

# 2018 Annual Report to The School Community



**School Name: Huntingdale Primary School (4716)**



- 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 Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 27 March 2019 at 11:49 AM 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 March 2019 at 12:49 PM by Chris Leffler (School  
Council President)

## About Our School

### School context

Huntingdale Primary School is committed to providing a highly effective bilingual education to equip students of all abilities with the values, skills and knowledge needed to reach their full potential. Our commitment to preparing our 378.2 students for success through differentiated teaching and learning programs attracts students locally, from surrounding suburbs and internationally. Our workforce is comprised of the Principal, Assistant Principal, 16 Classroom Teachers with additional roles in extension and enrichment in Literacy, Numeracy and Science, 7 Japanese Specialist Teachers, 2 ES Office Staff and 4 ES Teaching Assistants. Our students are taught through two languages- English and Japanese- two cultures with an emphasis on learning through an international lens. In 2018, our Bilingual teaching structure changed in the Foundation level with 12.5 hours of the curriculum taught in Japanese (Reading & Viewing, Writing, Speaking & Listening, Performing Arts, Music and Mathematics) and the other 12.5 hours taught in English (Reading & Viewing, Writing, Speaking & Listening, Inquiry- Humanities/Science, Physical Education and Visual Arts). This model will be implemented throughout the rest of the school over the next 6 years. In Years 1-6, Japanese is taught for 8 hours per week, which encompasses Reading & Viewing, Writing, Speaking & Listening, Inquiry (Humanities and Science) and 1 hour of Physical Education or eLearning, Art and Music. Student Wellbeing is taught in both languages throughout the whole school. Our parent community values the bilingual education their child receives and the multiculturalism in our school.

### Framework for Improving Student Outcomes (FISO)

In the 2018 Annual Implementation Plan the school focused on the following FISO areas:

#### Excellence in teaching and learning- Building Practice Excellence

Staff worked together to create our teaching instructional model, which is the basis of teaching literacy and numeracy in our school. In the area of writing, teachers embedded the school-wide spelling program 'Words Their Way' from F-6. Students and teachers worked together in setting writing goals and giving explicit feedback to improve students' writing. Staff engaged in professional learning focused on the writing workshop, using the VOICES+P writing menu and moderating writing. In the area of numeracy, staff developed the Mathematics Workshop using the SURF menu to explicitly teach concepts. We focused on documenting the mathematics planning for the Foundation year level as it is being taught bilingually. Teachers implemented Essential Assessments to assess students' mathematics understandings and using this data for their teaching.

#### Positive climate for learning- Setting Expectations and Promoting Inclusion

Teachers focused on explicitly teaching about the language and actions of respect. A respect poster was developed, shared and referred to by staff with students with ongoing dialogue throughout the year. Staff implemented the 3R's (reflect, repair and restitution) and 'Zones of Regulation' with students and engaged in their own professional learning. The Student Engagement (including Behaviour Education and Bullying) Policy was updated and passed at School Council.

### Achievement

Huntingdale Primary School strives for continuous improvement in student achievement. Overall, our results in the achievement area of Numeracy are similar to other schools. With the introduction of 'Essential Assessments' and the Numeracy workshop, based on our instructional model, using the 'SURF' menu has enabled teachers to monitor student achievement more closely and plan for differentiated teaching.

Our Year 3 and 5 NAPLAN Reading results will need monitoring and we will continue to work on the reading workshop to maintain consistency in the school in both English and Japanese.

In all areas, our students Year 3-5 learning gain in NAPLAN shows more 'medium growth'. The school is focusing on pushing for more 'high growth' and reducing 'low growth'. We are refocusing our approach to enrichment and extension support, particularly in Numeracy and Reading. Continued focus on consistent team planning,

differentiation, tailoring for individual needs and revising our Individual Education Plan process will be focus in 2019. The school's Year 5-7 matched cohort growth data was very strong, particularly in Numeracy with 50% of our students showing high growth.

### **Engagement**

Student attendance at Huntingdale has been an area of focus. With the changes to DET policy, the administration staff follow up unexplained absences, systematically, each morning. Attendance information in the newsletter, regular monitoring of monthly attendance data by the Leadership Team and follow up with individual families by the Assistant Principal has seen improvement with our attendance, which is now similar to other schools. In 2018, all year levels had attendance which was 92% or above. The school notes parents being more proactive in alerting the school to absences using flex buzz.

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. The Principal implemented an improved Year 6 Student Leaders program and the Junior Leadership Council were active in organising whole school events and fundraising for chosen charities by them-giving them a voice at Huntingdale.

