

# 2022 Annual Report to the School Community

School Name: Parktone Primary School (4843)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2023 at 08:11 AM by Genevieve Casonato (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 April 2023 at 02:03 PM by Adrian Fitzgerald (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

#### **School Profile**

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### **Learning**

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

#### **Wellbeing**

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

- Sense of Connectedness
- Management of Bullying

#### **Engagement**

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

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

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

# About Our School

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## School context

Parktone Primary School (Parktone PS) opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a 2.5 hectare site. The school is set in well maintained grounds and has a variety of outdoor play areas for students. Traditional classrooms have been redeveloped into flexible learning spaces that cater for a variety of learning needs. At the commencement of the 2022 school year works commenced on the expansive Library building project that enhances the current philosophy of flexible learning at Parktone. In this building project our stadium toilets had an upgrade so that they could be always assessable by all student. This project was completed at the end of 2022. The library comprises of a reading and discussion area, work areas to foster learning in small groups and reading nooks for children to become lost in a world of literature.

Enrolments for February 2022 commenced at 506 (249 female and 257 male students). Our student population has 15% of students with English as an additional language and 1 student who identify as Aboriginal or Torres Strait Islanders. The Student Family Occupation Education (SFOE) band value is low level of socio-educational disadvantage with SFOE index being 0.2096 in 2022 down from 0.2105 in 2021. We have 1 student in Out of Home care, and 19 students who are on the Program for Students with Disability. The staffing profile of Parktone PS in 2022 comprised of 40.6 equivalent full-time staff including; one Principal class, one Assistant Principal, Acting Assistant Principal, one 1.0 Learning Specialist, with 30.3 teaching staff and 10.6 non-teaching. The school provides an approved curriculum framework including specialist subjects in Visual, Physical Education, STEAM and Japanese. Parktone Primary has a sister school, Saikyo Gakuen in Matsumoto Nagano Prefecture, in Japan. In 2022, the extra-curricular activities available to children included after school sports, guitar, piano, drums, vocal tuition, in school music school bus as well as clubs such as lego, art, sewing and music held during lunchtime. The Working in Your Element electives program continued to provide an opportunity for students to choose programs based on their preferred learning styles and interests. In a stimulating teaching and learning environment, individual students are supported and encouraged to develop their talents, leadership skills, build resilience and confidence, and have respect for themselves and others. Stephen Covey's '7 Habits of Highly Effective People' is a character development approach demonstrated by staff across all teaching and learning experiences. Sean Covey's '7 Habits of Happy Kids' is the strategy teachers are implementing to create highly effective children. Vision There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine. Mission Statement Identify the talent, develop the confidence and create the leader. Core Values aligned to Stephen R. Covey's 7 Habits • Be Proactive - Personal Responsibility • Being with the End in Mind - Personal Vision/Goal Setting Put First Things First - Personal Management • Think 'Win Win' - Mutual Benefit • Seek First To Understand, Then To Be Understood - Empathic Communication • Synergise - Creative Cooperation • Sharpen the Saw - Daily Self Renewal Motto Always Moving Forward Code of Conduct In every situation, irrespective of circumstances, I will: - Be kind and well-mannered; - Do what I can to help; - Always try to do my best; - Stay positive and confident; and - Be thankful for who and where I am.

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

### Learning

In 2022, the school continued work on its strategic plan goal of maximizing learning and growth for each student in Literacy and Numeracy. Learning, catch-up and extension was a priority.

TUTOR PROGRAM INITIATIVE - The Tutor Program continued and targeted students who were below standard in Reading (12 months in Years 1 to 6). The school created strong protocols about how the program would run. Experienced teachers were placed as tutors, and over 75 students participated in the program. The school continued to use Fountas and Pinnell Levelled Literacy Intervention kits. Students worked in small groups of no more than four in a group with a tutor twice a week. Most students made excellent growth during this time. In addition to the Tutor Program, Parktone used funds from Tier 2 level funding to begin supporting students in Writing and Numeracy within small groups.

