

# 2022 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 ([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 of the previous calendar year 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 21 March 2023 at 09:15 AM by Leanne Bradney (Principal)

- This 2022 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 27 March 2023 at 09:58 PM by Suzanne Kneen (School Council President)

## How to read the Annual Report

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### 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.

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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

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## 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.

'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 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').

# About Our School

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## School context

Parkdale Primary School is located in the City of Kingston in a Bayside area of south east 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 2022 the enrolment was 670 with an even gender balance of girls/boys. The school is organized in year levels, Foundation X 5, Grade 1 X 5, Grade 2 X 5, Grade 3 X 4, Grade 4 X 5, Grade 5 x 4 and grade 6 x4.. In 2022 we had 30 classes with Learning Support Teachers in all year levels and we offer Specialist programs in Visual Arts, Performing Arts, Japanese, Phys Ed, Wellbeing and Digital technologies. The school has 3 Principal class officers, 12 Education Support staff including Teacher Assistants, office staff, a School First Aid Officer, IT Technician and a School maintenance person.

The school does not currently have any Aboriginal or Torres Strait Islander staff. Programs for overseas students not applicable. Values: The 6 values that we embody at Parkdale Primary School are Responsibility, Resilience, Respect, Integrity, Co-operation and Excellence (otherwise known as The Super Six).

Parkdale Primary School's Student Family Occupation and Education category is: 0.1171

School Goals

Goal 1. Improve literacy and numeracy outcomes for all students

Goal 2. Improve engagement outcomes for all students.

Goal 3. To 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.

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

### Learning

PPS has continued to ensure our strong focus on academic progress for all children and is proud of its strong student learning for all children. A cohesive team approach to planning ensures consistent teaching and learning across each year level. We continued to consolidate and improve our Professional Learning Communities in 2022. The PLC process has enhanced teacher practice and upskilled staff to utilise a range of data to teach students at their point of need.

All year levels have planning time during the day throughout the week to use academic data to drive planning and ensure consistency across each year level. PPS has continued to work as effective teams to improve student learning outcomes in Literacy and Numeracy, through collaborative planning and assessment procedures. We had a whole school focus on Maths in 2022 focusing on building teacher capacity in teaching maths, implementing essential assessment for maths and utilizing the PLC model to facilitate math's planning across the school.

We employed extra support staff and teachers via the tutor learning initiative and Tier 2 funding to support children to consolidate their learning. Dedicated Learning specialists in Numeracy, Literacy and PLC have facilitated improvement across the school.

In 2022 English Teacher Judgements, 97.9% of our students from Foundation - Grade 6 were assessed at or above age expected standards. In Mathematics Teacher Judgements, 99.3% of our students from Foundation - Grade 6 were assessed at or above age expected standards.

Our NAPLAN results are strong across Reading and Numeracy.

Year 3 Reading percentage of students in top 3 bands – 91.6%

Year 5 Reading percentage of students in top 3 bands – 89.1%

Year 3 Numeracy percentage of students in top 3 bands – 86.0%

Year 5 Numeracy percentage of students in top 3 bands – 76.1%

Literacy, Numeracy and Wellbeing will continue to be areas of priority in 2023.  
The school has less than 10 PSD funded students

## Wellbeing

As a school we continued to provide a safe and happy environment for the students. Wellbeing lessons were taught as part of our learning programs using resources from respectful relationships. Students also attended weekly specialist sessions focused on wellbeing for a semesters. A staff member from each year level has completed the RRR PD to facilitate the planning of RRR in each year level. Planning documents reflect the use of Resilience project and Respectful relationship curriculum. Staff also undertook professional development in the Zones of Regulation to implement across the school.

We have continued a strong focus on students mental health and wellbeing as well as their physical wellbeing. Students participate in weekly physical activity through scheduled sport lessons as well as year level sport sessions. Students had the opportunity to participate in a wide variety of extra curricula activities throughout the year.

In 2022, the ATOSS measures overall reported a positive endorsement from our Grade 4-6 cohort. Sense of connectedness 84.4% Overall parent satisfaction was a positive endorsement of 82.1%, this was above state level.

