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Parkville
College

2022 Annual Report to The School Community

School Name: Parkville College (8916)

VICTORIA
State
Government | Education
and Training

2022

Contents

- 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 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 06 April 2023 at 12:26 PM by Matthew Hyde (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 16 May 2023 at 04:48 PM by Lionel Bamblett (School Council President)

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About Our School

School context

Parkville College (PC) is a registered Victorian Government specialist school for students who are, or have been, detained in custody in the youth justice system or are in a Secure Care Service (SCS). Placement at a SCS is one response option within the statutory protection and care system for children who need a highly structured setting during a significant crisis.

Our Vision - Unlimited Potential - We promise you, our students that we will work hard to support you to achieve your goals. Our Values: Empowering Education; Unconditional Positive Regard; High Expectations; Inclusion; Modelling and Demonstration.

There are 5 registered campuses of PC: Parkville, Malmsbury, Fitzroy, Ascot Vale and Maribyrnong. PC's Parkville and Malmsbury campuses are located within the states two Youth Justice Precincts and are overseen by the Department of Justice and Community Safety (DJCS). The Department of Families, Fairness and Housing (DFFH) have operational responsibility for the Ascot Vale and Maribyrnong SCS campuses. Our Flexible Learning Centre, O-Street, is in Fitzroy and supports identified students who have exited custody or a SCS.

PC operates a 52-week school year (including Saturdays) and has a dynamic student community, where the school has minimal to no control over students' length of stay, class size and composition. The student body at PC represents some of the most disadvantaged students in the state, with most having experienced abuse, trauma or neglect and exclusion from previous school settings. The 2020-2021 Youth Parole Board Report provides a snapshot of the complexities present within the PC student population at our **Youth Justice Precincts**.

Students in our SCS campuses are placed for short periods (average stay of less than two weeks) as part of a continuum of strengthened care and protection services for child protection clients (aged 10 to 17) who are at substantial and immediate risk of harm.

Covid 19 has seen a significant reduction in student numbers over the past few years. While enrolment numbers fluctuate daily, in 2022 the school typically provided education to around 150 students on any given day.

PC students transition in and across the school throughout the school year. Details of the number of individual students who attended PC in 2022 are as follows.

Youth Justice - 411 students compared to 326 in 2021.

300 Parkville only (compared to 185 in 2021)

111 Also transferred to Malmsbury (compared to 104 in 2021)

O Street - 47 students compared to 41 in 2021.

NB DFFH do not publicize numbers of students that enter the Secure Care Campuses.

Campus Locations

Parkville Campus (Parkville Youth Justice Precinct - PYJP)

PYJP is a high security precinct with up to 165 young male and female students between the ages of 10 to 21. All students are detained on remand or serving custodial sentences. PYJP is predominantly a remand facility. Students at this campus are segregated by DJCS based on age, gender, vulnerability, and offence related factors.

Malmsbury Campus (Malmsbury Youth Justice Precinct - MYJP)

At the MYJP site, up to 174 young men between the ages of 15 and 21 reside in either the Open (Senior) or Secure site. The Senior site of MYJP accommodates students who operate in a low security environment without perimeter fences. The Secure site is a maximum-security setting. Students at MYJP are segregated into Secure or Open Units by DJCS based on age, vulnerability, and offence related factors. For more information please see: **Youth Justice page.**

Ascot Vale Campus (SCS Unit – Young Men's Unit)

The young men's unit at SCS has a capacity of 10 young men aged between 10 to 17, who have been deemed at-risk of harm and are subject to Child Protection Orders. The maximum length of stay in one period is 21 days.

Maribyrnong Campus (SCS Unit – Young Women's Unit)

The Young Women's Unit at SCS has a capacity of 10 young women aged between 10 to 17 who have been deemed at-risk of harm and are subject to child protection orders. The maximum length of stay in one period is 21 days. For more information please see: **Secure welfare service placement page.**

O-Street FLC

The O-Street Flexible Learning Centre (FLC) supports a group of male and female students who have recently been released from care. O-Street resides in Fitzroy and seeks to assist students to complete their education and strengthen transitional supports to other educational or vocational settings. The FLC is also utilised to assist pre-release custodial students in their transition into schooling.

PARKVILLE

MALMSBURY

SECURE WELFARE

O STREET

PC Curriculum

PC is registered with the Victorian Registration and Qualifications Authority (VRQA) as a provider of senior secondary certificates including the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at Foundation, Intermediate and Senior levels. 2022 saw the school complete significant work in preparing for the Victorian Pathways Certificate (VPC) and Victorian Certificate of Education – Vocational Major (VCE VM). PC also has an auspice arrangement with Melbourne Polytechnic to deliver Vocational Education and Training (VET) certificates and Units of Competency within these certificates to all students as part of their Industry Specific Skills subject within their senior secondary certificate.
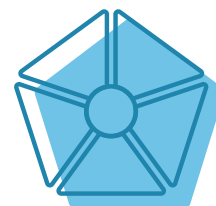
PC Pedagogy

The **Parkville Model** outlines the schools approach.

