

# 2025 Annual Report to the School Community

School Name: Parkdale Primary School (4171)



- 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 17 March 2026 at 10:52 AM by Leanne Bradney (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 17 March 2026 at 10:52 AM by Leanne Bradney (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

Parkdale Primary School is located in the City of Kingston in the Bayside area of Southeast Melbourne. Parkdale Primary understands and values the role of catering to the needs of all students. We strive for excellence in academic achievement and promote the development of the whole child. The staff are committed to team planning and professional development to provide the best possible learning environment for the students at Parkdale Primary School. The school promotes a caring atmosphere with clearly defined expectations. Staff recognise the importance of student wellbeing and work hard to provide each student with the opportunity to learn and grow in a safe and secure environment while developing meaningful relationships.

In 2025, the enrolment was 637 with a relative even gender balance of girls (54%) and boys (46%). The school is organised in year levels: Foundation X 5, Grade 1 X 4, Grade 2 X 4, Grade 3 X 4, Grade 4 X 4, Grade 4 X 4, and Grade 6 X 4. In 2025, we had 29 classes with Learning Support Teachers in all year levels, and we offer specialist programs in Visual Arts, Performing Arts, Japanese, Physical Education, Digital Technologies, and Wellbeing.

The school has three Principal class officers, three Learning Specialists, and ten Education Support staff, including Teacher Assistants, Office staff, a First Aid Officer, an IT Technician, and a Maintenance person.

Values: The six values that we embody at Parkdale Primary School are Responsibility, Resilience, Respect, Integrity, Cooperation, and Excellence (otherwise known as The Super Six).

Parkdale Primary School's Student Family Occupation and Education category is: 0.1100

School Goals:

1. Improve literacy and numeracy outcomes for all students.
2. Improve engagement outcomes for all students.
3. Improve the wellbeing of all students.

Our school motto is "Together We Achieve," exemplifying the relationship between staff, students, and the school community. Our website: <https://www.parkdaleps.vic.edu.au> provides further details about our school.

## Progress towards strategic goals, student outcomes and student engagement

### Learning

#### LEARNING

Parkdale Primary School remains dedicated to achieving academic excellence and strong learning outcomes for every student. A unified, whole-school approach to planning ensures consistency in teaching and learning across all year levels. Throughout 2025, we further strengthened our Professional Learning Communities (PLCs), refining teacher practice and building staff capacity to use data effectively to meet students at their point of need.

Each year level is provided with dedicated weekly planning time to analyse student data, guide instruction, and maintain consistency across the school. Through collaborative planning and rigorous assessment practices, teams have continued to enhance student achievement in Literacy and Numeracy. Our shared numeracy planning within PLCs has deepened teacher knowledge and strengthened mathematics instruction. Lessons are carefully sequenced, with differentiated tasks designed to support and challenge students according to their individual learning needs.

In 2025, our literacy focus centred on building a strong and consistent understanding of a knowledge rich curriculum and developing integrated units that connect literacy and inquiry learning. We also enhanced our phonics program from Foundation to Year 6, ensuring all students develop a solid foundation in literacy skills. Staff further developed their expertise in Explicit Direct Instruction (EDI), enabling the delivery of clear, structured, and purposeful lessons. These initiatives reflect our strong commitment to evidence-based teaching practices that drive student success.

To provide targeted support, additional teachers and support staff were employed through the Tutor Learning Initiative and Tier 2 funding. Learning Specialists in Numeracy, Literacy, and PLC development played a vital role in leading and sustaining whole school improvement.

Our 2025 English Teacher Judgements indicate that 97.4% of students from Foundation to Year 6 achieved at or above age expected standards. In Mathematics, 98.4% of students met or exceeded expected standards.

NAPLAN results for Year 3 and Year 5 continue to demonstrate strong performance in Reading and Numeracy, exceeding state and similar school averages:

- Year 3 Reading: 94.3% of students in the 'strong or exceeding' category
- Year 5 Reading: 95.9% of students in the 'strong or exceeding' category
- Year 3 Numeracy: 95.4% of students in the 'strong or exceeding' category
- Year 5 Numeracy: 96.9% of students in the 'strong or exceeding' category

From Year 3 to Year 5, 77.1% of students achieved high or medium relative growth in Reading, while 87.4% achieved high or medium relative growth in Numeracy.

