

2017 Annual Report to the School Community



School Name: Huntingdale Primary School

School Number: 4716



- 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

Signed 06 April 2018 at 02:39 PM by Ruth Biddle (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.

Signed 14 April 2018 at 10:17 PM by Chris Leffler (School Council President)





About Our School

School Context

Huntingdale Primary School is committed to excellence and providing highly effective, innovative programs to equip students of all abilities with the values, skills and knowledge to reach their full potential; extending and supporting them in their endeavours to become creative and productive members of a global community. Our commitment to preparing our 358.2 students for success through differentiated teaching and learning programs attracts students from both the local neighbourhood and a wide range of suburbs. Our outstanding workforce is comprised of the Principal, Assistant Principal, 17 Classroom Teachers with additional roles in extension and enrichment in Literacy, Numeracy and Science, 6 Japanese Specialist Teachers, 1 Music Specialist Teacher, 2 ES Office Staff and 5 part-time ES Teaching Assistants. Our students are taught through two languages, English and Japanese, two cultures and view the world through an international lens. Our Bilingual Language Immersion Program operates for 8 hours per week and encompasses 2.5 hours of Language study, 2 hours of Inquiry (Humanities and Science) and one hour of Physical Education or eLearning, Art and Music, which are all taught in and through Japanese. Our community values the unique nature of the bilingual education they receive at Huntingdale.

Framework for Improving Student Outcomes (FISO)

In the 2017 Annual Implementation Plan the school focused on the following FISO areas:

Excellence in teaching and learning- Building Practice Excellence

Staff focused on documenting the reading, writing, speaking & listening, numeracy and inquiry curriculum for F-6. In literacy the focus was implementing the Writer's Workshop using the VOICES+P menu, assessing student writing through quick writes and implementing a new spelling program 'Words Their Way'. In the area of Numeracy, the school introduced the online platform Essential Assessments to assist with assessing student performance in mathematics. 'Manga High' was introduced to students to build fluency and problem solving skills in mathematics. Staff focused on developing the Numeracy Workshop, trialling the SURF menu.

Positive climate for learning- Setting Expectations and Promoting Inclusion

Staff and students consolidated implementation of 'Play is the Way' and teacher professional development from Wilson McCaskill focused on introducing the '3R's Approach' (Reflect, Repair & Restitution). The school focused on developing student leadership, with new student leadership roles introduced and the Year 6 Leadership Program reviewed and implemented. The Resilient Youth Survey backed by renowned child psychologist Andrew Fuller was implemented with Years 3-6.

Achievement

Huntingdale Primary School strives for continuous improvement in student achievement. Overall, our results in the achievement areas of English and Mathematics are similar to other schools. Our Year 3 NAPLAN Reading results will need monitoring. We will continue to link the reading and the writer's workshop to assist students to consolidate literacy learning as a whole in both English and Japanese. The 2017 Year 5 Numeracy result emphasises the school's decision to further focus on Numeracy assessment, teaching and learning. With the introduction of 'Essential Assessments', this will enable teachers to monitor student achievement more closely and plan for differentiated teaching. In all areas our students from Year 3-5 show more medium growth in all areas. The school is focusing on pushing for more high growth and is continuing to refine our approach to enrichment and extension, particularly in Numeracy and Reading. Continued focus on team planning and coaching focusing on differentiation, tailoring for individual needs and setting individual goals in conjunction with students is occurring.

Engagement

Student attendance at Huntingdale has been an area of focus. Attendance is taken on the electronic platform Grade Xpert, with absences being followed up daily and systematically by administration staff. Information in the newsletter, awards at assembly and the leadership team regularly monitoring attendance data reflect our focus. Our absence data indicates that we have more absences than expected given the profile of our school. This is because our families value the educational opportunities gained from travelling overseas, with many of our families taking extended overseas holidays during the term. Student Engagement and Wellbeing is at the centre of our work at Huntingdale. The school community works within our school values of Kindness, Courage, Personal Best and Creativity, which work 'hand in hand' with our Play is the Way norms. We have rebranded Year 6 Leadership roles and improved our Year 6 Student Leaders program and Junior Leadership Council, so we are truly engaging with our students and giving them a voice at Huntingdale. A highlight of 2017 was creating a new parents association 'Watashi Mo' (in Japanese meaning 'Count Me In'). This is an excellent development for the school to enable parents to connect and partner with others in a range of school events and fundraising.



