

2022 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 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 31 March 2023 at 09:56 AM by Robert Kotevski (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 31 March 2023 at 11:56 AM by Jocelyn Brabin (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).

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)

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.

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.

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

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 of 694 students in 2022, 322 female and 372 males. 25% of students had EAL (English as an additional language) and 1% were Aboriginal or Torres Strait Islanders. The schools SFO (Socio-Economic profile) band is: low – medium.

Parkwood Green is structured to have 1 Principal, 1 Assistant Principal with responsibility for curriculum and wellbeing. Our school has 3 Learning Specialists, 47 classroom /specialist teachers and 21 Education Support Officers.

Parkwood Green Primary School believes in a learning culture which establishes positive relationships based on mutual respect and understanding. The school provides a stimulating student-centred environment and plans experiences and activities that build upon student backgrounds, interests, and achievements.

Parkwood Green Primary School is committed to respecting every person's right and protecting the safety and welfare of all people in our community. All community members abide by child safe standards and the school uses the Respectful Relationships Program initiative and School-Wide Positive Behaviour Support framework to ensure all community members are respected and safe.

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey was 61.5%. This was the same positive percentage endorsement as 2021. The percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey. This is below the State average of 79.9%. Our school result indicates further improvements are required.

The annual School Staff Survey comparative data from 2021 data to 2022 is as follows:

Teaching & learning (Practice improvement) up from 59% to 69%

Teaching & learning (Planning) up from 73% to 81%

Teaching & learning (Evaluation) up from 63% to 73%

Teaching & learning (Implementation) up from 66% to 77%

School Leadership maintained result of 69% from 68%

School climate steady from 63% to 63%

School safety and wellbeing steady from 61% to 62%

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.

Our three Key Improvement strategies in our Annual Implementation Plan (AIP) for 2022 are:

Goal 1: (state-wide priority goal)

1. Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.
2. Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Goal 2: To improve student learning outcomes in Reading and Writing

Goal 3: To improve student learning outcomes in Numeracy through

Progress towards strategic goals, student outcomes and student engagement

Learning

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.

Mathematics results for 2022, F-6, indicates the school's percentage of students at or above age expected standard in Teacher Judgement was 78.2%. Even though this is a 2% improvement from 2021 (76.3%) we are still below the average of similar schools (government schools that are like this school, taking into account the school demographics) which was 81.3% and the State average of 85.9%.

English results for 2022, F-6, indicates, the school's percentage of students at or above age expected standard in Teacher Judgement was 77.2%. Even though this is a 1.2% improvement from 2022 (76%) we are still below. This was below the average of similar schools (government schools that are like this school, taking into account the school demographics) which was 83.8% and the State average of 87%. Current reading and writing practice are focusing on consistent literacy instruction across all year levels. In 2022, the school continued to access the support of the Learning Specialists to assist teachers with their planning and documentation of programs to ensure there was consistent practice across the school.

NAPLAN data

- In year 3, we are performing just below the state average in all areas. The median gap is closing each year.
- In year five, the school is performing 'close to' the state medium stage in all areas, except in writing and punctuation. We were below in this area, however, the median is lower in comparison to the state, with the exception of writing, where we are almost equal to the state.
- In year 3, the number of students making high growth has improved in all areas, and the number of students well below the expected level is relatively stable.
- In year 5, we have more students in the Top 2 bands in every area except grammar and punctuation. In numeracy, performance is largely static.

Some of the most notable celebrations from students' performance during the NAPLAN testing period include:

- - 44% of our grade 3 students ranked in the top two bands for spelling.
- - 46% of our grade 3 students ranked in the top two bands for reading.
- - 58% of our grade 3 students ranked in the middle and top two bands for writing.
- - 59% of our grade 3 students ranked in the middle and top two bands for maths.
- - 40% of our grade 5 students ranked in the top two bands for reading.
- - 56% of our grade 5 students ranked in the middle and top two bands for writing.
- - 67% of our grade 5 students ranked in the middle and top two bands for numeracy.

The Victorian Teaching and Learning Model (VTLM) is the work of all teachers within the school. The Victorian teaching and learning model bring the framework for improving student outcomes (FISO) into the classroom. It creates a line of sight between the whole-school improvement approach and classroom practice. The Professional Learning at Parkwood Green Primary School is targeted at the areas where teachers feel improvement is required. During 2022 the professional learning each week focused on improving the implementation and consistency of our writing strategies and on building a common understanding in the implementation of School-Wide Positive Behaviour Support framework. To enable both of these aspects we employed the expertise of external consultants. The Literacy, Mathematics and School-wide Positive Behaviour Support Consultants continue to strengthen the content knowledge of our Learning Leaders to assist them to foster best practice across year levels.

