

2019 Annual Report to The School Community



School Name: Parkhill Primary School (5416)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 04 May 2020 at 11:43 AM by Elaine Brady (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 11 September 2020 at 01:50 PM by Dan Edwards (School Council President)

About Our School

School context

Parkhill Primary School is situated in Ashwood on grounds which offer plenty of space for students to enjoy. 2019 was a year of development with the completion of our new play spaces and garden area. 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 10 full-time teaching staff, 6 part-time teachers, 13 Education Support Staff and a School Chaplain funded through the Chaplaincy Program grants. Elaine Brady is the Principal and Michelle Smith is the Assistant Principal. There were 327 students enrolled in 2019.

At Parkhill Primary School, literacy and numeracy are the priority with a whole school learning and teaching approach providing students with explicit instruction and stimulating, challenging tasks. In 2019 there was a continued development of the staff's understanding of the inquiry process by implementing the 5e instructional model into the STEAM program. The school and community were 'full STEAM ahead' throughout the year. The beginning of the year saw the launch of the Essential Agreement which had been developed in 2018. The drive to ensure consistent practice around behaviour management and reporting of incidents was a huge focus through 2019. Children and families were introduced to the catastrophe scale, playground reports and explicit teaching of social emotional learning. The SEL program included the development of growth mindset thinking. A range of programs are offered to further nurture student learning and cater for individual needs and interests. These include Visual and Performing Arts, Chinese, Library, Physical Education, the program of inquiry which encompasses Science, Humanities, Technologies and Sustainability Programs; the Kitchen Garden program, Instrumental Music tuition, Swimming, Athletics, access to GATEWAYS, and JMSS school programs as well as Camp programs, ICAS, games club and more.

The Parkhill 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. 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. At Parkhill the team recognise that all children grow at their own rate and in their own way and the staff at Parkhill work hard to meet the needs of all children in our community. In the partnership between home and school, the common aim is to help each child grow into a well-rounded individual.

2019 was a School Review year for Parkhill - the end of one planning cycle and the beginning of the next.

Framework for Improving Student Outcomes (FISO)

Throughout 2019 our FISO improvement initiative foci areas were: Building practice excellence, Curriculum planning and assessment, Building leadership teams, Empowering students and building school pride, Setting expectations and promoting inclusion and Building communities.

We worked to developed whole school curricula in all learning areas, developed the existing program of inquiry in line with STEAM initiatives as well as having a focus upon high impact teaching and learning in Writing. Community feedback and communication continued to be a focus as we worked to embed the Parkhill Community Essential Agreement practices from 2018.

A restructure in leadership which included a School Improvement Team with the responsibility for driving initiatives in school was a huge success; the development of emergent leaders through our priority action teams was excellent. Our focus on targeted and purposeful writing moderation was evident in our reported data as well as helping develop learning goals for students that have impact. A focus of consistent practice in Social Emotional Learning and whole school instructional model was also evident in 2019 to support us in embedding current programs and priorities. Our FISO Professional Learning Community continued to be a sources of networking and PL for staff.

Achievement

In 2019 our Literacy and Numeracy data was pleasing with the school performing similar at times above to state means in writing, reading and Numeracy:

Y3 Reading – State 447, School 459
 Y3 Writing – State 435, School 428
 Y3 Numeracy – State 421, School 424

Y5 Reading – State 516, School 530
 Y5 Writing – State 487, School 462
 Y5 Numeracy – State 507, School 519

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.

Writing benchmark growth – 16%, Similar schools – 27%, State – 24%
 Maths benchmark growth – 35%, similar schools – 23%, State – 23%

We saw NAPLAN relative learning gain across the curriculum areas as:

Reading relative (high) growth – 37%, Similar schools – 27%, State – 25%
 Writing relative (high) growth – 16%, Similar schools – 27%, State – 25%
 Numeracy relative (high) growth – 39%, Similar schools – 24%, State – 25%

You will note the writing results were not pleasing. Writing will continue to be a focus area in 2020.

Our reading data continues to be strong.

Numeracy:

Y3 Numeracy top two band students – 47%, similar schools – 53%, State – 43%
 Y5 Numeracy top two band students – 37%, similar schools – 40%, State – 32%

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 children's education is a critical factor in student engagement and achievement, a number of strategies were used to foster positive relationships. We continued to develop and embed the Parkhill Community Essential Agreement practices that were developed in 2018. The successes in managing student engagement and behaviour was outstanding. We used data to inform our supervision and social interactions across the school. The school day was restructured to accommodate the needs of the children at Parkhill.

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.

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 and works through the Class Representative network to connect these families following enrolment. Provision is made for families joining the community who have English as a second language.

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.

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.

Throughout 2019 Social Emotional Learning was a priority area across the school for us at Parkhill. Investing time into the relationship we foster with families continues to be a priority too. These relationships form the basis of strong learning outcomes for all students at Parkhill. Using common language and consistent practices across the school we have seen a vast reduction in the number of incidents occurring on the playground and in the classroom, as well as an increase in the use of restorative practices to rebuild and heal the harm done to relationships. Our Student Attitudes to School data was positive showing that students were engaged with learning and felt that teachers were supportive of their needs.

