

2025 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2026 at 06:40 PM by Joanne Jolly (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 26 March 2026 at 06:40 PM by Joanne Jolly (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

'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.

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 disabilities 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').

Updates to the 'Performance Summary' in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Parkhill Primary School's vision is to nurture success for all students, with our focus on equitable access to education for all. Our school is on top of a hill in leafy Ashwood, surrounded by generous natural surroundings and resources, including an oval, soccer field and multiple play spaces. We have a full-sized community based garden, chicken coop, and various play spaces. Our classrooms are modern and bright, offering flexibility with large glass doors and wide corridors. Our specialist areas are a well equipped rooms for STEAM (science, technology, engineering, arts and maths) classes, Mandarin and Performing Arts classrooms, and hall with full basketball court size incorporating a stage. Our Physical Education classes are held in the hall or on grounds and the gym gives our school the ability to have all year round PE classes, assemblies and special events. Visitors to Parkhill often mention the natural spaces when on the grounds, and comment on the community feeling of the school. A significant feature of our school improvement journey was the capital works project coming to fruition in 2025. New play spaces include the school entry plaza area with basketball, netball and downball courts, as well as rebound walls for target and ball games. The new adventure based playground is adjacent to the new plaza, with slides, climbing frames, rope courses and imaginative play areas. The tiered seating and community BBQ shelter began works, and will be finalised in 2026.

In 2025 Parkhill had a staffing profile comprising Principal, part time Assistant Principal, three admin staff, nine class teachers, four specialist teachers, one literacy tutor, and four ES support staff. Our class composition was Foundation x 2, Y1/2 x 2, Y3/4 x 3, Y5/6 x 2. Enrolments in August were 189 students comprising 58 EAL students, 52 students on NCCD, a small number of Aboriginal and Torres Strait Islander and International students and some students with PSD/DI funding.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2025 our school aimed to shift our exceeding band of student in Reading and viewing from 16% to 18% school wide, meeting our targets as measured by teacher judgement at 18.82%. Our NAPLAN cohort from 2023 Year 3 to our 2025 Year 5s have shown individual growth in all areas bar one, and a lowering of students needing additional support from Y3 to Y5. High relative growth NAPLAN data saw a downward trend for our Y3-5 cohort in 2025, and while and known and addressed factor, forms the basis for teacher professional learning and data cycle foci in 2026. In

2025 students achieved highest in the Conventions of Language tests, an overall positive result indicating the fidelity of the phonics and word work scope and sequences embedded since 2023.

In 2025 Teacher Judgement Time Series (TJTS) reported 69% of students achieving at or above level school wide in the Maths 2.0 curriculum. In English, the TJTS placed students as the following: Reading & Viewing had 74% of students at or above level, Speaking and Listening at 69% at or above level and Writing at 65%. These areas, while currently tracking to meet our targets for the four year strategic plan ending in 2028, are factors that will become influenced by teacher professional learning and work in 2026. Parkhill's multi-year average for student needing additional support has generally trended down, demonstrating our intervention and multi-tiered systems of support (MTSS) have hit the mark for most students over the previous five years. A particular highlight from 2025 was the NAPLAN writing results for Year 3, having no students in the "Needing Additional Support" (NAS) band.

While these results highlight areas for continued growth and refinement in our practice, the overall data indicates that the strategic focus on explicit teaching, targeted intervention and professional learning is beginning to positively influence student outcomes. Encouragingly, trends across multiple data sets suggest that student achievement is steadily improving, providing growing confidence that the school's deliberate and sustained efforts are supporting a positive trajectory for learning and achievement.

Wellbeing

In comparison to our 2024 Annual report Parkhill continues an upward positive outcome towards our four-year strategic plan goals. Our Parent satisfaction survey results continued an overall upward trend, increasing by 2% positive endorsement over the past twelve months. Similarly, the school staff survey continued with a 2% positive endorsement trend as well. Student wellbeing data from the previous annual report show similar results of positive endorsement in the "Sense of Connectedness" and "Managing Bullying" with both factors in the low and high 70s percent respectively. Both factors exceed the four year targets laid out in the school's strategic plan.

