

2022 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).
- 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 05 April 2023 at 08:35 AM by Michael Gill (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 01 May 2023 at 08:35 AM by Lola Grech (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

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 Merri-Bek close to the border of the City of Moonee Valley. The school has a capped enrolment of 400 students but currently sits just below that at 393. 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 2022 School Family Occupation (SFO) index score of 0.2968 (SFOE 0.2275) 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 collaboration, 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 three Victorian Government Schools Agreements and all have access to significant blocks of planning time with their Professional Learning Community.

Oak Park Primary School had the following workforce composition in 2022: 2 Principal Class, 1 Learning Specialists, 17 Classroom Teacher roles, 3 Specialist roles and approximately 6.14 Education Support staff. Classroom teachers spend an average of 10 hours per week on Literacy and 5 hours per week on Mathematics. There are Specialist classes in Visual Arts, Performing Arts, Science (semester long), Japanese (semester long) and Physical Education. An instrumental Music Program is outsourced and offers voice, keyboard, guitar and drums.

The school has well developed structures in place to support student wellbeing and has introduced School Wide Positive Behaviour approaches. The school presents as an attractive and orderly environment and student behaviour is generally very good. A supportive performance and development culture exists and openness, dialogue, inquiry, risk taking and trust are fostered. Peer Observations between teachers are encouraged and teachers are focused on sustained improvement.

Progress towards strategic goals, student outcomes and student engagement

Learning

The implementation of flexible groupings in Mathematics had positive responses from both students and teachers. It's also encouraging to see that this approach was embraced by the Year 5/6 team and well supported by our Tutor Learning Initiative. The fact that the Year 3/4 Professional Learning Community (PLC) has also adopted this approach independently is a testament to its effectiveness.

The principal and Mathematics leaders completed the Leading Mathematics course and are using this knowledge to develop a long-term Mathematics strategy that aligns with feedback from the School Review. The use of student shadowing and Conditions of Great Math Learners (COGMLs) were an excellent way to unpack student engagement and commence our work around productive dispositions in Mathematics. Delivering the initial professional learning around challenge or investigations based math lessons is another positive step in creating a supportive learning environment.

Our peer observations now have defined documentation and whole-school tracking, this process was supported by a Learning Specialist. The fact that all teams completed their peer observations this year and graduate staff went above and beyond to learn from their peers and improve their practice shows a commitment to ongoing professional development and growth.

Overall, it our school is making significant strides in promoting effective teaching practices and student engagement in Mathematics - which is a key improvement strategy from our strategic plan.

Some strong 2022 results in support of our Strategic Plan aims include:

Percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:

Year 3

- Reading 78% - 8% above similiar schools
- Numeracy 43% - 3% above network schools

Year 5

- Reading 58% - 5% above similar schools
- Numeracy 38% - 5% above similar schools

Wellbeing

The school has made great strides in further enhancing well-being among students and teachers alike. Establishing a Well-being Community of Practice and connecting it to the work of the Mental Health and Wellbeing Leader was a positive step in creating a supportive environment.

The development of a Wellbeing Observations process to support teachers with ongoing strategies for neuro-diverse students was an excellent way to ensure that students with diverse needs are receiving the support they require. Additionally, the continued use of student gratitude journals as part of the Positive Education initiative continues to promote positive thinking and improve overall well-being.

Creating 'Reach Out' boxes and promoting them within the school community was an excellent initial strategy and encouraged students to seek help when they need it. The completion of the PIVOT survey and making the results available to individual teachers continued to be a great way to monitor progress and identify areas that need improvement. PLCs sought feedback from students and defined and commenced lunchtime activities linked to student interest. This was commendable, as it shows that the school is invested in creating a culture of student engagement and empowerment. Student Leaders also operated their own lunchtime clubs with relevant supervision as a testament to the strong wellbeing focus connected to student agency.

Overall, the school is making great strides in promoting well-being, engagement, and empowerment among its students and teachers. Our Attitudes to School Survey was completed by students in Year 4-6 (now a DET requirement).

Our results were strong and our Wellbeing Supplementary Report demonstrated the following:

- 83% positive endorsement in Sense of connectedness, 6% above similar schools
- 79 % for Management of Bullying, 3% above similar schools
- 85 % positive endorsement in Sense of confidence, 8% above similar schools
- 91% positive endorsement in Advocate at school, 6% above similar schools

Engagement

The school values student feedback and actively seeks ways to incorporate student interests into school activities. The average number of student absence days in 2022 was 18.1, which is 3 days better than similar school averages.

