

# 2022 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](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 28 April 2023 at 03:58 PM by David Whewell (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 28 April 2023 at 04:32 PM by Fiona Taylor (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

Working together as a school community brings strong and sustainable outcomes for our students and builds quality relationships. Our school, located in the northern suburbs of Melbourne, 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.

Our Purpose and Vision statements and our Values, truly reflect our community, giving us clear future directions and forming the basis for all decision making.

Our strong, all pervasive VALUES underpin the actions of all 700+ students, 76 staff, parents and community members:

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 behaviour.

The former Principal, Claire McInerney retired after 13 years at PPPS. The recruitment of a new principal, was a priority for school council and the Department of Education. A new Principal, David Whewell was appointed and took up the substantive position from term 2.

We ended the year with 2 Principal class officers, 3 Leading Teachers and 3 Learning Specialists.

The focus for our whole school puts the child at the centre of all decision making. Firmly in our minds and everyday actions, is the academic, social and emotional well being of all our students.

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 focus on improvement 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, Visual and Performing Arts.

We also provide an extensive range of co-curricular activities (when possible due to the Pandemic restrictions), including the biennial concert and family dance, choir, Tournament of Minds, community projects, chess club, camping program and numerous sporting activities.

Our grounds are extensive, with three age appropriate playgrounds; Prep and year 1; year 2 and 3; years 4, 5 and 6.

There is a large undercover sand pit for all ages to use.

We also have a dedicated space for children to use for quiet reflection/quiet lunch time or recess activities in our recently constructed amphitheatre and decking adjacent to the Ruang (drama room).

The school's courtyard has dedicated bat tennis courts; indoor and outdoor basketball/netball courts; synthetic turf sports ground for ball play games such as soccer or football; an undercover half basketball court; two cricket pitches; a large number of outdoor seating/tables and an innovative Maths garden, which staff use during Maths lessons.

The roofs on three of our permanent buildings were replaced in 2022. We are excited to be undertaking a 5.4 million facilities upgrade during 2023. This will give our school a new, larger library and art room, an extra science teaching space, a larger first aid room and an upgrade to facilities for staff.

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

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

### Learning

During 2022 PPPS worked towards our strategic plan goal in the Learning priority which was to support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Teachers continued to engage in planned professional learning and PLC Inquiry cycles in different curriculum areas based on their data. This required PLC teams to meet and continue to focus on improving their data literacy and plan for purposeful sequences of learning based on evidence. In 2023, PLC documentation will be refined and professional learning will be provided to ensure consistency across the school. The Tutor Learning Initiative continued with a focus on supporting students with the highest learning needs, either at a support or extension level. This was done through small group targeted intervention.

Our work with Deb Sukarna continued to remain a key aspect of staff professional learning throughout 2022, with a focus on the Reader's Workshop. The Tutor Learning Initiative continued to be implemented across the school, catering for both 'catch up' and extension student needs. This was done through small group focus lessons and reviewed to ensure students with the highest needs were prioritised and supported.

Our students continued to perform at a high level according to teacher judgement. The data sets indicated that 93.2% of students were working at or above age expected standard in English which was above the state average of 87%. The data showed that 94.8% of students were working at or above the age expected standard in Mathematics which was also above the state average of 85.9%. NAPLAN Reading data showed 84.7% of Year 3 students working in the top 3 bands and 77% of Year 5 students working in the top 3 bands. NAPLAN Numeracy data showed 70.1 % of Year 3 students working in the top 3 bands and 54.8% of Year 5 students working in the top 3 bands. The partnership between home and school continued to strengthen throughout year and semester 2 saw the return of regular parent volunteers to support teaching and learning programs. This partnership was greatly valued by staff, students and families. We will continue to foster these relationships to maintain optimal learning growth for all students.

### Wellbeing

The wellbeing and resilience of our staff and students continued to be a major focus in 2022. The Resilience, Rights and Respectful Relationship (RRRR) program continued to be taught as part of the curriculum across Prep to Year 6. 2022 saw the introduction of The Resilience Project (TRP) throughout the school. This program aims to support mental health in the classroom and at home by teaching positive mental health strategies to prevent mental ill health and build young people's capacity to deal with adversity. TRP lessons alternated fortnightly with RRRR lessons. Staff participated in professional learning on The Resilience Project which introduced the four key pillars (Gratitude, Empathy, Mindfulness, Emotional Literacy) of the program. A one hour after school PL session with Peter from The Resilience Project introduced the program, its purpose and how to implement it within the classroom. Students in years 3 to 6 completed the Student Resilience Survey which collected, analysed and reported the resilience of our students. This survey provided baseline data on the mental health of our students. Leadership analysed this data with a member of the TRP team and the data was also presented to staff. Articles from The Resilience Project were shared with parents via Compass and the school newsletter.