Wellbeing

The Student Attitudes to School Survey has seen fluctuating results. In 2017 our students' sense of connectedness was similar to other schools. This result mirrored the 'Resilient Youth' Survey where 'belonging to school' rated high for Years 3-6. However we rated lower in the management of bullying, which highlights our need to continue our investment in Play is the Way, introduce the 3R's and work on the notion of 'respect'. We will continue to develop and refine our Creating our Learning Community unit of work and revise this each term to reinforce to students.

The school has some excellent processes and programs in place to assist with Wellbeing. This includes the buddy system for Foundation and the Year 5/6's to assist in providing a support network for the children across the school, the development of our student leadership program, introducing 'Peaceful Kids' in student wellbeing sessions, a range of lunchtime clubs for students and partnering with Family Mediation Counselling (FMC) to provide counselling services to students and families that need it.

Our Wellbeing Team has worked well to address this key area and has made significant inroads into understanding and implementing Social and Emotional Learning, providing professional development to staff and supporting all students.

For more detailed information regarding our school please visit our website at
<http://huntingdaleps.vic.edu.au/>



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 364 students were enrolled at this school in 2017, 171 female and 193 male.</p> <p>39 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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> Lower</p> <p> Lower</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> Lower</p> <p> Similar</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>50%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>46%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>46%</td> <td>46%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	50%	19%	Numeracy	30%	57%	14%	Writing	26%	46%	29%	Spelling	46%	46%	9%	Grammar and Punctuation	29%	51%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	91 %	93 %	94 %	91 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	91 %	93 %	94 %	91 %	94 %										



Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Lower

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)

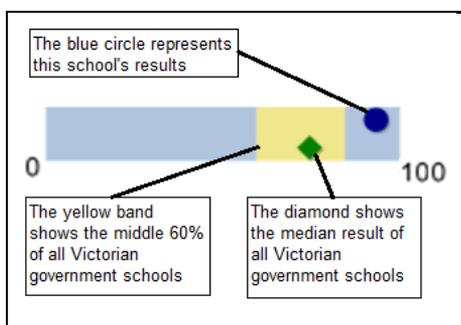
Engagement

- 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).

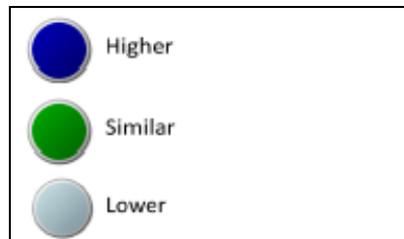


What does *School Comparison* refer to?

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

The prescribed deficit was covered by the school's consolidated revenue, international student fees and cash reserves. We receive low equity funding due to the high socio-economic profile of our school. The school receives bilingual funding from DET each year to implement our outstanding bilingual program. The school is in a sound financial position.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,647,428	High Yield Investment Account	\$84
Government Provided DET Grants	\$304,269	Official Account	\$61,023
Government Grants Commonwealth	\$1,950	Other Accounts	\$92,799
Government Grants State	\$20,325	Total Funds Available	\$153,905
Revenue Other	\$8,596		
Locally Raised Funds	\$357,240		
Total Operating Revenue	\$3,339,807		
Equity¹			
Equity (Social Disadvantage)	\$6,578		
Equity Total	\$6,578		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,703,414	Operating Reserve	\$105,428
Books & Publications	\$5,517	Revenue Received in Advance	\$2,700
Communication Costs	\$4,494	Provision Accounts	\$2,310
Consumables	\$68,284	Repayable to DET	\$43,467
Miscellaneous Expense ³	\$217,836	Total Financial Commitments	\$153,905
Professional Development	\$23,518		
Property and Equipment Services	\$146,327		
Salaries & Allowances ⁴	\$171,034		
Trading & Fundraising	\$16,048		
Utilities	\$22,181		
Adjustments	(\$80)		
Total Operating Expenditure	\$3,378,571		
Net Operating Surplus/-Deficit	(\$38,763)		
Asset Acquisitions	\$18,968		

(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.