**DATA** - We engaged with a data expert from the department who went through our NAPLAN results. The Student Performance Analyser (SPA) was used to also analyse our academic performance. PAT was also used as another source of checking academic performance.

**NAPLAN** - Parktone is proud of its inclusive policy towards NAPLAN, with all students in Years 3 and 5 participating in some or all NAPLAN assessments. A brief overview showed the following: Years 3 and 5 Reading (Top 3 Bands of testing) - sits above state, however we are working towards similar school averages. Year 3 and 5 Numeracy (Top 3 Bands of testing) - sits comfortably above state average and is comparable with similar school averages.

Teacher judgement for English shows that Parktone students are performing at a comparable level to similar schools, and above state average.

Teacher judgement for Numeracy shows that Parktone students are working towards performing at the level of similar schools, however, they are still working above the state average

## Wellbeing

2022 was the first full year of learning post Covid and Parktone was proactive in prioritising student health and wellbeing. The Leader In Me was reinvigorated with the return to onsite learning. Parktone invited the community to a Leader in Me Community Picnic afternoon. Given the challenges of returning to full time onsite learning, using the 7 Habits on a daily basis was imperative to help students and staff with their stamina and wellbeing.

Our partnership with Adam Voigt continued into its final year. Working alongside Adam, helped Parktone staff to upskill their practise in building students confidence, conflict resolution skills, relationship building skills, resilience and a sense of community with our students through the use of regular Circle Times, Affirmative Language and the Restorative Approach to dealing with conflict. Through the school review process, it was highlighted that the next step in Parktone's journey, was to implement the School Wide Positive Behaviour Model to work alongside Adam Voigts Restorative Practises

Teachers, leaders and the school community are developing an understanding how to keep students safe on-line (social platforms) and continued to work with the Cybersafety Project to support this. Sessions were held with staff, parents and students. Teachers and students began to engage in lessons that explicitly target safe use of digital technology.

Families of at-risk students will receive regular communication and support from the school through our Wellbeing co-ordinator. Some utilised the services of our school psychologist.

In 2022 86% of students completed the Attitude to School Survey. This data set gave us the following information: Students believed that \* their teacher had high expectations for success. They also expressed \*positive peer relationships and \*sense of inclusion.

Management of bullying was below similar schools and below state average. We are aiming to address this through the implementation of the School Wide Positive Behaviour Model. Sense of Connectedness was also below similar schools and state. In 2023 Parktone will implement Pivot as a tool to assess student engagement and connectedness regularly throughout the year.

87 families completed the optional DET Parent Opinion Survey. This data set gave us the following information: Generally parents felt positive about student connectedness. They were pleased with the development of student confidence and resiliency skills.

Parents feel that the school promotes positive behaviours. Although there has been a slight decrease compared to 2021, we are hoping to address this through the continued use of The Leader in Me and the implementation of the School Wide Positive Behaviour program. The school community was also very positive about the new library and facilities.

In 2022, teachers and students continued to utilise the five Flexible Learning Spaces, as one way to develop a level of autonomy in the learning environment. The aim is to create independent, self-regulating learners. The Inclusion Lounge was used by students with additional needs or students who required a calm, multisensory space during learning and break times. Pippa - the school therapy dog was an important support for a number of students within the school, especially those with high anxiety and in need of emotional support.

## Engagement

Parktone Primary School continued to work on building connections between school and home. Teachers were required to contact parents if a child is away for two consecutive days. Articles were put into the newsletter about the importance of attending school. The school average number of absence days was 21.4 in 2022. Common reasons for non-attendance include illness and extended family holidays. To highlight the importance that every day of learning counts, an attendance data section is included in semester reports. Our Transition co-ordinators liaised well with secondary staff, preschool teachers, parents and students. Strategies to assist students with different levels of school refusal were implemented to support students engagement and attendance. This included the use of 'Pippa' - Parktone's therapy dog, soft starts where students would use the Inclusion Lounge to regulate their emotions before entering the classroom. To strengthen community engagement post Covid, Parktone organised several whole school events

including - Performance nights, community events and camps (listed below). To promote upcoming events social media was used; Facebook and Instagram.

