

2016 Annual Report to the School Community



School Name: Parkhill Primary School

School Number: 5416



Name of School Principal:	Rod McKinlay
Name of School Council President:	Greg Ditton
Date of Endorsement:	16 March 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Parkhill Primary School: Vision Statement

Through working as a **united** learning community, our purpose is to produce **optimistic, resilient, lifelong learners** with **skills** for future success as responsible citizens in the 21st century.

At Parkhill, we enact our vision by:

- **Explicitly teaching the 3 Rs and then make them come alive and give them context in inquiry units of work.**
- **We do this by teaching best practice consistently in each grade throughout the school,**
- **In order to develop Independent learners who exhibit the characteristics of our learner profile.**

Parkhill Primary School is a candidate school of the International Baccalaureate (IB)

Primary Years Program(PYP)

Parkhill Primary School is committed to continuous improvement and achieving excellence in teaching & learning. We have a reputation for 'Value Added' academic achievement. Our top students achieve outstanding results, our high-needs students are supported to reach their potential, and our general achievement across all measures is generally well above state medians. Programs are designed to cater for the individual needs of our diverse range of students.

Staff set and display clear learning intentions for lessons which help students identify what they are going to learn and what skills they will need to be successful. Our school is 'Healthy, Active and Engaged' with a strong emphasis on personal fitness and healthy eating practices with the 'Just Get Active' program operating in all classrooms. Restorative Practice is used in the management of student wellbeing. In addition we have a school chaplain to support students and their families.

The 24.71 equivalent full-time staff are committed to the all-round development of every student. This ethos is captured in our school motto, "Nurturing Success" and is reinforced by our School Values: Care, Respect, Honesty, Persistence and Unity.

Our building resources include: a TV Studio, Performing Arts Centre, Science Laboratory and Kitchen, bright, flexible learning spaces, an Out of School Hours Care facility, a Library, Visual Arts room, basketball courts, kitchen garden, an oval, adventure playgrounds and undercover areas. In 2016, students and staff continued to utilise iPads and other digital resources to enhance their learning. This further enhanced student engagement, whilst creating a 21st century learning environment. All classrooms have interactive whiteboards or LED Screens, iPads, lap tops and desktop computers. Although well-resourced with the latest ICT equipment, our primary focus is on teaching the three Rs – reading, writing and mathematics. Technology is used as a tool, when appropriate, to develop these essential skills in each and every Parkhill student.

At Parkhill Primary School, there is a strong partnership between parents and staff, with a high level of parent participation on School Council, as classroom helpers and in fundraising, volunteering and social activities. The size of the school (approx. 350 students), combined with the friendly, multicultural community, provides a welcoming and stimulating family atmosphere. There is a real sense of warmth, belonging and pride at Parkhill.



Framework for Improving Student Outcomes (FISO)

Parkhill Primary School is currently in an exciting period of growth and development. To support this development, it has been realized that there is a need to identify, nurture and develop leadership potential. For this reason, we have teamed up with Doncaster Primary School, Camelot Rise Primary School and Wattle Park Primary School. Together, the Principals and Assistant Principals have met and we have workshopped ideas around the criteria we are looking for in our staff in terms of leadership potential.

We have provided time for Numeracy leaders to meet. They have discussed and shared each school's approach to moderation. We are going to continue to build the capacity of our middle leadership by providing further opportunities for our numeracy curriculum leaders to meet and organize semester moderation tasks. The four schools have combined to write a Digital Literacy School Grants Initiative - Round One which has yet to be announced. If successful the four schools would work together on 3D technologies. The four schools are currently in negotiation with consultant Fiona Limoli with regards to providing professional learning for middle leadership. This has yet to be confirmed. The FISO initiative has provided an extremely valuable opportunity to meet and share ideas and resources with other schools. After a slow start our group are looking forward to developing a strong relationship.

Achievement

In 2016, our Student Achievement data showed pleasing results in most areas.

In most learning areas, we performed at a 'similar' or 'higher' level to other schools on the school comparison measure in both literacy and numeracy. Our teacher assessments, reflected in the 'Percentage of students with a C or above', was similar to the state median in Mathematics but slightly lower in English which was somewhat surprising.

Parkhill is proud of its achievements in student learning and takes great pride in the 'value add' we provide in our curriculum for our students. In NAPLAN, our Year 3 & 5 results are consistently above the state averages. From 2013-2016, our results have been consistently well above the state average (top 20%) in Year 3 and Year 5 Numeracy and Year 3 and Year 5 Reading. In 2016 our numeracy results were well above similar schools.

