

2024 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 18 March 2025 at 09:54 AM by Leanne Bradney (Principal)

- As executive officer of the school council, I attest that this 2024 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 18 March 2025 at 09:54 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
- 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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 2024, the enrolment was 640 with an even gender balance of girls and boys. The school is organised in year levels: Foundation X 4, Grade 1 X 3, Grade 2 X 4, Grade 3 X 4, Grade 4 X 4, Grade 5 X 4, and Grade 6 X 5. In 2024, 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

Parkdale Primary School remains committed to academic excellence, ensuring strong student learning outcomes for all children. A cohesive team approach to planning guarantees consistency in teaching and learning across all year levels. In 2024, we continued to strengthen and refine our Professional Learning Communities (PLCs), enhancing teacher practice and equipping staff with the skills to effectively utilise data to teach students at their point of need.

All year levels have dedicated planning time throughout the week to analyse academic data, drive instruction, and maintain consistency across the school. Through collaborative planning and assessment procedures, our teams have worked to improve student outcomes in Literacy and Numeracy. The shared numeracy planning within our PLCs has further built teacher knowledge and capacity in mathematics instruction. Lessons are carefully sequenced, and tasks are differentiated to cater to students at their individual points of need.

Our 2024 literacy focus involved deepening staff understanding of a knowledge-rich curriculum and developing integrated units of work linking literacy and inquiry. We also strengthened our phonics program across Foundation to Year 6, ensuring a strong foundation in literacy for all students. Additionally, staff were upskilled in Explicit Instruction (EDI), improving their ability to deliver clear, structured, and effective lessons. These initiatives reflect our dedication to evidence-based teaching practices that support student success.

To further support student learning, we employed additional teachers and support staff through the Tutor Learning Initiative and Tier 2 funding. Dedicated Learning Specialists in Numeracy, Literacy, and PLCs played a key role in facilitating school-wide improvement.

Our 2024 English Teacher Judgements showed that 97.8% of students from Foundation to Year 6 were assessed at or above age-expected standards. In Mathematics, 99.7% of students met or exceeded these standards.

NAPLAN results for Year 3 and Year 5 remain strong in both Reading and Numeracy, surpassing state and similar school averages:

- **Year 3 Reading:** 90.4% of students in the 'strong or exceeding' category
- **Year 5 Reading:** 93.7% of students in the 'strong or exceeding' category
- **Year 3 Numeracy:** 96.7% of students in the 'strong or exceeding' category
- **Year 5 Numeracy:** 91.6% of students in the 'strong or exceeding' category

Looking ahead to 2025, Literacy and Numeracy will continue to be key focus areas, ensuring that all students achieve their full potential through high-quality teaching and learning experiences.

Wellbeing

At Parkdale Primary School, we remained committed to providing a safe and supportive learning environment for all students. Wellbeing lessons were integrated into our curriculum, utilizing resources from the Respectful Relationships program. Additionally, students participated in weekly specialist sessions with a designated wellbeing teacher for a semester. Our school continued to enhance wellbeing programs by engaging with external providers and collaborating with our dedicated wellbeing team. Staff also undertook professional development focused on student wellbeing and engagement.

Our strong emphasis on student mental and physical wellbeing was evident through structured weekly physical activity, including scheduled sport lessons and year-level sports sessions. Students had the opportunity to engage in a wide range of extracurricular activities throughout the year, fostering a sense of community and personal growth.

In 2024, the Attitudes to School Survey (ATOSS) results from our Grade 4-6 cohort reflected positive outcomes. The Sense of Connectedness was reported at 81.4%, exceeding both state and similar school averages. The Management of Bullying measure was at 75.5%, aligning with state levels and slightly above similar schools.

Parental satisfaction remained high, with an overall positive endorsement of 94.6%, surpassing the state average. Additionally, staff survey results indicated a strong endorsement for school climate at 90.7%, also above the state level.

Looking ahead to 2025, the health and wellbeing of all students will continue to be a key focus, ensuring a nurturing and inclusive school environment for all.

Engagement

Parkdale Primary School provides a positive and inclusive environment for teaching and learning, ensuring that all students feel valued and connected within the school community. Our curriculum is designed to engage all students by recognising and responding to their diverse learning needs. Effective teaching, an inclusive curriculum, and respectful relationships between staff and students are at the core of our educational philosophy.

Staff implemented a variety of innovative methods and programs, focusing on student engagement through inquiry-based learning and the integration of technology. Teaching teams and year levels shared best practices and collaborated to deliver the best possible outcomes for our students.