It's great to hear about the initiatives taken by PLCs have promoted student well-being and engagement. The student-operated lunchtime clubs have fostered student leadership and agency. The 'Reach Out' boxes in the classroom are an excellent way to encourage students to seek help when needed and to promote a positive school community. The PIVOT survey tool continues to be a helpful source of information for gathering feedback from students and identifying areas for improvement. It's positive to see that the school has identified areas for celebration and areas for conversation, and is working to address the latter via PLC cycles of inquiry.

The appointment of a Mental Health and Wellbeing Leader was a significant step in supporting students' mental health and well-being. The use of small group social skills, lego therapy, and wellbeing observations shows that the school is taking a proactive approach to supporting both students and teachers. The Dogs Connect Lead Group was an innovative way to promote student well-being and engagement. This program is providing professional learning opportunities for staff to implement this strategy effectively and best support the wellbeing of students and Zoe (Wellbeing Dog).

Finally, the audit and development of curriculum resources to reflect a focus on well-being and social-emotional learning is crucial in preparing students for success beyond the classroom. The use of programs like the Bounce Back Curriculum and Life Skills Program is equipping students with the necessary skills to navigate challenges and promote positive mental health.

Overall, it's encouraging to see the progress and school's commitment to student well-being and engagement, and the various initiatives undertaken to support these areas.

Some strong 2022 results in support of our Strategic Plan aims include:

Met Target - AtoSS target for factor 'School connectedness' - 2022 result 83%.

Met Target - PIVOT 'This teacher helps me focus on learning' (Now Question 3) - 5.22 up 0.17 from previous cycle.

Met Target - PIVOT 'I know how well I am doing in class' (Now Question 14) - 4.83 up 0.11 from the previous cycle.

Other highlights from the school year

The school hosted many successful extracurricular activities and infrastructure improvements in 2022. The return to a more normalised camp program was positive news for many students that missed opportunities across 2020 and 2021 and provided students with valuable opportunities for outdoor education and team-building activities. It's excellent to hear that the Year 3/4 and 5/6 camps were successful, and the Year 2 Big Night In was also a positive experience for students. The Lion King Production at the Clocktower theatre involving all classes from the school sounds was a fantastic achievement. It's great to see the school providing opportunities for students to showcase their talents and participate in large-scale productions. The two-week swimming program hosted by the school was an excellent way to promote water safety and physical activity. The program was expanded to include our Year 3/4 students and also hosted a one-day water safety event for the Year 1/2 cohort, providing them with valuable water safety skills.

The engagement with the ResourceSmart Program and Ceres to reduce energy continues as a significant program to promote sustainability within the school community. This is a proactive approach to reducing our carbon footprint and promoting environmentally conscious behaviour.

The replacement of a large shadesail, improvements to the Adventure Playspace's safety and upgrades to the solar setup and LED lighting across the school, demonstrate the school's commitment to infrastructure improvements that benefit both students and the environment. These upgrades will provide a safer and more sustainable learning environment for students.

Overall, the various extracurricular activities and infrastructure improvements undertaken by the school are impressive and demonstrate the school's commitment to providing a well-rounded education for students while promoting sustainability and environmental consciousness.

Financial performance

Oak Park Primary School improved its financial position throughout 2022. By the end of the year, the school has improved its financial position from a previous an SRP deficit of \$138,705 in 2021, to an operational surplus of around \$40,000 at the end of 2022. In 2022, the school operated 17 grades and 3 full time specialist subjects to achieve this outcome. In 2023 the school plans to return to 5 Specialist subjects, three full time (P.E, Visual Arts and Performing Arts) and two semester long subjects (Science and Japanese). This also provides 4 hours of non face-to-face time to teaching staff, 30 minutes above the current requirement of the Victorian Government Schools Agreement.

The school received \$26,185 in Equity Funding which supported professional learning, lunchtime programs and the PIVOT survey. This funding also supported the development of curriculum resources to reflect further wellbeing and social-emotional learning foci. In 2022, 80% of families paid Curriculum Contributions to voluntarily support the school, slightly above the 2021 figure of 79%. The language around collecting parent payments from families were updated to 'Curriculum Contributions' and 'Other Contributions' to match the new DET requirements for 2022.

For more detailed information regarding our school please visit our website at
<https://www.oakparkps.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 393 students were enrolled at this school in 2022, 203 female and 190 male.

19 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).