School staff results indicate a positive endorsement for School climate 83.5%, this was above state level.

The Health and Wellbeing of all students will continue to be a focus in 2023.

## Engagement

Parkdale Primary School provides a positive environment for teaching and learning allowing students to feel valued and connected within the school setting. Our curriculum engages all students by recognising and responding to their diverse learning needs. Effective teaching, inclusive curriculum and respectful relationships between staff and students is promoted through the school. Staff implemented a variety of methods and programs focusing on engagement of students through inquiry units and the use of technology. Teams and year levels shared best practice and continued to work collaboratively to deliver the best outcomes for our students. Our school has maintained a strong focus on regular attendance. In 2022, the average number of absence days per child was 18.2. This figure was below the state average. All year levels had attendance of 90% and above. This measurement is a positive endorsement of our strong connection with students and families.

To support student non-attendance strategies email and phone communication was made with parents. The importance of school attendance was communicated in the school newsletter.

TLI sessions ran throughout the year, targeting reading, writing and maths. The students participate in 5 specialist sessions each week giving them the opportunity to experience various curriculum areas.

Parkdale Primary provides a depth of extra-curricular activities and leadership opportunities for the students. Student voice is encouraged through SRC, leadership, student learning goals and student forums. We ran many whole school events with the students, such as assemblies, camps, excursions, sporting activities, whole school fun run and a Christmas concert at the end of the year

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## Other highlights from the school year

In 2022 Parkdale primary resumed all events throughout the year, highlights included:

Children in years 3, 4, 5 and 6 attended 2 night 3 day camps

Swimming and Beach programs

Variety of sporting opportunities were provided throughout the year (Athletics, Cross country, Swimming, Aerobics, Interschool sport)

Australian Mathematics Competition

Gateways challenge

Whole school fun run

Whole school Christmas concert

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## Financial performance

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 2022 year. The school budget funded a number of educational programs, school facilities and maintenance projects. We had a major fundraiser event to raise money to resurface the basketball court. Parkdale Primary School remains in a sound financial position with a net operating surplus in 2022. 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 2022 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.

**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 684 students were enrolled at this school in 2022, 360 female and 324 male.

8 percent of students had English as an additional language and NDP 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).

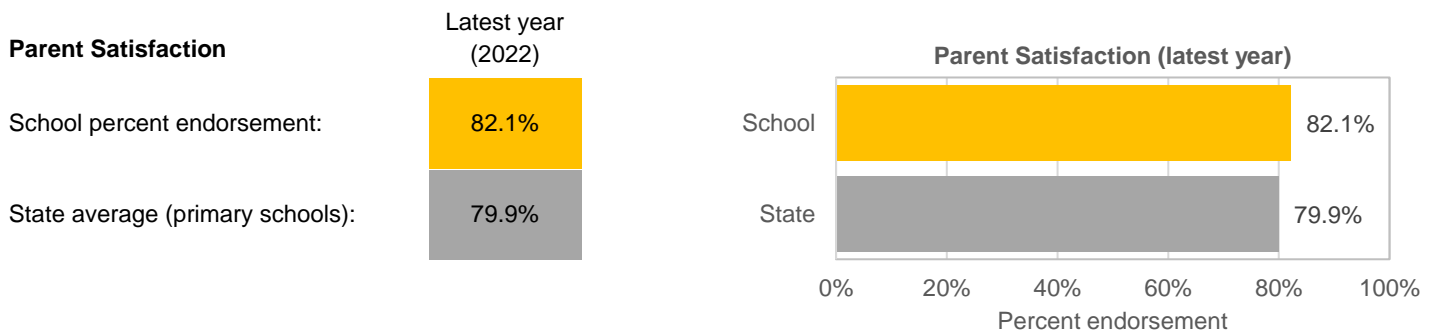
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The 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.

