

2023 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 19 March 2024 at 12:35 PM by Leanne Bradney (Principal)

- This 2023 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 24 March 2024 at 10:31 PM by Suzanne Kneen (School Council President)

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
- 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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Parkdale Primary School is located in the City of Kingston in the 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 2023 the enrolment was 650 with an even gender balance of girls/boys. The school is organised in year levels, Foundation X 4, Grade 1 X 4, Grade 2 X 4, Grade 3 X 4, Grade 4 X 4, Grade 5 x 5 and Grade 6 x 4. In 2023 we had 29 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, 10 Education Support staff including Teacher Assistants, office staff, a First Aid Officer, IT Technician and a 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: 0.1024

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.

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 2023. 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 dedicated planning time 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. Shared numeracy planning through our PLC's has built on teacher knowledge and capacity in teaching maths. Maths planning caters for children at their point of need through well sequenced lessons and differentiation of tasks. Our 2023 focus in literacy was building staff knowledge around a knowledge rich curriculum and developing units of work linking literacy and inquiry units. We employed 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 2023 English Teacher Judgements, 98% of our students from Foundation - Grade 6 were assessed at or above age expected standards. In Mathematics Teacher Judgements, 99.4% 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 'strong or exceeding' – 90.7%. Year 5 Reading percentage of students in 'strong or exceeding' – 95.5%

Year 3 Numeracy percentage of students in 'strong or exceeding' – 87.5%. Year 5 Numeracy percentage of students in 'strong or exceeding' – 93.6%.

Literacy, Numeracy and Wellbeing will continue to be areas of priority in 2024.

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 with a designated teacher which focus on wellbeing for a semester. We have continued to build on our wellbeing programs throughout the school engaging with external providers to support our curriculum, as well as working with our wellbeing team. Staff have undertaken various professional development activities focused on wellbeing and engagement.

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 2023, the ATOSS measures overall reported a positive endorsement from our Grade 4-6 cohort. Sense of connectedness 79.2%. Management of bullying 77%.

Overall parent satisfaction was a positive endorsement of 94.8%, this was above state level.

School staff results indicate a positive endorsement for school climate 90.6%, this was above state level.

The health and wellbeing of all students will continue to be a focus in 2024.

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. Teaching 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 2023, the average number of absence days per child was 16.7%. 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, 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-curricula 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, and a whole school concert.

Other highlights from the school year

In 2023 Parkdale Primary offered numerous events throughout the year, highlights included:

Children in Years 3, 4, 5 and 6 attended 2 night, 3 day camp

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

Wellbeing day

A variety of excursions and incursions across the school F-6

Whole school concert

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 2023 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 2023. 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 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.

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 643 students were enrolled at this school in 2023, 348 female and 295 male.

7 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).

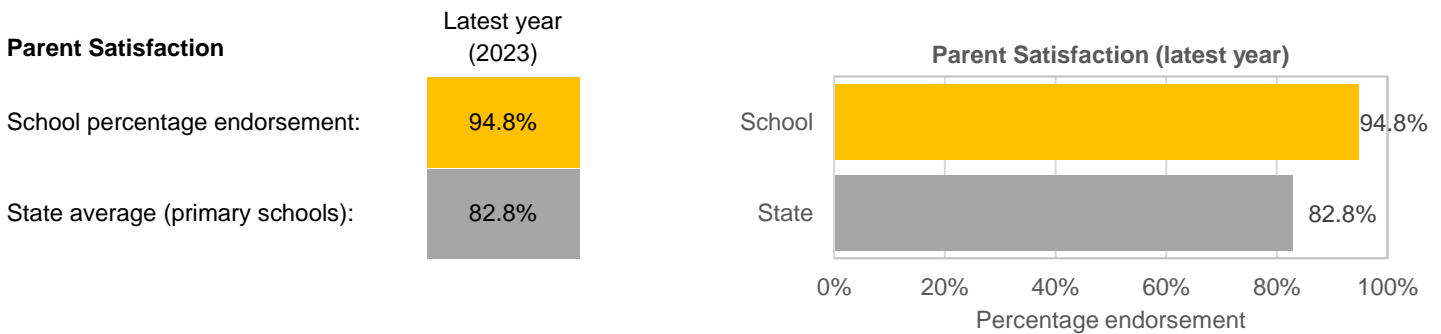
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

