Apollo Parkways Primary School

Apollo Parkways Primary School has for many years been recognised for its high academic standards and the outstanding achievements of its students across a broad range of educational pursuits. Whilst our emphasis continues to be literacy and numeracy, the curriculum also features specialist programs in Performing Arts (music), Visual Arts, Library, LOTE (Italian) and Physical Education & Sport for all children across the school. A range of Additional Assistance programs operate, whilst the Pegasus Program provides opportunities for gifted and talented students. All of these programs are supported through the provision of excellent facilities and resources – with purpose built facilities for art and music, an extremely well-resourced library and a full-size basketball stadium. The school’s playgrounds and outdoor areas provide for both structured play and plenty of space for games and free activity. The gardens and natural environment are quite beautiful and their development is supported by a very active Junior Environmental Council.

The school offers students a broad range of leadership opportunities with: School Leaders (captains and house captains), Junior School Council, Junior Environmental Council, Sports Captains, Music Captains (band and choir) and Learning Leaders.

Our school has a fine history of excellence and innovation in ICT and in 2012 this was augmented through the introduction of our 1:1 iPad program in Grade 5. The high quality work produced by the students was evidence of the engaging nature of this latest technology and the possibilities of further personalising learning. In 2013 these students will take their iPads to Grade 6 and a new group will commence the iPad program in Grade 5.

In 2012 we commenced work as a Primary Science Specialist School. This program provided rewarding and enriching experiences in this important curriculum area – we look forward to further scientific achievement in 2013 as the program continues.

Our school’s music programs provide a range of involvements with all grades undertaking a weekly music session with our highly trained music specialist teachers. Students can also participate in choir and band activities, which allow students to showcase their talents to wider audiences. The school has a number of instrumental music tutors who teach both individual and small group sessions to more than 200 students across the school, in an extensive array of musical areas. A highlight of our arts program for 2012 was our whole school musical production – DANTZ – involving all students in a 3 night singing and dancing extravaganza. Students also supported script development, music selection and choreography.

Apollo Parkways has a current enrolment of 804 students supported by 45.4 staff - 3 Principal class, 42.4 teaching and 7.44 Education Support. The school has attracted, developed and retained an excellent staff characterised by enthusiasm and commitment to the school and the development of their students. Together with the parent community they work to achieve:

