2018 Annual Report to The School Community

School Name: Plenty Parklands Primary School (1915)

- 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 Regulation 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 2018 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 15 March 2019 at 04:22 PM by Claire McInerney (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 19 March at 7:30 PM by Roger Baker (School Council President)

Plenty Parklands Primary School (1915)

About Our School

School context

Plenty Parklands Primary School is a place of learning and our PURPOSE is to educate children as lifelong learners to thrive in our rapidly changing and increasingly connected world.

If you value a strong, interdependent relationship between school and home, Plenty Parklands Primary School is the school for you.

A core group of student leaders took parents, the whole student population and staff through a process in 2016 to revise our Purpose and Vision statements and our Values so that they truly reflect our current community.

This, coupled with our vision, gives our community a clear future direction and forms the basis for all decision making.

Our VISION is:

1.	Our students, staff and community learn and are cared for in an environment that reflects our school values and Quality Principles.

2.	Our students are creative and discerning thinkers with the skills, knowledge and personal attributes to contribute as global citizens.

3.	Our school promotes and fosters individual and team excellence.

4.	Value is added to each child's life through our interdependent partnership between parents, staff, students and the community.

Our strong, all pervasive VALUES are:

A FAIR GO FOR ALL – I live by Australia's tradition of democracy and freedom. I live in harmony and am open minded to diversity.

HONESTY – I tell the truth, even when it is difficult.

RESPECT – I treat others, as I would like to be treated, with kindness and courtesy.

TRUST – I am responsible and do the right thing.

CARE – I am kind to others and am considerate of their feelings.

PERSONAL ACHIEVEMENT – I put in my best effort by being persistent, resilient and responsible for my learning and behavior.

These values underpin the actions of all students, staff, parents and community members. All understand the shared expectation that everyone will live by these values. Our focus on the academic, social and emotional wellbeing of all of our 740 students involves a clear definition of what it means to live by these values.

What skills and qualities do our young people need today so that they can contribute to and thrive in their future? The answer to that question drives our thinking and planning.

We provide an excellent range of high quality curriculum and extra curricula programs. Our eLearning program and range of equipment, including either an interactive whiteboard or large screen television in every class, netbooks, coding robots, a green screen, desk top computers, cameras and iPads, provide many opportunities for our students to engage with technology as a tool for their learning. We offer a range of specialist programs; Physical Education, eLearning, Languages, which for us is Indonesian, and The Arts; Music and Visual and Performing Arts.

We also provide an extensive range of co-curricular activities including the biennial concert and family dance, choir, Tournament of Minds, community projects, chess club, camping program and numerous sporting activities.

Strong relationships and clearly documented processes are keys to the smooth operation of our school, offering consistency of approach in programs, student wellbeing and engagement and strong accountability to our community and the Department of Education and Training.

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Framework for Improving Student Outcomes (FISO)

Excellence in teaching and learning -
Implementing evidence based high impact teaching strategies, and providing a differentiated curriculum and teaching program that has depth and breadth, has been the focus to enable all students to make expected progress in the areas of English, Mathematics and Science. This needs to continue as a focus.
Key Improvement Strategies - We have now developed a PPPS instructional model which clearly defines what exemplary teaching and powerful learning looks like at our school. Our professional learning program has continued to focus on teaching staff members developing a thorough understanding of the Victorian Curriculum continuum, including content and skills covering a ranger of standards. The emphasis on improving teacher capacity to use a range of data to inform the teaching of a differentiated curriculum has continued, with consistent tracking of student progress using data walls, and regular discussion at both School Improvement Team and Unit meetings.

