

2019 Annual Report to The School Community



School Name: Parkwood Green Primary School (5480)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2019 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 20 April 2020 at 01:21 PM by David Allibon (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 20 April 2020 at 08:26 PM by Jocelyn Brabin (School Council President)

About Our School

School context

Parkwood Green Primary School is located in the suburb of Hillside part of the outer growth corridor of the South Western Metropolitan Region of Victoria. The school was established in 2004 and has grown quickly as a result of being part of the urban sprawl. A local neighbourhood Enrolment Policy has guided enrolment numbers since 2014 seeing the student population now at 965 in 2019. Parkwood Green is structured to have 2 Assistant Principals, one with responsibility for curriculum and the other welfare. The school has 68 teaching staff; and 20 Education Support Officers. Parkwood Green is well known in the local area, and has a strong focus on building student learning. We believe that all children can learn and want to learn, and have the right to learn in a safe and friendly learning environment. Our school motto of 'Excellence and Opportunity' is evident throughout the school, demonstrated in all classrooms and in the expectations for all students. Three-Way Conferences have enabled teachers, parents and children to report on specific learning goals, to provide information on the direction for the next learning steps and for the parent to understand and provide support for improvement at home. All children at Parkwood Green have an Individual Education Plan (IEP) which is published and updated on our communication platform of COMPASS. A Progressive Report is completed each five (5) weeks and gives feedback to students and parents on Homework, Behaviour and Effort to learning. Rubrics of desired behaviours explains the assessment and achievement in the Progressive report. All staff at Parkwood Green will continue to demonstrate an ongoing commitment to the development of their teaching practice, so that they can offer learning opportunities that extend the learning of all students. We are continually ensuring that whole school teaching and learning approaches are consistent especially in Literacy and Numeracy from Foundation to Year 6. The Staff Survey reflects teachers in a change process. We are continually revisiting the aspects of academic focus and collective efficacy so that teachers can see and realise that they can make a difference to the learning of students in their care.

The school's Vision: To create a learning community that empowers and supports each student to grow and achieve their own personal best. Every day we are inspired to develop life-long learners, who make positive contributions to their community.

Our Values:

We have respect for ourselves and others.

We show empathy, by understanding, accepting and appreciating ourselves and others.

We encourage responsibility by taking ownership of our actions and words.

We build resilience by encouraging and supporting.

Improving English and Mathematics, particularly improving Reading, Writing and Numeracy in Year 5

Developing instructional models in Literacy and Numeracy that staff have input into, understand and use.

Continue to develop student voice and agency across the school.

Build a whole school vision and culture of excellence

Framework for Improving Student Outcomes (FISO)

The State Improvement Framework is the work of all teachers within the school. The Professional Learning is targeted at the areas where teachers feel improvement is required. During 2019 the Professional learning each week focussed on improving the implementation and consistence of our reading and writing strategies and on building an understanding and consistency in the implementation of School Wide Positive Behaviours. To enable both of these aspects we employed the expertise of outside consultants. The Literacy Consultant is working with year levels of teachers to train them in Literacy Learning Intervention from Fountas and Pinnell (LLI) and our Mathematics Consultant continues to strengthen the content knowledge of our Learning Leaders Numeracy for their dissemination into and across year levels. All teachers at PGPS understand and use the pedagogical model to guide the learning tasks and their planning. The more recent High Impact Teaching Strategies are and easy integration to our current practice. The

FISO structure has enabled teachers to understand the wider State Government School Improvement initiative within the local school context.

Achievement

Parkwood Green Primary School continues to ensure that all students learn in an environment where the expectations are high, and teachers believe all students can learn and indeed want to learn. The results for 2019 show the teacher judgments against the standards are similar to other schools with students like ours. This is pleasing and indicates that our judgments and assessment procedures are in line with other schools. In both English and Mathematics we are progressing. In Year 3 Reading for 2019 both measures are lower, however still within the 60% of Victorian government schools. The two measures for Year 5 Reading are similar to other schools with students like ours. A highlight of the year was that once again student growth from Year 3 to 5 in reading. Once again the school average was higher than that of the state. On reviewing the data for the complete year student average achievement has shown at least one year's growth across the school in both literacy and numeracy. Intervention has been targeted to lift the performance of those students above the level particularly in Reading year 5, and has intensified the instruction of reading in our early years (Foundation, Year 1 and 2) classrooms. In Numeracy for 2019, the Year 3 result is within the 60% of Victorian government schools, which is similar to other schools with students like ours. Our Numeracy growth result (NAPLAN year 3-5) is also positive as we have improved the achievement of the top two bands. Our work with lesson progressions across the school has enabled this result. The learning focus will continue to improve instruction at all year levels. In Year 5 2019, the numeracy result (both single year and four year trend) is similar to other schools with students like ours. Teacher's collaboration continues to be a whole school focus with teachers planning and working together in Professional Learning Teams to enable closer monitoring of all student learning, and extension of student knowledge through problem solving.

In relation to the AIP for 2019 a goal was to develop a shared understanding of children's writing development and application of effective teaching practices to support this., to develop teacher knowledge and capacity to work as an effective team utilising the PLT process. Teachers are better at understanding the process of writing. Teachers still tend to fall back on genre when they are unsure. Need to go deeper with some of the traits. Teachers need strategies / help to better manage time / groups when students are at different stages of the process. We tend to teach text types rather than genre.

