

# 2018 Annual Report to The School Community



School Name: Parkhill Primary School (5416)



## About Our School

### School context

Parkhill Primary School is situated in Ashwood on grounds which offer plenty of space for students to enjoy. 2018 was a year of development with the completion of our new learning communities. 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 had 13 full-time teaching staff, 8 part-time teachers, 11 Education Support Staff and a School Chaplain funded through the Chaplaincy Program grants. In term 2 2018 Elaine Brady was appointed as substantive Principal, and in term 3 Michelle Smith was appointed as substantive Assistant Principal. There were 327 students enrolled in 2018.

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 2018 we continued to develop our Program of Inquiry with a steady and growing focus on STEAM. Detailed work, surveys of the student and parent community and consultation with staff across the school fed into the development of a whole community Essential Agreement which takes the place of our dated Code of Conduct. A range of programs are offered to further nurture student learning and cater for individual needs and interests. These include: Visual & Performing Arts, Chinese, Library, Physical Education, and Program of Inquiry which encompasses Science, Humanities, Technologies and Sustainability Programs, Kitchen Garden program, Instrumental Music Tuition, Swimming, Athletics, School Camp 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 belong 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 throughout 2018. Across the school we implemented the CAFÉ reading model. This model uses explicit teaching of reading strategies, individual conferencing, goal setting and feedback. Promoting evidence based best practice was a priority, developing staff capacity with the High Impact teaching Strategies which all filtered into Performance Development Plan goals.

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 and teaching, and the importance of purpose in all learning experiences. 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.

Community engagement in learning - Building communities:

We developed a whole school Social Emotional Learning program which supported the use of common language and consistent practice across the school. We worked closely with Monash Council and Knightlamp to build staff capacity and understand developmental trauma and develop strategies to help us support all students in our school.

## Achievement

Literacy and Numeracy data was very pleasing with the school performing above state benchmarks in writing and numeracy particularly within our Y3 cohort. NAPLAN targets were met for both reading and numeracy.

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.

We saw NAPLAN learning gain in our Y3 data for writing, with a pleasing increase from 31.7% of student's achieving in the top 2 bands to 50%. In our Y5 cohort NAPLAN data the growth saw a concerning decline from 28.9% to 4.5% of students achieving in those top 2 bands.

Our reading data was superb across the board, with learning growth in our Y3 top two bands improving from 57.5% in 2017 to 68.4% in 2018, and Y5 growth in the top 2 bands moving from 45.7% to 55.8%.

Growth in numeracy was please across the board with 28.2% of student in Y3 falling in the top 2 bands and 25.6% in Y5

Writing and STEAM, with a focus on science and maths features heavily in the 2019 Annual Implementation Plan, as well as a continued focus on social emotional learning.

## Engagement

Parkhill Primary School is committed to promoting a caring environment that fosters student learning and engagement, where all staff are committed to meeting the needs of every child. Recognising that parent support for, and involvement in, their child'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 newsletters, Flexibuzz app, parent Facebook page, class reps system, Parent and Friends Association, information evenings and whole school communication nights.

Our wellbeing team sought the opinion of our whole school community in order to help us rewrite our code of conduct documentation into The Parkhill Community Essential Agreement. Through the work of Suzanne Carmody our School Chaplain we continue to grow our community breakfasts - 'Bring it Breaky' - mornings twice a term. Our Class Representative Coordinator engages new incoming families who arrive within the school year connecting them socially within their year level. Provision is made for families joining the community who have English as a second language.

Student attendance data 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.

## 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.

2018 saw our wellbeing team develop whole school Social Emotional Learning plans that focus on develop common language and consistent practices across the school. Our Student Attitudes to School data was positive

showing that students were engaged with learning and felt that teachers were supportive of their needs. The domain of 'Stimulating Learning' increased from 66% in 2017 - 73% in 2018, and 'Effort' increased from 68% in 2017 - 78% in 2018.

All students from Y4 – Y6 complete the Student Attitude to Schools survey in term 3. As well as using this data we trialed the resilience survey provided by Monash Support Services to further inform our practice and ensure we are indeed catering and supporting every child.

The Staff Opinion Survey results were very pleasing in 2018. The domain of 'School Leadership' was particularly pleasing with growth of 6% from 72% in 2017 - 78% in 2018.

### **Financial performance and position**

In 2018 was the first full year for Parkhill in our new learning spaces. Fundraising efforts were focused around the redevelopment of our play spaces following the loss of play equipment from the rebuild.

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 enrolments dropped at the end of 2018 with a large cohort of Y6 students leaving and a very small Foundation group coming in. We also lost several families to reallocating across the school. As a result of this, our staffing profile was in excess. To reduce this excess we placed one fulltime member of staff on the excess register. The marketing strategy moving forward will become a focus for us. Each year our staffing profile costs us more due to staff salary increases and enrolments are projected to stabilise around 300.

**For more detailed information regarding our school please visit our website at**  
<https://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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 311 students were enrolled at this school in 2018, 131 female and 180 male.

17 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

### 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.6	85.1	78.3	91.6

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.0	77.7	66.6	86.7

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.*

*“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).*

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.7	90.1	82.6	95.3	Lower
Mathematics	93.6	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	74.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	76.7	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	70.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	76.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	73.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	72.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	76.2	54.8	39.2	71.4	Higher

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	15.8	42.1	42.1
Numeracy	25.6	46.2	28.2
Writing	31.6	57.9	10.5
Spelling	21.1	50.0	28.9
Grammar and Punctuation	28.9	39.5	31.6

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.2	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	13.2	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	94	94	93	94	94	93	95

## WELLBEING

### 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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	69.6	81.7	73.8	88.7	Lower

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	74.3	81.2	72.2	90.3	Similar
<b>Percent endorsement (2 year average)</b>	72.9	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$2,375,371
Government Provided DET Grants	\$392,117
Government Grants Commonwealth	\$4,350
Government Grants State	\$0
Revenue Other	\$10,237
Locally Raised Funds	\$295,642
<b>Total Operating Revenue</b>	<b>\$3,077,717</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$31,657
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$31,657</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,300,109
Adjustments	\$0
Books & Publications	\$985
Communication Costs	\$4,104
Consumables	\$65,720
Miscellaneous Expense <sup>3</sup>	\$317,815
Professional Development	\$5,344
Property and Equipment Services	\$147,652
Salaries & Allowances <sup>4</sup>	\$36,964
Trading & Fundraising	\$30,570
Travel & Subsistence	\$0
Utilities	\$27,644
<b>Total Operating Expenditure</b>	<b>\$2,936,907</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$140,809</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$213,348
Official Account	\$35,646
Other Accounts	\$89,708
<b>Total Funds Available</b>	<b>\$338,702</b>

Financial Commitments	Actual
Operating Reserve	\$104,896
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$12,446
School Based Programs	\$26,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$25,197
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$107,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$63,163
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$338,702</b>

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 04 Mar 2019 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.*

# 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').