Parkwood Green PS continued its focus on the improvement priorities of 'Excellence in Teaching and Learning' and 'Professional Leadership' through the initiatives of 'Evaluating impact on learning', 'Building leadership teams' and 'Vision, values and culture'. Social and emotional wellbeing was seen as a high priority during remote learning, particularly regarding the 'at risk' and out of home care students. Staff continued to implement the school's School Wide Positive Behaviour Support Framework and Respectful Relationships lessons throughout remote learning and when on site. This was done through targeted lessons delivered online including self-regulation and by providing opportunities for students to develop new online social skills. Regular check-ins and onsite learning opportunities were also implemented for these students 'at risk'.

Wellbeing

Parkwood Green Primary School is committed to providing a safe, secure and stimulating environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning.

The school has a proactive wellbeing team, consisting of an educational psychologist, social worker, speech pathologist and wellbeing coordinator. This team focuses on building teacher capacity to support students across the school. Parkwood Green Primary School uses the School-wide Positive Behaviours Support (SWPBS) framework to create a safe learning environment for all students. Behaviours are explicitly taught through the Respectful Relationships Program. Students, staff and families at Parkwood Green continue to work in partnership for an effective learning environment that is safe, inclusive and harmonious.

The school focuses on creating a positive climate for learning to increase student engagement through the activation of student voice to empower students and enhance learning outcomes.

A sense of connectedness between the school and the community was a continued focus in this area for 2022, particularly coming out of COVID-19 lockdowns years prior. The school developed appropriate wellbeing structures and processes to ensure all students and parents felt connected, included and safe.

The school continues its strong commitment to building a safe, strong, and welcoming culture through the teaching and implementation of our School Values of Respect, Empathy, Responsibility, and Resilience. Acknowledgement and celebration of exemplar modelling of school values occurs through Student of the Week and Principal Awards presented to students.

The school will continue to build student self-efficacy and self-regulation strategies through the use of the SWPBS framework, Behaviour Support Plans and through analysing data from COMPASS Chronicle entries.

Engagement

The school's average number of absence days measured 26.5 days in 2022. This is higher than the 4-year average of 18.5 days. In comparison to similar schools, we are similar as the average number of absences for Similar Schools which measured 24.6 days.

The State average of absence days was 23.3%.

The attendance rate by percentage for each year level is as follows:

Foundation: 86%

Year 1: 87%

Year 2: 85%

Year 3: 88%

Year 4: 88%

Year 5: 86%

Year 6: 86%

Our 2022 Student Attitudes to School Survey indicates that 63.1% of students in Year 4-6 feel a sense of connectedness to the school. This is under that state average 78.1% and just under similar schools' average of 77.7%.

Regarding the percentage of positive responses to managing bullying, our school percentage endorsement was 58.6%. Below similar school (75.8%) and state average (75.8%).

Financial performance

The school aims to maintain a strong financial position. The Financial Management of the school is both sound and effective. The school has clear processes in place for the Financial Management of school funds in line with DET Financial Management guidelines and policies. All revenue (Student Resource Package, Equity Funding and locally raised funds) is expended in line with our budgeting process, which is underpinned by the goals of our School Strategic Plan.

In 2022 the school received Equity funding totalling \$190,883 (reduction from \$215,469 in 2021) for the purpose of improving student learning. Using these funds, the staffing profile was increased to enable the building of teacher capacity to improve instructional practice. This funding is also used to employ a social worker, to implement the Positive School-Wide Behaviours Support framework and utilise additional staff to monitor and manage attendance data and individual students' attendance plans.

A breakdown of Expenditure/Maintenance/Hire include:

Repairs to equipment

Purchases of technical equipment

Hired equipment

Leased equipment – leases for iPads, solar panels, photocopiers and telephone

Total Operating Expenditure for the school was \$7,936,778. In 2022 the school ended the year with a deficit of \$264,846.

For more detailed information regarding our school please visit our website at
<http://www.parkwoodgreenps.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 700 students were enrolled at this school in 2022, 330 female and 370 male.

27 percent of students had English as an additional language and 1 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).