Engagement

Parkwood Green Primary School's student engagement performance which is assessed through student attendance rates declined over the past 12 months. Analysis shows that this is largely due to a small number of children with chronic absenteeism dragging the average down. When the ten children with the most absences are excluded from the analysis the absenteeism of the school is shown to have improved over the year. Our Student Attendance Manager has redefined the attendance processes and has introduced daily calls to families at risk. We have also conducted parent training sessions, invited selected parents in and done house calls to support parents in getting their children to school more regularly. Our consistent whole school management for student attendance outlined in our updated Student Wellbeing Guidelines has led to improved monitoring of student absence. Student attendance is similar to schools with students like ours, and we are in the middle 60% for all Victorian Government Schools. The school has a strong focus on attendance within the Junior school to establish a love of school right from the very beginning.

Collaboration between the Student Wellbeing Officer and the Manager of Student Attendance has focused on updating our Late and Attendance procedures in line with school processes. At Parkwood Green we believe that first day contact is key and our teaching staff make contact with families daily if their students are not present at school.

Acknowledgment of student with 100% attendance awards each term has provided a 'spotlight' on the importance of being at school every day.

Our goal continues to be on a 95% attendance result across all the classes.

Wellbeing

In 2019 the AIP goal for engagement was for all students to strive to achieve their potential by creating a safe and supportive learning environment and providing opportunities for differentiated, meaningful and purposeful learning. Parkwood Green Primary School is similar to other schools with student like ours in the area of connectedness to school measure. The four year trend is lower than 60% of Victorian Government Schools. The Student Wellbeing team has sought student feedback to 'dig' into this result. The additional data collected, tells a more connected story of friendship and connectedness to their teachers and learning. Unpacking the survey questions through focus groups has also given valuable information as to student perception. In relation to Student's perception of Safety at Parkwood Green our student survey result is similar to schools with students like ours. We have moved our result into the 60% of all schools which indicates that our strategies are beginning to change perceptions. Our consistent student management procedures and the developing culture of personal and communal responsibility within the student community contribute to the positive day-to-day functioning of the school. We continue to manage student and community wellbeing through a multi-disciplinary team focussed on positive early intervention. The school employs its own Education Psychologist and Speech Pathologist led by the Student Welfare Co-coordinator. Our whole school positive behaviour system recognizes effort to behaviour and learning. Student Leadership continues to build student capacity with our efforts being centre on leadership learning at Leadership Conferences, leading whole school assemblies, leading other students through Peer Mediation and providing greater access through the role of Class Leaders that change each term. Our developing focus on Inquiry, curiosity, continues as an extension strategy promoting student voice throughout the curriculum and school organisation. The students, staff and families at Parkwood Green continue to work in partnership for an effective learning environment that is safe, inclusive and in harmony.

Financial performance and position

Once again the school continues to be in a strong financial position although for the first time since it opened the school has gone in to deficit in the SRP. This was a conscious decision and was made to allow additional support for students who need literacy or behaviour support. Whilst the SRP was in deficit the school program budget was in surplus and thus offset the SRP deficit. Once again absences were managed well and the CRT budget was not totally spent. Significant additional expenditure was incurred in pool repairs to rectify the faulty pool deck and the corroded seating in the change rooms. The school received approximately \$165,000 in equity funding which was largely used to allow leading teachers to be coaches out of classrooms.




For more detailed information regarding our school please visit our website at
<http://www.parkwoodgreenps.vic.edu.au>

Performance Summary

The Government School Performance Summary 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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 972 students were enrolled at this school in 2019, 452 female and 520 male.

24 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Key: Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>




Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result 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'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>52%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>56%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>50%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>52%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	52%	27%	Numeracy	30%	56%	14%	Writing	22%	54%	24%	Spelling	21%	50%	29%	Grammar and Punctuation	21%	52%	26%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	21%	52%	27%																															
Numeracy	30%	56%	14%																															
Writing	22%	54%	24%																															
Spelling	21%	50%	29%																															
Grammar and Punctuation	21%	52%	26%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Below </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" data-bbox="544 965 1019 1061"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	90 %	91 %	91 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	90 %	91 %	91 %	91 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,549,351	High Yield Investment Account	\$258,594
Government Provided DET Grants	\$842,197	Official Account	\$8,943
Government Grants Commonwealth	\$6,000	Other Accounts	\$0
Revenue Other	\$174,028	Total Funds Available	\$267,536
Locally Raised Funds	\$808,188		
Total Operating Revenue	\$9,379,763		
Equity¹			
Equity (Social Disadvantage)	\$168,670		
Equity Total	\$168,670		
Expenditure		Financial Commitments	
Student Resource Package ²	\$7,617,752	Operating Reserve	\$267,536
Communication Costs	\$13,039	Other Recurrent Expenditure	\$4,152
Consumables	\$120,926	Total Financial Commitments	\$271,689
Miscellaneous Expense ³	\$756,864		
Professional Development	\$49,474		
Property and Equipment Services	\$358,476		
Salaries & Allowances ⁴	\$315,382		
Trading & Fundraising	\$44,007		
Travel & Subsistence	\$1,940		
Utilities	\$147,736		
Total Operating Expenditure	\$9,425,595		
Net Operating Surplus/-Deficit	(\$45,831)		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

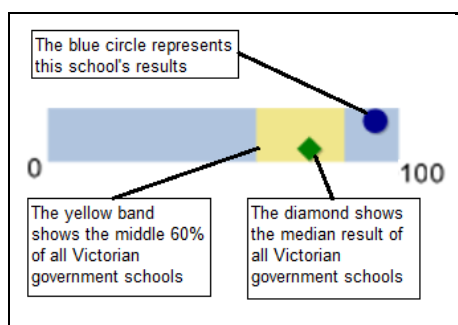
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

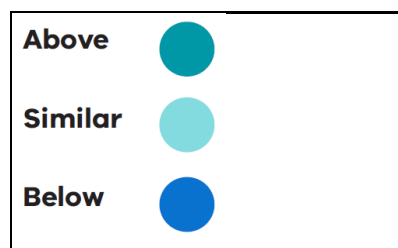


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').