Looking ahead to 2026, Literacy and Numeracy will remain central priorities, ensuring every student continues to thrive through high quality teaching and learning experiences.

## Wellbeing

### **WELLBEING**

At Parkdale Primary School, we continued to prioritise a safe, inclusive and supportive environment where every student feels valued and cared for. Wellbeing lessons were embedded within the curriculum, drawing on the Respectful Relationships program to strengthen students' social and emotional skills. In addition, students participated in weekly specialist wellbeing sessions for one semester, led by a dedicated wellbeing teacher. Our programs were further enhanced through partnerships with external providers and the ongoing work of our committed wellbeing team. Staff also engaged in targeted professional learning to strengthen their understanding of student wellbeing and engagement.

Our strong focus on both mental and physical health was reinforced through structured weekly physical activity, including timetabled sport lessons and year level sports sessions. Students were also encouraged to take part in a broad range of extracurricular opportunities across the year, supporting personal development, teamwork and a strong sense of belonging within our school community.

In 2025, results from the Attitudes to School Survey (ATOSS) for students in Years 4–6 reflected positive outcomes. Sense of Connectedness was recorded at 81.4%, while the Management of Bullying measure was 78.2%, both exceeding state and similar school averages.

Parent opinion data showed continued high levels of satisfaction, with an overall positive endorsement of 89.9%, above the state average. Staff survey results also demonstrated a strong endorsement of school climate at 90.7%, surpassing both state and similar school benchmarks.

Looking ahead to 2026, student health and wellbeing will remain a central priority, ensuring a nurturing, inclusive and supportive environment where all students can thrive.

## Engagement

### **ENGAGEMENT**

Parkdale Primary School fosters a positive, inclusive learning environment where every student feels valued, respected and connected to the school community. Our curriculum is thoughtfully designed to engage all learners by recognising and responding to their diverse needs. High quality teaching, an inclusive curriculum, and strong, respectful relationships between staff and students remain central to our educational approach.

Throughout the year, staff implemented a range of targeted strategies and programs to strengthen student engagement, including professional learning in PCMS with a focus on fostering positive, respectful relationships between staff and students. Teaching teams worked collaboratively, sharing best practice and planning together to ensure the strongest possible outcomes for all students.

Maintaining strong student attendance has remained a priority. In 2025, the average number of absence days per student was 15.8%, lower than both state and similar school averages. All year levels recorded attendance rates of 91% or higher, reflecting the positive partnerships we have built with students and families. Regular communication with parents via email, phone and the school newsletter reinforced the importance of consistent attendance.

Targeted Learning Initiative (TLI) sessions operated throughout the year, providing additional support in reading, writing and mathematics. Students also participated in five specialist classes each week, offering a broad and engaging curriculum that promotes skill development across multiple learning areas.

Parkdale Primary School provides extensive extracurricular and leadership opportunities to further enhance student engagement. Student voice is actively promoted through the Student Representative Council (SRC), leadership roles, personalised learning goals and student forums. A variety of whole school events, including assemblies, camps, excursions, sporting events and a whole school concert contributed to a vibrant, connected and engaging school culture.

## Other highlights from the school year

### OTHER HIGHLIGHTS

In 2025, Parkdale Primary School offered a wide range of enriching experiences and events across the year. Highlights included:

- Camps for students in Years 3, 4, 5 and 6
- Swimming and Beach Programs
- A broad range of sporting opportunities, including Athletics, Cross Country, Swimming, Aerobics and Interschool Sport
- Participation in the Australian Mathematics Competition, Prime Minister's Spelling Bee and Premiers Reading Challenge
- Involvement in the Gateways Challenge and VHAP
- A variety of excursions and incursions across Foundation to Year 6
- A whole school concert, showcasing student talent and celebrating our school community

## Financial performance

### FINANCIAL

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. The school operated within the designated expenditure budget for the 2025 year. The school budget funded a number of educational programs, school facilities and maintenance projects. Parkdale Primary School remains in a sound financial position with a net

operating surplus in 2025. Well planned budgets are monitored against the annual budget to ensure the school's resources support its educational priorities. The school monitors parent contributions and user pay activities to meet the needs of the students. School council was informed at each meeting of the school's financial position.