A key priority has been the continued embedding of our School Wide Positive Behaviour Support (SWPBS) framework to strengthen equity and consistency of practice across the school. Central to this work has been the clear articulation and enactment of shared school protocols, ensuring that staff and students operate with a common understanding of expectations and responsibilities. Through this work we have reinforced our collective commitment to collegiate success, with staff consistently implementing agreed practices and students developing an understanding of the importance of these protocols in supporting a positive learning environment. This approach reflects our shared belief that a dignified, calm and orderly space for learning is fundamental to effective teaching and learning, and forms an important foundation for the Victorian Teaching and Learning Model (VTLM). Our commitment to the creating the right conditions for learning saw staff engage in a variety of professional learning in 20225 informed by the works of Tom Bennett, AERO, NSW DE "What works best", Tom Sherrington and Nathaniel Swain (SoL).

Supporting this classroom work has been continuation of a proud House group structure. House groups provide opportunities for student voice and engagement with key social and emotional learning priorities, including Respectful Relationships, the SWPBS matrix, First Nations perspectives and our school protocols, strengthening student community and collective responsibility.

Engagement

In 2025 Parkhill PS continued its work with Deakin University to engage pre-service counselling staff to support students at risk of disengagement, school refusal and those experiencing complex family situations. This continues to be a well-received program by students and the community alike, with students reporting in the Attitudes to School Survey (AtoSS) an increase in the “Advocate at school” factor from 83% in 2024 to 87% in 2025. Alongside the pre-service counselling staff, wrap-around student support service groups also continued throughout the year, and we were fortunate to see many families and students participate in these supports.

Another highlight of the year was the delivery of several key programs for students and the broader community, including the Think U Know presentations by community police units regarding online bullying, privacy and safe communications. Over the course of the year we also hosted several other incursions aligned to our Social and Emotional Learning (SEL) and School Wide Positive Behaviour Support (SWPBS) frameworks, including programs delivered by Brainstorm Productions and our Year 5 leadership training program UPP (Unleashing Positive Potential).

Student engagement remains steady, with a four-year trend of approximately 20 days absence, placing our school in a similar range to other like schools and slightly better than the state average. Strong and consistent messaging from the school highlighting the importance of attendance for both academic progress and student wellbeing in 2025 has contributed to an improvement in unexplained absences. The Student Opinion Survey “Attitudes to Attendance” factor increased from 78% in 2024 to 81% in 2025. The student “Sense of inclusion” factor also rose from 82% positive endorsement in 2024 to 89% in 2025, which is two percent higher than the network average. Parent Sense of Community engagement also increased from 91% in 2024 to 96% in 2025.

A significant contributor to this continued sense of engagement is the community-driven nature of Parkhill PS. Students and families participate in a wide range of social and school improvement initiatives supported by the strong work of our PFA and school leadership, reflecting a shared commitment to the school’s success. Parkhill fosters a culture of inclusion by ensuring not only that everyone is invited to engage with the school, but that the community’s individual strengths and talents are valued and brought together to support every student’s success.

Effective teaching practice within the “cognitive engagement” module was reported by students at 72% positive endorsement. In 2025 the teacher focus was on implementing the Victorian Teaching and Learning Model as represented in the school’s instructional model. This included a strong emphasis on the fidelity of core classroom practices, with consistent engagement in curriculum content and clear classroom norms supporting improved learning conditions for all students.

Together, these initiatives reflect our ongoing commitment to strengthening student wellbeing, engagement and learning outcomes through a collaborative and inclusive school community.

Other highlights from the school year

In 2025 year 3-6 students attended The Ranch on the Mornington Peninsula, which saw most students attend and enjoy the adventure of this outdoor education based camp. The Ranch also facilitated pre and post wellbeing and goal based sessions for our students, and data and feedback from these sessions showed all students enjoyed the challenge of this camp. Our Year 2s undertook their first school sleepover and our Foundations and Year 1s enjoyed excursions to Myuna Farm. Our incursions included Multicultural Day events, Sporting School Victoria clinics and wellbeing incursions.