Year 3 & 5 Learning Gain (how much a student has grown academically from Year 3 to Year 5) has seen a remarkable reduction in the number of students in the bottom 25% of achievement levels, particularly in grammar and punctuation and numeracy. There has also been an increase in the number of students in the highest 25% for achievement. This is a tribute to our outstanding support programs that are in place at Parkhill and an indication of how we 'value add' for each Parkhill student. In all areas of numeracy, writing, grammar and punctuation and reading, our 2016 Matched Cohort data (students who are at Parkhill in Year 3 and in Year 5) show that our students' growth is well above the State growth.

A focus on continually developing the teaching capacity of our staff has contributed to sustained excellence in achievement across all year levels.

In 2013, training in Ymer's approach to teaching mathematics further developed our teachers' capacity to deliver a comprehensive and engaging Mathematics curriculum. This has resulted in outstanding NAPLAN results in both Year 3 and Year 5 Mathematics over the last 4 years. Together with that, the implementation of the Seven Steps to Writing Success program has seen a dramatic improvement in our students' writing abilities, which are highlighted in the graphs on NAPLAN Learning Growth.



As outlined in our new 2016 – 2019 Strategic Plan, we have embraced the International Baccalaureate (IB) – Primary Years Program and we became a candidate school in 2016. We are pursuing authorisation as an IB World School over the next 2 to 3 years. IB Schools share a common philosophy and a commitment to a high quality, challenging, international education that Parkhill believes is important for our students. Added to this, our focus in 2016 was to further enhance literacy skills, with an emphasis on writing, reading and speaking & listening. The addition of our very own Parkhill TV station continues to enhance, not just speaking and listening skills, but has further enhanced students' writing, comprehension and reading skills in an engaging, 'hands on' approach.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

Student attendance is significantly better than the state average over a four year period. This is a clear indication that the programs we offer at Parkhill are engaging and stimulating for our students. This has resulted in all Year levels having between 92 – 96% attendance rates.

From 2013 to 2016 on the Attitudes to School Survey, our Year 5 and 6 students' opinion of the school is very positive on all variables - significantly above state averages. In Year 3 and 4 we provide a 'hands on' learning approach by running a program entitled 'From the Ground to the Table', where our students are actively engaged in growing vegetables, harvesting them and learning to cook them in our purpose-built kitchen. Similarly, to support our speaking and listening programs, the Year 5 and 6 students are engaged in developing TV programs in our TV studio.

Parkhill has highly effective transition programs to support students as they move into, through and out of the school. Recently we revamped our enrolment procedures to ensure a more personalised experience for families. We have seen the benefit of these changes with significant increases in enrolments from 295 in 2013 to 354 in 2016. Our Foundation classes continue to be in the very low 20's. Additionally, we restructured our classes to straight classes from Prep to Year 6.

Our Kindergarten visiting program was extended to ensure the Principal engaged with the kindergartens in the local area, as well as class teachers. This, combined with our existing 'Storytime' and Prep Transition program, further strengthened our engagement with the local community.

Our Foundation to Year 6 Transition Program occurs at the end of each year with each student spending time with their teacher and classmates for the following year. Teachers are provided with time to talk about individual students with the teacher for the following year to support transition within the school.

Wellbeing

Parkhill is very proud of the emphasis we place on student wellbeing. Student self-esteem (School Values), health (Healthy Kids' Sub-Committee) & well-being (Kids Matter, Restorative Justice & Bounce-Back) are particular focuses for us.

To develop our inclusive, safe, ordered and stimulating learning environment, we have the following programs in place to support the students during recess and lunch breaks: Board Games Club, Choir, Band, Lego Club and student activities run by staff.

Our Chaplaincy program supports students, teachers and families with issues causing concern or grief. The Chaplain is an integral part of the school wellbeing team and undertakes programs with small groups of students to support them if they



are experiencing grief, loss or low self-esteem. Although called a Chaplain, there are no religious activities undertaken by our Chaplain, her focus is on student wellbeing. We have recently embraced the government initiative of Child Safety and have introduced measures to be proactive in supporting the safety needs of our students.

Following extensive research, Parkhill has embraced the Kids Matter program to further enhance the mental health and wellbeing of our students, parents and teachers.

The caring relationships each teacher builds with their students, the myriad of support programs across the school, lunchtime clubs and our Active After School Sports program, further act to engage our students in healthy, active activities at school. These programs are coordinated through our Healthy Kids' School Council Sub-Committee.

An extensive assessment program supports each Foundation student as they transition into school. Early in the Foundation year, teachers routinely assess all their students & conduct follow up meetings with their parents. This informs their teaching programs and identifies each student's capabilities, needs & learning styles. Teachers in other grade levels also spend quality one-on-one time with each of their students, conducting getting-to-know-you assessments so they can teach each child at their point of need.

