

2017 Annual Report to the School Community



School Name: Parktone Primary School

School Number: 4843





About Our School

School Context

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
- Begin with the end in mind
- Put first things first
- Think 'win win'
- Seek first to understand, then to be understood
- Synergise
- Sharpen the saw

Motto

Always Moving Forward

Parktone Primary School opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a spacious and attractive 2.5-hectare site. There are 52 staff members and 550 children. Literacy and Numeracy are priority school programs. Specialist programs in Visual and Performing Arts, Physical Education and Japanese. Parktone Primary has a sister school, Saikyo Gakuen in Matsumoto Nagano Prefecture, Japan. In 2018 Parktone will host 41 Japanese students and our Saikyo Gakuen will host 20 Parktone students. A capital work project worth \$4M is currently underway which will see a multipurpose hall built with performing arts room and stage, visual arts room, canteen, tiered external seating for the whole school, bathroom facilities and a competition size basketball/netball court, ready for use at the beginning of 2019.

In a stimulating and challenging 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.

Differentiation is planned for to cater for varying pace of student learning. We also have two accelerated learning classes to cater for students whom the regular differentiation is insufficient.

Some of the extracurricular activities available to children include, after school sports, guitar, piano, drums, vocal tuition, movie making and film production, art club, Japanese club, dance, glee club and a bi-annual production which add to skill development and promote student's confidence. The Working in Your Element electives program is a highly engaging experience for the children. The children have the opportunity to choose programs based on their preferred learning styles and interests.

The Parktone Primary community has a powerful synergy and its spirit is radiant!

Framework for Improving Student Outcomes (FISO)

Parktone focused on two FISO initiatives.

Curriculum Planning and Assessment: Structuring the timetable, structuring planning meetings, setting expectations around consistent planning, agreeing upon a shared instructional practice, delivering a consistent content, development of Key Assessment Tasks and ongoing reporting were all strategic elements integral to the improvement seen in literacy and numeracy and have become established as part of the teaching practice at Parktone.

Building Leadership Teams: The distributed leadership model consisting of Professional Learning Team Leaders was expanded to include a Literacy and a Numeracy Leading teacher who provided professional development to the staff as well as coaching support for planning and implementation of planning. At the beginning of Term 3 the principal started at another school, the assistant principal became acting principal but retained many of the assistant principal responsibilities. The literacy leading teacher started maternity leave and the numeracy leading teacher became acting assistant principal but retained many of the numeracy leading teacher responsibilities as well as picking up those of the literacy leading teacher.



Achievement

Evidently, Parktone's most outstanding improvement in student outcomes was achieved in numeracy. The percentage of students who received a high level of growth in numeracy from grade 3 to 5 increased to 43% up from just 9% in 2016, and 7% in 2015. Likewise, the percentage of students achieving low level growth dropped from 57% in 2015, and 29% in 2016 and just 12% 2017.

Parktone's greatest academic strength in terms of outcomes for students is writing. The percentage of students who received a high level of growth in writing from grade 3 to 5 continued to increase to 52% up from 46% in 2016, 37% in 2015 and 32% in 2014. Likewise, the percentage of students achieving low level growth drop from 19% in 2014 and 2015 to just 9% in 2016 and 2017.

The academic area that needs attention is spelling. The percentage of students who received a low level of growth in spelling from grade 3 to 5 increased to 36% up from 28% in 2016. Though the percentage of students achieving high level growth increased from 17% in 2016 to 23% 2017, in 2014, 34% of students were achieving a high level of growth.

Engagement

Student attendance is at 94% (12 days per year) for Grades Prep, 1, 3, 4 and 5 and 92% (16 days per year) at Grades 2 and 6. A portion of the data is impacted by extended family holiday and chronic absenteeism. Though the attitudes to school survey show an average response, the staff completed a school self-assessment against the FISO continua of practice and determined that student voice is an area for improvement. Connectedness to school, school pride and engagement are all evidenced by-products of improved student voice and should be addressed in 2018.

