

# 2019 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 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 2019 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 May 2020 at 10:27 AM by Ruth Biddle (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 28 May 2020 at 08:25 PM by Chris Leffler (School Council President)

## About Our School

### School context

Huntingdale Primary School is located in South Oakleigh 20km from Melbourne. Our vision is to be a lighthouse school for language acquisition through providing a quality Japanese-English bilingual education for Primary School aged children in Victoria- Engaging Minds Together. A forward thinking and global school for aspirational families where new horizons are presented and explored and where students are provided with an education built on solid foundations for future excellence. Our curriculum encourages students to think outside the box, to challenge the status quo and explore new ideas to reach their full potential. Our school values of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning. Our purpose is to provide a highly effective bilingual education to equip students of all abilities with the values, skills and knowledge for lifelong learning. The school has 367 students, from over 20 cultural groups (including 6 international students, 4 students on the Program for Students with a Disability and 1 indigenous student) who reside locally or from surrounding suburbs. The school has 17 classes- 3 Foundation, 3 Year 1, 3 Year 2, 4 Year 3&4 and 4 year 5&6 classes. Our workforce is comprised of the Principal, Assistant Principal, 14 English Classroom Teachers, a part time student support teacher providing extension and enrichment in EAL, Literacy and Numeracy, 10 Japanese Teachers (in classroom and specialist roles), 2 ES Office Staff and 4 ES Teaching Assistants. All students, including international students are taught through two languages- English and Japanese- two cultures with an emphasis on learning through an international lens. In 2019, our 50/50 bilingual teaching structure was implemented in the F-1 years 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 rest of the school over the next 5 years. In Years 2-6, 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)

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

Staff worked together to implement high quality, differentiated teaching using our instructional model, which is the basis of teaching literacy and numeracy in our school. Teaching teams worked collaboratively together to ensure the school assessment schedule was implemented and used this data to plan the classroom program using 'Google Docs'. The focus on planning was to include learning intentions and success criteria for every session using the Victorian Curriculum 'I can statements.' A School Improvement Team (SIT) was formed, comprising of the Principal, Assistant Principal and a Learning Leader to drive school improvement and build leadership capacity in the school. Staff professional development was focused on how to work collaboratively together, developing robust learning intentions and success criteria and moderation. Teachers also participated in collegiate visits each term to view each other's teaching practice.

#### Positive climate for learning- Empowering Students and Building School Pride

Teachers focused on working with students to understand the learning intentions of lessons and being able to articulate the success criteria. During Learning Walks by the Principal Team, students were asked 'Five Key Questions' to see if they could express what they were learning, the key elements of the task and how they knew if they were successful. During 1:1 conferences teachers and students worked together to discuss and co-create learning goals in the areas of literacy and numeracy. Teachers and students actively shared learning with parents using 'See Saw.'

### Achievement

Huntingdale Primary School strives for continuous improvement in student achievement. In teacher judgements against the Victorian Curriculum our students are above similar schools in English and Mathematics. In NAPLAN, our results in Reading in Year 3 and 5 are similar to other schools. In Numeracy, our results in Year 3 are above similar schools.

However, in Year 5, they are below similar schools. NAPLAN Learning Gain Results show our students from Year 3-5 achieve more medium growth in all areas. The school is focusing on achieving high growth and reducing low growth by analysing NAPLAN data, locating areas to focus on and implementing this in teaching programs. Teachers are also working with students on locating 'key information' when reading and answering worded problems. This will be a continued focus in 2020 as well as striving for differentiated learning as we also embark on our school review.

## Engagement

Student attendance at Huntingdale continues to be an area of focus and challenge. Our average number of absences is above similar schools, with the average attendance rate being between 92-95% across the school. Being a highly multicultural school, many of our families travel overseas during the school term to visit relatives, which impacts our attendance data. Our administration staff are excellent in following up any unexplained absences systematically, each morning as per DET policy. The school notes that parents are being more proactive in alerting the school of absences using 'Flexi Buzz.' The school Leadership Team monitors the monthly attendance data and the Assistant Principal follows up with individual families with attendance concerns.