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## Other highlights from the school year

Parktone Primary School had a focus on reconnecting with the parents, guardians and the wider community, after several years of COVID disrupted these partnerships. It was fantastic to reestablish these community connections through a wide array of exciting events:

School Camps recommenced for Years 4, 5 and 6. While the Year 3s had a sleep over in the 5/6 area.

The Art Show was a huge success towards the end of 2022, showcasing the amazing artwork from our students.

Performing Arts was an important part of the learning in 2022, culminating in the Prep - 2 Concert, the 3/4 Circus Performance and the 5/6 Dance Performance

Parktone was fortunate to be included in the Author Match Program through PETAA (Primary English Teachers Assoc. Australia) - High Performing Students were invited to attend a two day workshop with a published author to strengthen their writing craft.

Leader in Me Community Picnic Night and Leadership Day

The Parktone Aerobics Teams competed in National Titles in Brisbane and won. They worked extremely hard and trained regularly with parents and teachers volunteering their time to support.

Book Day / Parade was another great success and students and teachers dressed up as their favourite characters before cheering each other on at the parade in the hall. The Book Fair ran at the same time and it was wonderful to see the students excitedly browsing the books on display and parents / carers purchasing them to support reading at home and the school.

Community Partnerships with Bunnings to establish a school vegetable garden.

Recommencement of Element and Buddies program with parent involvement.

Full access to the hall after renovations

Building of the Library

Christmas Carols event with market stalls

Year 5/6 led market stalls.

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## Financial performance

Overall, Parktone Primary School remains in a sound financial position operating within the designated expenditure budget for the 2022 school year.

Additional funding received by Parktone Primary School included successful grant applications: - Shade Sails Grant, Sporting Schools Grant and the Safe Tree Program. Other funds received came through the hiring of facilities, photography commission and a library grant from the department to purchase furniture and equipment for our new library building. The school community has also been very supportive of our fundraising initiatives raising much needed funds which support exciting projects planned for the coming year.

Major expenditure in 2022 included the hiring of a school counsellor to support our students. Other expenditure items included additional IT equipment, wall netting in the hall, a contribution towards air-conditioning in our new Library, concreting around re-positioned portables and a new telephone system. Replacement teachers throughout the year was another major expense and will be monitored closely over the next year.

# 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 506 students were enrolled at this school in 2022, 247 female and 259 male.

14 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

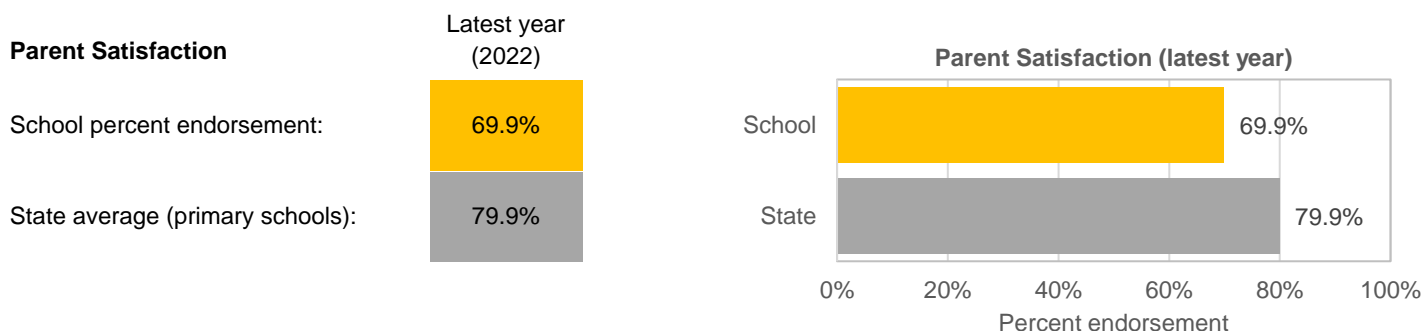
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

