

# 2020 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](http://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 2020 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 30 April 2021 at 10:27 AM by Elaine Brady (Principal)

The 2020 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 30 April 2021 at 10:35 AM by Dan Edwards (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

### School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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. These levels 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').

## About Our School

### School context

Parkhill Primary School is situated in Ashwood on grounds which offer plenty of space for students to enjoy. 2020 was a year we will never forget. For the first time in Victorian schooling history we embarked on a remote learning journey where all families found themselves in lockdown, supporting their children's education as well as balancing their own working schedule. This is a phenomenal achievement.

Staff were beyond professional in their flexibility and dedication to meeting children's needs in such difficult circumstances, and families could not have been more supportive. Most of all, I was massively impressed by the children - as usual they were outstanding in their engagement and attitude towards the remote learning.

The events of 2020 have been a massive learning curve and united experience that we will never forget. The return to school in term 4 was wonderful! The school is again a hive of activity with Solar Car taking off and musical instrumental sessions beginning again.

My best wishes lay with the outgoing Y6 students who have been really hit hard by the events of 2020 - Y6 is always a challenging year but with no transition program and modified graduation celebrations, things were pretty tricky.

We were lucky that we were able to run a modified Kinder transition program with smaller groups of children coming onsite to be part of the classroom environment and meet the teachers. We look forward to expanding our school priority areas of writing, inquiry maths, and student voice and agency, as well as further developing our focus on student wellbeing and engagement, learning and connected communities as we move into 2021.

The school had 10 full-time teaching staff, 6 part-time teachers, 15 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 282 students enrolled in 2020.

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. Through our remote learning platform, teachers offered feedback and used writing goals aligned with curriculum to drive student learning and ensure minimal impact on student outcomes. In 2020 there was a continued development of the staff's understanding of the inquiry process by implementing the 5e instructional model into our inquiry, maths and STEAM program.

We continued to promote and embed our whole school Community Essential Agreement which outlines our standards and expectations in behavior of all members in our community. The drive to ensure consistent practice around behaviour management and reporting of incidents continues to be a huge focus through 2020. When onsite, the children developed their use of the catastrophe scale, playground reports and continued to engage in explicit teaching of social emotional learning. The SEL program includes 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 encompassing Science, Humanities, Technologies and Sustainability Programs, Kitchen Garden program, Instrumental Music Tuition, Swimming, Athletics. Some of our external programs were limited in 2020 and unfortunately we were unable to access to GATEWAYS, JMSS or run our usual camp programs.

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. 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. Throughout 2020 in spite of the challenges around remote learning these values remained the center of our practice. We allocated key contact people to families who needed additional support and guidance, offered a range of flexible learning options, individual, group and class face-face session via Google Meet

and more. As the year develop and the children returned onsite a massive focus on wellbeing and engagement was our main priority.

At Parkhill the team recognises 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 individuals.

**Framework for Improving Student Outcomes (FISO)**

Throughout 2020 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 delivered on many of our areas of improvement, however some of our associated actions were heavily modified to accommodate the nature of remote and flexible learning. We continued to use our professional development plans to guide professional learning and develop teacher capacity in the delivery of writing and the use of the 5e instructional model. High Impact teacher strategies continued to be high on our agenda for staff discussion particularly focused around Goal Setting, Feedback and Differentiation.

Notable areas of achievement include:

- \*The development of staff action teams meeting twice termly continuing throughout remote learning
- \*The use of visible learning goals in reading and writing across the school
- \*Ongoing cycle of feedback related to personal learning goals
- \*Team collaborative planning for inquiry, writing and inquiry maths using data from Essential Assessment to guide us incorporating SIT
- \*5E instructional model used consistently across all levels
- \*Writing conferencing starting in some teaching teams this will continue to be an area of growth in 2021
- \*Writing and inquiry maths moderation was trialed during remote learning
- \*Peer observation modified to account for remote learning using teaching videos and shared criteria
- \*Communication excelled during remote learning - regular weekly emails to families from teachers, ongoing daily communication and weekly communication from school leadership

We were lucky to facilitate a modified Kinder transition program with some online story time sessions, onsite classroom sessions, Webex parent information discussion forums and online tours.

**Achievement**

During remote learning, staff sourced, critically evaluated and implemented appropriately a range of online resources for content-delivery and assessment and consequently developed new ways of differentiating for students. The majority of our community coped well in the remote and flexible learning environment, others have maintained their learning progress, and some found it more difficult to access the learning provided for a range of reasons. We provided extra support to those who needed to catch up and those who have thrived to continue to extend their learning.

