CASEA and training leadership as facilitators for the program.
- Sourcing a psychologist for our school.
- Developing a school wide Resilience, Rights & Respectful Relationships scope and sequence.

The Wellbeing program has enriched and expanded positive life experiences and provided numerous opportunities to further strengthen parental involvement and engagement in the community. Several community partnerships were initiated in 2019 that will have ongoing benefits for our school community.

Following our work in 2019 on Student Agency, a focus in 2020 will be on Positive Education. This initiative will focus on the development of specific skills to assist students to further strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

### **Financial performance and position**

Oak Park Primary School maintained a very sound financial position throughout 2019. The current School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The December School Budget Management reported indicated a deficit, though this did not account for OSHC staff salaries paid for by that program. The school received nearly \$26 000 in Equity Funding which enabled a coaching program to be partially funded and implemented across the school.

Community fundraising continued to be a vital contribution to locally raised funds. Without this support, the provision of improved resources and facilities for the benefit of students would not be possible. Specific fundraising initiatives in 2019 enabled the replacement of inefficient air conditioners and new carpeting in various locations across the school.

Priorities for 2020 will focus on further grounds development including significant repairs to the oval and redevelopment of the amphitheatre precinct.

**For more detailed information regarding our school please visit our website at**  
[www.oakparkps.vic.edu.au](http://www.oakparkps.vic.edu.au)

# Performance Summary

The Government School Performance Summary 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

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 412 students were enrolled at this school in 2019, 213 female and 199 male.

25 percent of students had English as an additional language and np 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: High

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	87.1	85.8	79.2	92.0

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
<b>Percent endorsement (latest year)</b>	74.7	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.8	89.7	81.7	95.0	Similar
Mathematics	95.5	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	87.7	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	78.9	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	74.2	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	65.2	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	83.3	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	78.3	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	71.9	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	58.7	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	32.8	29.7	37.5
Numeracy	27.0	49.2	23.8
Writing	20.3	56.3	23.4
Spelling	31.3	51.6	17.2
Grammar and Punctuation	23.4	53.1	23.4

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.8	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	14.9	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	92	92	93	93	93	93	92

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>		80.9	71.8	88.9	
<b>Percent endorsement (3 year average)</b>	75.2	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>		81.6	72.2	90.0	
<b>Percent endorsement (3 year average)</b>	76.1	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,091,154
Government Provided DET Grants	\$311,319
Government Grants Commonwealth	\$116,587
Government Grants State	\$0
Revenue Other	\$17,122
Locally Raised Funds	\$435,577
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,971,759</b>
Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$25,904
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$25,904</b>
Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,085,441
Adjustments	\$0
Books & Publications	\$5,070
Communication Costs	\$6,570
Consumables	\$102,282
Miscellaneous Expense <sup>3</sup>	\$203,407
Professional Development	\$16,085
Property and Equipment Services	\$93,640
Salaries & Allowances <sup>4</sup>	\$276,212
Trading & Fundraising	\$17,695
Travel & Subsistence	\$376
Utilities	\$28,495
<b>Total Operating Expenditure</b>	<b>\$3,835,273</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$136,486</b>
<b>Asset Acquisitions</b>	<b>\$20,384</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$464,162
Official Account	\$33,260
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$497,422</b>

Financial Commitments	Actual
Operating Reserve	\$116,134
Other Recurrent Expenditure	\$15,794
Provision Accounts	\$0
Funds Received in Advance	\$14,974
School Based Programs	\$155,893
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,100
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,976
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$398,871</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

*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.*

# How to read the Annual Report

## WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### **Achievement**

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

### **Engagement**

- student attendance and engagement at school, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

## WHAT DOES 'DATA NOT AVAILABLE OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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.

'Levels A to D' 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').