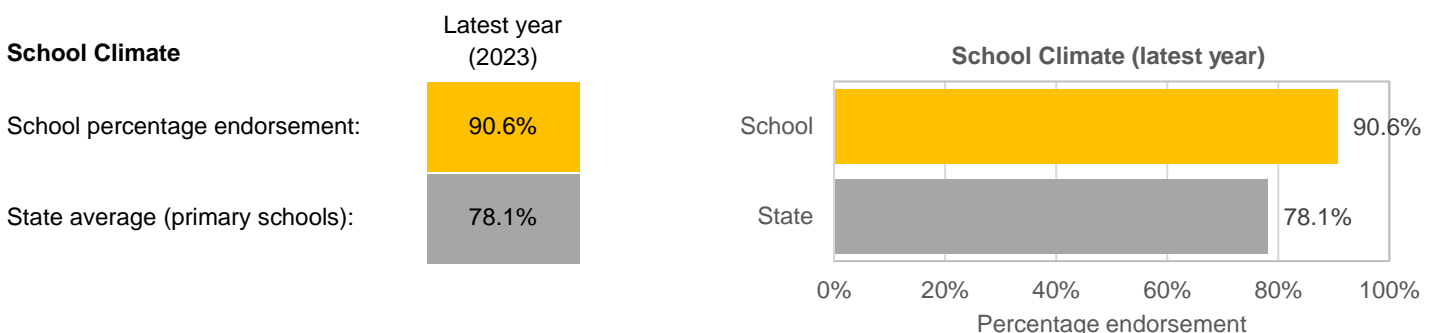


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

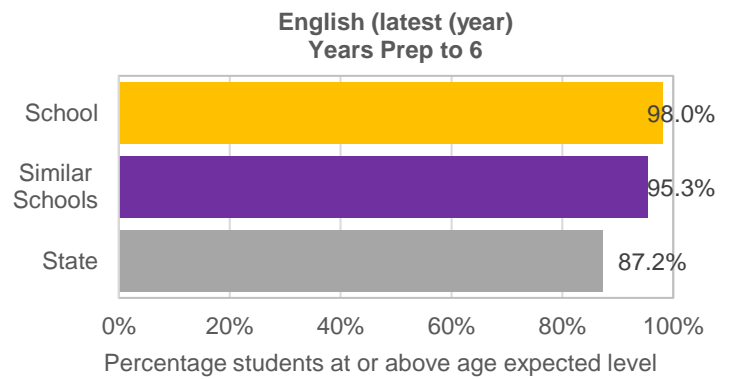
98.0%

Similar Schools average:

95.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

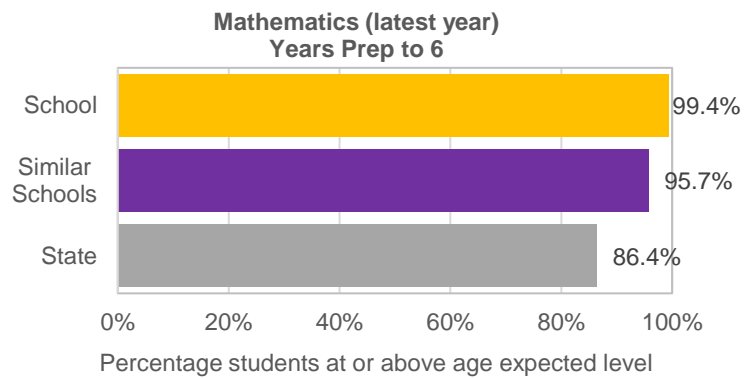
99.4%

Similar Schools average:

95.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.7%

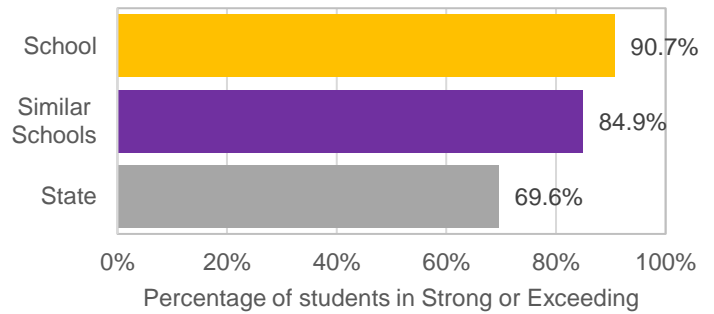
Similar Schools average:

84.9%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

95.5%

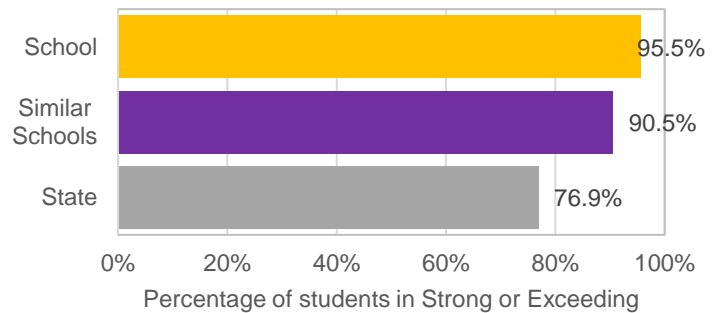
Similar Schools average:

90.5%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

87.5%

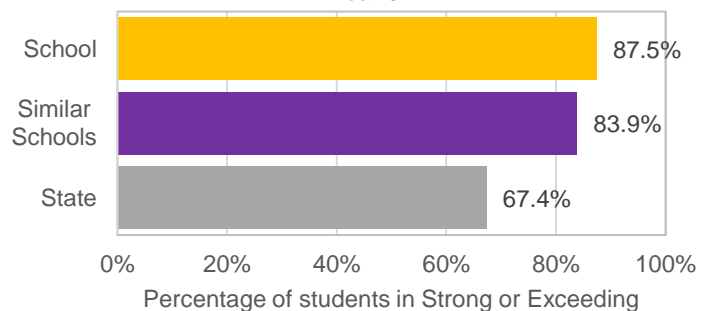
Similar Schools average:

83.9%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.6%

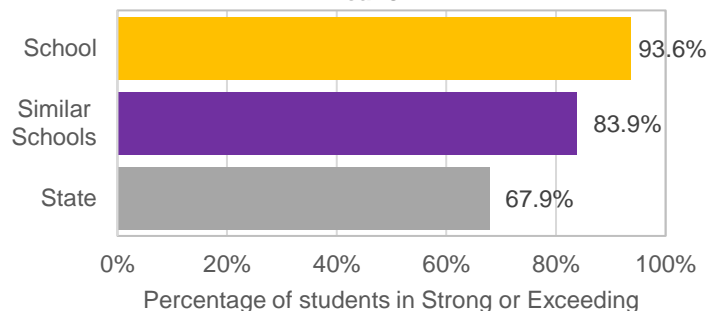
Similar Schools average:

83.9%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

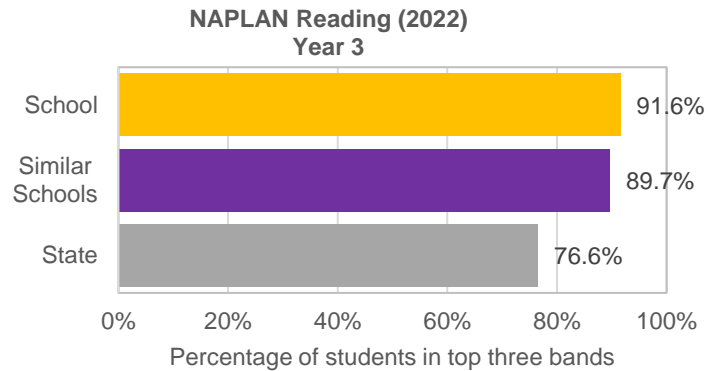
91.6%

Similar Schools average:

89.7%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

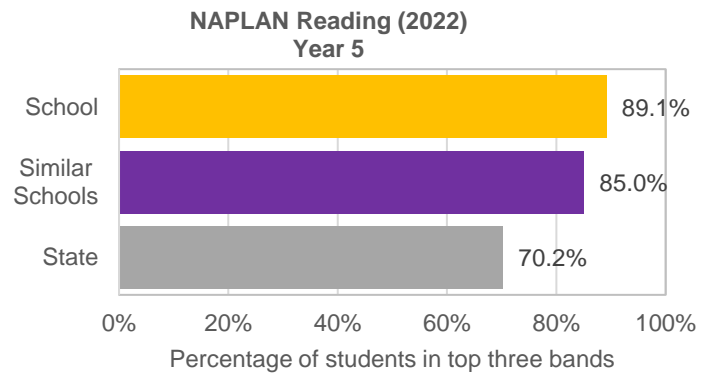
89.1%

Similar Schools average:

85.0%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

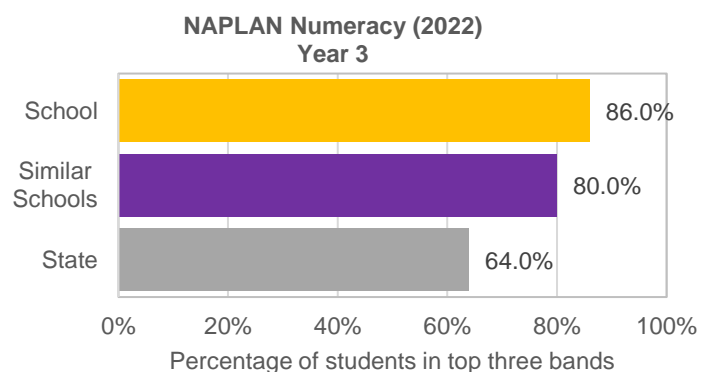
86.0%

Similar Schools average:

80.0%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

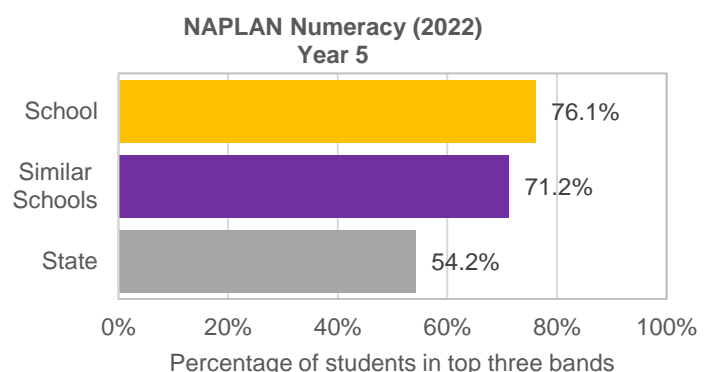
76.1%

Similar Schools average:

71.2%

State average:

54.2%



WELLBEING

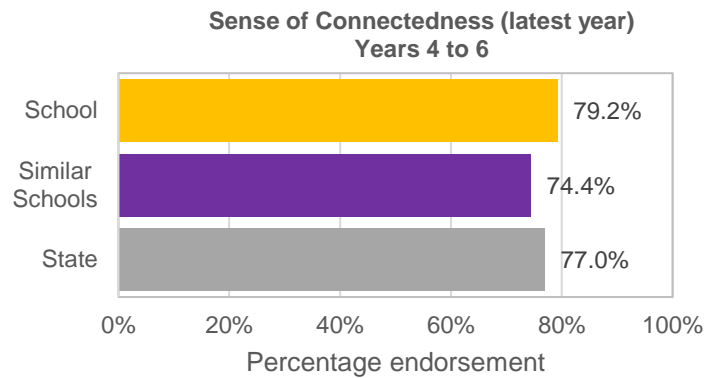
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The 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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	79.2%	83.2%
Similar Schools average:	74.4%	76.6%
State average:	77.0%	78.5%

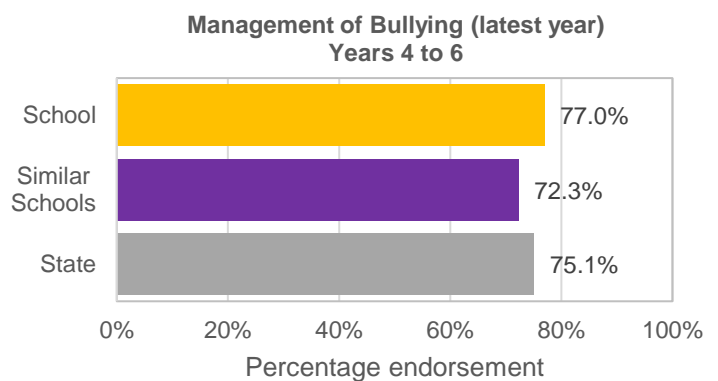


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	77.0%	79.5%
Similar Schools average:	72.3%	74.7%
State average:	75.1%	76.9%



ENGAGEMENT

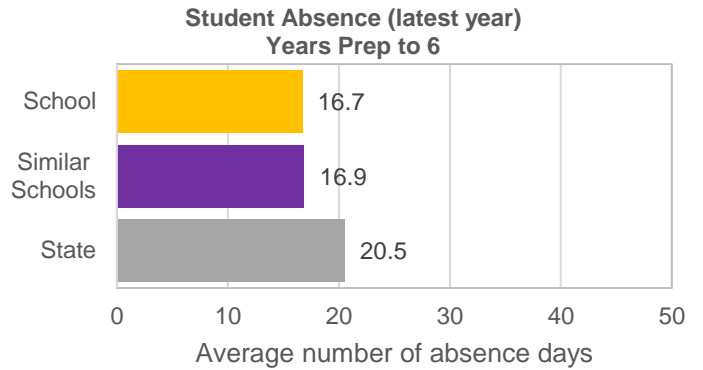
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	16.7	12.8
Similar Schools average:	16.9	13.5
State average:	20.5	18.1



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 (2023):	92%	92%	91%	92%	90%	90%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$7,025,872
Government Provided DET Grants	\$570,732
Government Grants Commonwealth	\$10,998
Government Grants State	\$0
Revenue Other	\$21,828
Locally Raised Funds	\$495,143
Capital Grants	\$0
Total Operating Revenue	\$8,124,572

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,437,559
Adjustments	\$0
Books & Publications	\$3,375
Camps/Excursions/Activities	\$236,742
Communication Costs	\$4,521
Consumables	\$83,356
Miscellaneous Expense ³	\$41,744
Professional Development	\$21,631
Equipment/Maintenance/Hire	\$117,585
Property Services	\$146,134
Salaries & Allowances ⁴	\$214,238
Support Services	\$196,585
Trading & Fundraising	\$50,303
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$904
Utilities	\$29,356
Total Operating Expenditure	\$6,584,034
Net Operating Surplus/-Deficit	\$1,540,538
Asset Acquisitions	\$17,556

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$303,419
Official Account	\$11,426
Other Accounts	\$0
Total Funds Available	\$314,845

Financial Commitments	Actual
Operating Reserve	\$172,961
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$23,614
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	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$74,347
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$345,922

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.