Staff worked hard to develop and improve feedback cycles that they used to support student learning growth during remote learning that were transferable into the classroom on return to school. We also implemented student voice surveys towards the end of each remote learning period to gauge how well students were travelling and to identify aspect of improvement we could accommodate.

Additionally, those students whose mental health and attendance to school were most affected were individually supported by Key Contact members of staff, both throughout the period of remote learning and on return to school. A range of processes were implemented to adapt to the unique learning environment that was created by COVID19.

These included:

- \* Workshops run for teachers throughout the period of remote and flexible learning to provide them with skills to develop online learning environments and sustain a high standard of learning and teaching.
- \* Provision of effectively evaluated learning platforms best suited to remote learning
- \* Monitoring of student engagement in these platforms via agreed upon class and year level wide involvement strategies - identification of at risk students and allocation of Key Contact people
- \* Evolution of a variety of these platforms in response to the feedback given by all stakeholders including parents and students
- \* Regularly updated procedures allowing teachers to make individual contact with their students and families
- \* Attitudes to school survey data was very impressive

Those students who are on the PSD program were either accommodated onsite at school if needed or through 1-1 support with an allocated member of the ES team. Provision for 'Work from Home' packs was also available for families who opted for an offline program.

### 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 and maintain our agreed protocols for managing student engagement and behaviour. We used data to inform our supervision and social interactions across the school.

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 was a real area of growth and improvement during remote learning.

Through the work of Suzanne Carmody our School Chaplain we continued to offer support to our welfare families. This was highly successful in engaging some of these families and supporting them through the challenges of remote learning.

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.

Student attendance at the commencement of the year was high. Most students were engaged in their learning tasks with a small percentage not engaging regularly - these children were tracked and monitored throughout and allocated a Key Contact person from our staff team to help bring them on board. We had minimal disengagement across the community which was an awesome feat. A range of communication tools were utilised to maintain contact and support with students and families. Teacher feedback on set tasks was maintained as per classroom activities with the introduction of writing goals as feedback and the continued use of personal reading goals. The use of surveys in the upper school helped us to review and improve the platforms and activities offered and the programs evolved. Koorie students were provided with their own personalised device if required and allocated a Key Contact person.

On return to school our SEL programs and school wide engagement strategies were a priority, with our care group and Buddy systems up and running as soon as possible.

### 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 2020 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 relationship form the basis of strong learning outcomes for all students at Parkhill. Using common language and consistent practices across the school we have seen increased classroom engagement, as well as an increase in the use of restorative practices to rebuild and heal the harm done to relationships.

The school's Compass management system tracks student academic progress and social and emotional concerns throughout the students' school life, staff record incidents and wellbeing concerns on compass chronicles in line with our Essential Agreement protocols. This has proven to be extremely valuable in building a clear picture of a student's achievements, engagement and behaviour over time.

### **Financial performance and position**

During 2020 we saw little financial activity due to the impact of CoVID19.

We continue to support the community and the students, particularly those at risk, with a chaplaincy program, lunchtime clubs when onsite and addition 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 2020 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 lost several members of your ES team due to the movement of PSD funded students out of the school. 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 2021.

Planning works continued on the develop of our Roger Beech Hall with the works projected to begin at the beginning of 2021. The project is a \$4 million federally funded redevelopment project which includes a full-sized basketball and multipurpose learning space incorporating a Kitchen Garden room, OSHClub facility and staged Performing Arts learning area.

The impact of CoVID was felt in our income generated by facility hirers. On return to school we chose to offer support to staff and facilitate comprehensive assessments which came at a large cost for casual relief staff. We felt this cost was well justified and the time was invaluable for staff. We also had a loss of fundraising income as the work of PFA was substantially reduced. The budget was altered to accommodate additional expenses that Covid brought with the purchasing of internet dongles for families to use during remote learning as well as postage of resources, additional sanitiser, face masks and thermometers to ensure we were able to meet the standards required.

**For more detailed information regarding our school please visit our website at**

**<https://parkhillps.vic.edu.au/>**

# Performance Summary

The Performance Summary for government schools 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

### Enrolment Profile

A total of 282 students were enrolled at this school in 2020, 112 female and 170 male.

16 percent of students had English as an additional language and 2 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.