- great expectations
- great attitude
- great opportunities
<table>
<thead>
<tr>
<th>Student Learning</th>
<th>Student Engagement and Wellbeing</th>
<th>Student Pathways and Transitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Annual Report for 2012 again demonstrates the excellent standards in student learning of Apollo Parkways Primary School. In all measures the school has performed above the State median for Victorian government schools. The VELS results for 2011 indicate the very high levels of students achieving a C grade or above in both English and Mathematics – with C grade equating to ‘at expected’ standard. These high levels of performance have been maintained across the 4-year trend period (2008-2011). The VELS data for all other subject areas demonstrates similarly high standards of achievement in both 2011 and across the 4-year period reported against. The NAPLAN results for both Years 3 &amp; 5 in 2012 show achievement levels well above the State in Reading and Numeracy and with the school result at band levels well above that expected for students in these grade levels. The 4-year trend data validates the school’s high performance over time with achievement levels for both grade levels, in both curriculum areas beyond the 60% of schools measure. In all measures of student learning achievement the school operates at a level commensurate with its school comparison group, indicating that we continue to track well with schools deemed to be most like ourselves. This ‘similar’ ranking shows performance to be like that of 66% of this group of schools. In 2013 the school will continue to focus on the continued development of literacy and numeracy across the school. The importance of whole school approaches to the systematic implementation of curriculum will continue to be our emphasis, driven largely by the work of our team level curriculum leaders. In literacy this maintains a focus on spelling and writing/handwriting, whilst in numeracy much work will be undertaken in the continuum for the teaching of number (counting, place value, operations). Professional development undertaken in 2012 by our leadership team will support this curriculum review in 2013. Again in 2013 our involvement in the Primary Science Specialist Initiative will</td>
<td>In 2011 student attendance rates across the school were 94% apart from Grade 4 where attendance was 93%. This is an improvement at three grade levels when compared with the previous year. These results are again similar to those of most government schools, and the similar schools grouping. Apollo Parkways has continued to establish greater accuracy in the coding of student absences so as to allow for closer analysis of data. This analysis continues to show that very few absences are unauthorised or unaccounted for by parents and that a considerable proportion of absences can be attributed to family holidays taken during school terms. In 2012 the Attitudes to School Survey was completed by our Grade 5 &amp; 6 cohort and again shows positive results in regard to the perspective these students hold of their school. The school’s results are again above the State in a number of areas. Our highest scoring area was again around the areas of ‘Connectedness to School’ and ‘Connectedness to Peers’. The survey data demonstrates a very pleasing culture within the school that has been developed and maintained over many years. In 2013 the school introduced a 1:1 iPad program into our Grade 5 area. This latest and very engaging technology which allows for highly personalised learning has brought additional energy to our middle year’s program. The school will further develop this program in 2013 when the iPad program is extended to Grade 6. Our mathematics program for Grade 6 was enhanced by the introduction of pre-assessment of students in key learning areas and then more carefully matched curriculum implemented with additional staff supporting the program. Other curriculum developments in 2012 also generated greater engagement for students across the school. Our involvement in the Primary Science Specialist Initiative allowed for a review and enrichment of the units of work delivered, designed to meet more closely the interests and learning needs of students. Classroom programs provided greater hands on experiences as children explored science and their innate sense of curiosity was fulfilled.</td>
<td>In 2012 our school enrolment was recorded as 793 students, with a Prep enrolment of 138 – both of these are the highest ever for the school. These prep students came to the school from 41 kindergartens, pre-schools and childcare settings. Supporting and integrating this large number of new students into our school is a significant undertaking for our Prep team. Our school buddy system assists in developing their understanding of our school culture and development of congruent values early in their school life. Having considered this large Prep enrolment and the implications for the school enrolment if it were to be replicated in subsequent years the school leadership has determined a more stringent enrolment criterion for 2013, which limited the Prep intake to 110 students. The criterion established allowed for all siblings and children from within the local area to be assured a position in our school and those outside these two groups being offered any remaining positions. In 2013 a number of children not able to be offered a place in our school for Prep and at other grade levels students were offered enrolment only if a place was available. At Grade 6, 102 students exited our school. These students moved on to 22 different secondary schools and colleges - 10 government schools (62 students), 5 Catholic colleges (27 students) and 7 Independent schools (14 students). St Helena Secondary College continued to have the largest number of students transitioning to Year 7 (32 students). A number of students were recipients of scholarships and awards at both government and non-government schools, an indicator of the high regard in which students from Apollo Parkways Primary School are regarded and recognition of the achievements of our students in this first phase of their education journey.</td>
</tr>
</tbody>
</table>
drive the further development of curriculum in this area. In 2012 this involvement proved to be a stunning success. Feedback from the classroom level but through the assessment and work sample requirements of the program where our student’s work was deemed to be of a very high standard – with many of the work samples to be incorporated into departmental documentation that will be sued to support other schools in the teaching of science.

For more detailed information regarding our school please visit our website at www.apolloparkps.vic.edu.au

or view our 2012 Annual Report online at http://www.vrqa.vic.gov.au/SReg
# Financial Performance and Position

## Financial Performance – Operating Statement

### Summary for the year ending 31st December, 2012

<table>
<thead>
<tr>
<th>Revenue</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Grants</td>
<td>$617,504</td>
</tr>
<tr>
<td>Commonwealth Government Grants</td>
<td>$65,469</td>
</tr>
<tr>
<td>State Government Grants</td>
<td>$16,878</td>
</tr>
<tr>
<td>Other</td>
<td>$52,972</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$1,013,743</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,766,566</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Item</th>
<th>2012 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Allowances</td>
<td>$530,268</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$6,991</td>
</tr>
<tr>
<td>Consumables</td>
<td>$131,891</td>
</tr>
<tr>
<td>Books and Publications</td>
<td>$27,076</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$13,559</td>
</tr>
<tr>
<td>Furniture and Equipment</td>
<td>$168,963</td>
</tr>
<tr>
<td>Utilities</td>
<td>$64,649</td>
</tr>
<tr>
<td>Property Services</td>
<td>$228,227</td>
</tr>
<tr>
<td>Travel and Subsistence</td>
<td>$0</td>
</tr>
<tr>
<td>Motor Vehicle Expenses</td>
<td>$0</td>
</tr>
<tr>
<td>Administration</td>
<td>$15,818</td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>$652</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$14,317</td>
</tr>
<tr>
<td>Entertainment and Hospitality</td>
<td>$51,940</td>
</tr>
<tr>
<td>Trading and Fundraising</td>
<td>$164,958</td>
</tr>
<tr>
<td>Support / Service</td>
<td>$49,878</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$251,776</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,720,963</strong></td>
</tr>
</tbody>
</table>

### Net Operating Surplus/-Deficit

- **2012 Actual**: $45,603

### Capital Expenditure

- **2012 Actual**: $12,237

Financial performance and position commentary

The tables above show that the school operated with a surplus of $45,603. This surplus can be accounted for by the following:

- The school commenced the 2012 school year with a budget that included a carry forward from 2011 of $80,000, a higher than usual figure, the result of allocated funds remaining unspent. A significant proportion of these unspent funds had been allocated in the 2011 budget for proposed re-development of the newly acquired school land. Due to unforeseen delays in the acquisition process our grounds works were not undertaken.