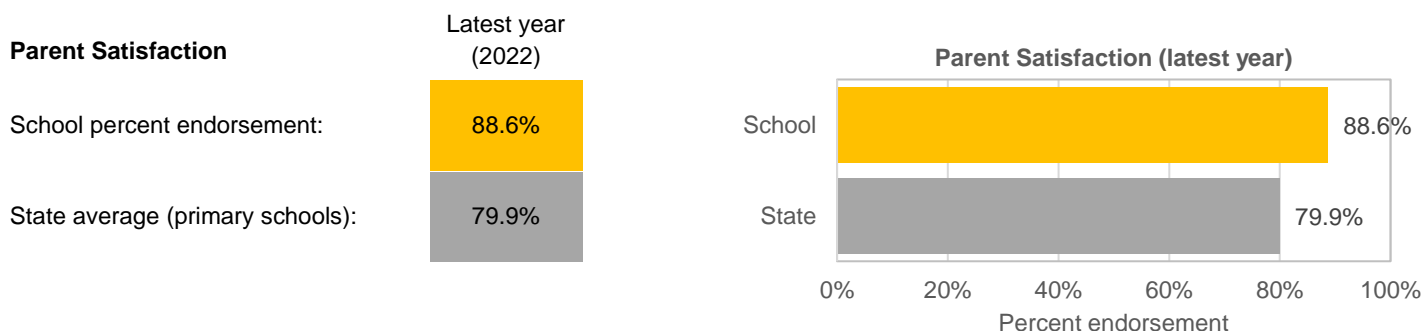
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

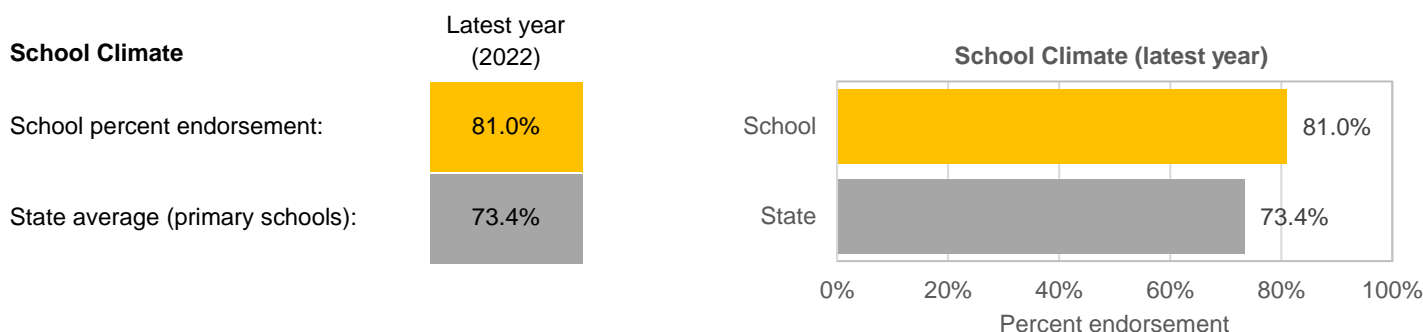


School Staff Survey

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:

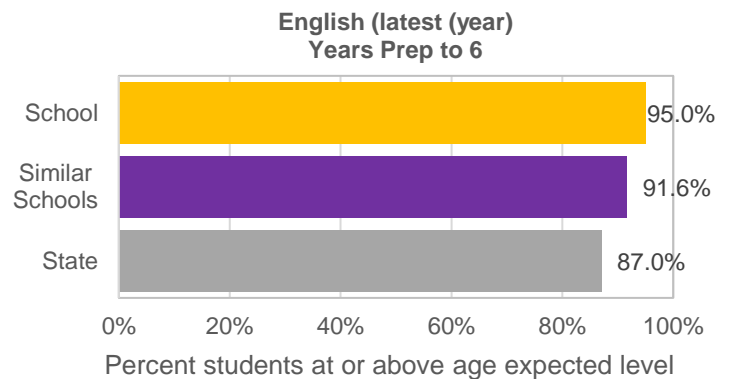
95.0%

Similar Schools average:

91.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

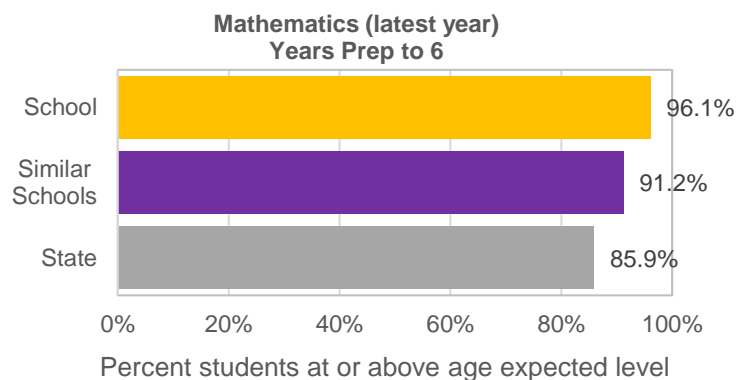
96.1%

Similar Schools average:

91.2%

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.