PC Structure

**Senior Leadership Group (SLG)**

The PC SLG includes an Executive Principal, Campus Principals, Director of HR and Business Services, Director of School Improvement, Director of TAFE and Industry Partnerships and the Strategic Advisor. This team works in partnership with Campus Principals and lead teachers to ensure the strategic direction of the school is responsive to students and privileges the knowledge of teaching staff in school wide decision making. In 2022 Parkville College formed a School Improvement Team with leaders from across all areas of the College, and implemented a regular meeting schedule and structure. The SIT met twice a Term throughout the school year. The SIT formed four sub-groups focusing on the key areas of Instructional Leadership, Curriculum, Measuring Student Growth and the Student Journey.

Teaching Teams

PC has three Campus Principals: one based at Malmsbury, one at Parkville and one overseeing the FLC and SC Campuses. The school also has five Assistant Principals (AP), who hold responsibility across the 5 campuses. Each AP supports Lead Teachers who are responsible for groups of four to six teachers across one or two student housing units. The Parkville campus also has VET Manager who supports five highly accomplished VET team leaders who provide leadership to vocational teachers working at the Parkville Campus. At Malmsbury the VET team leaders report to the Campus APs.

Timetable

Across campuses, PC students have 6 hours of structured classes each day. Given class groupings cannot be determined by students' age or interests as they normally would be in a secondary school, PC uses the opportunities that come with smaller class sizes to provide individually tailored learning programs that allow students to structure their studies according to their interests and aspirations. We have also introduced a senior site model at Malmsbury which caters to the 18 plus students. Students are mixed based on their electives which enables focused career pathways to support post placement. Throughout each week students engage in a combination of VCAL, VCE and VET learning classes including Literacy, Numeracy, Personal Development Skills, Physical Education, Art and Music. On Friday afternoons, Saturdays, and during term breaks PC operates an intensive VET timetable.
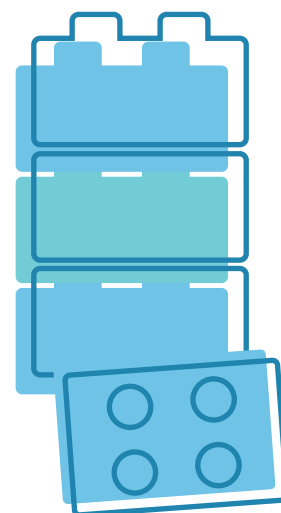
Progress towards strategic goals, student outcomes and student engagement

Learning

PC's 2022 Annual Implementation Plan (AIP), the first for the new School Strategic Plan, focused on 'Vision, values and culture, 'Empowering students and building school pride' and 'Building leadership teams'.

As outlined in the College's 2022 AIP, the College committed to enhancing staff data literacy and assessment skills, building staff and student capacity in social and emotional learning strategies, developing consistency in our IEPs, develop school leaders as instructional leaders and embedding our pedagogy to support successful student transitions. Work undertaken by the school via the 2022 AIP has resulted in enhancing our understanding of data collected and used across the College, consistency in our IEPs across the College, a confirmed Instructional Model, a consistent framework for student transitions and a completed trial of SEL. Unfortunately, the impact of Covid-19 and an AIP of significant size meant that not all work areas in the AIP were able to be completed as planned.

For the DET Learning priority area, PC's 2022 Annual Implementation Plan Action was to ' Strengthen the data literacy and assessment skills of all teachers.' .The majority of senior leadership, and several leaders, have completed the DET Data Literacy training. As this training is aimed at mainstream schools and focuses on the data sets available via the Panorama Dashboard, school leaders now need to develop mechanisms of capturing similar data sets to that available on Panorama, to meet the data needs of our students and school.

The SIT subgroup focusing on Measuring Students Growth worked on a project plan to map current practice on a clear and consistent data model/map that outlines the domains of school performance and student growth. The map outlines what data we collect, for what purpose, who collects and how we store it.

The SIT subgroup focusing on Curriculum worked on a project plan to develop a map of effective support and resourcing required for the integration of the new state curriculum. This work included identifying what was required to establish an explicit focus on literacy and numeracy skills.

The Data, Assessment and Reporting Working Group had a remit to create congruent and consistent approaches to supporting how all student information is captured, managed and reported upon for Parkville College. This working group, including key leaders and staff from across the school, met fortnightly to work on ensuring there is a shared understanding of the data needs for our students and school. The working group also reviewed and discussed existing student planning documents and processes, modifying as needed to ensure there is consistency across the College.