Financial performance and position

During 2019 we used monies raised by our PFA to complete some landscaping and playspace works. The Foundation playground was completed. We were able to action the works from the Pride in Victorian School grant and have our playground area beside the garden developed to include a slide, dry creek and forested area.

We continue to support the community and the students, particularly those at risk, with a chaplaincy program, lunchtime clubs and additional Education Support across the school. Every class at Parkhill has Education Support staff at times throughout the week – much of this resource was funded through our Equity Funding grant.

Our enrolments dropped at the end of 2019 with a large cohort of Y6 students leaving and a very small Foundation group coming in, as well as some movement of families into other locations throughout the school. We were able to manage our staffing profile and budget around this with the help of a surplus carry over and some leave without pay requests. We did not have to declare the excess process this year. It is important to note that each year our staffing profile costs us more due to staff salary increases; enrolments are projected to fall again in 2020.

During 2019 it was announced that Parkhill would receive \$4 million to redevelop the Roger Beech Hall into a full-sized basketball and multipurpose learning space incorporating a STEAM room, OSH Club facility and staged Performing Arts learning area. Master planning work was underway by the end of the year.

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.

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: 

School Profile

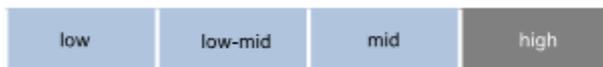
Enrolment Profile

A total of 292 students were enrolled at this school in 2019, 123 female and 169 male.

16 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

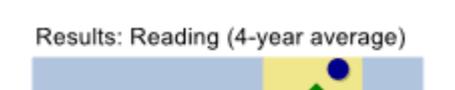
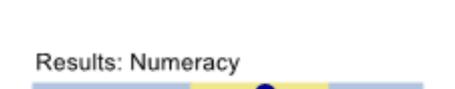
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Performance Summary

Achievement	Student Outcomes	Similar 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Below </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>Below </p> <p>Below </p>

Performance Summary

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>7%</td></tr> <tr><td>Medium</td><td>57%</td></tr> <tr><td>High</td><td>37%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>6%</td></tr> <tr><td>Medium</td><td>55%</td></tr> <tr><td>High</td><td>39%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>39%</td></tr> <tr><td>Medium</td><td>45%</td></tr> <tr><td>High</td><td>16%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>40%</td></tr> <tr><td>Medium</td><td>40%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>13%</td></tr> <tr><td>Medium</td><td>57%</td></tr> <tr><td>High</td><td>30%</td></tr> </table>	Gain Level	Percentage	Low	7%	Medium	57%	High	37%	Gain Level	Percentage	Low	6%	Medium	55%	High	39%	Gain Level	Percentage	Low	39%	Medium	45%	High	16%	Gain Level	Percentage	Low	40%	Medium	40%	High	20%	Gain Level	Percentage	Low	13%	Medium	57%	High	30%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <tr><th>Gain Level</th><th>Percentage</th></tr> <tr><td>Low</td><td>25%</td></tr> <tr><td>Medium</td><td>50%</td></tr> <tr><td>High</td><td>25%</td></tr> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</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>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	93 %	93 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	93 %	93 %	93 %	91 %	91 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</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>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,225,721	High Yield Investment Account	\$302,416
Government Provided DET Grants	\$297,079	Official Account	\$14,179
Government Grants Commonwealth	\$6,200	Other Accounts	\$3,333
Government Grants State	\$64,000	Total Funds Available	\$319,928
Revenue Other	\$15,603		
Locally Raised Funds	\$297,246		
Total Operating Revenue	\$2,905,850		
Equity¹			
Equity (Social Disadvantage)	\$25,553		
Equity Total	\$25,553		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,168,385	Operating Reserve	\$91,863
Books & Publications	\$1,312	Other Recurrent Expenditure	\$20
Communication Costs	\$6,691	Funds Received in Advance	\$24,860
Consumables	\$67,282	School Based Programs	\$18,500
Miscellaneous Expense ³	\$315,659	Funds for Committees/Shared Arrangements	\$19,269
Professional Development	\$9,177	Asset/Equipment Replacement < 12 months	\$65,000
Property and Equipment Services	\$106,292	Maintenance - Buildings/Grounds < 12 months	\$50,000
Salaries & Allowances ⁴	\$3,260	Capital - Buildings/Grounds > 12 months	\$50,000
Trading & Fundraising	\$19,014	Total Financial Commitments	\$319,511
Travel & Subsistence	\$731		
Utilities	\$39,870		
Total Operating Expenditure	\$2,737,672		
Net Operating Surplus/-Deficit	\$168,177		
Asset Acquisitions	\$143,329		

- (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 26 February 2020 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
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').