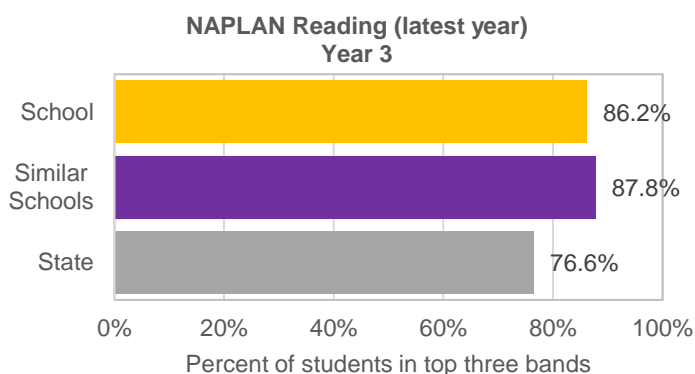
NAPLAN

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.

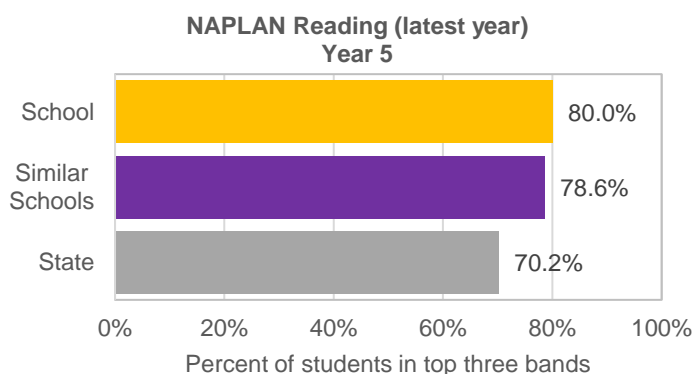
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.2%	90.3%
Similar Schools average:	87.8%	86.5%
State average:	76.6%	76.6%



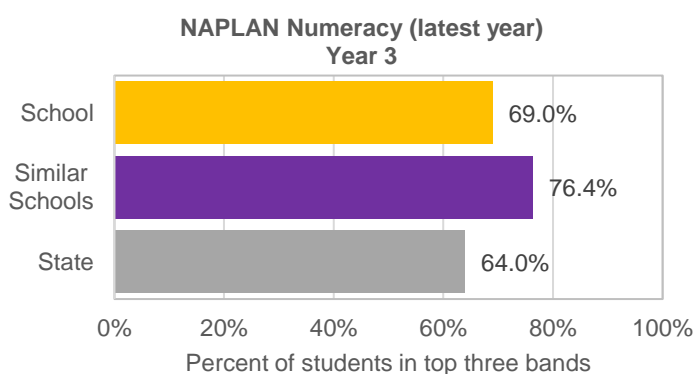
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.0%	78.4%
Similar Schools average:	78.6%	79.3%
State average:	70.2%	69.5%



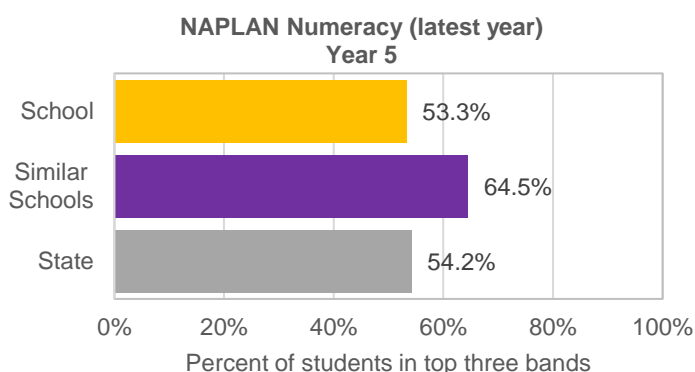
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.0%	74.9%
Similar Schools average:	76.4%	77.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	53.3%	64.0%
Similar Schools average:	64.5%	69.7%
State average:	54.2%	58.8%