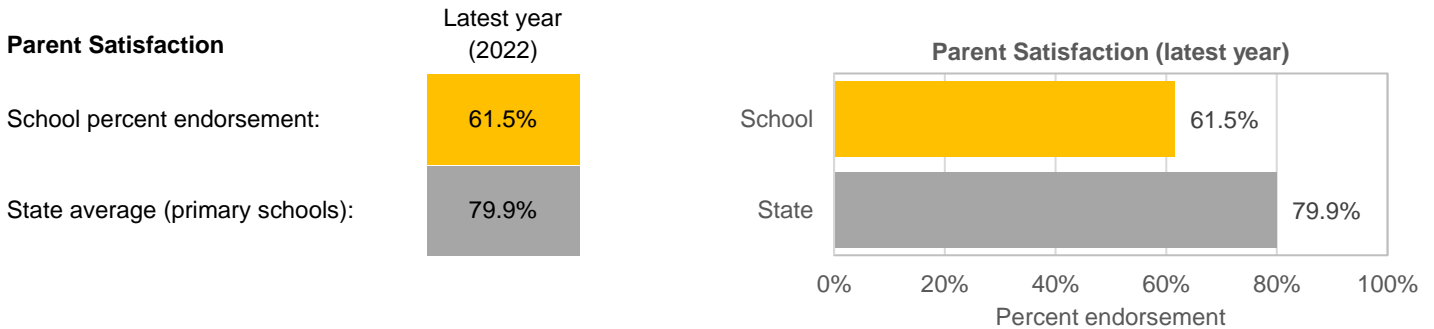
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

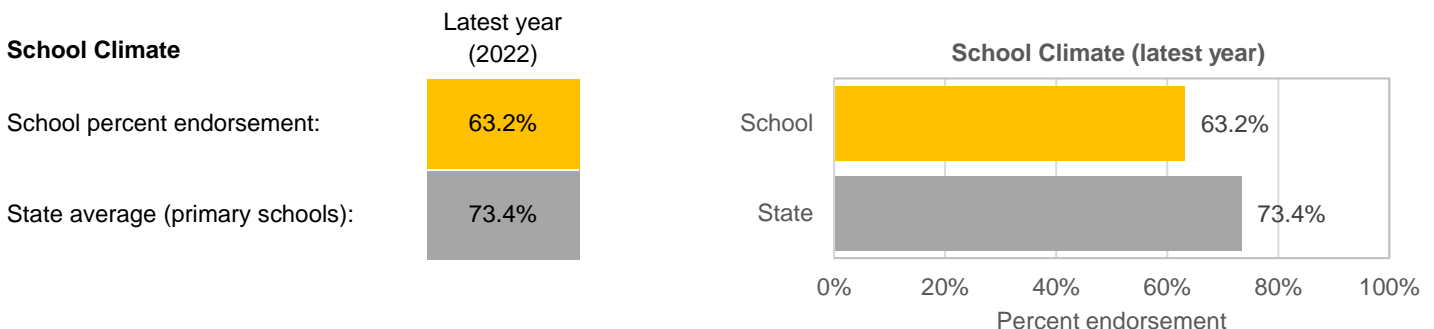


School Staff Survey

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:

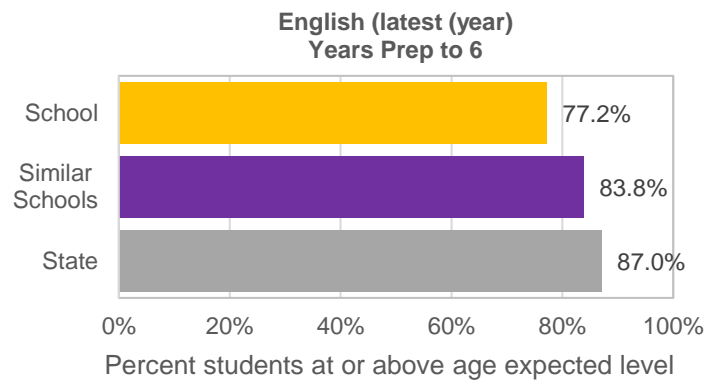
77.2%

Similar Schools average:

83.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

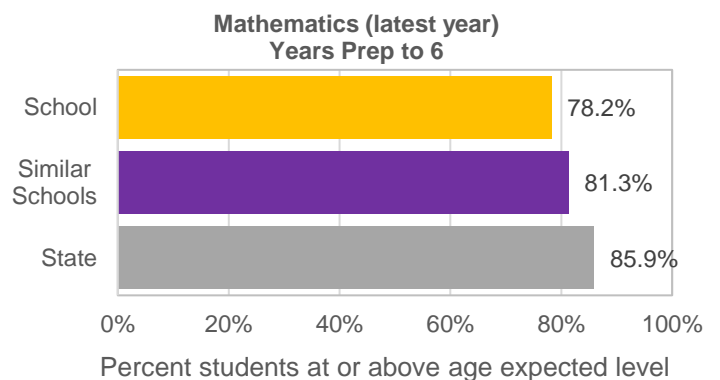
78.2%

Similar Schools average:

81.3%

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.