Our school has maintained a strong focus on regular attendance. In 2024, the average number of absence days per child was 17.3%, a figure below both the state and similar schools' averages. All year levels achieved attendance rates of 90% and above, a testament to our strong connection with students and families. To support student attendance, the school maintained consistent communication with parents via email and phone, reinforcing the importance of attendance through regular updates in the school newsletter.

Targeted Learning Initiative (TLI) sessions ran throughout the year, focusing on reading, writing, and mathematics. Additionally, students participated in five specialist sessions each week, allowing them to experience a diverse curriculum and develop skills across various learning areas.

Parkdale Primary School offers a wide range of extracurricular activities and leadership opportunities. Student voice is actively encouraged through the Student Representative Council (SRC), leadership roles, student learning goals, and student forums. We also hosted numerous whole-school events, including assemblies, camps, excursions, sporting activities, and a whole-school concert, fostering a vibrant and engaging school culture.

Other highlights from the school year

In 2024 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 Mini Olympics Day

Bendigo Bank Grant - We were successful with a grant from Bendigo Bank which went towards the purchase and installation of 2 more water stations.

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 2024 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 2024. 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 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.

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 650 students were enrolled at this school in 2024, 358 female and 292 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).

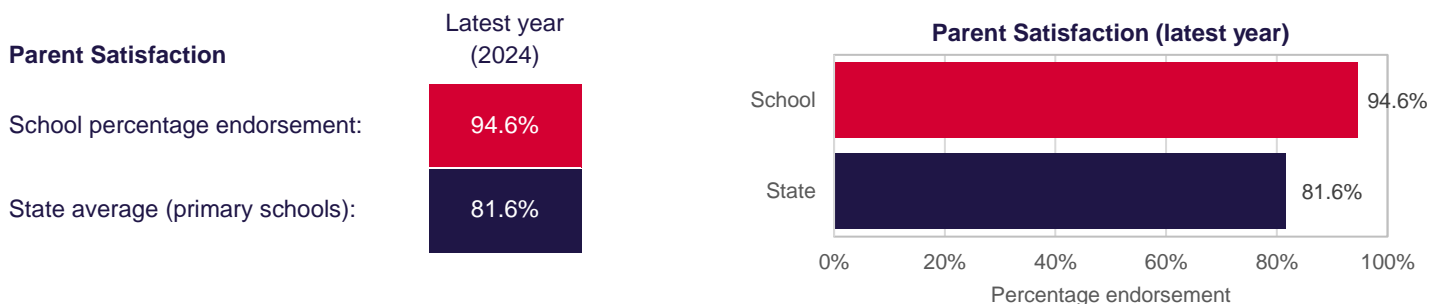
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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



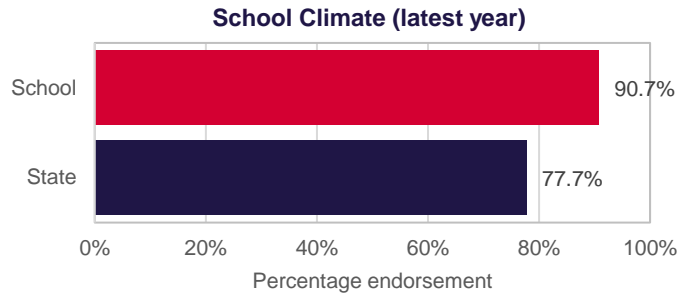
School Staff Survey

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.

	Latest year (2024)
School Climate	
School percentage endorsement:	90.7%
State average (primary schools):	77.7%