While not a production year, our school had the opportunity to showcase their performing arts talents by participating in the State School Spectacular. Our troupe of students representing Parkhill with pride at this state wide event. Our students also shone on the sporting front, with many of our students competing at district level in Swimming, Athletics and Cross Country. 2025 saw our school achieve a disproportionate amount of district trophies for our size, which was a source of whole school pride.

The end of 2025 saw our whole-school event, "Fun Food and Carols", bring the year to a close following a wide range of successful community-based events. Throughout the year families and students engaged in activities such as the Colour Run, Footy Day, Twilight Sports, Open Week and the School Disco, each providing opportunities for connection, celebration and community participation. These events reflect the strong partnership between Parkhill and its families, and the shared commitment to fostering a vibrant and inclusive school culture. The year concluded with a collaborative performance featuring the Australian Youth Band and our school choir, providing a fitting and celebratory end to a year rich in community engagement.

Financial performance

Parkhill Primary School maintained a sound and stable financial position in 2025, with careful management ensuring that resources were prioritised to support student learning, wellbeing programs, and the smooth operation of the school. The school achieved a significant reduction in its operating deficit, decreasing from \$97,069 in 2024 to \$19,281 in 2025, reflecting targeted expenditure adjustments, efficient resource allocation, and strong financial governance.

The majority of the school's funding was provided through the Department of Education's Student Resource Package (SRP), which supports staffing, operational costs, and learning programs. In addition, the school received equity funding, targeted government grants, and locally raised funds, including voluntary parent contributions and fundraising initiatives. These additional funds were directed to support students requiring extra learning assistance, enhance teaching resources, and strengthen wellbeing programs.

Expenditure during the year focused on staffing, curriculum programs, classroom and technology resources, property maintenance, and utilities, ensuring that all students have access to high-quality learning environments. There were no extraordinary revenue or expenditure items during the reporting period.

School Council continued to provide strong financial oversight, overseeing routine contracts and agreements for services including property maintenance, ICT support, and curriculum resources.

Financial planning continues to align with the school's strategic priorities, including literacy and numeracy improvement, student wellbeing initiatives, and enhancing STEAM learning opportunities. Overall Parkhill Primary School remains in a stable and well-managed financial position, demonstrating careful stewardship of funds while supporting student outcomes and community expectations.

**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 2.0 (FISO 2.0).

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 185 students were enrolled at this school in 2025, 83 female and 102 male. 34% had English as an additional language and NDP 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). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Low**.




Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey) | School | 91.7% |  |
| | Similar schools | 79.2% |  |
| | State | 82.0% |  |

School Staff Survey


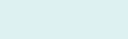


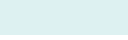

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

| | | 2025 | |
|---|-----------------|-------|---|
| % positive endorsement School Climate (School Staff Survey) | School | 72.9% |  |
| | Similar schools | 79.4% |  |
| | State | 77.4% |  |

LEARNING




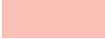
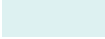


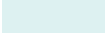


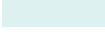

Teacher Judgement of student achievement against the Victorian Curriculum

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

| | | 2025 | |
|--|-----------------|--------------|---|
| English Prep - 6 % of students at or above age expected standards | School | 83.6% |  |
| | Similar schools | 90.4% |  |
| | State | 86.3% |  |
| Mathematics Prep - 6 % of students at or above age expected standards | School | 80.5% |  |
| | Similar schools | 88.8% |  |
| | State | 84.2% |  |

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.


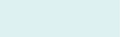




| | | 2025 | | 3-year average |
|---|-----------------|--------------|---|----------------|
| Reading Year 3 % of students Strong or Exceeding proficiency levels | School | 66.7% |  | 66.7% |
| | Similar schools | 79.6% |  | 79.5% |
| | State | 69.5% |  | 69.3% |
| Reading Year 5 % of students Strong or Exceeding proficiency levels | School | 69.2% |  | 82.7% |
| | Similar schools | 83.9% |  | 84.6% |
| | State | 73.9% |  | 74.6% |
| Numeracy Year 3 % of students Strong or Exceeding proficiency levels | School | 71.4% |  | 67.5% |
| | Similar schools | 76.5% |  | 77.1% |
| | State | 66.2% |  | 66.4% |
| Numeracy Year 5 % of students Strong or Exceeding proficiency levels | School | 66.7% |  | 77.2% |
| | Similar schools | 79.7% |  | 79.1% |
| | State | 69.1% |  | 68.1% |

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative 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'.