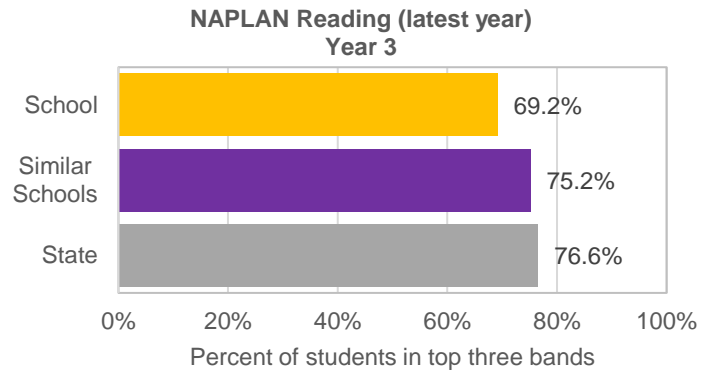
NAPLAN

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.

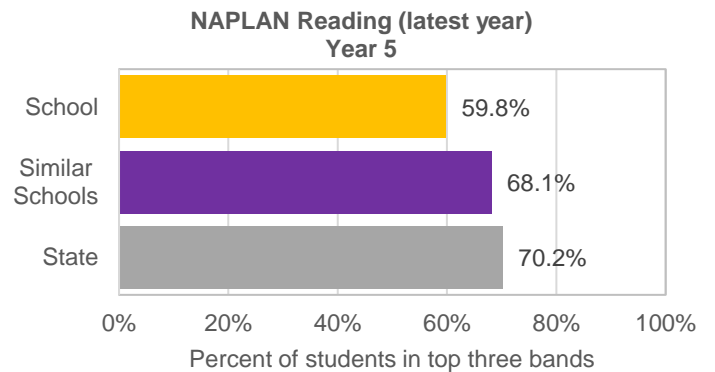
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	69.5%
Similar Schools average:	75.2%	74.8%
State average:	76.6%	76.6%



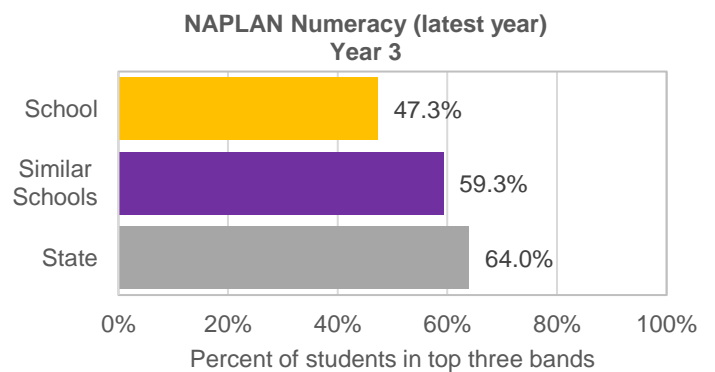
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	59.8%	60.9%
Similar Schools average:	68.1%	66.0%
State average:	70.2%	69.5%



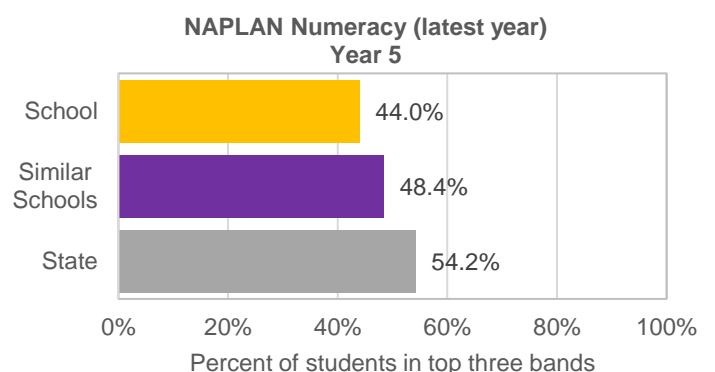
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.3%	57.2%
Similar Schools average:	59.3%	61.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.0%	45.8%
Similar Schools average:	48.4%	53.4%
State average:	54.2%	58.8%