The Foundation teaching program supports a nurturing environment, builds confidence and strengthens learning. Similarly, the Buddy program contributes to developing social confidence and positively minimises student conflicts in the school.

Exiting Year 6 students predominantly enrol at local government secondary schools, with others attending Catholic and Independent schools. The strong relationships we have established with our secondary feeder schools enable our students to make smooth and successful transitions.

For more detailed information regarding our school please visit our website at
[enter web address here]



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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 350 students were enrolled at this school in 2016, 139 female and 211 male. There were 19% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>60%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>42%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>53%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	49%	31%	Numeracy	6%	60%	34%	Writing	26%	42%	33%	Spelling	37%	47%	16%	Grammar and Punctuation	12%	53%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <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>94 %</td> <td>92 %</td> <td>96 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	96 %	93 %	94 %	93 %	94 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	96 %	93 %	94 %	93 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p>● Similar</p> <p>● Similar</p>

How to read the Performance Summary

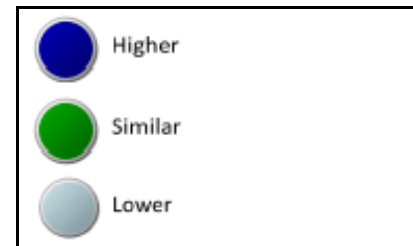
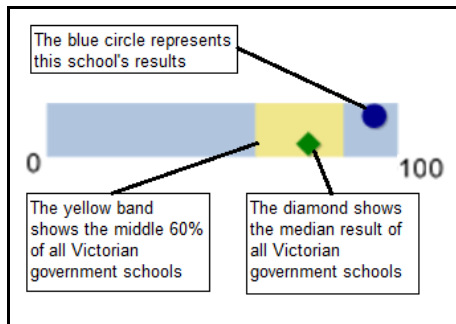
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. 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, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

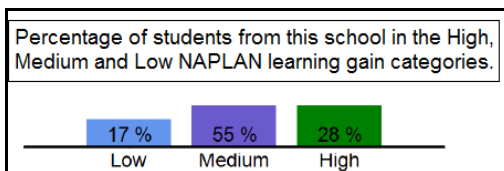
You can see these results for the latest year, as well as the average of the last four years (where available).

The 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.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 Aboriginal 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.

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:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

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 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,472,852
Government Provided DET Grants	\$368,473
Government Grants Commonwealth	\$9,441
Revenue Other	\$8,449
Locally Raised Funds	\$303,390
Total Operating Revenue	\$3,162,605

Expenditure	
Student Resource Package	\$2,471,745
Books & Publications	\$3,078
Communication Costs	\$4,551
Consumables	\$67,861
Miscellaneous Expense	\$261,356
Professional Development	\$10,908
Property and Equipment Services	\$123,630
Salaries & Allowances	\$66,068
Trading & Fundraising	\$28,553
Travel & Subsistence	\$1,898
Utilities	\$27,275

Total Operating Expenditure **\$3,066,922**

Net Operating Surplus/-Deficit **\$95,683**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$135,980
Official Account	\$18,724
Other Accounts	\$116,793
Total Funds Available	\$271,497

Financial Commitments	
Operating Reserve	\$97,921
Asset/Equipment Replacement < 12 months	\$10,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$6,500
Revenue Received in Advance	\$20,000
School Based Programs	\$16,000
Other recurrent expenditure	\$12,076
Asset/Equipment Replacement > 12 months	\$5,000
Capital - Buildings/Grounds incl SMS>12 months	\$104,000
Total Financial Commitments	\$271,497

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

Parkhill Primary School has maintained a sound financial position through careful and strategic spending. During the year we achieved a surplus of \$95 683. The school's total operating revenue for 2016 was \$3 162 605. Government Grants – Departmental and Commonwealth made up \$377 914 of revenue. The balance of school revenue came from locally raised funds \$303390 and other sources such as bank interest \$8 449. The locally raised revenue included such items as camp fees, hire of facilities, excursion fees, school levies and parent fundraising. The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Parkhill cannot be over stated. The total expenditure for the school in 2016 was \$3 066 922 with the major components being Property Maintenance for contract cleaning, sanitation, building and ground works, refuse and garbage and equipment purchases. Salaries and Allowances for teacher support staff, casual relief staff and superannuation and Miscellaneous Expenses for camps, excursions and activities and administration costs make up the majority of our expenditure. The school has continued to manage its financial resources in a very prudent manner for 2016, whilst maintaining and developing the number of outstanding learning opportunities for our students.



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.