- The school budget for 2012 was developed and approved with a planned surplus of $22,161. Reductions in expenditure for 2012 are notable in areas such as communication costs and furniture and equipment purchasing, both of which are related to completion of our new building in 2011 and therefore no significant single item purchases were required in 2012. During 2012 all areas of the school operated within their allocated budgets – both expenditures and revenues were as anticipated apart from our fundraising committee which exceeded expectation and raised $66,869, more than $12,000 above that initially included in our school budget.

The above reports together with our regular School Council review of our financial position indicate that the school operates with very sound and prudent financial planning and meets all Departmental financial regulations and requirements.
Apollo Parkways Primary School

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 will foster engagement and collaboration to support further gains and positive learning experiences for all students.

The bottom of this page contains this school's profile. Pages 2 and 3 provide a detailed breakdown of each of the result areas. Page 4 provides advice on how to interpret the data.

Key:
Range of results for the middle 60% of Victorian government schools: — Median of all Victorian government schools: —

School Profile

- Average level of parent satisfaction with the school, as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.
- Average level of staff satisfaction with the school, as derived from the annual Staff Opinion survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.
- Overall socio-economic profile
  low  low-mid  mid  mid-high  high
Based on the school’s Student Family Occupation index which takes into account parents’ occupations.

- Proportion of students with English as a second language
  low  low-mid  mid  mid-high  high

- 793 students (371 female, 422 male) were enrolled at this school in 2012.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg
### Student Learning

1. **Teacher assessments from the Victorian Essential Learning Standards (VELS)**
   
   Percentage of students in Years Prep to 6 with a grade of C or above in:
   - English and Mathematics
   - All other subjects

   The grades are the same as those used in your child’s end of year report. A ‘C’ rating means that a student is at the standard expected at the time of reporting.

### Results Outcomes

#### 2011

- **Results: English and Mathematics**
  - Total: 100

- **Results: All other subjects**
  - Total: 100

#### 2008-2011 (4-year average)

- **Results: English and Mathematics**
  - Total: 100

- **Results: All other subjects**
  - Total: 100

### School Comparison

- **Lower**
- **Similar**
- **Higher**

### NAPLAN Year 3

- **Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**
- **Year 3 assessments are reported on a scale from Bands 1-6.**
- **Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.**

#### Results: Reading 2012

- **Band 1**: 2
- **Band 2**: 3
- **Band 3**: 4
- **Band 4**: 5
- **Band 6**: 6

#### Results: Numeracy 2012

- **Band 1**: 2
- **Band 2**: 3
- **Band 3**: 4
- **Band 4**: 5
- **Band 6**: 6

### NAPLAN Year 5

- **Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.**
- **Year 5 assessments are reported on a scale from Bands 3-8.**
- **Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.**

#### Results: Reading 2012

- **Band 3**: 4
- **Band 4**: 5
- **Band 6**: 7
- **Band 8**: 8

#### Results: Numeracy 2012

- **Band 3**: 4
- **Band 4**: 5
- **Band 6**: 7
- **Band 8**: 8
### Student Engagement and Wellbeing

**4. Student attendance**

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2011 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year</th>
<th>Prep</th>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**5. Student attitudes to school**

Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

<table>
<thead>
<tr>
<th>Year</th>
<th>Results: 2012</th>
<th>1</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Results: 2009 - 2012 (4-year average)</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

### Student Outcomes

**Results: 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

**Results: 2008 - 2011 (4-year average)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

### School Comparison

Key:

- Range of results for the middle 60% of Victorian government schools:
- Result for this school: ● Median of all Victorian government schools:

Lower | Similar | Higher

- Lower | Similar | Higher

- Lower | Similar | Higher

What are student outcomes?
Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

The blue dot represents this school’s results
The yellow band shows the middle 60% of all Victorian government schools
The square shows the median result of all Victorian government schools

What is a School Comparison?
The School comparison is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance.

Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

School Comparison

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/schoolreports

What is the meaning of ‘Data not available’?
For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?
All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.