

2020 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).
- 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 2020 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 19 March 2021 at 01:36 PM by Ruth Biddle (Principal)

The 2020 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 19 March 2021 at 04:24 PM by Chris Leffler (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available).

How to read the Annual Report (continued)

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.

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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.

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 a disability 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

School context

Huntingdale Primary School is located in South Oakleigh 20km from Melbourne.

Huntingdale Primary School's vision is to be a lighthouse school for language acquisition by providing a quality Japanese-English bilingual education. 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 vision encapsulates:

- Providing a 'language journey' that begins with building links with our local kindergarten, followed by a primary schooling experience which promotes, celebrates and teaches multi-lingualism through local, state and international partnerships, opening the wider community to language learning and continuing this journey into secondary schooling.
- Showcasing diversity through languages, The Arts, Physical Education, festivals and celebrations and community engagement.
- Promoting and teaching sustainability and connecting learning spaces through sustainable practices.
- Driving innovation through STEM, ICT and multimedia and enabling our students to connect to the broader world.

Huntingdale Primary School's intent is to engage and guide students in an intelligent and orderly fashion to reach their potential in a bilingual learning environment.

Our rationale is to ensure all students leave our school with a practical understanding of the Victorian Curriculum and provide the solid foundations to continue their school education.

Our motto is 'Engaging Minds Together'.

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.

Huntingdale Primary School has 372 students who reside locally or from surrounding suburbs. 40% of students identify as having English as an Additional Language (EAL) and originate from over 20 cultural groups. Our student population includes 6 international students and 7 students on the Program for Students with a Disability. Our families generally identify as residing from medium to high socio-economic and educational circumstances.

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, 13 English Classroom Teachers, (who also take roles in providing extension and enrichment in Literacy and Numeracy and EAL), 10 Japanese Teachers (in classroom and specialist roles), 2 ES Office Staff and 5 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 2020, our 50/50 bilingual teaching structure was implemented in the F-2 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 4 years.

In Years 3-6, 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 2020 Annual Implementation Plan the school focused on the following FISO areas aiming to build on the practices in 2019:

Excellence in teaching and learning- Building Practice Excellence

Staff worked together to consolidate consistent planning across each team in the school using Google docs, including learning intentions and success criteria using 'stepped' Victorian Curriculum 'I can statements'. Literacy and numeracy teaching was planned and implemented using the school instructional model. A key component was documenting the F-2 numeracy scope and sequence for the bilingual mathematics program.

Due to the COVID-19 Pandemic, these activities were modified for the online learning environment. Teachers planned and prepared sessions using the instructional model, learning intentions and success criteria and uploading these onto a Home Learning Website (F-4) and Google Classrooms (5-6).

Planned teacher professional development was to be centred on collegiate visits, moderation activities, coaching (including peer observations, modelling and team teaching) in literacy and numeracy and participating in learning walks. Teacher professional development activities were highly modified during the COVID-19 pandemic with a focus on teacher collaboration and planning using online platforms such as WebEx to communicate with each other and access professional development.

Positive climate for learning- Empowering Students and Building School Pride

The school appointed a data leader to oversee the data management of the school. Teams were to implement the school's assessment schedule and enter student results in GradeXpert. These results were then earmarked to form 5 weekly data discussions, analysing student data to inform teaching practice and to build teacher capacity in reading data sets in preparation for the DET Professional Learning Communities (PLC) initiative. The school was also to implement a 5 week goal setting cycle with students. This would entail using 1:1 conferencing to assist students in forming learning goals, sharing these with parents and reflecting on them.

Due to the COVID-19 pandemic this goal was severely interrupted. The assessment schedule was heavily modified to take into account the online learning environment. Only some assessments took place and data discussions were done at a team level during the pandemic, but this was not systematic. As the goal setting cycle was a new introduction for 2020, it was put 'on hold' as other priorities took precedence such as ensuring all students were connected to online learning platforms, using them efficiently and conducting whole class, small group and 1:1 conferences using WebEx.

The school also undertook a very successful 4 year review in Term 4 2020. The new School Strategic Plan is currently being drafted.

Achievement

Considering the major interruptions to the 2020 school year due to the COVID-19 pandemic, the school is proud of the efforts of teachers, parents and students in implementing the online learning activities and providing consistent learning activities based on the school's instructional model. Activities included learning intentions and success criteria, teacher instructional videos to model whole class teaching and supporting worksheets. Teachers also implemented, via WebEx, whole class meetings, small group teaching and 1:1 conferencing. A major achievement was student's development in their ICT and organisational skills, learning to access Google Classrooms (5-6), See Saw (F-6) and uploading work samples using these platforms. Students also accessed a range of online learning tools and websites such as Epic Reading, Essential Assessments and Manga High.