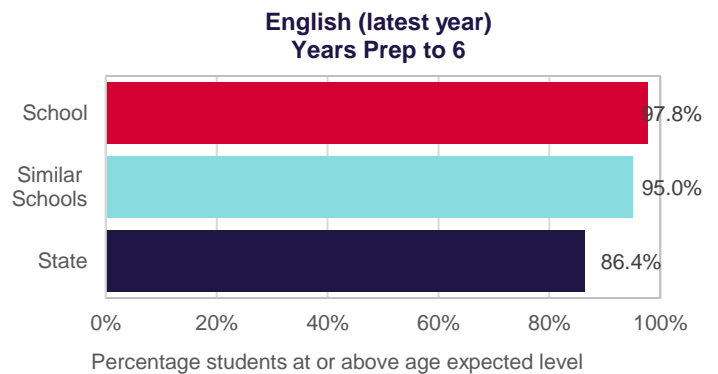
LEARNING

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.*

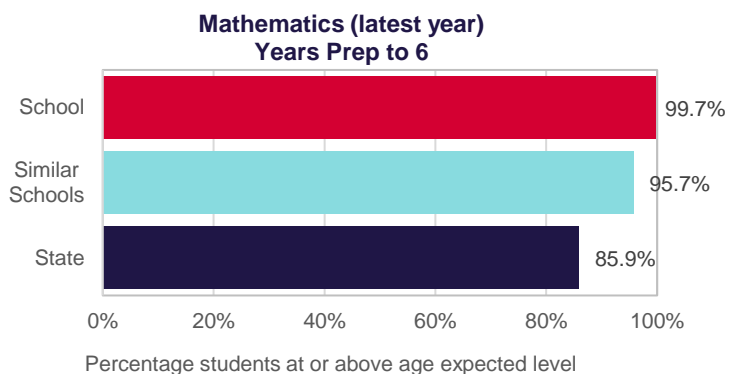
Teacher Judgement of student achievement against the Victorian Curriculum

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

	Latest year (2024)
English Years Prep to 6	
School percentage of students at or above age expected standards:	97.8%
Similar Schools average:	95.0%
State average:	86.4%



	Latest year (2024)
Mathematics Years Prep to 6	
School percentage of students at or above age expected standards:	99.7%
Similar Schools average:	95.7%
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.

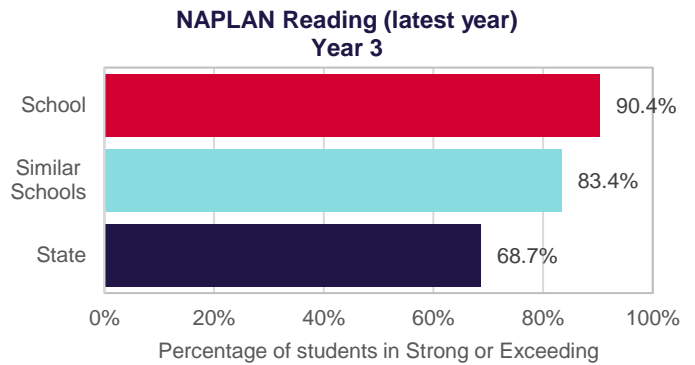
NAPLAN

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

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

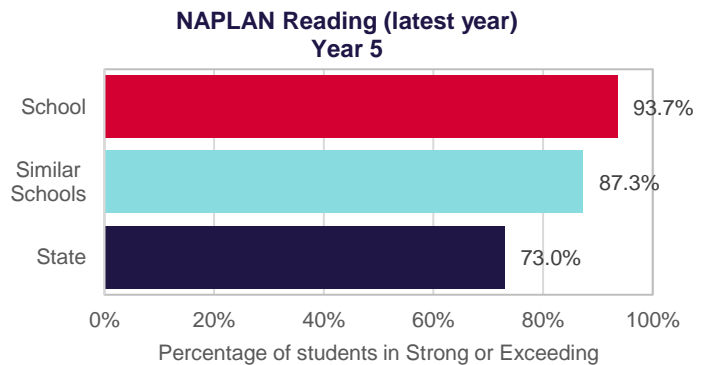
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	90.4%	90.6%
Similar Schools average:	83.4%	83.9%
State average:	68.7%	69.2%



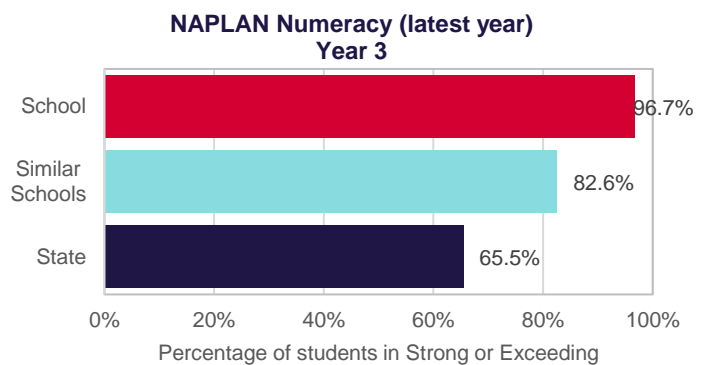
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.7%	94.6%
Similar Schools average:	87.3%	88.8%
State average:	73.0%	75.0%