PPPS is a co-lead school for the Resilience, Rights and Respectful Relationship program along with Morang South Primary. Our RRRR coordinator attended meetings with Morang South and the Respectful Relationship project lead at NEMA. An audit and action plan was completed at SIT level regarding our progress of implementing the program. From this, actions were developed and have begun to be implemented.

The following data was obtained from the Attitude to School Survey. Students' sense of confidence was 75% which is on par with similar schools and the state. 7% of students believed that they had high levels of resilience. 31% of students identified as having low levels of resilience, which is a decrease of 2% from 2021. This data supported our decision to introduce the Resilience Project into our school.

A very successful addition to the PPPS school community was our welfare dog Indi. Indi has worked with students with her handler to support their wellbeing, reduce stress and anxiety, and support learning. There has been a noticeable impact on the behaviour and level of engagement of the students Indi has worked with.

Students on the Program for Disabilities (PSD) program and their families continued to be supported by the Inclusion coordinator and ES staff. Identified students worked with ES staff to develop their life skills, with a focus on cooking. Handover meetings at the end of the year with the next year's teacher were timetabled for students on the PSD program as well as students who present challenging behaviours to support a smooth transition.

Students have participated in special events throughout the year that promote social inclusion and cultural awareness, including Harmony Day and National Day Against Bullying and Violence. Future prep parents were invited to attend a session with Chris Daicos about building resilience in children whilst their child was involved in a prep transition session.

## Engagement

Throughout 2022, PPPS continued to focus on students' social and emotional wellbeing and engagement. Regular Resilience, Rights and Respectful Relationship (RRRR) lessons continued based on the student's wellbeing needs. The introduction of The Resilience Project saw a focus on developing positive mental health strategies to help students to become happier and more resilient.

Our four year average student absence data increased to 16.3 (state average 17) and for 2022 the school average number of days absent for prep to year 6 students, increased to 24.1 (state average 23.3). These figures have been impacted by families' hesitation around COVID-19 and the transition of families back into school life.

Attendance rates for all year levels dropped slightly in 2022: Prep 88%; Year 1 85%; Year 2 88%; Year 3 90%; Year 4 87%; Year 5 87%; Year 6 90%. Staff were proactive in tracking student absences and acknowledging good attendance, while also working closely with those families for whom attendance is an issue. When necessary we worked with the Regional Office staff and the DFFH to improve attendance for particular families. Common reasons for non attendance included illness and extended family holidays.

A broad range of enrichment programs continued including ICAS assessments and Cre8tive Minds. Our Interschool sports and full camping programs returned, offering considerable positive social and personal growth for students and allowed an opportunity for them to feel more connected to the school and the community. Throughout the year, some students in Year 5 and 6 were selected to participate in the Victorian High Ability Program in both English and Mathematics. These students engaged in weekly Webex sessions with students from a range of different primary schools in the area and completed tasks that stimulated their critical thinking, problem solving and creativity whilst enriching their understanding of English or Mathematics.

The Junior School Council representatives continued to plan whole school events, including whole school lunch days. Fun Day was a success and enjoyed by all, though was modified to a school day event in of light COVID restrictions. We saw a return to the full onsite Prep Transition sessions, as well as Kinder visits and the introduction of school readiness sessions to support a positive transition for new students and families. They were invited to participate in onsite information sessions during our transition program and this proved to be successful with a large uptake of families in attendance. A variety of opportunities both formal and informal are offered to parents throughout the year to engage in the school community and with their child's learning. These range from parent helpers to participating in their own child's three way conference and sharing in their learning goals. We also have several online platforms to showcase student learning and support communication between parents and teachers like SeeSaw, Facebook and Compass.

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## Financial performance

Plenty Parklands Primary School ended the 2022 calendar year with a Net Operating Surplus of \$445,551. \$199,398 being Funds Received in Advance consisted of 2023 Parent Payments, 2023 Year 6 Camp Payments and Hall Hire bond payments. Most of our fundraising activities returned in 2022 excluding our School Dance. Our major fundraiser for the year was the JSC Fun Day with a profit of \$7,454. Unspent fundraising profit being carried forward to 2023 is \$14,170 and will go towards improving the school grounds and the playground equipment. Our hire of school facilities income from seven hirers was \$34,800 and was similar to 2021 income. New building works are currently in progress and we were awaiting the results of our Schools Facilities Plan Audit. The balance of funds at the end of 2022 are to cover furniture etc. for the new building and for identified repairs to be done.