Parkville College is extremely proud of student achievement in 2022. Despite significant contextual challenges, such as short length of student stay, DJCS staffing and subsequent access to classrooms / compliant industry spaces, and disruption to teaching and learning as a result of COVID-19, our students and teachers have worked together to achieve:

- Completion of 59 VCAL Subjects, equivalent to 5900 hours of student work

- Completion of 289 VET Units of Competency, equivalent to 7019 hours of student work

In 2022, the following attainment was accredited through Parkville College:

Subject	# Completed	Associated Nominal Hours
VCAL		
Literacy	10	1000
Numeracy	9	900
Oracy	29	2900
Personal Development Skills	11	1100
VET		
Construction	69	520
Engineering	17	480
Fitness	20	744
Hairdressing	11	230
Hospitality	72	1355
Music	53	1790
Visual Arts	47	1900

It is important to note that the data provided within this summary is representative of educational attainment from our custodial settings and directly relates to the students undertaking VCAL and TAFE.

In their exit interviews, students asked that their thanks be passed on to their PC supports; " (Two Teachers) thank you for teaching me how to read and doing maths, thank you for giving my workers a copy my school history and you always spoke nicely about me". "(Teacher) he is awesome, he has made me enjoy carpentry. He is a genuine person who cares". "(Teacher) she went over and above to help me finish VCAL".

Engagement

Goal 3 of PC's 2022 Annual Implementation Plan was to 'Improve student engagement in learning'. PC develop IEPs for all of our students and the goal of this area of the AIP was to ensure consistency in our IEPs across the College to better support student voice and agency in their learning. In 2022 the College introduced some key working to ensure College wide consistency in several key areas. The Data, Assessment and Reporting Working Group had a remit to create congruent and consistent approaches to supporting how all student information is captured, managed and reported upon for Parkville College. This working group, including key leaders and staff from across the school, met fortnightly to work on ensuring there is a shared understanding of the data needs for our students and school. The working group also reviewed and discussed existing student planning documents and processes, modifying as needed to ensure there is consistency across the College. The next steps, and priority in 2023, is to develop tools for gathering and analyzing student feedback to better inform practice and approach.

In their exit interviews, students asked that their thanks be passed on to their PC supports: "(Transition support worker) 100% he is awesome!. He has done everything for me – he says it's me that has but I wouldn't have been able to out in the effort without his help. I can't thank him enough - he has changed my life". "(Teacher) – He is good and always makes sure I can get to class".

Wellbeing

For the DET Wellbeing priority area, PC's 2022 Annual Implementation Plan Action was to ' Build the capacity of staff and students to adopt positive social and emotional learning strategies across the college'. The Secure Care and FLC Campuses trialed key SEL areas that are of most relevance for the student cohort at their Campuses, teaching to aspects of the SEL curriculum, and then utilising a continuum to inform SEL reporting. The SEL focus areas at the Secure Care campuses were 'developing emotional literacy' and 'identifying personal strengths'.

Continuing on from the work in 2021, the College worked with representatives from Safe Schools to roll out PD and curriculum across the college to support the wellbeing and safety of staff and students.

In their exit interviews, students asked that their thanks be passed on to their PC supports; " (Principal) thanks for coming to check on me – he is genuine". "(Teacher) She always makes good stuff, she's nice and gives us chocolate here and there, she cares for the kids".

Financial Performance

In 2022 Parkville College finished with a surplus. The budget surplus was generated by a set of unique circumstances impacting Youth Justice Custodial Services, which house our two largest campuses, over the past twenty-four months. These unique circumstances which were a result of the global pandemic, saw elements of the youth justice custodial system unable to operate or readily access school. Subsequently, the College did not implement parts of its standard Workforce planner and as such a surplus was generated. As the pandemic eases and restrictions on physical movement decrease, it is envisaged that the standard workforce will again be required.

For more detailed information regarding our school please visit our website at http://www.parkvillecollege.vic.edu.au/

Financial Performance and Position

Financial Performance

Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	$22,255,240
Government Provided DET Grants	$2,957,388
Government Grants Commonwealth	$0
Government Grants State	$0
Revenue Other	$71,905
Locally Raised Funds	$4,599
Capital Grants	$0
Total Operating Revenue	**$25,289,133**

Equity[1]	Actual
Equity (Social Disadvantage)	$361,601
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$361,601**

Expenditure	Actual
Student Resource Package[2]	$18,205,380
Adjustments	$0
Books & Publications	$36,593
Camps/Excursions/Activities	$62,719
Communication Costs	$27,420
Consumables	$390,502
Miscellaneous Expense[3]	$15,050
Professional Development	$232,127
Equipment/Maintenance/Hire	$322,650
Property Services	$27,206
Salaries & Allowances[4]	$612,620
Support Services	$137,372
Trading & Fundraising	$323
Motor Vehicle Expenses	$16,018
Travel & Subsistence	$1,985
Utilities	$13,190
Total Operating Expenditure	**$20,101,156**
Net Operating Surplus/-Deficit	**$5,187,977**
Asset Acquisitions	**$14,800**

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 24 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

Funds available	Actual
High Yield Investment Account	$3,366,600
Official Account	$547,436
Other Accounts	$0
Total Funds Available	**$3,914,037**

Financial Commitments	Actual
Operating Reserve	$317,122
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$0
School Based Programs	$3,550,000
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	**$3,867,122**

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.