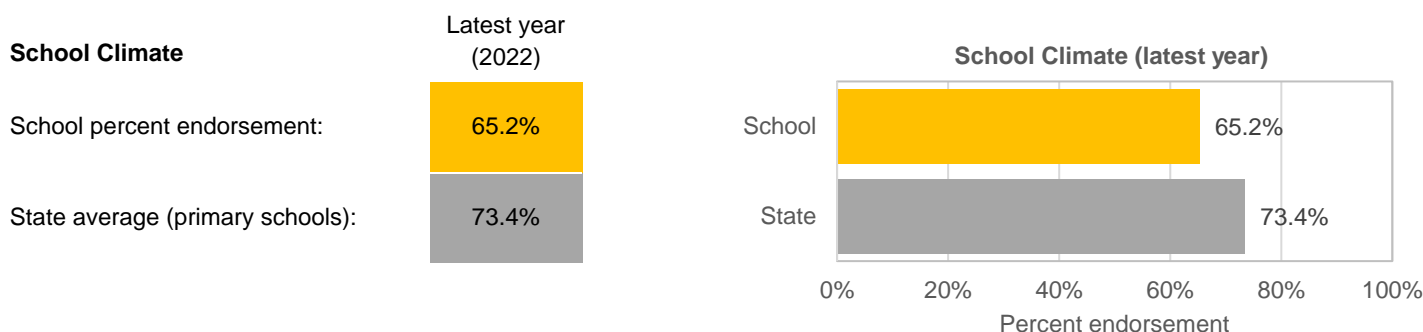


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

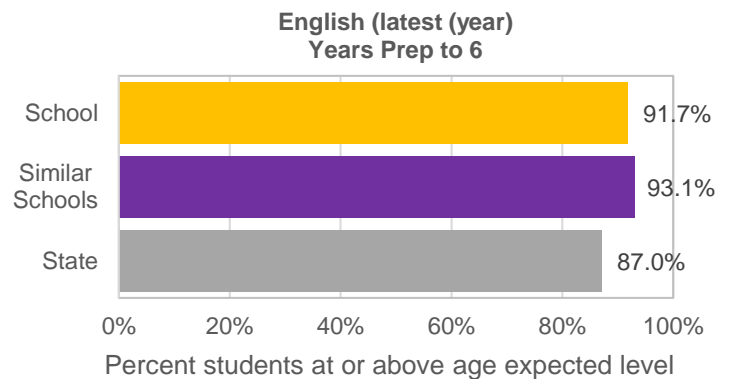
91.7%

Similar Schools average:

93.1%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

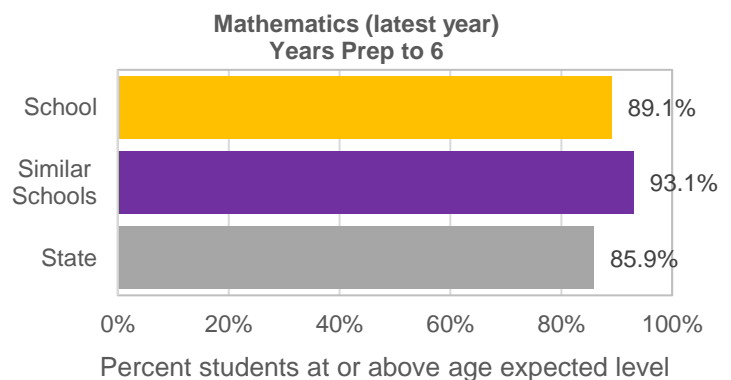
89.1%

Similar Schools average:

93.1%

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.

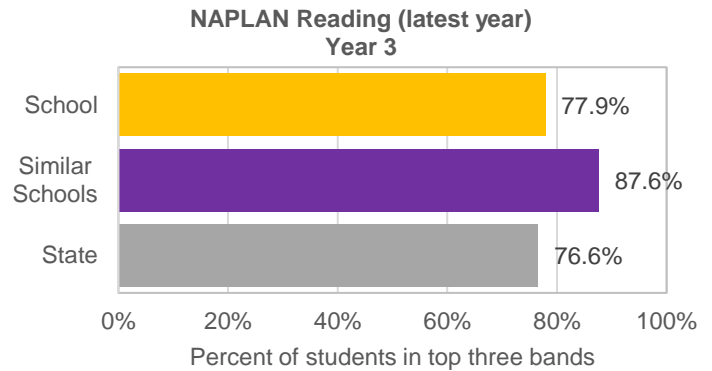
### NAPLAN

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.