WELLBEING

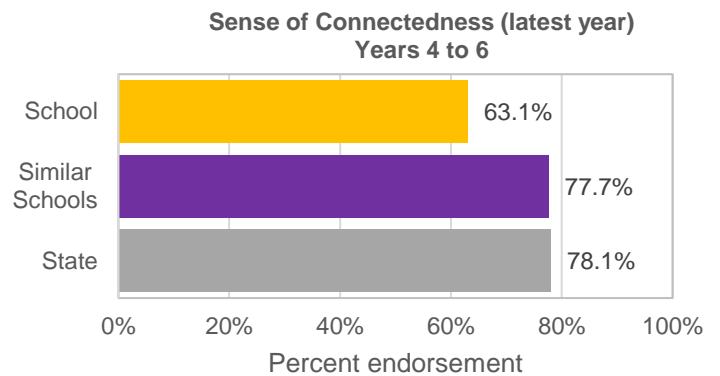
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	63.1%	67.1%
Similar Schools average:	77.7%	78.6%
State average:	78.1%	79.5%

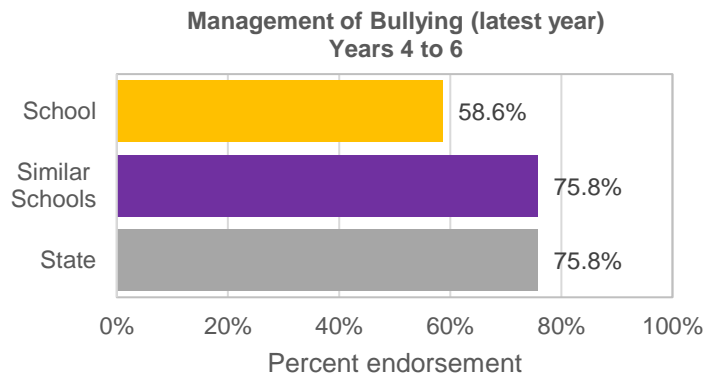


Student Attitudes to School – Management of Bullying

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:	58.6%	61.4%
Similar Schools average:	75.8%	77.8%
State average:	75.8%	78.3%



ENGAGEMENT

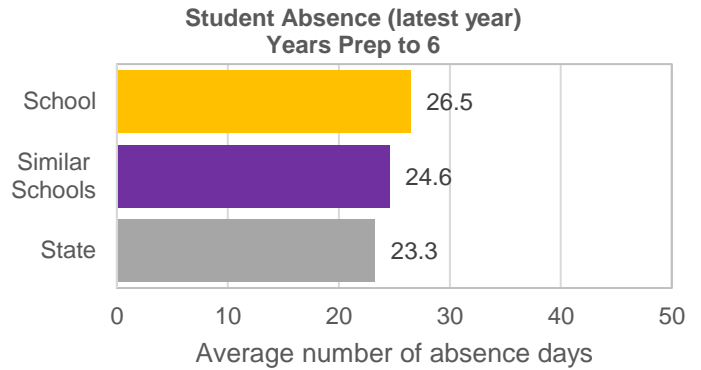
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	26.5	18.5
Similar Schools average:	24.6	17.7
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):	86%	87%	85%	88%	88%	86%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,523,426
Government Provided DET Grants	\$655,128
Government Grants Commonwealth	\$5,800
Government Grants State	\$30,000
Revenue Other	\$73,598
Locally Raised Funds	\$383,982
Capital Grants	\$0
Total Operating Revenue	\$7,671,933

Equity ¹	Actual
Equity (Social Disadvantage)	\$190,883
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$190,883

Expenditure	Actual
Student Resource Package ²	\$6,719,302
Adjustments	\$0
Books & Publications	\$81
Camps/Excursions/Activities	\$205,661
Communication Costs	\$11,249
Consumables	\$96,160
Miscellaneous Expense ³	\$58,475
Professional Development	\$20,831
Equipment/Maintenance/Hire	\$174,648
Property Services	\$51,792
Salaries & Allowances ⁴	\$191,929
Support Services	\$219,301
Trading & Fundraising	\$37,376
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$193
Utilities	\$149,781
Total Operating Expenditure	\$7,936,778
Net Operating Surplus/-Deficit	(\$264,846)
Asset Acquisitions	\$48,889

- (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	\$427,338
Official Account	\$14,930
Other Accounts	\$0
Total Funds Available	\$442,268

Financial Commitments	Actual
Operating Reserve	\$197,661
Other Recurrent Expenditure	\$392
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$98,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,122
Capital - Buildings/Grounds < 12 months	\$66,700
Maintenance - Buildings/Grounds < 12 months	\$60,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$441,876

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.