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. Our Year 6 student leaders were exceptional in 2019 and were highly engaged in the school. The Student Leadership Council were active in organising whole school events and providing a voice for students at Huntingdale. Parent satisfaction in the school is high and our parents association 'Watashi Mo' (in Japanese meaning 'Count Me In') continue to be active in the school organising a number of fundraising and community activities.

## Wellbeing

In 2019, our Student Attitudes to School survey results- sense of connectedness and management of bullying are both at similar levels to other schools. The school continues to develop and teach an excellent 'Creating Our Learning Community' unit at the beginning of the school year, which is revisited for a week in Terms 2-4. This unit encompasses work on our school values, 'Play is the Way' and the 3R's restorative approach (reflect, repair and restitution). We introduced 'The Zones of Regulation', which teaches students about different emotions and this fits seamlessly with the other wellbeing programs we have in the school.

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, a Year 6 student leadership program, a range of lunchtime clubs driven by student interest and links with a counselling service Better Places Australia (BPA).

Our Wellbeing Team continues to monitor this key area, providing professional development to staff and supporting all students.

## Financial performance and position

Huntingdale Primary School has maintained a very sound financial position in 2019. Although the school reported a small SRP deficit in 2019 we have a strong cash reserve in the bank. Some of this will be expended on buildings and grounds projects at the completion of major capital works in 2020. The school has sound processes for allocating school funds to priority areas and these are overseen by the Principal and School Business Manager. It is noted that the school receives 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.

**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

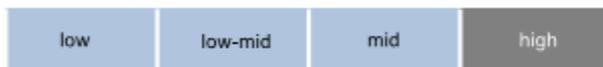
#### Enrolment Profile

A total of 367 students were enrolled at this school in 2019, 181 female and 186 male.

38 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

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Similar </p> <p>Above </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>Similar </p> <p>Below </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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>55%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>54%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>44%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	55%	29%	Numeracy	24%	51%	24%	Writing	20%	54%	27%	Spelling	44%	44%	12%	Grammar and Punctuation	24%	51%	24%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	95 %	93 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	95 %	93 %	94 %	94 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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 <span style="color: teal; font-size: 2em;">●</span></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 <span style="color: teal; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,951,452	High Yield Investment Account	\$220,538
Government Provided DET Grants	\$386,843	Official Account	\$22,744
Government Grants State	\$5,900	Other Accounts	\$47,929
Revenue Other	\$37,811	<b>Total Funds Available</b>	<b>\$291,211</b>
Locally Raised Funds	\$418,949		
<b>Total Operating Revenue</b>	<b>\$3,800,955</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$8,600		
<b>Equity Total</b>	<b>\$8,600</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,981,282	Operating Reserve	\$112,271
Communication Costs	\$3,354	Provision Accounts	\$2,310
Consumables	\$88,326	Repayable to the Department	\$24,959
Miscellaneous Expense <sup>3</sup>	\$278,803	Capital - Buildings/Grounds < 12 months	\$151,670
Professional Development	\$7,257	<b>Total Financial Commitments</b>	<b>\$291,211</b>
Property and Equipment Services	\$138,156		
Salaries & Allowances <sup>4</sup>	\$166,149		
Trading & Fundraising	\$18,736		
Travel & Subsistence	\$369		
Utilities	\$28,079		
<b>Total Operating Expenditure</b>	<b>\$3,710,512</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$90,444</b>		
<b>Asset Acquisitions</b>	<b>\$5,228</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 20 March 2020 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)

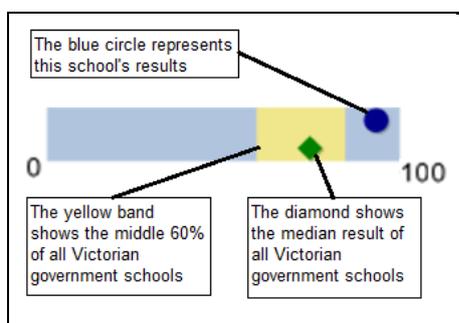
### Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').