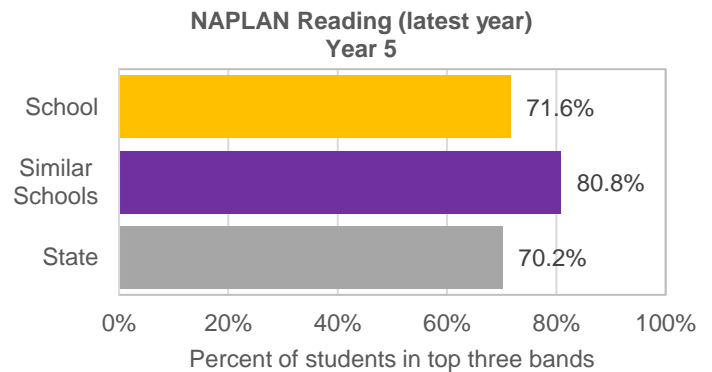
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.9%	83.1%
Similar Schools average:	87.6%	87.4%
State average:	76.6%	76.6%



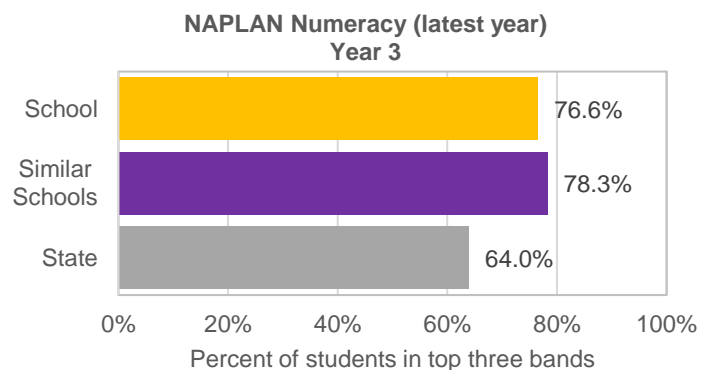
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.6%	80.2%
Similar Schools average:	80.8%	80.5%
State average:	70.2%	69.5%



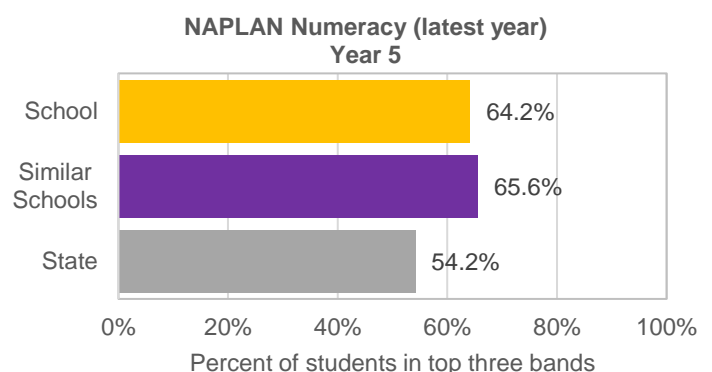
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.6%	79.7%
Similar Schools average:	78.3%	79.0%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.2%	73.2%
Similar Schools average:	65.6%	70.7%
State average:	54.2%	58.8%