# 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 724 students were enrolled at this school in 2022, 341 female and 383 male.

36 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

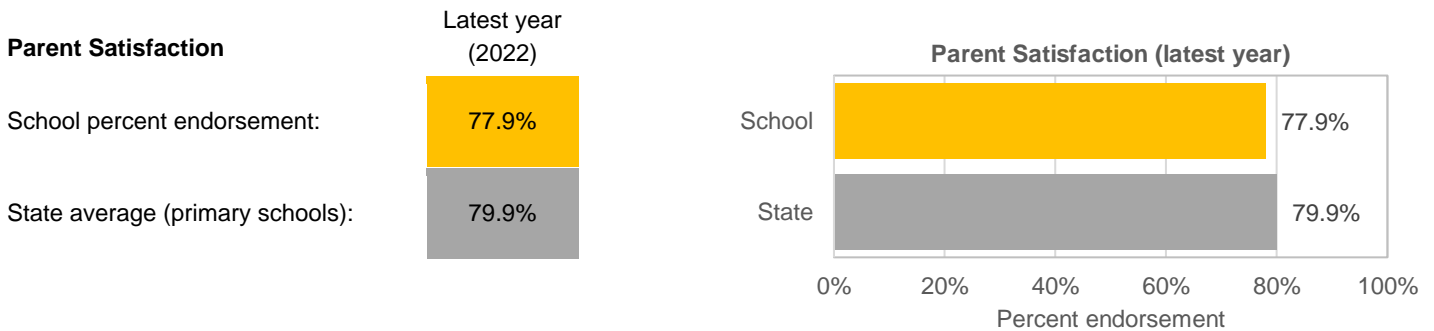
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

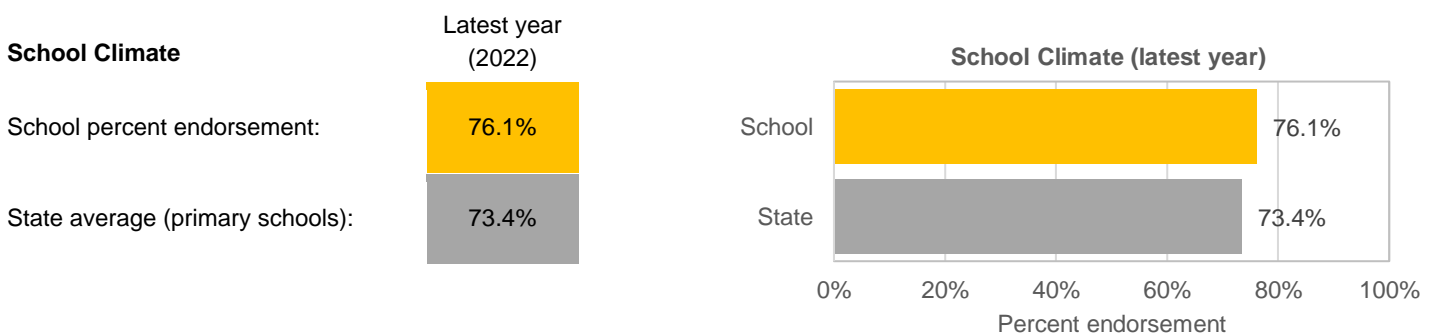


### School Staff Survey

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

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

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





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

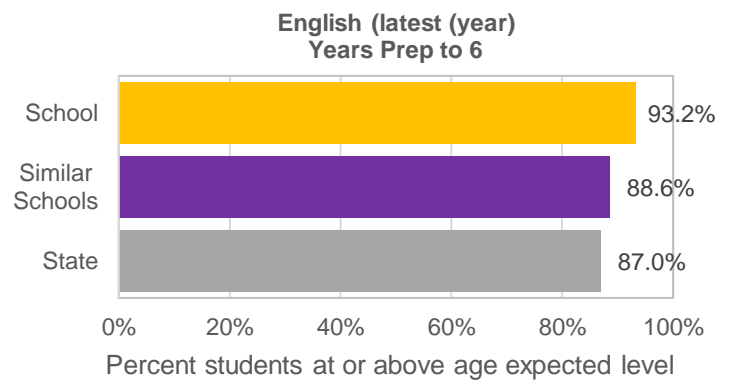
93.2%

Similar Schools average:

88.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

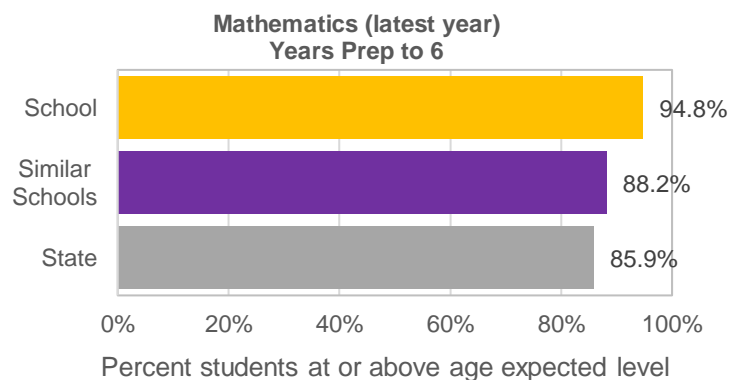
94.8%

Similar Schools average:

88.2%

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.

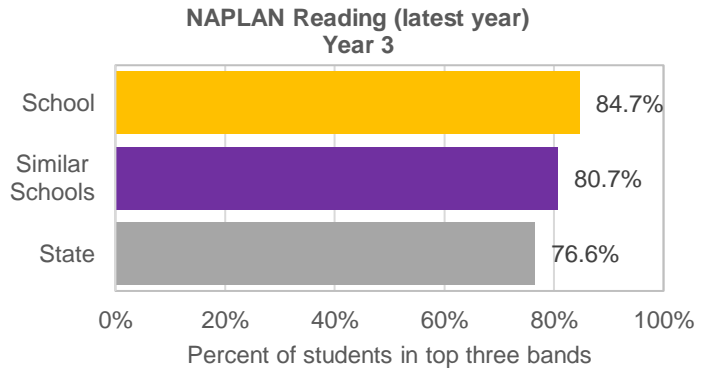
### NAPLAN

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.

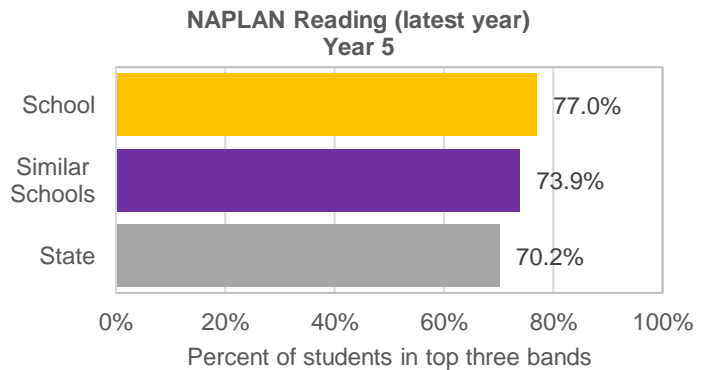
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.7%	82.5%
Similar Schools average:	80.7%	80.4%
State average:	76.6%	76.6%



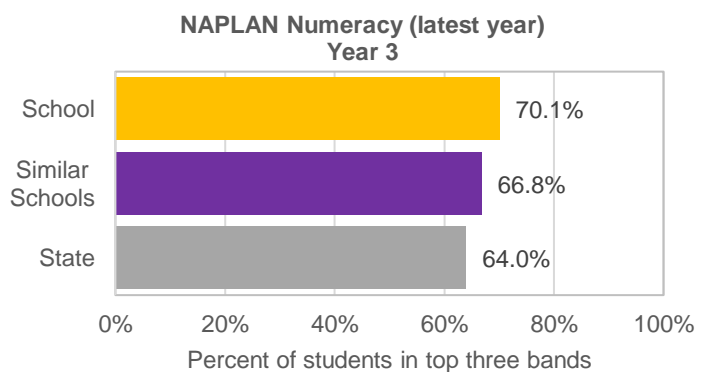
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.0%	68.3%
Similar Schools average:	73.9%	71.6%
State average:	70.2%	69.5%



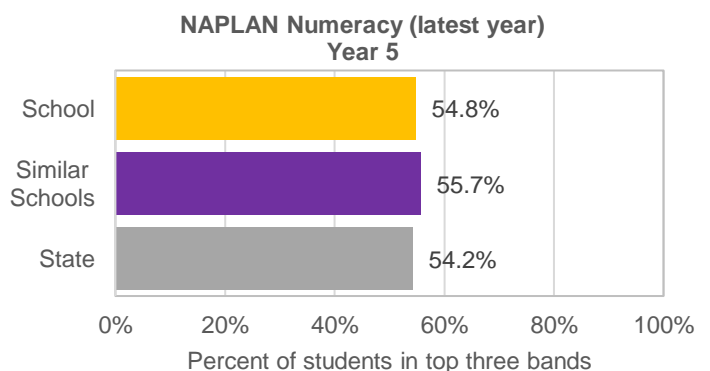
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.1%	74.0%
Similar Schools average:	66.8%	68.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	59.7%
Similar Schools average:	55.7%	61.1%
State average:	54.2%	58.8%



