

# 2020 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 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 10 March 2021 at 03:32 PM by William Nolan (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 13 March 2021 at 03:00 PM by Jo Pleban (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

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 above that. 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 2020 School Family Occupation (SFO) index score of 0.3298 (SFOE 0.2600) 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 2020:

- 2 Principal Class
- 1 Learning Specialist
- 2 Mathematics Specialists
- 10.8 Classroom Teacher 2
- 10.4 Classroom Teacher 1
- 6.69 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 2020, 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.

Our work included:

- Investigating current practices and instructional models currently in place.
- Facilitating professional learning relevant to these models, particularly the Workshop Model and the Investigative Model.
- Working with PLC Leaders to build further understanding of the Inquiry Cycle and help improve consistency of implementation.

To support the implementation of these Key Improvement Strategies, the School Improvement Team met weekly during the non-remote learning period and focussed on monitoring the AIP, strengthening PLCs and improving curriculum delivery.

The Leadership Team and all staff were supported by the EILs in building knowledge around the Pedagogical Model.

During the remote learning periods, the instructional models used by teachers were adapted to suit teaching online. Due to the cancellation of NAPLAN, targets were redesigned to reflect PAT Reading and Maths assessments.

Teachers used community feedback to moderate and help refine their online practice. There continued to be a focus on consolidating consistent school-wide approaches and exploring new ideas through the existing collaborative structures.

Teachers uploaded instructional videos to support literacy and numeracy learning. Partly due to a greater choice in tasks, students demonstrated higher levels of independence.

F-2 used the See Saw platform while grade 3-6 used Google Suite. Observations indicated high levels of student engagement and sound learning conversations. The vast majority of students engaged productively online. Students demonstrated adaptability and teachers provided ongoing feedback on the tasks completed and submitted online.

Targeted students were asked to work with teachers onsite so there was clarity on what was expected when working independently at home.

Though PLC meetings continued to be held fortnightly and an inquiry approach informed teaching and learning plans, teachers missed the usual opportunities for face to face collaboration.

The challenges faced in 2020 were met with great professionalism, resilience and high levels of skill by our teachers. This was acknowledged through the many expressions of support from our school community.

**Achievement**

The disrupted nature of the year had a definite impact on school goals and targets, however teacher judgements indicated that 93% of students across the school achieved at or above the age expected standards in English and 94.2% at or above level in Mathematics. This compared to 90.5% for English and 90.4% in Mathematics in schools with

a similar demographic.

Lesson plans and Peer Observations showed that:

- Teacher knowledge of assessment practices improved and staff became more aware of how to use data to inform their planning and teaching.
- Maths specialists attended PLC meetings across the school to support teams with their maths planning.
- Teachers have accessed and implemented ideas from the toolkit and other resources.
- Agreed school-wide and team protocols were implemented and adhered to.
- Students completed assessment tasks and worked with their teachers to set personal learning goals. They reflected on their own learning and that of their peers.
- Teachers understood and participated actively in the PLC Inquiry Cycle (Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor).
- Problems of practice were routinely discussed during PLCs.
- Teachers completed professional readings.

Current practices were investigated and shared with staff. Instructional Models in Reading, Writing and Mathematics relevant to remote and flexible learning were developed and adapted as we progressed through the two online phases. Professional learning and ongoing technical support were provided to assist in implementation. Remote teaching and learning guides were developed; one for teachers and one for parents.

Teacher confidence with online learning increased throughout the year. This was evidenced by the decreasing need for support from the local technician, the quality of the materials presented and the level of engagement of students.

Feedback from teachers indicated the need to develop clearer understandings around the Pedagogical Model. Individual aspects of the model were well known, but how they interrelate and support effective teaching in the classroom needs to be unpacked further.

Consequently, teachers participated in professional learning on the Pedagogical Model and explored how the Workshop Model relates to it. Towards the end of the year, staff were surveyed in order to determine their levels of understanding of the model. Results from this survey will inform further professional learning planned for 2021 which will be supported by the Education Improvement Leaders.

Anita Calore has also offered to work with PLC leaders who were not part of the PLC initiative.

## Engagement

A significant proportion of time, effort and resources were devoted to the implementation of remote and flexible learning which occurred for extended periods. The focus for the school was to ensure a smooth transition to the new teaching and learning environment and to support all members of the community during this period.

Each PLC developed agreed protocols consistent with the whole school approach. PLCs considered their expected impact and how they could monitor this during the remote and flexible learning phase. They continued to meet online to discuss what their responses could be if their teaching did not achieve the expected impact. Teachers adapted exceptionally well to online platforms and continued to meet and support their colleagues. They closely considered the content to be delivered and which learning experiences were most effective in achieving outcomes in an online environment.