Our PSD students were well supported during the offsite learning period. Most students were assigned an aide to work with them during this time, who modified learning tasks, connected with families, implemented 1:1 conferences and lessons via WebEx and monitored their individual education plan under the guidance of teachers.

Our 2020 F-6 achievement data against the Victorian Curriculum standards shows our success with student learning achievement. 97.8% of students are achieving at or above the expected level in English and 96.3% achieving at or above the expected level in Mathematics. Both of these levels exceed similar schools and the state average. As NAPLAN was not conducted in the 2020 school year, this is the standard measure of student achievement for 2020. It demonstrates the commitment of our whole school community to ensure that student learning was on the forefront even during remote learning.

In 2021, the school will focus on implementing the DET Tutor Learning Initiative (TLI), implementing the 50/50 bilingual structure in Year 3 and finalising the School Strategic Plan and begin implementing it.

Engagement

Student attendance has historically been area of focus and challenge at Huntingdale. Many families usually take overseas holidays during the school term increasing our absence data. However, in 2020, with the suspension of overseas travel due to the COVID-19 pandemic, our absence data was very low, with students taking an average of 7.9 days which is much lower than the similar schools and the state average. The four year average is 12.7 days which also is below similar school and the state average.

In 2020, our administration staff were excellent in following up any unexplained absences systematically, each morning as per DET policy, considering there were major changes to coding attendance and absences in the remote learning environment. The school notes that parents are being more proactive in alerting the school of absences using 'Operoo', the school email or telephoning the school. The School Leadership Team regularly monitored the monthly attendance data and the Assistant Principal followed up with individual families with attendance concerns.

Student Engagement is at the centre of our work at Huntingdale and it was a huge challenge for us in 2020. With students and teachers working offsite for 6 months and parents and visitors unable to be on school grounds even when we did return, our usual school events were unable to go ahead. This included our Nihongo Sports Night, Watashi Mo Events and the Student Leadership Council Events. However, teachers worked hard to build connections with students and families via WebEx meetings, regular telephone calls and emails.

The 2020 Student Attitudes to School Survey showed our Years 4-6 students' perceptions of 'sense of connectedness' as having 80.5% positive endorsement, which is higher than the state average. However, not all our students or schools undertook the survey so this data may show statistical inconsistencies.

In 2021, the school will focus on re-establishing connections with the school community after COVID-19 and monitoring student attendance.

Wellbeing

Student wellbeing is the 'heart' of what we do 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.

In 2020, student wellbeing was at the forefront of our work, particularly in the online learning environment. The Wellbeing and Principal Teams identified students to monitor during this time, making regular contact with families, modifying work as needed and connecting them with wellbeing services. Our Assistant Principal had regular long distance meetings with our DET Key Contact to assist with wellbeing strategies. Our chaplain also spent considerable time connecting with families and staff to monitor their wellbeing. The school had a dedicated page of wellbeing supports on its home learning website and wellbeing activities for families to do.

The 2020 Student Attitudes to School Survey was conducted. It showed our Years 4-6 students' perceptions of 'management of bullying' as having 79.2% positive endorsement, which is higher than the state average. However, not all our students or schools undertook the survey so this data may show statistical inconsistencies.

In 2021 the school will focus on re-establishing students in the school environment with a focus on wellbeing through our Creating Out Learning Community (COLC) unit of work.

Financial performance and position

Huntingdale Primary School has maintained a very sound financial position in 2020. Although the school reported a small SRP deficit in 2020 we have a strong cash reserve in the bank.

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 education.

2020 had different impacts on school finances. Areas such as fundraising, locally raised funds and international student fees were down affecting our revenue. However, we made savings on casual relief teachers (CRT's) and utilities. Other areas had higher expenditure such as professional development and ICT as we upgraded our digital platforms and invested in new ones for the online learning environment.

The Modular Building Program was completed in 2020. The school will spend significant funds in purchasing furniture and fittings for this new building in 2021.

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

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.

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 372 students were enrolled at this school in 2020, 192 female and 180 male.

40 percent of students had English as an additional language and 0 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) which takes into account parents' occupations and education.