## WELLBEING

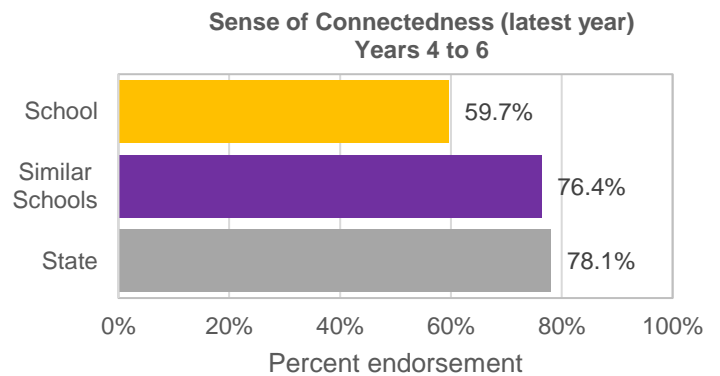
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	59.7%	73.5%
Similar Schools average:	76.4%	78.7%
State average:	78.1%	79.5%

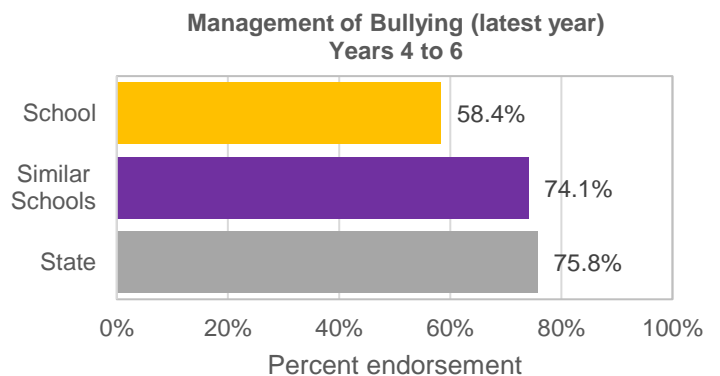


### Student Attitudes to School – Management of Bullying

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:	58.4%	73.8%
Similar Schools average:	74.1%	77.2%
State average:	75.8%	78.3%



## ENGAGEMENT

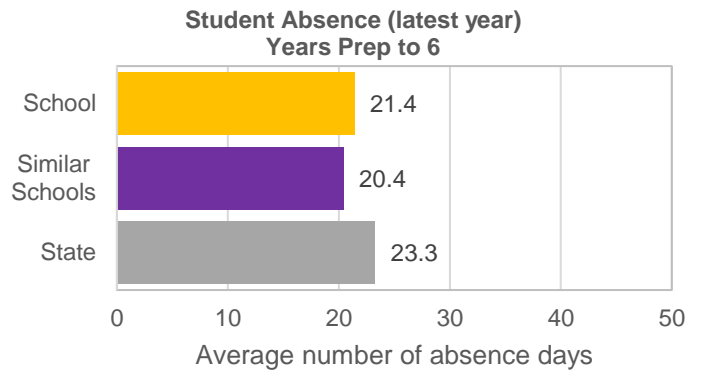
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.4	15.6
Similar Schools average:	20.4	14.2
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):	92%	89%	90%	90%	88%	89%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,031,983
Government Provided DET Grants	\$518,834
Government Grants Commonwealth	\$18,233
Government Grants State	\$0
Revenue Other	\$6,409
Locally Raised Funds	\$387,069
Capital Grants	\$19,708
<b>Total Operating Revenue</b>	<b>\$5,982,235</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,656
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,656</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,615,875
Adjustments	\$0
Books & Publications	\$5,530
Camps/Excursions/Activities	\$177,587
Communication Costs	\$3,907
Consumables	\$115,067
Miscellaneous Expense <sup>3</sup>	\$25,001
Professional Development	\$12,030
Equipment/Maintenance/Hire	\$61,973
Property Services	\$110,331
Salaries & Allowances <sup>4</sup>	\$42,457
Support Services	\$483,083
Trading & Fundraising	\$30,488
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$400
Utilities	\$48,436
<b>Total Operating Expenditure</b>	<b>\$5,732,165</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$230,362</b>
<b>Asset Acquisitions</b>	<b>\$110,203</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$181,636
Official Account	\$45,383
Other Accounts	\$9,801
<b>Total Funds Available</b>	<b>\$236,820</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$170,268
Other Recurrent Expenditure	\$33,956
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$51,764
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$255,988</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*