Vulnerable students were provided on-site targeted support.

The focus on assessment was not as strong as would have been usual but teachers continued to articulate and set learning goals with students and the steps to be taken to achieve them. Teachers provided regular feedback on student work.

The average number of student absence days in 2021 was 9.6. This compared very favourably with the similar schools

average of 11.0.

Feedback from staff indicated:

- Students participated in democratic decision making at the classroom level and at a whole school level as part of the SRC.
- Students in some classes maintained a Gratitude Journal.
- Teachers incorporated empowerment strategies and tools in their planning.
- Teachers used a variety of techniques and strategies to enable students to have an authentic voice in the organisation of their classroom.
- The Assistant Principal completed training at Geelong Grammar in Positive Education.
- Positive Education techniques were introduced to a pilot group of classes across the school.
- PIVOT data was analysed and acted upon. Results were discussed at School Improvement Meetings and in PLCs.

A focus in 2021 will be to extend the implementation of a Positive Education Plan across the school.

## Wellbeing

The Leadership Team participated in the Smiling Minds professional learning initiative until it closed because of COVID 19 restrictions. A Mindfulness Program was commenced with students across the school during term 1 and aspects were continued during the remote learning period. Teachers provided summaries of recent learning to students each day and encouraged students to focus on positives through gratitude reflections.

The Student Wellbeing Coordinator completed the 'Discovering Positive Education' professional learning course at Geelong Grammar and supported a core group of staff to adopt key strategies.

The school formed an association with Banksia Gardens who assisted teachers and the leadership team with key strategies to assist students exhibiting behavioural challenges.

All staff completed Professional Learning on the impact of trauma on learning and development.

Feedback was sought from staff regarding the implementation of remote learning during 2020. Many positives emerged which have been shared across the school. The addition of 'Wellbeing Wednesdays' each week during remote learning was seen to be very beneficial as it allowed students to pursue a range of interests while providing time for teachers to plan together.

The school has not participated in the past two Attitudes to School survey, preferring to use the PIVOT survey. Results of the final survey of 2020 showed that all standards achieved scores above 4.

The highest individual question scores were:

- This teacher treats me with respect.
- This teacher pushes me to think instead of just giving me answers.
- This teachers is clear about the behaviour they expect from us.

Areas for growth were:

- This class keeps my attention.
- This class is focussed on learning.
- I know how well I am doing in this class.

Given that the survey was conducted only with Middle and Senior school students, the results were outstanding, and generally improved on the previous survey.

The question 'The teacher is clear about the behaviour they expect from us' improved from 3.5 to 4.5.

The 2020 school year highlighted the need to be aware of our own mental health and wellbeing as well as that of our students and community. In 2021, Student Wellbeing Captains will be elected to ensure students have opportunities to contribute in this area.

During remote learning, parents appreciated the different forms of regular positive feedback they received about their children. To build on this, the Compass platform will be used to highlight the positives of students' work and actions both inside and outside of the classroom.

### **Financial performance and position**

Oak Park Primary School maintained a sound financial position throughout 2020. The current School Strategic Plan, along with the 2020 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 Report indicated a surplus of nearly \$7 000 which was very pleasing. The school received nearly \$30 000 in Equity Funding which supported professional learning and the partial funding of support staff.

About 75% of families paid Essential Charges, 68% Optional Charges and Voluntary Contributions totalled \$9 983. These figures were lower than previous years but this was attributed to the challenging circumstances of the year.

Significant funds were directed to improvements to the oval, the amphitheatre redevelopment and the outdoor classroom. The senior classrooms were repainted, had new TV monitors and air conditioners installed.

Priorities for 2021 will focus on works outlined in the Conditions Assessment Report.

**For more detailed information regarding our school please visit our website at**  
<https://www.oakparkps.vic.ed.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 415 students were enrolled at this school in 2020, 219 female and 196 male.