Positive climate for learning -
Empowering students and building school pride is a fundamental part of our Quality approach. We have provided professional learning about increasing students' connectedness to school, staff and peers using the Quality philosophy to strengthen the processes and protocols which support student engagement and the Gradual Release of Responsibility. Our intention to send new staff to specific Quality professional learning with Quality Australia could not be fulfilled as the presenter no longer travels to Australia.
Key Improvement Strategies - Increase opportunity for student voice in curriculum design and the wider aspects of school life using Quality processes and procedures. All teaching staff to develop a deep understanding of the need to differentiate the curriculum to engage all students appropriately. These strategies continue to rely on the knowledge and skill of current members of staff with appropriate professional learning. The most effective way to embed strategies is in the planning of curriculum and then the modelling of the selected tool.

Health and wellbeing. Continue to strengthen the processes and protocols which support student wellbeing.
Key Improvement Strategies - Using a Plan Do Study Act process, work with the relevant stake holders defined in our systems view, to revise and reaffirm our school values. This process is complete and has defined our current Purpose and Vision statements, our Values and our System Map. Review and improve our Student Engagement and Wellbeing policy and consistently implement a clearly articulated process of responding to social, emotional and behaviour issues as they arise. Strengthen our ability to provide an inclusive school environment to support our students with special needs.   Explore and further enhance programs that support students in developing their sense of wellbeing. The review is complete and has led to the current policy.

Achievement

Our student results in Teacher Judgement in English show us well above the median for all Victorian Government Primary Schools and higher than schools with a similar background. In 2018 our focus has been to improve our writing program and much of our Professional Learning time has been directed to this. This will continue to be a focus in 2019. Mathematics Teacher Judgement results were similar to English and again show we were well above the median for all Victorian Government Primary Schools and higher than schools with a similar background.

Overall our NAPLAN student learning results indicate that we remain in the similar range in school comparison in both Reading and Numeracy in years 3 and 5.
Year 3 results show we are above the median of all Victorian Government Primary Schools in both areas, with a high result in our four year average for both Literacy and Numeracy.
Year 5 results show that Reading is above the median for all Victorian Government Primary Schools with the four year average at level. Our Numeracy results show a lower performance than expected and targeted support has been put in place to ensure there is improvement.

NAPLAN data provides the opportunity to examine and analyse students learning gains from year 3 to year 5.
Our highest percentage of students deemed to have high growth between years 3 and 5 is in Writing, followed by

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Reading, Grammar and Punctuation and Spelling. Numeracy has a lower score than the other curriculum areas in this data set. Consequently teaching staff have analysed data, identified areas of need and made program changes to address this. We are tracking student growth in all areas including Reading, Spelling and Grammar and Punctuation and developing a differentiated program to best meet the needs of our students.

Engagement

Our student attendance data indicates that we are performing at a similar level with fewer absences in comparison to similar schools. Common reasons for non attendance include illness and extended family holidays, which continue to rise each year.

Our four year average remains below the median of all Victorian State Government schools. Year level data ranges between 92% and 94%. Year 6 attendance improved to 92%, years 1 and 5 remained the same, while the other year levels dropped by a small percentage of 1-2%.

Each year level is supported by a senior staff member as a wellbeing coordinator. The students who are funded on the Program for Student Disabilities program are also ably supported by a senior staff member who coordinates the program and the Education Support staff.

Daily attendance continues to be a focus, with information regularly being disseminated to parents regarding 'why it's important to come to school every day'. Each home group teacher openly communicates with parents regarding absences. Attendance issues are followed up by the home group teacher with the support of the wellbeing coordinator for each year level. Every Day Counts posters are displayed around the school. The accurate recording of attendance has improved with the use of the school's on line system Compass. We are much more accurately tracking and then following up any unexplained absences.

Wellbeing

Student Attitudes to School Survey results show that our students recognise the successful Management of Bullying, with results being similar to like schools. However, results indicate that their Sense of Connectedness is lower than the median of Victorian Government Primary Schools. This has been addressed in the 2018 AIP with the students by using the Attitudes to School data and feedback to plan their learning using tools such as capacity matrices, their leadership in the creation of processes and the Plan Do Study Act cycle (PDSA) to give greater personalised learning opportunities, support engagement and enable GRR (Gradual Release of Responsibility).