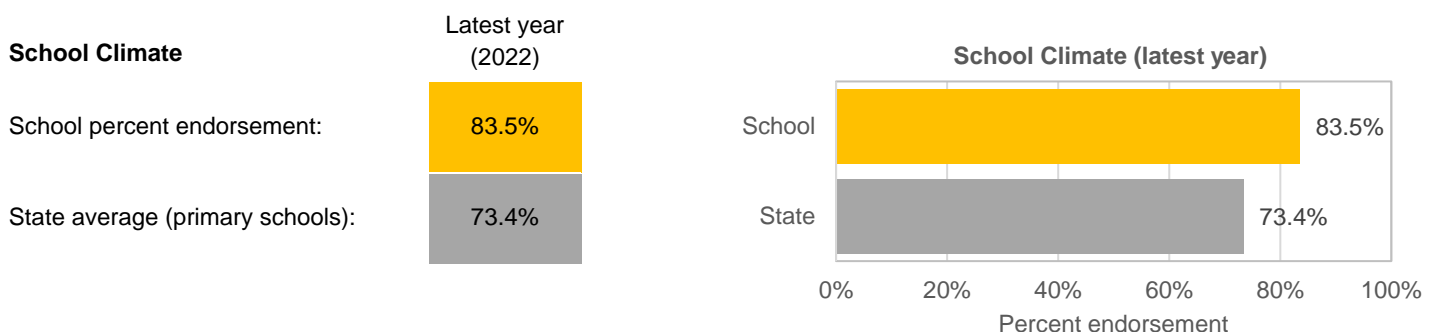


### School Staff Survey

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.



## LEARNING

**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  
(2022)

School percent of students at or above age expected standards:

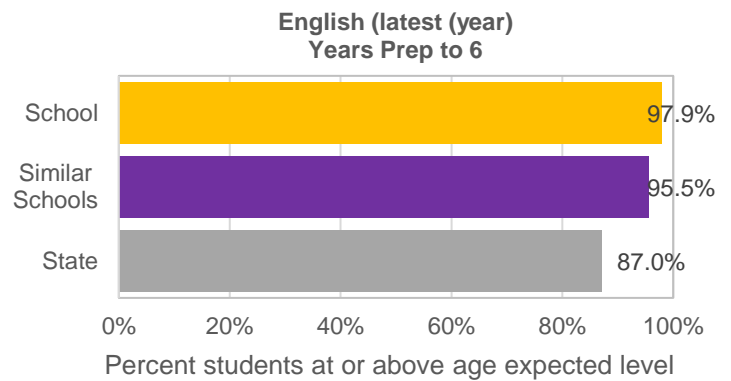
97.9%

Similar Schools average:

95.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

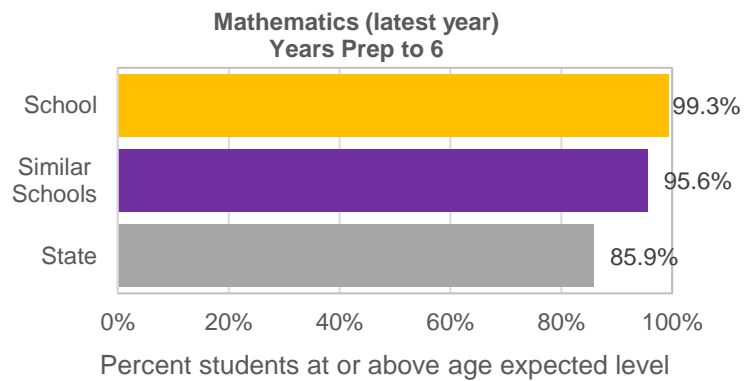
99.3%

Similar Schools average:

95.6%

State average:

85.9%





## LEARNING (continued)

**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.

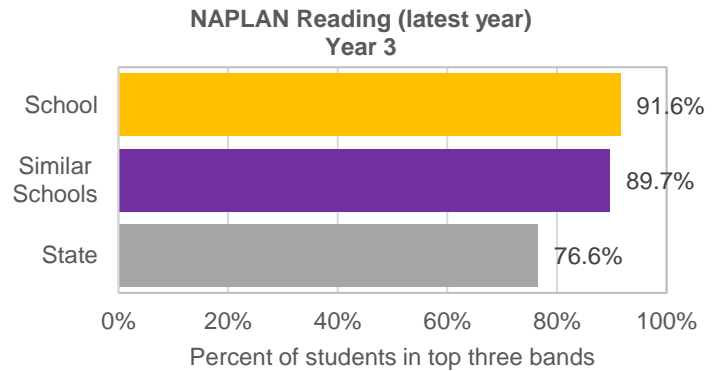
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