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

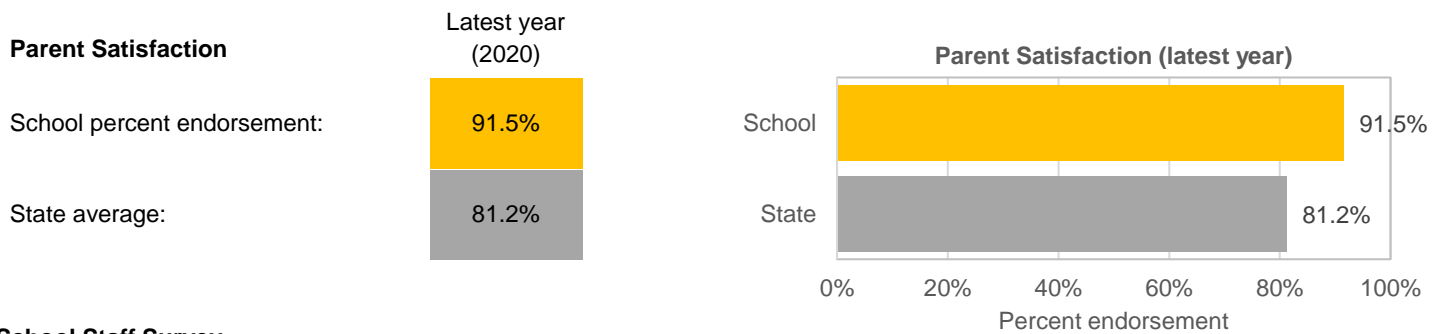
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

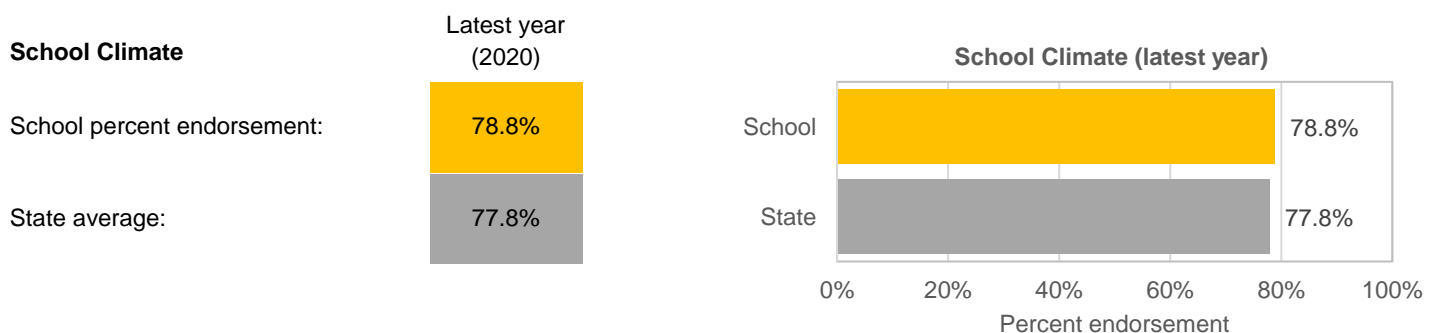


### School Staff Survey

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.



## 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:

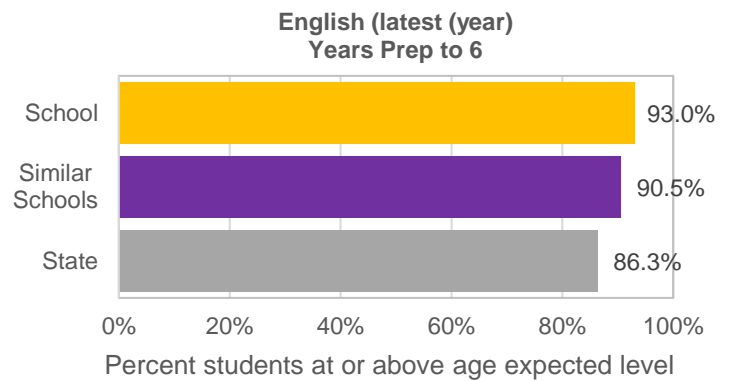
93.0%

Similar Schools average:

90.5%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

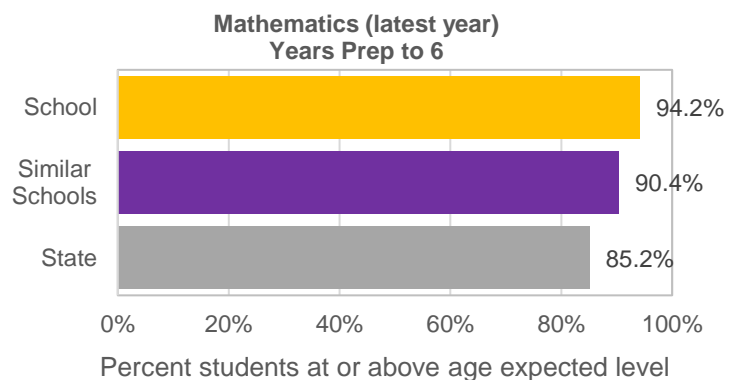
94.2%

Similar Schools average:

90.4%

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

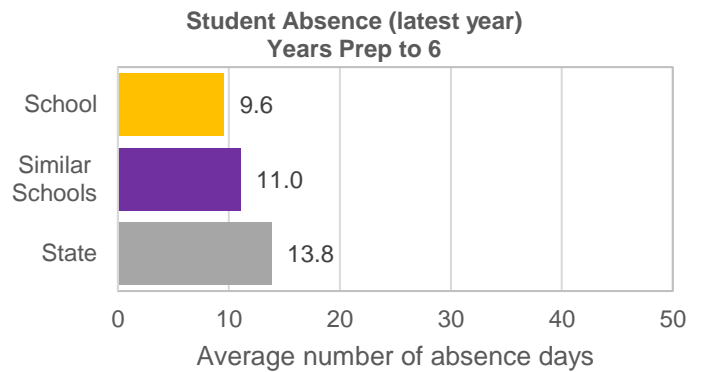
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	9.6	13.6
Similar Schools average:	11.0	13.8
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):	95%	95%	95%	96%	95%	96%	94%

## 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.

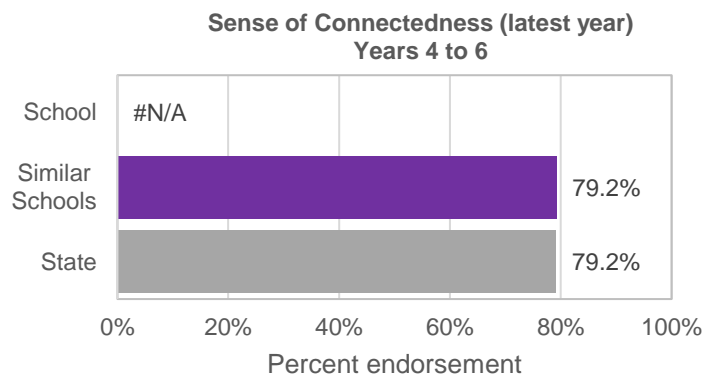
### Student Attitudes to School – Sense of Connectedness

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:	NDA	75.1%
Similar Schools average:	79.2%	79.9%
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.*

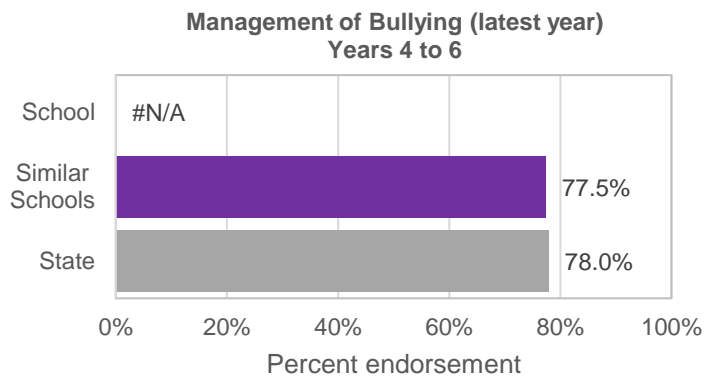
### Student Attitudes to School – Management of Bullying

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:	NDA	76.2%
Similar Schools average:	77.5%	79.1%
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	\$3,360,820
Government Provided DET Grants	\$249,466
Government Grants Commonwealth	\$151,267
Government Grants State	NDA
Revenue Other	\$5,269
Locally Raised Funds	\$140,698
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,907,520</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$29,747
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$29,747</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,332,980
Adjustments	NDA
Books & Publications	\$4,337
Camps/Excursions/Activities	\$20,904
Communication Costs	\$5,302
Consumables	\$72,790
Miscellaneous Expense <sup>3</sup>	\$36,062
Professional Development	\$12,085
Equipment/Maintenance/Hire	\$44,746
Property Services	\$79,209
Salaries & Allowances <sup>4</sup>	\$236,958
Support Services	\$20,562
Trading & Fundraising	\$3,782
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$30,858
<b>Total Operating Expenditure</b>	<b>\$3,900,576</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$6,945</b>
<b>Asset Acquisitions</b>	<b>\$47,075</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$418,180
Official Account	\$34,097
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$452,277</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$83,529
Other Recurrent Expenditure	\$4,912
Provision Accounts	NDA
Funds Received in Advance	\$29,680
School Based Programs	\$239,243
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$90,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$447,365</b>

*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.*