Wellbeing

Parktone began its partnership with the Resiliency Project with a focus on mindfulness, empathy and gratitude. Hugh Van Cuylenburg launched the partnership by presenting to the staff on the first day of the year. We also had a large attendance of parents to a session with Martin Heppell. Martin also presented to all of our students, one year level at a time. Parktone has now embedded how resilience is taught within the Social and Personal Learning curriculum and an array of tools that are consistently used such as mindfulness corners. The partnership with the Life Ed van continued. One of the Professional Learning Team projects continued to focus on Student Safety. Staff have an improved understanding of their duty of care. A parent and teacher working party was initiated to look at a whole school approach to Preventing Bullying. The work will continue into 2018 and should result in a consistently applied approach from students, teachers and parents in regards to how Parktone responds to incidents of bullying.

For more detailed information regarding our school please visit our website at
www.parktoneps.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	
<p>Enrolment Profile</p> <p>A total of 545 students were enrolled at this school in 2017, 257 female and 288 male.</p> <p>10 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:

Achievement	Student Outcomes	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</p> <p> Higher</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:

Achievement	Student Outcomes	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> Higher</p> <p> Similar</p> <p> Higher</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Higher</p> <p> Lower</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: ◆

Achievement	Student Outcomes	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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>52%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>45%</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>39%</td> <td>52%</td> </tr> <tr> <td>Spelling</td> <td>36%</td> <td>41%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>48%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	52%	25%	Numeracy	13%	45%	43%	Writing	9%	39%	52%	Spelling	36%	41%	23%	Grammar and Punctuation	25%	48%	27%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	23%	52%	25%																							
Numeracy	13%	45%	43%																							
Writing	9%	39%	52%																							
Spelling	36%	41%	23%																							
Grammar and Punctuation	25%	48%	27%																							



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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1040 1003"> <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>94 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	92 %	94 %	94 %	94 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	92 %	94 %	94 %	94 %	92 %										



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:

Wellbeing	Student Outcomes	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>Results: 2017</p>	Similar
<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>Results: 2017</p>	Similar

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)

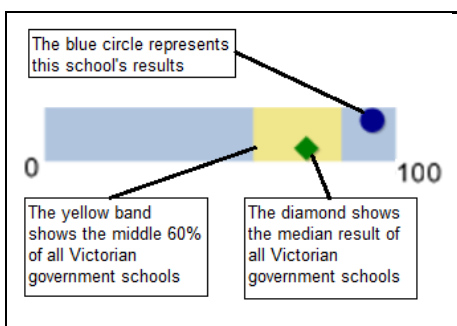
Engagement

- 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).

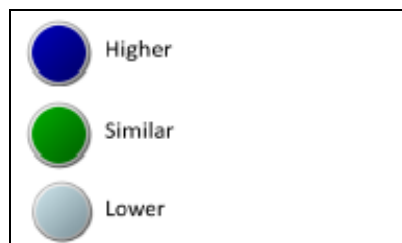


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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').



Financial Performance and Position

Financial performance and position commentary

Parktone Primary School is in a sound financial position with sufficient funds to equitably allocate resources across a wide range of programs. Comparative to the reported 2016 surplus of \$19,327 the 2017 surplus has increased by \$74,134 to \$93,461. Funds raised for playground equipment will be spent in 2018. The equity funding was used to support Numeracy training for staff which had a positive return on student outcomes.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,030,331	High Yield Investment Account	\$64,183
Government Provided DET Grants	\$351,491	Official Account	\$28,085
Government Grants Commonwealth	\$30,936	Other Accounts	\$1,193
Government Grants State	\$1,145	Total Funds Available	\$93,461
Revenue Other	\$7,898		
Locally Raised Funds	\$357,813		
Total Operating Revenue	\$4,779,613		
Equity¹			
Equity (Social Disadvantage)	\$15,847		
Equity Total	\$15,847		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,892,218	Operating Reserve	\$10,000
Books & Publications	\$2,345	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,338
Communication Costs	\$3,682	Revenue Received in Advance	\$41,089
Consumables	\$144,137	School Based Programs	\$21,811
Miscellaneous Expense ³	\$264,748	Other recurrent expenditure	\$14,223
Professional Development	\$12,863	Total Financial Commitments	\$93,461
Property and Equipment Services	\$183,646		
Salaries & Allowances ⁴	\$7,405		
Trading & Fundraising	\$52,433		
Utilities	\$28,383		
Total Operating Expenditure	\$4,591,858		
Net Operating Surplus/-Deficit	\$187,755		
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 05 March 2018 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.