A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

| | | 2025 | |
|--|-----------------|--------------|---|
| Reading Year 3 to 5 % of students High or Medium relative growth | School | 65.2% |  |
| | Similar schools | 78.9% |  |
| | State | 74.7% |  |
| Numeracy Year 3 to 5 % of students High or Medium relative growth | School | 63.6% |  |
| | Similar schools | 78.6% |  |
| | State | 74.0% |  |

WELLBEING




Student Attitudes to School – Sense of Connectedness

The percentage 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).

| | | 2025 | | 4-year average |
|--|-----------------|--------------|---|----------------|
| Years 4 to 6 % positive endorsement | School | 77.2% |  | 68.5% |
| | Similar schools | 79.2% |  | 78.7% |
| | State | 77.1% |  | 77.3% |

Student Attitudes to School – Managing Bullying

The percentage 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).

| | | 2025 | | 4-year average |
|--|-----------------|--------------|---|----------------|
| Years 4 to 6 % positive endorsement | School | 72.8% |  | 66.1% |
| | Similar schools | 77.5% |  | 76.4% |
| | State | 76.4% |  | 75.8% |

ENGAGEMENT








Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

| | | 2025 | 4-year average |
|----------|-----------------|------|----------------|
| Prep - 6 | School | 21.0 | 20.8 |
| | Similar schools | 19.8 | 20.2 |
| | State | 21.5 | 21.7 |

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

| | | 2025 | |
|--------|--------|-------|---|
| Prep | School | 91.0% |  |
| Year 1 | School | 89.3% |  |
| Year 2 | School | 86.8% |  |
| Year 3 | School | 92.0% |  |
| Year 4 | School | 91.4% |  |
| Year 5 | School | 87.2% |  |
| Year 6 | School | 87.6% |  |

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$1,913,045 |
| Government Provided DET Grants | \$178,703 |
| Government Grants Commonwealth | \$7,970 |
| Government Grants State | \$0 |
| Revenue Other | \$12,000 |
| Locally Raised Funds | \$219,906 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$2,331,622 |

| Equity | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$25,040 |
| Equity (Catch Up) | \$0 |
| Equity (Social Disadvantage - Extraordinary Growth) | \$0 |
| Equity Total | \$25,040 |

The equity funding reported above is a subset of the overall revenue reported by the school.

| Expenditure | Actual |
|---------------------------------------|-------------|
| Student Resource Package ¹ | \$1,932,404 |
| Adjustments | \$0 |
| Books & Publications | \$926 |
| Camps/Excursions/Activities | \$90,352 |
| Communication Costs | \$4,349 |
| Consumables | \$43,158 |
| Miscellaneous Expenses ² | \$17,107 |
| Agency Staff | \$85,137 |
| Professional Development | \$5,746 |
| Equipment/Maintenance/Hire | \$34,600 |
| Property Services | \$62,655 |
| Salaries & Allowances ³ | \$63,071 |
| Support Services | \$3,864 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Trading & Fundraising | \$11,819 |
| Motor Vehicle Expenses | \$0 |
| Travel & Subsistence | \$0 |
| Utilities | \$29,694 |
| Total Operating Expenditure | \$2,384,882 |
| Net Operating Surplus/-Deficit | (\$53,260) |
| Asset Acquisitions | \$16,369 |

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

| Funds Available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$132,569 |
| Official Account | \$10,297 |
| Other Accounts | \$14,705 |
| Total Funds Available | \$157,571 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$75,413 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$4,745 |
| School Based Programs | \$33,082 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$28,128 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$18,250 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$52,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$211,618 |

All funds received from the Department of Education, 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.