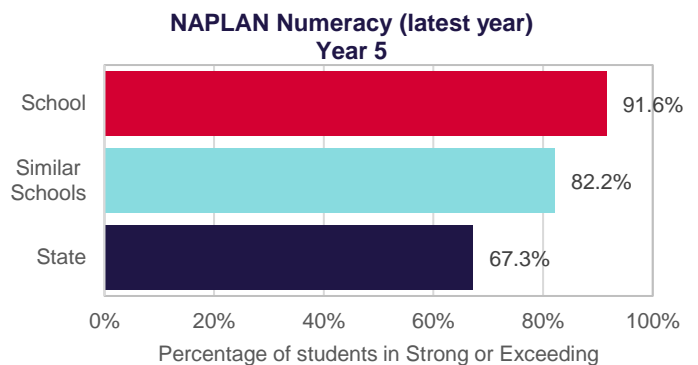
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	96.7%	92.0%
Similar Schools average:	82.6%	82.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	91.6%	92.6%
Similar Schools average:	82.2%	82.6%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

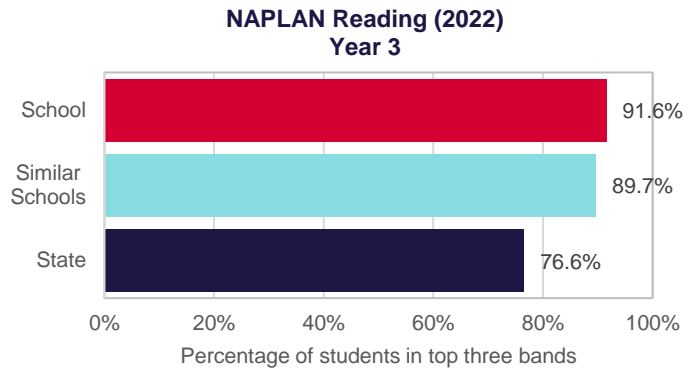
91.6%

Similar Schools average:

89.7%

State average:

76.6%



Reading Year 5

(2022)

School percentage of students in the top three bands:

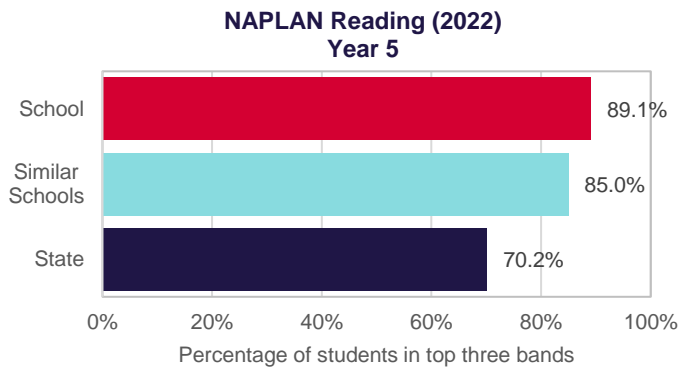
89.1%

Similar Schools average:

85.0%

State average:

70.2%



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

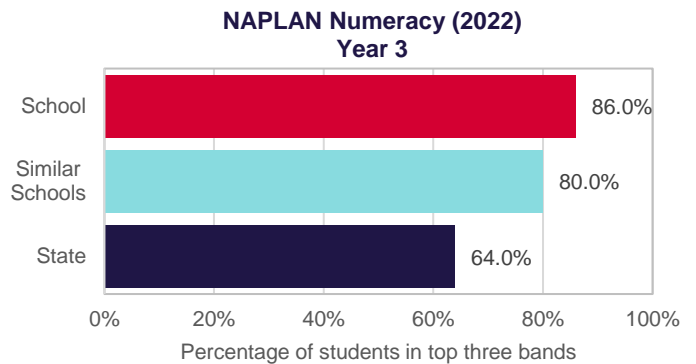
86.0%

Similar Schools average:

80.0%

State average:

64.0%



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

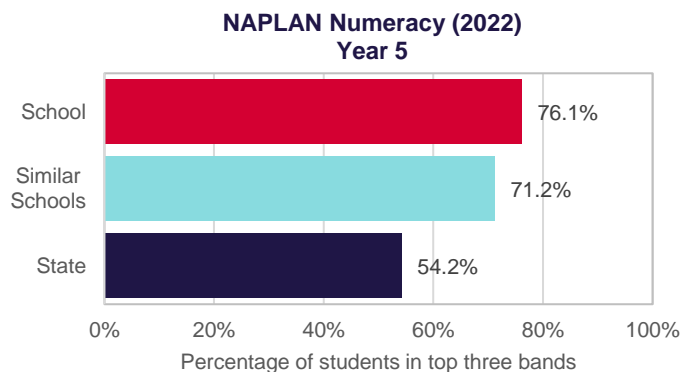
76.1%

Similar Schools average:

71.2%

State average:

54.2%



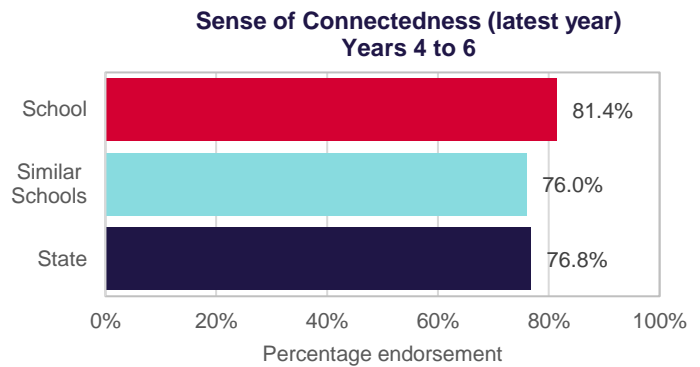
WELLBEING

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).

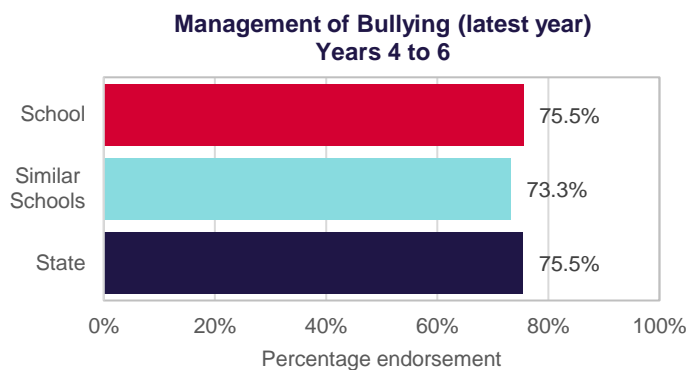
Sense of Connectedness Years 4 to 6	Latest year (2024)	4-year average
School percentage endorsement:	81.4%	82.7%
Similar Schools average:	76.0%	75.8%
State average:	76.8%	77.9%



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 (2024)	4-year average
School percentage endorsement:	75.5%	78.6%
Similar Schools average:	73.3%	73.6%
State average:	75.5%	76.3%



ENGAGEMENT

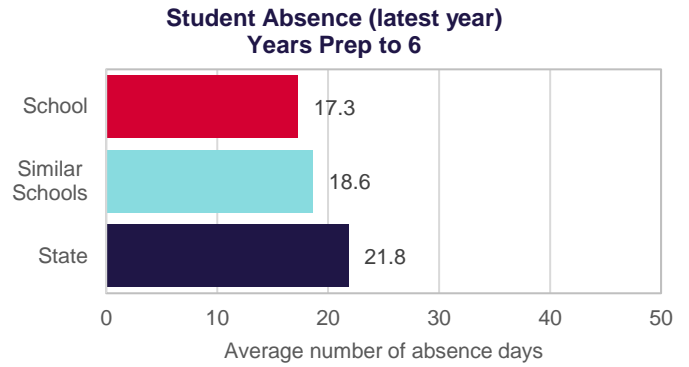
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School average number of absence days:	17.3	15.3
Similar Schools average:	18.6	16.3
State average:	21.8	20.1



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 (2024):	92%	93%	91%	92%	91%	91%	90%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$5,708,229
Government Provided DET Grants	\$777,799
Government Grants Commonwealth	\$11,647
Government Grants State	\$0
Revenue Other	\$19,761
Locally Raised Funds	\$532,593
Capital Grants	\$0
Total Operating Revenue	\$7,050,028

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

Expenditure	Actual
Student Resource Package ²	\$5,607,310
Adjustments	\$0
Books & Publications	\$2,195
Camps/Excursions/Activities	\$235,393
Communication Costs	\$4,321
Consumables	\$81,973
Miscellaneous Expense ³	\$35,657
Professional Development	\$20,063
Equipment/Maintenance/Hire	\$195,005
Property Services	\$192,126
Salaries & Allowances ⁴	\$271,126
Support Services	\$152,668
Trading & Fundraising	\$63,339
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$603
Utilities	\$37,331
Total Operating Expenditure	\$6,899,112
Net Operating Surplus/-Deficit	\$150,917
Asset Acquisitions	\$100,719

- (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 16 Feb 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 refers to school-level payroll.



FINANCIAL POSITION AS AT 31 DECEMBER 2024

Funds available	Actual
High Yield Investment Account	\$461,247
Official Account	\$38,175
Other Accounts	\$0
Total Funds Available	\$499,422

Financial Commitments	Actual
Operating Reserve	\$216,845
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$5,120
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	\$44,880
Capital - Buildings/Grounds < 12 months	\$85,000
Maintenance - Buildings/Grounds < 12 months	\$81,845
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$433,691

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.

