

2017 Annual Report to the School Community



School Name: Plenty Parklands Primary School

School Number: 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 2017 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 27 April 2018 at 02:58 PM by Claire McNerney (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 2017 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 18 May 2018 at 10:07 AM by Roger Baker (School Council President)



Education
and Training

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 765 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? 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, The Arts; Music and Visual and Performing Arts, and Languages, which for us is Indonesian.

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.

Framework for Improving Student Outcomes (FISO)

2017 results indicate that we are on target to meet or have met the following Strategic Plan Targets;

- Increase the percentage of students achieving beyond their expected level for their year in teacher judgement throughout the life of the SSP
- Teachers through their P&D process (or another identified mechanism) can demonstrate how they have authentically used data to teach each child according to their need.

We will continue our work to ensure these remain a priority.

We need to specifically focus on these targets;

- That all students deemed capable make expected rate of progress or greater at each year level and between year levels
- Increase the number of matched cohort students who show a high level of relative growth between year 3 and year 5 NAPLAN

Achievement

With the improved student results in Teacher Judgement in English and Mathematics we are now 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 an improvement in Numeracy for 2017. Year 5 results show a strong improvement in Numeracy, addressing the aberration of the 2016 data, which showed unusually low scores compared to previous years.

In Writing and Spelling from year 3 to year 5, we increased the number of students making high and medium progress, therefore reducing the number making a low level of progress.

While we have this marked increase in our overall Writing score we will need to continue our work in Reading and Grammar and Punctuation.

In Numeracy 2% of students improved from making low progress to making medium progress. Our aim will be to increase the number of students making high progress.

All data from students on the Program for Students with a Disability showed that they have made progress within their individualised programs.

In 2017 we started our PDSA (Plan, Do, Study, Act cycle) on the development of a PPPS instructional model which will clearly define what exemplary teaching and powerful learning is at PPPS. 2018 will be the year we Do and Study, which will involve the implementation and critical review of the model. The Act part of the cycle will involve implementing the revised instructional model.

As part of each staff member's Professional Development Plan, each year level continues to develop a team SMART goal relating to differentiation that is clearly focused and aligned with the strategic intentions of the school.

2017 was the second year of our new School Strategic Plan. Our leading teachers continued in their coaching roles. Each LT worked specifically within an area of the school; P-1, 3-4 and 5-6. Year 2 was led by a very experienced teacher, who has been successful in gaining a Learning Specialist position at the school.

Engagement

Our student attendance data indicates that in comparison to similar schools we are performing at a similar level.

Our 4 year average remains below the median of all Victorian State Government primary schools. 2017 results shows year 5 data remained the same at 93%, however the other year levels indicate slightly lower attendance rates than in previous years, ranging from 90 to 93%.

Significant absences were recorded in year 6 data by two special cause students who, despite implementing a formal reporting process, struggled to maintain their attendance.

An increase in extended overseas holidays to visit family members contributed to these school results in other year levels.

The building blocks for a great education begins with regular attendance, so students coming to school each and every day is a focus at Plenty Parklands. Staff are proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue.

Wellbeing

Student Attitudes to School Survey results show that our students recognise that the school has high expectations for their success, that they can self-regulate and goal set, and that the school provides differentiated challenges to support their success.

The results also indicate an interesting insight into students' perception of the respect shown to teachers and to each other, with year 6 cohort significantly lower in both areas.

Results in Management of Bullying indicate similar results to schools with students of similar background characteristics, although there is a drop in the overall school result since 2016. Sense of Connectedness has moved to Lower in the school comparison. Interestingly, within the Positive climate for learning section, our parent results for School connectedness was 96%.

We used a number of Quality tools with students to unpack the reasons for both results, and data showed that the 2017 year 6 students were strongly represented.

Staff then worked through a PDSA (Plan, Do, Study, Act cycle) with this year level to identify and address their issues, continually revisiting the strategies the students had developed to assess their effectiveness.




For more detailed information regarding our school please visit our website at 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.

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

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

School Profile

Enrolment Profile

A total of 768 students were enrolled at this school in 2017, 341 female and 427 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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






School Staff Survey





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

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






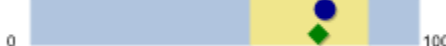
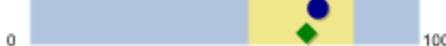
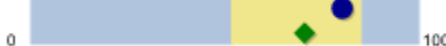






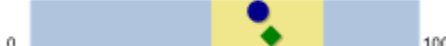
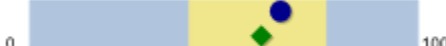
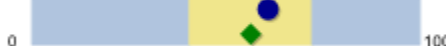