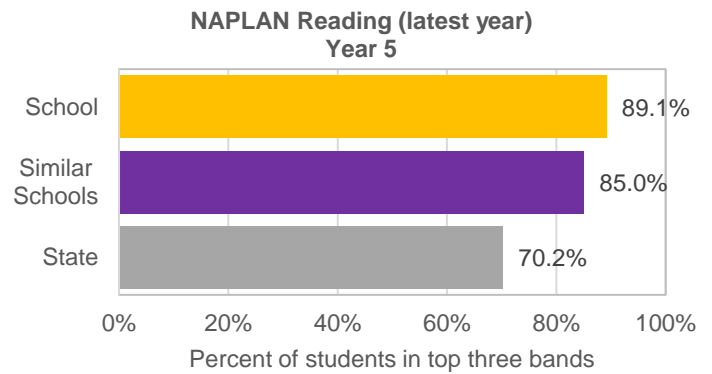
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.6%	93.2%
Similar Schools average:	89.7%	90.2%
State average:	76.6%	76.6%



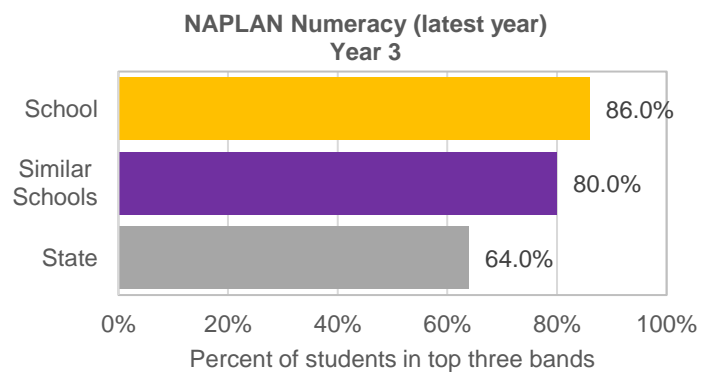
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.1%	86.0%
Similar Schools average:	85.0%	84.7%
State average:	70.2%	69.5%



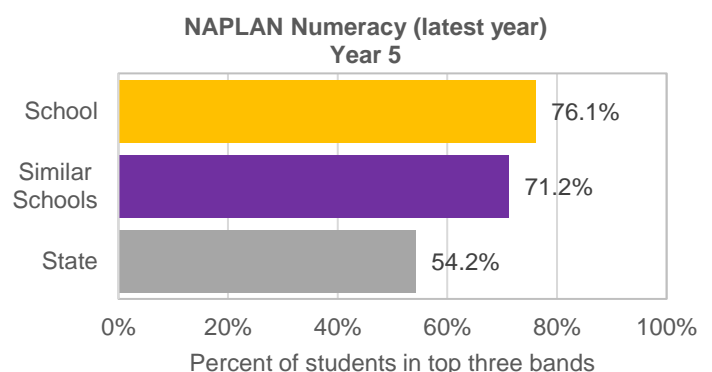
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.0%	88.2%
Similar Schools average:	80.0%	83.4%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.1%	76.7%
Similar Schools average:	71.2%	76.4%
State average:	54.2%	58.8%



## WELLBEING

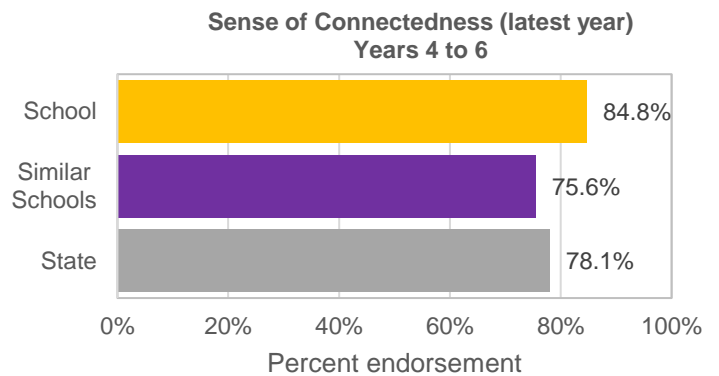
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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).