- (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 2025 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 refer to school-level payroll.

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

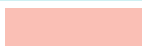

A total of 624 students were enrolled at this school in 2025, 337 female and 287 male. 8% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

### 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**.

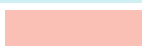
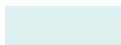

### Parent Satisfaction Summary

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	89.9%	
	Similar schools	75.9%	
	State	82.0%	

### School Staff Survey


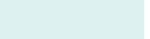


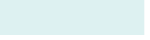

The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	90.7%	
	Similar schools	78.2%	
	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	
<b>English Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>97.4%</b>	
	Similar schools	94.7%	
	State	86.3%	
<b>Mathematics Prep - 6 % of students at or above age expected standards</b>	<b>School</b>	<b>98.4%</b>	
	Similar schools	94.4%	
	State	84.2%	

## NAPLAN

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


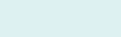


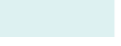

		2025	3-year average
<b>Reading Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>94.3%</b>	<b>91.7%</b>
	Similar schools	83.9%	83.9%
	State	69.5%	69.3%
<b>Reading Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>95.9%</b>	<b>95.0%</b>
	Similar schools	89.2%	88.9%
	State	73.9%	74.6%
<b>Numeracy Year 3 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>95.4%</b>	<b>93.1%</b>
	Similar schools	82.5%	82.8%
	State	66.2%	66.4%
<b>Numeracy Year 5 % of students Strong or Exceeding proficiency levels</b>	<b>School</b>	<b>96.9%</b>	<b>94.0%</b>
	Similar schools	84.9%	83.4%
	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'.


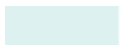

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
<b>Reading Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>77.1%</b>	
	Similar schools	79.0%	
	State	74.7%	
<b>Numeracy Year 3 to 5 % of students High or Medium relative growth</b>	<b>School</b>	<b>87.4%</b>	
	Similar schools	75.1%	
	State	74.0%	

## WELLBEING


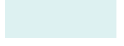

### Student Attitudes to School – Sense of Connectedness

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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>81.4%</b>		<b>81.9%</b>
	Similar schools	74.6%		75.3%
	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
<b>Years 4 to 6 % positive endorsement</b>	<b>School</b>	<b>78.2%</b>		<b>78.0%</b>
	Similar schools	73.4%		73.4%
	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	15.8	17.0
	Similar schools	17.9	18.3
	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	92.5%	
Year 1	School	92.3%	
Year 2	School	92.1%	
Year 3	School	91.5%	
Year 4	School	92.4%	
Year 5	School	92.2%	
Year 6	School	91.4%	

## 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	\$4,876,012
Government Provided DET Grants	\$1,329,056
Government Grants Commonwealth	\$7,694
Government Grants State	\$1,375
Revenue Other	\$25,506
Locally Raised Funds	\$556,910
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,796,553</b>

Equity	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

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

Expenditure	Actual
Student Resource Package <sup>1</sup>	\$5,884,633
Adjustments	\$0
Books & Publications	\$2,615
Camps/Excursions/Activities	\$277,138
Communication Costs	\$4,033
Consumables	\$71,180
Miscellaneous Expenses <sup>2</sup>	\$35,996
Agency Staff	\$141,490
Professional Development	\$22,812
Equipment/Maintenance/Hire	\$116,609
Property Services	\$205,845
Salaries & Allowances <sup>3</sup>	\$169,174
Support Services	\$63,770

<b>Expenditure</b>	<b>Actual</b>
Trading & Fundraising	\$60,937
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$766
Utilities	\$40,990
<b>Total Operating Expenditure</b>	<b>\$7,097,990</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$301,437)</b>
<b>Asset Acquisitions</b>	<b>\$44,245</b>

<sup>1</sup> Student Resource Package Expenditure figures are subject to change during the reconciliation process.

<sup>2</sup> Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

<sup>3</sup> Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$909,410
Official Account	\$25,276
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$934,686</b>

Financial Commitments	Actual
Operating Reserve	\$202,226
Other Recurrent Expenditure	\$3,329
Provision Accounts	\$0
Funds Received in Advance	\$219,998
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$330,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$755,553</b>

*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.*