We had a most successful parent information session on Cyber Safety which was run by the well known expert, Susan McLean. Many parents commented on how beneficial this was to support them as they try to keep their children safe on line.

Our committed staff wellbeing committee has updated the Student Engagement and Wellbeing Policy, Mandatory Reporting, Child Safe Standards and accompanying documents and also participated in Respectful Relations professional learning opportunities to support the implementation of this program. Also put in place is a consistent approach to dealing with issues in the playground, which has resulted in the majority of children following the school values and so fewer incidents overall.

Financial performance and position

Plenty Parklands Primary School ended the 2018 calendar year with a Net Operating Surplus of $45,060. We were meant to receive $160,000 being the first payment of the School Pride and Sports Fund in 2018 but unfortunately it reached our account in January 2019.

We received the Sporting Schools Grant for Term 1 in 2018 totalling $2,100. Sports programs were provided to students in Term 1 and the grant was fully acquitted. We also received Grant funding for the Whittlesea Cumulative Learning 5-8 Project and the Learning Difficulties including Dyslexia Workshop, via the Targeted Funding Governance Model totalling $1,582 that was fully acquitted.

We received Department Grants amounting to $25,400 in 2018 for the following targeted initiatives; Respectful Relationships, Inclusion Boost, Equipment Boost for Schools, Swimming in Schools and the Early Years Koorie Literacy and Numeracy.

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Fundraising income was lower in 2018 than in 2017 as there was no school concert in 2018 and this usually generates additional fundraising for the school. Our income was slightly lower in the area of hire school facilities as we had a facility hirer move to their own purpose built premises during the year. This will be recouped in 2019 as our facilities are always in high demand and fully utilised by outside providers after school hours.

For more detailed information regarding our school please visit our website at
https://www.plentyparklands-ps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 759 students were enrolled at this school in 2018, 331 female and 428 male.

32 percent of students had English as an additional language and np 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	87.5	85.1	78.3	91.6

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.7	77.7	66.6	86.7

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"School Comparison" is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are 'Lower' (lower than expected), 'Similar' (as expected) or 'Higher' (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.9	90.1	82.6	95.3	Higher
Mathematics	98.2	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.6	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	82.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	68.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	49.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	77.4	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	74.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	61.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	57.3	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	29.5	46.6	23.9
Numeracy	36.1	45.8	18.1
Writing	25.9	47.1	27.1
Spelling	24.7	54.1	21.2
Grammar and Punctuation	25.9	51.8	22.4

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.9	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	93	94	93	93	93	92

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.4	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	73.5	81.7	73.8	88.7	Lower

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	75.8	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	$5,569,172
Government Provided DET Grants	$614,559
Government Grants Commonwealth	$2,100
Government Grants State	$0
Revenue Other	$38,605
Locally Raised Funds	$650,328
Total Operating Revenue	$6,874,765

Equity [1]	Actual
Equity (Social Disadvantage)	$63,292
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$63,292

Expenditure	Actual
Student Resource Package [2]	$5,365,055
Adjustments	$0
Books & Publications	$5,424
Communication Costs	$8,239
Consumables	$162,778
Miscellaneous Expense [3]	$241,398
Professional Development	$55,937
Property and Equipment Services	$537,017
Salaries & Allowances [4]	$309,942
Trading & Fundraising	$82,957
Travel & Subsistence	$330
Utilities	$60,629
Total Operating Expenditure	$6,829,705
Net Operating Surplus/-Deficit	$45,060
Asset Acquisitions	$59,425

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$185,979
Official Account	$33,713
Other Accounts	$0
Total Funds Available	$219,692

Financial Commitments	Actual
Operating Reserve	$202,013
Other Recurrent Expenditure	$52,176
Provision Accounts	$2,771
Funds Received in Advance	$200,923
School Based Programs	$0
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$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
Total Financial Commitments	$457,883

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 04 Mar 2019 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, including:
    - 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) factors:
    - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 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 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').