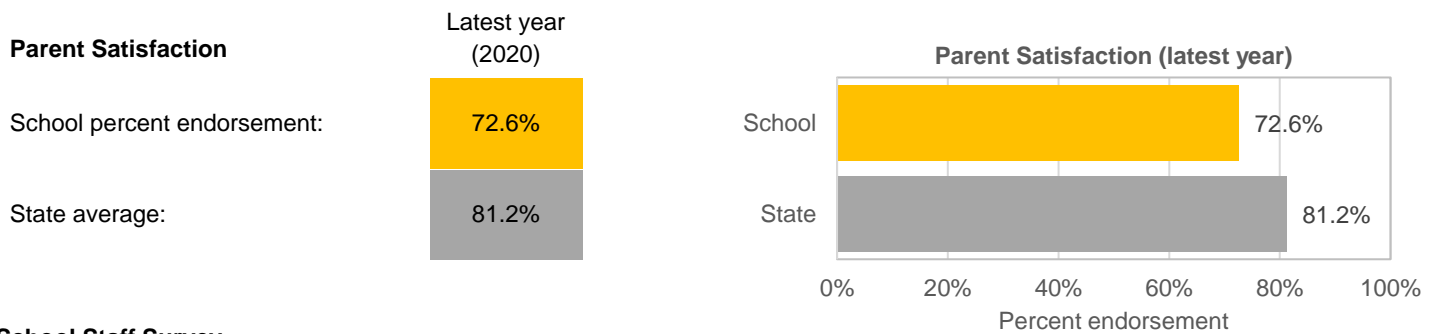
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### 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.

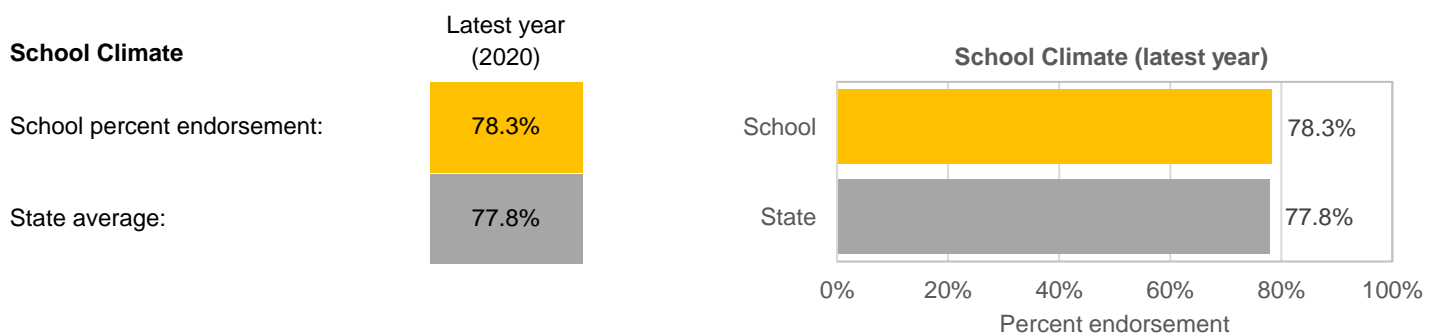


### School Staff Survey

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.





## ACHIEVEMENT

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

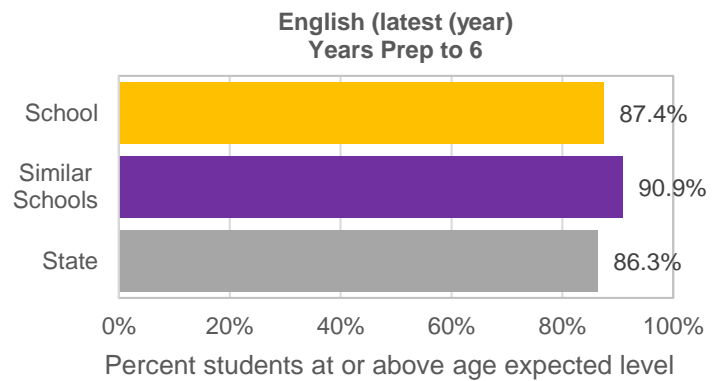
87.4%

Similar Schools average:

90.9%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

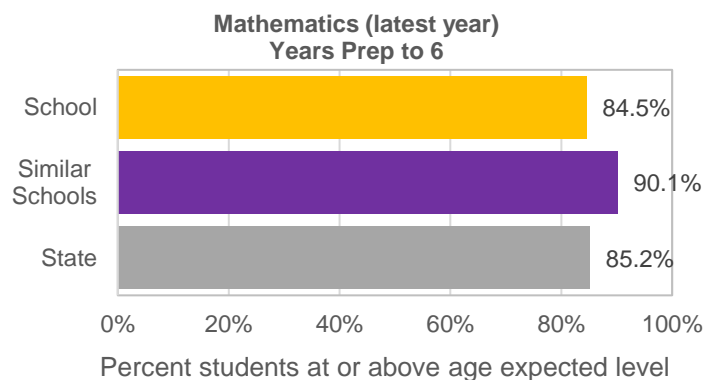
84.5%

Similar Schools average:

