

# 2017 Annual Report to the School Community



School Name: Parkhill Primary School

School Number: 5416





## About Our School

### School Context

Parkhill Primary School is situated in Ashwood on grounds which offer plenty of space for students to enjoy. 2017 has been a year of development with a full rebuild of our learning communities. The building works will continue into 2018. Students at Parkhill have the opportunity to participate in a broad and engaging range of programs and activities, supported by staff who really know each and every child. The school has 12 full-time teaching staff, 9 part-time teachers, 12 Education Support Staff and a School Chaplain funded through the Chaplaincy Program grants. At the end of Semester 1, Rod McKinlay, the substantive Principal was seconded to Chatham PS. The Principal class roles were filled in an acting capacity by Michelle Smith (Acting AP), Dyon Hunt (Acting AP) and Elaine Brady (Principal). There were 331 students enrolled in 2017.

At Parkhill Primary School, literacy and numeracy are our priority with a whole school learning and teaching approach providing students with explicit instruction and stimulating, challenging tasks. In 2017 we continued to develop our Program of Inquiry while also moving away from the International Baccalaureate Primary Years Program. This strategic decision allowed us to reallocate funding into the key areas of reading, writing and wellbeing for 2018. A range of programs are offered to further nurture student learning and cater for individual talents and interests. These include: Visual & Performing Arts, Chinese, Physical Education, Program of Inquiry which encompasses Science and Sustainability Programs, Kitchen Garden program, Instrumental Music Tuition, Swimming, Athletics and Camping Programs, ICAS, games club and more.

Our vision is to nurture success in all students through their learning by developing a sense of who they are, where they fit in and how they can make a difference. We achieve this by providing a safe and stimulating learning environment, rich in our values of care, unity, respect, honesty and persistence. Students are encouraged and supported to become inquirers, knowledgeable, thinkers, balanced, principled, open-minded, caring, risk takers, reflective and communicators. We recognise that all children grow at their own rate and in their own way. In the partnership between home and school, the common aim is to help each child grow into a well-rounded individual.

### Framework for Improving Student Outcomes (FISO)

#### **Excellence in teaching and learning - Building practice excellence and Curriculum planning and assessment reading**

In English we continued to improve our reading practice. Across the school we audited our reading programs and in pockets teachers were trialling the CAFÉ reading model. This model uses explicit teaching of reading strategies, individual conferencing and goal setting. Promoting evidence based best practice was a priority and staff identified elements from Parkhill's Best practice document as a focus for their Performance Development goals.

We continued to embed the Seven Steps to Writing Success program throughout the school.

Through scheduled weekly collaborative planning sessions our Program of Inquiry continued to develop using Victorian Curriculum standards to drive the units. Staff develop further understanding of concept driven learning. We introduced and developed with staff and students through our Buddy Program the profile attributes of a successful Parkhill Student. Through Peer Observations, assessment and moderation of student work samples professional discussion within our own school and the FISO network focused on high impact pedagogies.

Work with evidence based High Impact Teaching Strategies began in Term 4.

#### **Community engagement in learning - Building communities**

Continued to use KidsMatter framework to audit our wellbeing programs and approaches across the school. The work of the KidsMatter committee helped develop deeper engagement with the community.

The development of the Masterplan building works began and continues into 2018 with a vision of supporting our teaching pedagogy.



## Achievement

Literacy and Numeracy data was very pleasing with the school performing above state benchmarks in writing and Numeracy particularly within our Y5 cohort. NAPLAN targets were met for both writing and numeracy. Reading features heavily in the 2018 Annual Implementation Plan.

Looking at the NAPLAN learning gain, students demonstrated growth in writing and maths, which supports the effectiveness of the teaching and learning programs delivered within the school.

NAPLAN LEARNING GAIN	HIGH GROWTH	
	HIGH GROWTH 2016	HIGH GROWTH 2017
Writing - literacy	33%	37%
Reading - literacy	31%	26%
Maths - numeracy	34%	46%

## Engagement

Parkhill Primary School is committed to promoting a caring environment that fosters student learning and engagement. Recognising that parent support for, and involvement in, their children's education is a critical factor in student engagement and achievement, a number of strategies were used to foster positive relationships.

The school has a range of programs and activities to strengthen the partnership between home and school that engages parents in their child's learning. Communication happens regularly with parents and families of students through platforms such as our school website, school and level team newsletters, information evenings, and whole school communication nights.

Our KidsMatter audit and surveys have sought the opinion of our whole school community and helped us to action plan appropriately. Through the work of Suzanne Carmody our School Chaplain we have re-established our social breakfasts (Bring it Breaky) mornings twice a term. Our Class Representative Coordinator developed process last year to engage new incoming families who arrive within the school year and works through the network to connect these families following enrolment.