Our parents association 'Watashi Mo' (in Japanese meaning 'Count Me In') organised a range of events and fundraising, engaging the wider parent community and raising over \$8000.00 for the school.

### **Wellbeing**

In 2018, our Student Attitudes to School survey results have seen an improvement in both areas- sense of connectedness and management of bullying, both at similar levels. The school targeted the notion of respect with the whole school community. A poster about respect was developed (in both English and Japanese), discussed at the classroom level by the Principal and teachers, spoken about at assembly and through the newsletter. We further developed the 3R's (reflect, repair and restitution) with staff and students, which is a restorative practice for conflict situations. This will need further work in 2019.

The school has some excellent processes and programs in place to assist with Wellbeing. This includes the support of the School Chaplain, the Year 5/6 and Foundation buddy system, the development of our student leadership program, a range of lunchtime clubs for students and partnering with Better Places Australia (BPA) 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

### **Financial performance and position**

The school reported a strong surplus in 2018. We receive low equity funding due to the high socio-economic profile of our school. The school receives significant bilingual funding from DET each year to implement our outstanding bilingual program. Locally Raised Funds compromise of money collected from hiring our facilities (e.g. Out of Hours School Care, Vacation Care) and receiving payment for essential education items, which around 90% of our families pay. Our main expenditures relate to property and equipment services (e.g. air conditioning, ground maintenance), salaries and allowances (e.g. casual replacement staff) and miscellaneous expenses (e.g. administration, tax and bank charges). The school is in a sound financial position.

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




**<https://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

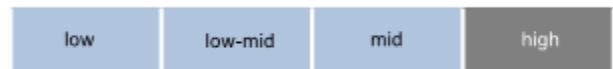
#### Enrolment Profile

A total of 378 students were enrolled at this school in 2018, 185 female and 193 male.

41 percent were EAL (English as an Additional Language) students and ND 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).

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





#### 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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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> Lower</p> <p> Similar</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><b>NAPLAN Learning Gain</b> 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>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>51%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>49%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>33%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>54%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	54%	18%	Numeracy	33%	51%	15%	Writing	38%	49%	13%	Spelling	38%	33%	28%	Grammar and Punctuation	21%	54%	26%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	94 %	93 %	93 %	93 %	94 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	94 %	93 %	93 %	93 %	94 %	92 %										



### Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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> Similar</p> <p> Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,872,363	High Yield Investment Account	\$17,586
Government Provided DET Grants	\$381,846	Official Account	\$71,349
Government Grants Commonwealth	\$4,800	Other Accounts	\$102,980
Government Grants State	\$5,600	<b>Total Funds Available</b>	<b>\$191,915</b>
Revenue Other	\$16,354		
Locally Raised Funds	\$320,086		
<b>Total Operating Revenue</b>	<b>\$3,601,050</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,304		
<b>Equity Total</b>	<b>\$7,304</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,779,609	Operating Reserve	\$105,649
Books & Publications	\$133	Other Recurrent Expenditure	\$8,669
Communication Costs	\$3,236	Provision Accounts	\$2,310
Consumables	\$86,132	Capital - Buildings/Grounds < 12 months	\$75,288
Miscellaneous Expense <sup>3</sup>	\$196,285	<b>Total Financial Commitments</b>	<b>\$191,915</b>
Professional Development	\$20,516		
Property and Equipment Services	\$182,495		
Salaries & Allowances <sup>4</sup>	\$174,935		
Trading & Fundraising	\$13,317		
Utilities	\$25,984		
<b>Total Operating Expenditure</b>	<b>\$3,482,641</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$118,409</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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 15 March 2019 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

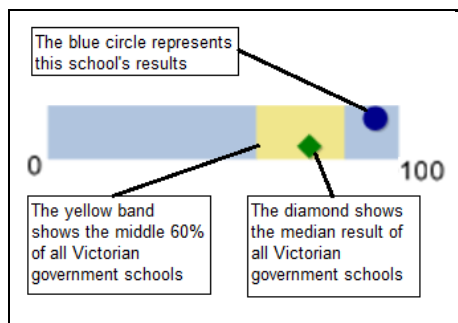
### Engagement

- student attendance and engagement at school
- 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).

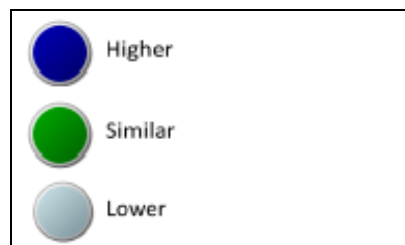


## What does *School Comparison* refer to?

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' or 'ND' 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').