90.1%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

## ENGAGEMENT

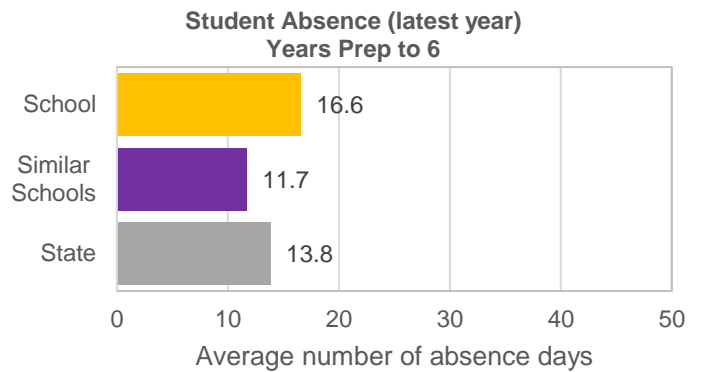
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	16.6	14.7
Similar Schools average:	11.7	13.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	90%	89%	93%	91%	92%	92%	92%

## WELLBEING

**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

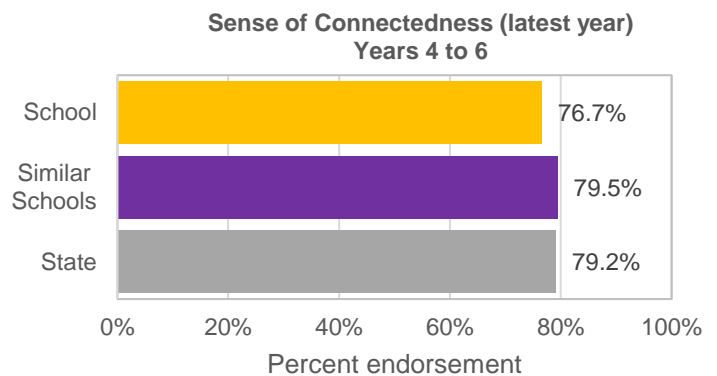
### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.7%	71.5%
Similar Schools average:	79.5%	79.6%
State average:	79.2%	81.0%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

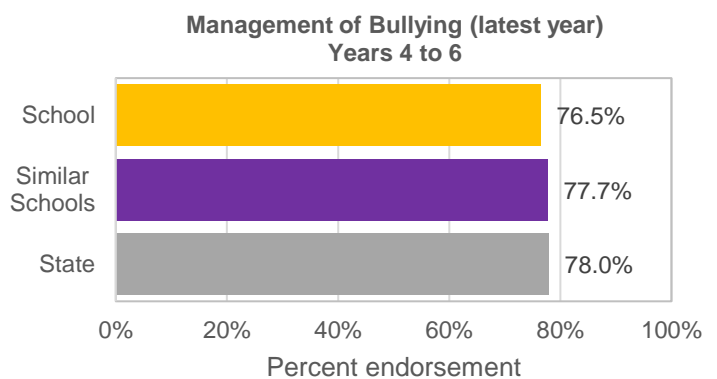
### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

#### Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	76.5%	73.4%
Similar Schools average:	77.7%	79.3%
State average:	78.0%	80.4%



*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,218,821
Government Provided DET Grants	\$314,110
Government Grants Commonwealth	\$1,140
Government Grants State	\$16,000
Revenue Other	\$4,951
Locally Raised Funds	\$127,600
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$2,682,621</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$27,063
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$27,063</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,215,136
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$6,836
Communication Costs	\$5,635
Consumables	\$54,938
Miscellaneous Expense <sup>3</sup>	\$10,096
Professional Development	\$11,043
Equipment/Maintenance/Hire	\$29,944
Property Services	\$13,890
Salaries & Allowances <sup>4</sup>	\$14,251
Support Services	\$152,003
Trading & Fundraising	\$5,827
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$4
Utilities	\$22,890
<b>Total Operating Expenditure</b>	<b>\$2,542,494</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$140,128</b>
<b>Asset Acquisitions</b>	<b>\$34,836</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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$404,232
Official Account	\$28,754
Other Accounts	\$4,950
<b>Total Funds Available</b>	<b>\$437,937</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$53,312
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$31,355
School Based Programs	\$59,500
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	\$94,000
Asset/Equipment Replacement < 12 months	\$25,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$50,000
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$413,168</b>

*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.*