## WELLBEING

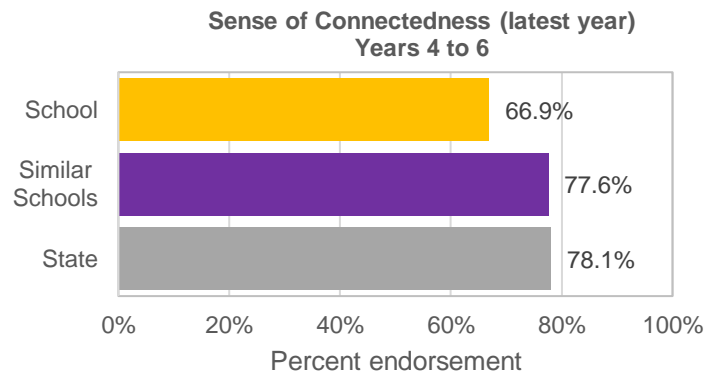
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	66.9%	72.7%
Similar Schools average:	77.6%	78.8%
State average:	78.1%	79.5%

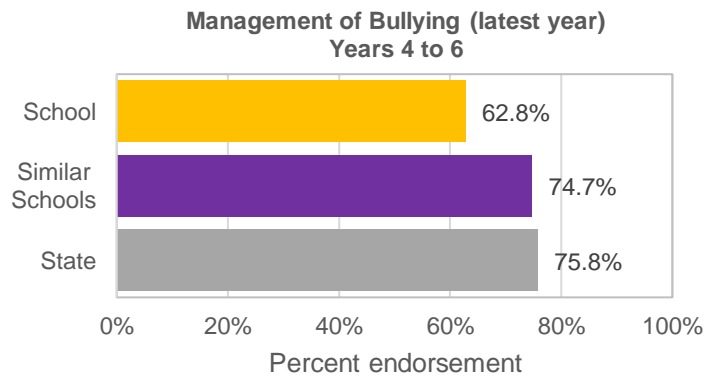


### Student Attitudes to School – Management of Bullying

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:	62.8%	72.3%
Similar Schools average:	74.7%	77.2%
State average:	75.8%	78.3%



## ENGAGEMENT

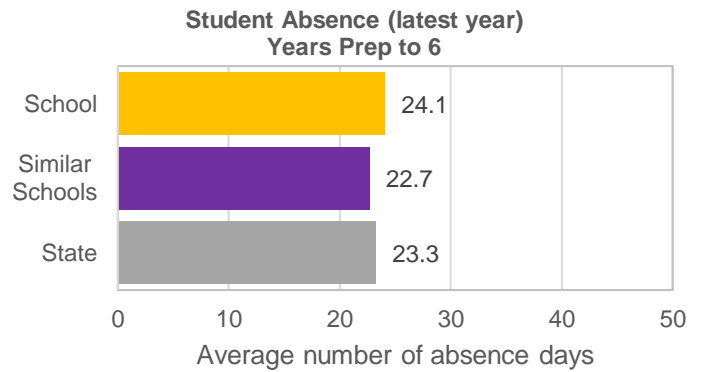
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.1	16.3
Similar Schools average:	22.7	16.5
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):	88%	85%	88%	90%	87%	87%	90%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,538,191
Government Provided DET Grants	\$630,524
Government Grants Commonwealth	\$32,889
Government Grants State	\$12,074
Revenue Other	\$15,698
Locally Raised Funds	\$676,761
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$7,906,137</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$71,446
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$71,446</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$6,322,733
Adjustments	\$0
Books & Publications	\$3,317
Camps/Excursions/Activities	\$202,723
Communication Costs	\$1,626
Consumables	\$82,118
Miscellaneous Expense <sup>3</sup>	\$12,646
Professional Development	\$36,035
Equipment/Maintenance/Hire	\$252,907
Property Services	\$92,045
Salaries & Allowances <sup>4</sup>	\$298,122
Support Services	\$17,418
Trading & Fundraising	\$75,889
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$63,006
<b>Total Operating Expenditure</b>	<b>\$7,460,586</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$445,551</b>
<b>Asset Acquisitions</b>	<b>\$27,514</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	\$575,370
Official Account	\$19,331
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$594,701</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$179,645
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$199,398
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$17,546
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$40,000
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>\$436,589</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.*