Student attendance shows that students are attending school regularly and at a rate similar to the Victorian school average. Tracking of absenteeism, publishing the importance of being at school and increased teacher follow up are some strategies that will continue to be employed in 2018.

## Wellbeing

Acknowledging that student wellbeing and student learning outcomes are inextricably linked, building a positive school culture that supports student social and emotional learning is paramount.

We have established ourselves as a KidsMatter School and have conducted an audit of the whole school community in the areas of Positive School Community and Social Emotional Learning. 2017 saw the team make recommendations to Leadership based on the data they gathered. Coupled with our Student Attitudes to School data - Sense of Connectedness and Management of Bullying our priority in 2018 will be the developing a whole school Essential Agreement to replace our dated Code of Conduct and a focus on whole school Social Emotional Learning programs.

All students from Y4 – Y6 complete the Student Attitude to Schools survey in Term 3.

The Staff Opinion Survey was conducted at the beginning of Term 3 2017 and was indicative of 12 months prior.

For more detailed information regarding our school please visit our website at <http://parkhillps.vic.edu.au/>



## 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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 331 students were enrolled at this school in 2017, 133 female and 198 male.</p> <p>18 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Lower</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> Higher</p>



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>63%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>38%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>11%</td> <td>53%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>24%</td> <td>59%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>41%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	63%	26%	Numeracy	15%	38%	46%	Writing	11%	53%	37%	Spelling	16%	24%	59%	Grammar and Punctuation	14%	41%	46%	<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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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</p> <p><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="555 913 1036 1010"> <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>91 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>95 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	93 %	93 %	92 %	95 %	91 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	93 %	93 %	92 %	95 %	91 %										



## Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

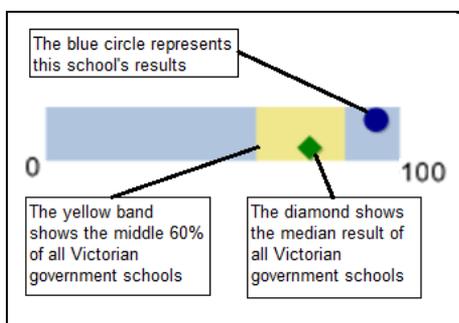
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

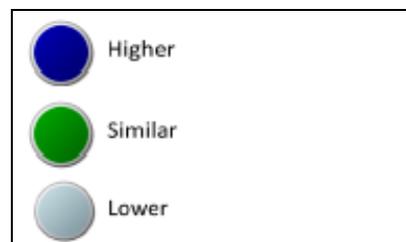


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').



## Financial Performance and Position

### Financial performance and position commentary

In 2017 saw a full rebuild at Parkhill, which continues into 2018. Fundraising efforts were focussed around purchasing air-conditioning for these new classrooms and learning environments. We continue to support the community with a chaplaincy program, and the students, particularly those at risk with lunchtime clubs and addition Education Support across the school. Our staffing profile continues to increment.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,327,040	High Yield Investment Account	\$177,278
Government Provided DET Grants	\$331,331	Official Account	\$21,574
Government Grants Commonwealth	\$5,700	Other Accounts	\$85,391
Revenue Other	\$8,089	<b>Total Funds Available</b>	<b>\$284,244</b>
Locally Raised Funds	\$300,829		
<b>Total Operating Revenue</b>	<b>\$2,972,988</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$27,807		
<b>Equity Total</b>	<b>\$27,807</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,244,876	Operating Reserve	\$88,845
Books & Publications	\$1,022	Asset/Equipment Replacement < 12 months	\$71,000
Communication Costs	\$4,396	Capital - Buildings/Grounds incl SMS<12 months	\$26,295
Consumables	\$64,681	Maintenance - Buildings/Grounds incl SMS<12 months	\$67,857
Miscellaneous Expense <sup>3</sup>	\$271,245	Revenue Received in Advance	\$13,600
Professional Development	\$8,009	School Based Programs	\$16,646
Property and Equipment Services	\$111,273	<b>Total Financial Commitments</b>	<b>\$284,244</b>
Salaries & Allowances <sup>4</sup>	\$40,898		
Trading & Fundraising	\$19,603		
Utilities	\$25,277		
<b>Total Operating Expenditure</b>	<b>\$2,791,280</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$181,708</b>		
<b>Asset Acquisitions</b>	<b>\$78,881</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.

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

(4) Salaries and Allowances refers to school-level payroll.

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.