This report contains summary data extracted from the 2010 Annual Report & School Level Report. If you would like to access either of these documents, please contact the Principal, Mr Lindsay Reeve.

“The school has embedded the core values – Caring, Courtesy, Co-operation, Consideration and Contribution. This permeates the environment and a visitor might be struck by the sense of calm when entering the school. This is confirmed when walking through the classrooms. The students spoke of the SC’s with understanding and examples during discussions.”

Jan Buckland - school reviewer 2010.

In 2010 we had 102 Prep students organised into 5 grades. These students came from 27 kindergartens, preschools and childcare facilities, many from outside our local neighbourhood. A very comprehensive Prep transition program supports a smooth beginning to school life.

Again in 2010 the Parent Opinion Survey demonstrated the positive perception of our school within our community. The ‘General Satisfaction’ dimension was the highest scoring area, with a score of 6.08 out of a possible 7, placing us significantly above the State median score. The dimension in which we scored most significantly above the State was in the important area of ‘Learning Focus’ where we achieved a result above the 80th percentile for a series of questions related to educational programming and the academic standards of the school. This is a wonderful endorsement of the teaching and learning programs provided for all students at Apollo Parkways PS.

The Attitudes to School survey completed by all Grade 5 & 6 students provides data across a range of areas in relation to the students’ perceptions of school. Again in 2010 our students viewed their educational experiences very positively; in all 11 dimensions surveyed the school scored above the State. The area of ‘School Connectedness’ seeks the views of students in regard to “The extent to which students feel they belong and enjoy attending school” and was again our highest scoring dimension, at the 90th percentile when compared with all schools.

“The reviewer is confident that Apollo Parkways has a strong sense of its own future direction and a proven culture of determination that goals will be met, even exceeded, and so would like to wish the school well in this endeavour.”

Jan Buckland - school reviewer 2010.

The school’s results for teacher judgements against the VELS show students’ performing significantly above State mean in all curriculum areas at all grade levels.

The average differences (Prep-Year 6) between the school and the State are:

- Reading - .08 VELS levels
- Writing - .13 VELS levels
- Numeracy - .08 VELS levels

The staff of Apollo Parkways PS continue to work tirelessly for the ongoing development of our school and to ensure that the educational programs for all students are of the highest calibre. This dedication is reflected in the Staff Opinion Survey where dimensions such as ‘Learning Environment’ and ‘Student Motivation’ scored well above the State, with scores around the 90th percentile. These areas ask teachers to reflect on the quality of the teaching and learning programs offered and the resultant motivation of students in regard to their work. Such high scores are indicative of an organisation that is committed to maximising the potential of all students.

“The reviewer is confident that Apollo Parkways has a strong sense of its own future direction and a proven culture of determination that goals will be met, even exceeded, and so would like to wish the school well in this endeavour.”

Jan Buckland - school reviewer 2010.
Our students continued to take all opportunities offered to extend their musical skills with more than 200 children involved in extra-curricula musical activities.

Our two school choirs and band continued to attract strong participation from our senior students. The choirmaster and bandleader seek opportunities for these groups to showcase their talents in performances for families, the school community and beyond.

Whilst a large number of students receive tuition from our instrumental music teachers in a broad range of musical fields – guitar, woodwind (flute, clarinet, saxophone), violin, drums, keyboard and voice.

In 2010 our school reviewer noted the following: “The ongoing development of ICT access for all students is a strength of the school and a source of fascination and engagement to students who are challenged by new and complex tasks. When asked to define what made the school special, ICT was one of the features which drew agreement from all students in the discussion, equally from both boys and girls.”

Jan Buckland-school reviewer 2010.

The school continues to attract strong enrolments with 750 students attending the school in 2010. A very significant proportion of these students come from suburbs beyond our local area. The school population represents some 37 different postcodes.

In all learning areas the school continues to attain results beyond targets set. In teacher judgements of student achievement against Victorian Essential Learning Standards (VELS) our students (Prep-Year 6) have outcomes for 2010:

- Reading – 98% of students achieving at or above expected level (A, B, C grades)
- Writing – 97% of students achieving at or above expected level (A, B, C grades)
- Speaking & Listening – 99% of students achieving at or above expected level (A, B, C grades)
- Number – 98% of students achieving at or above expected level (A, B, C grades)

NAPLAN YEAR 3

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NAPLAN YEAR 5

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<tbody>
<tr>
<td>Reading</td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td>3 4 5 6 7 8</td>
</tr>
</tbody>
</table>

Key: Range of results for the middle 50% of Victorian government schools
Result for this school: Median of all Victorian government schools.

Whilst our emphasis continues to be on core curriculum areas such as English, mathematics and the integrated curriculum, the curriculum at Apollo Parkways also features a full complement of specialist teaching programs in: The Arts (music, performing arts, visual art), Library, Physical Education & Sport and LOTE (Italian). Additional assistance programs such as Reading Intervention (Grade 1), Corrective Reading (Grades 3-6) and Language & Literacy Support are provided to those students with additional learning needs. An enrichment program, The Pegasus Program, is offered to highly capable and talented students.

The school’s NAPLAN (National Assessment Program – Literacy & Numeracy) results continue to show excellent student achievement outcomes.

In Year 3 Reading the school score of 466.0 was considerably higher than the State mean of 427.4. This result was enhanced by 72% of students in the two highest bands possible – Bands 5 & 6.

The Year 5 Number result showed a 33-point difference between our school and the State mean and 98% of students achieving above the National Benchmark level.

In 2010 we added to our student leadership opportunities with the development and implementation of our ‘Learning Leaders’ program.

This program saw students from Grade 6 supporting Grade 1 students with their literacy learning through a formal program of activities conducted in lunchtime sessions. The ‘Learning Leaders’ program recognised the potential of the relationship that exists – quite naturally – between older and younger students, and the innate skills they have to support the learning of others. Students on both sides enjoyed the experience immensely and learned much from their involvement.

The program was recognised by the Northern Metropolitan Region for its innovative approach to furthering the learning outcomes of students.

“... The school has been at the forefront of best practice in the use of technology as a learning tool for more than a decade. Technology is not a novelty but a way of life for all.”

Jan Buckland-school reviewer 2010.