WELLBEING

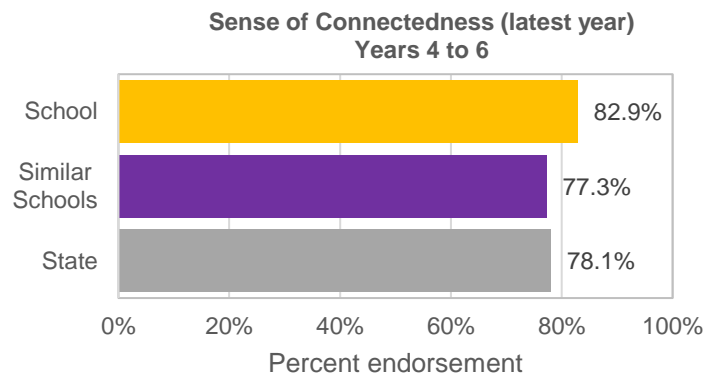
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	82.9%	82.1%
Similar Schools average:	77.3%	79.0%
State average:	78.1%	79.5%

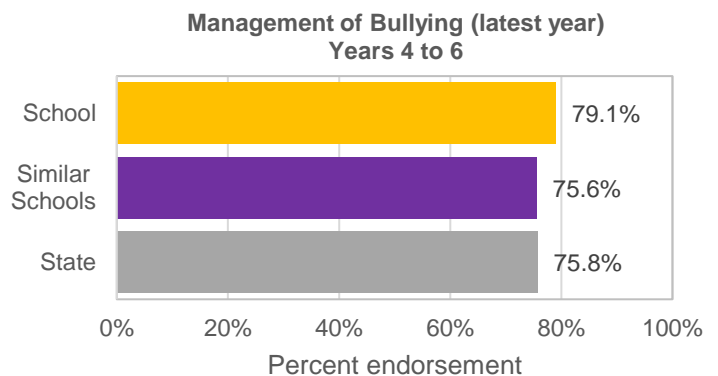


Student Attitudes to School – Management of Bullying

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:	79.1%	77.6%
Similar Schools average:	75.6%	78.1%
State average:	75.8%	78.3%



ENGAGEMENT

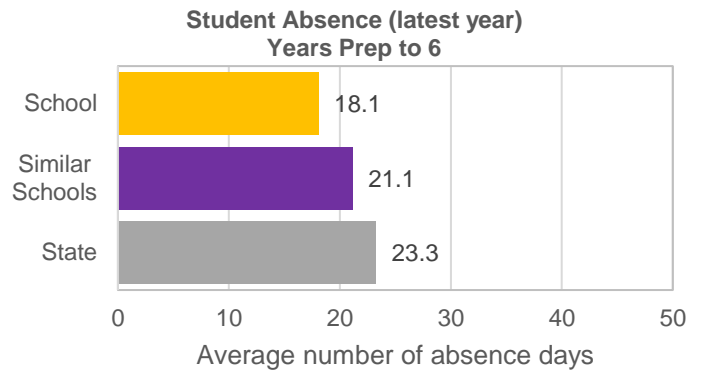
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.1	13.1
Similar Schools average:	21.1	14.8
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):	90%	91%	92%	92%	90%	93%	90%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,269,148
Government Provided DET Grants	\$322,788
Government Grants Commonwealth	\$93,795
Government Grants State	\$0
Revenue Other	\$7,506
Locally Raised Funds	\$334,524
Capital Grants	\$0
Total Operating Revenue	\$4,027,760

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,185
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,185

Expenditure	Actual
Student Resource Package ²	\$3,223,232
Adjustments	\$0
Books & Publications	\$766
Camps/Excursions/Activities	\$135,632
Communication Costs	\$4,326
Consumables	\$90,216
Miscellaneous Expense ³	\$18,151
Professional Development	\$12,804
Equipment/Maintenance/Hire	\$49,081
Property Services	\$61,286
Salaries & Allowances ⁴	\$230,770
Support Services	\$35,095
Trading & Fundraising	\$29,224
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$187
Utilities	\$30,346
Total Operating Expenditure	\$3,921,116
Net Operating Surplus/-Deficit	\$106,644
Asset Acquisitions	\$26,500

- (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	\$473,419
Official Account	\$29,045
Other Accounts	\$0
Total Funds Available	\$502,464

Financial Commitments	Actual
Operating Reserve	\$107,874
Other Recurrent Expenditure	\$49,586
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$45,353
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	\$202,813

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.