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	84.8%	84.9%
Similar Schools average:	75.6%	77.9%
State average:	78.1%	79.5%

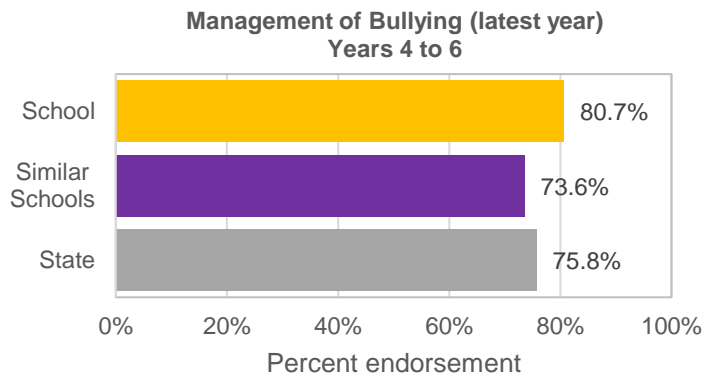


### Student Attitudes to School – Management of Bullying

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).

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	80.7%	81.5%
Similar Schools average:	73.6%	76.6%
State average:	75.8%	78.3%



## ENGAGEMENT

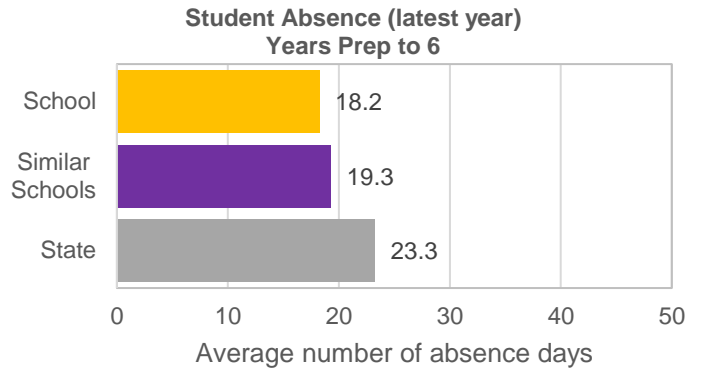
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	18.2	12.1
Similar Schools average:	19.3	12.8
State average:	23.3	17.0



### Attendance Rate (latest year)

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	91%	91%	90%	91%	90%

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$6,936,190
Government Provided DET Grants	\$648,545
Government Grants Commonwealth	\$10,188
Government Grants State	\$0
Revenue Other	\$13,512
Locally Raised Funds	\$418,690
Capital Grants	\$22,215
<b>Total Operating Revenue</b>	<b>\$8,049,340</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,168
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,168</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,344,178
Adjustments	\$0
Books & Publications	\$2,229
Camps/Excursions/Activities	\$206,065
Communication Costs	\$4,437
Consumables	\$68,629
Miscellaneous Expense <sup>3</sup>	\$27,013
Professional Development	\$14,599
Equipment/Maintenance/Hire	\$79,424
Property Services	\$205,922
Salaries & Allowances <sup>4</sup>	\$160,686
Support Services	\$182,601
Trading & Fundraising	\$35,493
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$968
Utilities	\$33,206
<b>Total Operating Expenditure</b>	<b>\$6,365,451</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,661,674</b>
<b>Asset Acquisitions</b>	<b>\$34,990</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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$325,026
Official Account	\$41,901
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$366,927</b>

Financial Commitments	Actual
Operating Reserve	\$140,784
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$18,662
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	\$20,000
Capital - Buildings/Grounds < 12 months	\$92,121
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$281,567</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.*