Performance Summary

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> Higher</p> <p> Higher</p>

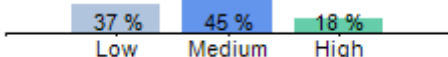
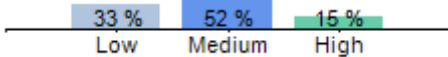
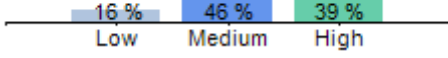
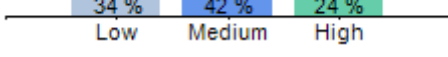
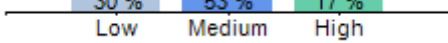
Performance Summary

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> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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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>	<div><p>Reading</p><table><tr><td>Low</td><td>37 %</td></tr><tr><td>Medium</td><td>45 %</td></tr><tr><td>High</td><td>18 %</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>Low</td><td>33 %</td></tr><tr><td>Medium</td><td>52 %</td></tr><tr><td>High</td><td>15 %</td></tr></table></div> <div><p>Writing</p><table><tr><td>Low</td><td>16 %</td></tr><tr><td>Medium</td><td>46 %</td></tr><tr><td>High</td><td>39 %</td></tr></table></div> <div><p>Spelling</p><table><tr><td>Low</td><td>34 %</td></tr><tr><td>Medium</td><td>42 %</td></tr><tr><td>High</td><td>24 %</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>Low</td><td>30 %</td></tr><tr><td>Medium</td><td>53 %</td></tr><tr><td>High</td><td>17 %</td></tr></table></div>	Low	37 %	Medium	45 %	High	18 %	Low	33 %	Medium	52 %	High	15 %	Low	16 %	Medium	46 %	High	39 %	Low	34 %	Medium	42 %	High	24 %	Low	30 %	Medium	53 %	High	17 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Low	37 %																															
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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>	<p>Results: 2017</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>92 %</td><td>93 %</td><td>92 %</td><td>92 %</td><td>92 %</td><td>93 %</td><td>90 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	92 %	92 %	93 %	90 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	92 %	92 %	93 %	90 %										

Performance Summary

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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> 	 Lower
<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)

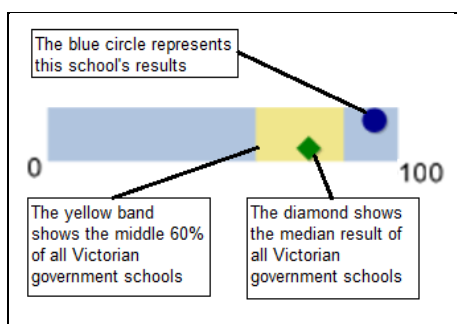
Engagement

- 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).

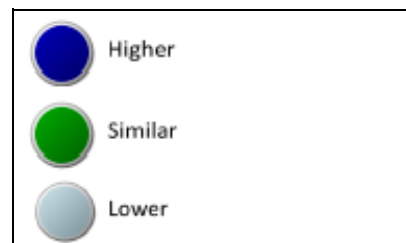


What does *School Comparison* refer to?

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

Plenty Parklands Primary School ended the 2017 calendar year with a Net Operating surplus of \$297,624. We received the Sporting Schools Grant for Terms 1, 2 and 3 in 2017 totalling \$5,600. Sports programs were provided to students in each term and the grants were fully acquitted against. We received Department grants totalling \$13,433 in 2017 for the following programs; School wifi expansion, Apps for inclusive education, Victorian Curriculum Regional Forum and Planning and Koorie Early Learning and Numeracy Program. Fundraising income was \$10,000 more than in 2016 due to 2017 being a school concert year which generates additional fundraising for the school. We had a further increase in the usage of our facilities by outside providers after school hours and a resultant increase in our funds of approximately \$12,000 from this. School Council has a facilities schedule/plan with a number of approved projects that funds are set aside for.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017

Revenue	Actual
Student Resource Package	\$5,409,633
Government Provided DET Grants	\$567,544
Government Grants Commonwealth	\$5,600
Revenue Other	\$40,041
Locally Raised Funds	\$650,098
Total Operating Revenue	\$6,672,917

Equity¹

Equity (Social Disadvantage)	\$63,388
Equity Total	\$63,388

Expenditure

Student Resource Package ²	\$5,182,896
Books & Publications	\$2,184
Communication Costs	\$8,453
Consumables	\$104,026
Miscellaneous Expense ³	\$275,876
Professional Development	\$27,911
Property and Equipment Services	\$376,123
Salaries & Allowances ⁴	\$230,788
Trading & Fundraising	\$106,072
Utilities	\$60,966
Total Operating Expenditure	\$6,375,293

Net Operating Surplus/-Deficit **\$297,624**

Asset Acquisitions **\$17,500**

Financial Position as at 31 December, 2017

Funds Available	Actual
High Yield Investment Account	\$217,335
Official Account	\$42,073
Other Accounts	\$101,508
Total Funds Available	\$360,916

Financial Commitments

Operating Reserve	\$128,945
Revenue Receipted in Advance	\$231,971
Total Financial Commitments	\$360,916

(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.