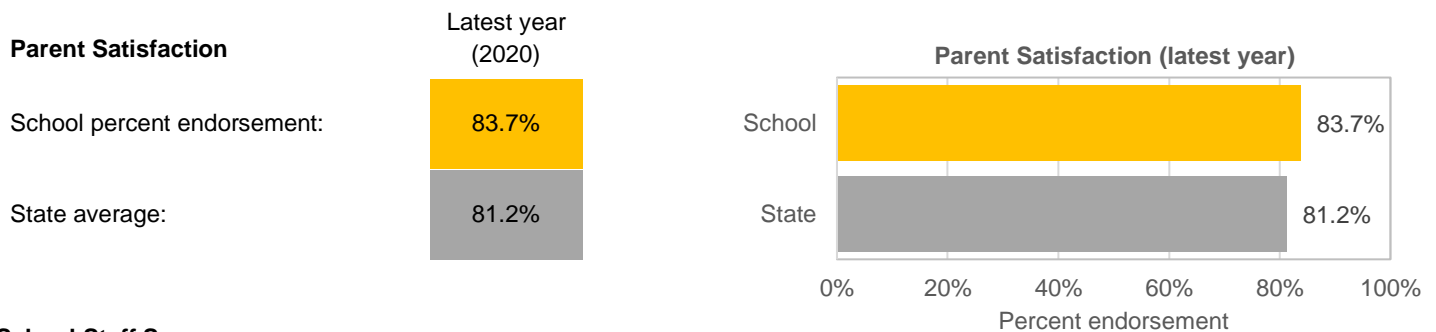
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

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.

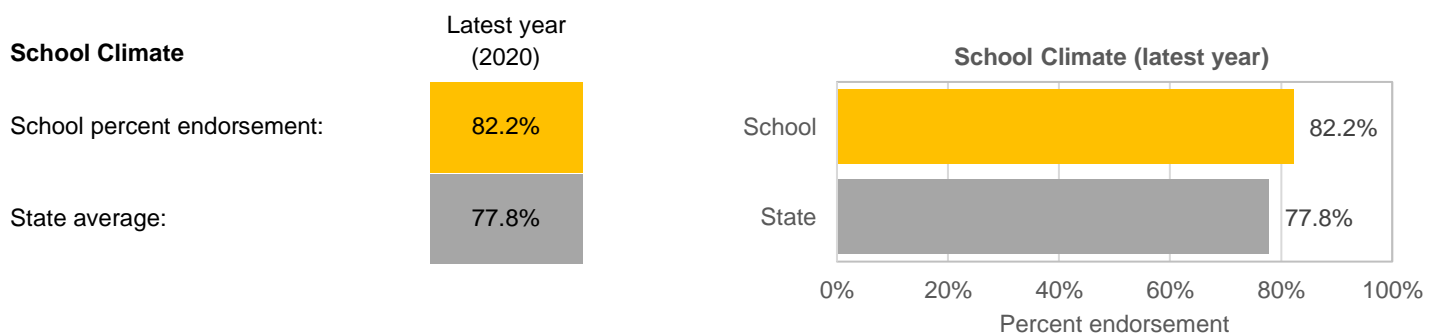


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

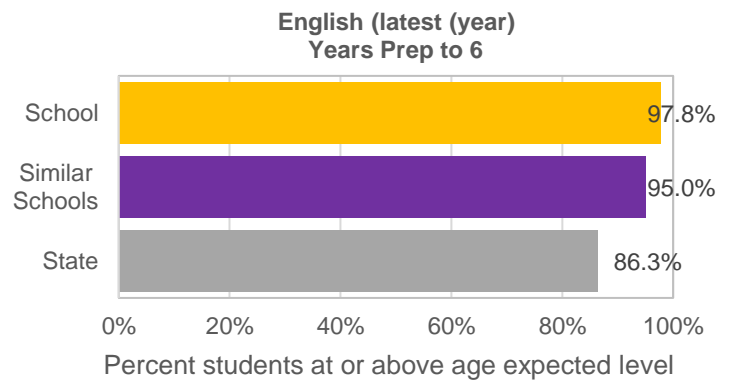
97.8%

Similar Schools average:

95.0%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

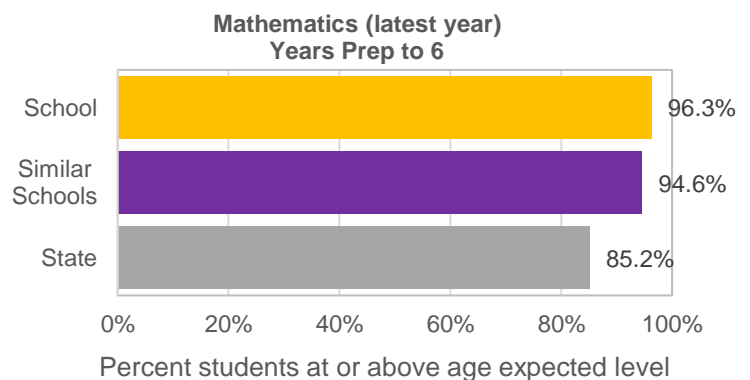
96.3%

Similar Schools average:

94.6%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

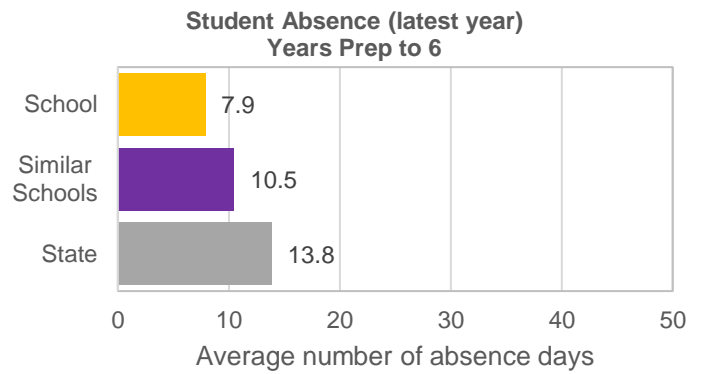
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	7.9	12.7
Similar Schools average:	10.5	12.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	98%	95%	96%	96%	97%	98%

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.

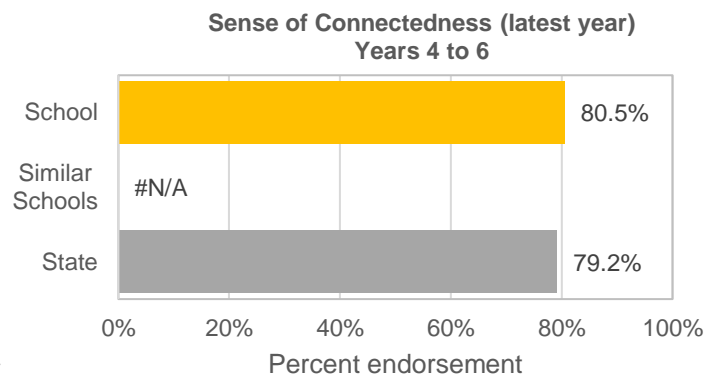
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	80.5%	78.0%
Similar Schools average:	NDP	82.6%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

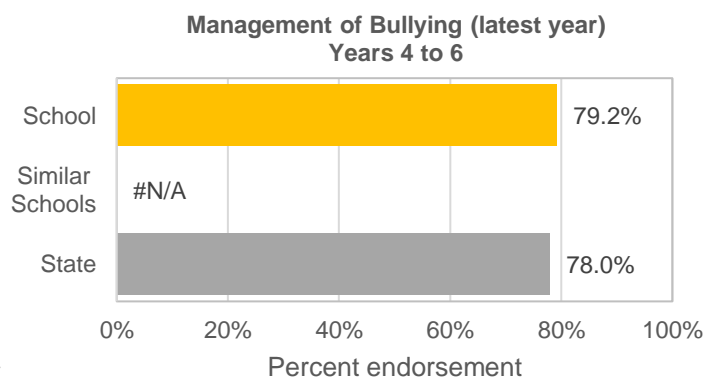
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	79.2%	73.9%
Similar Schools average:	NDP	81.1%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,046,138
Government Provided DET Grants	\$503,491
Government Grants Commonwealth	\$22,067
Government Grants State	\$3,050
Revenue Other	\$12,779
Locally Raised Funds	\$172,162
Capital Grants	NDA
Total Operating Revenue	\$3,759,687

Equity ¹	Actual
Equity (Social Disadvantage)	\$10,176
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$10,176

Expenditure	Actual
Student Resource Package ²	\$3,078,130
Adjustments	NDA
Books & Publications	\$1,472
Camps/Excursions/Activities	\$4,730
Communication Costs	\$3,626
Consumables	\$77,753
Miscellaneous Expense ³	\$11,610
Professional Development	\$15,163
Equipment/Maintenance/Hire	\$43,735
Property Services	\$78,118
Salaries & Allowances ⁴	\$131,270
Support Services	\$33,210
Trading & Fundraising	\$8,225
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$23,769
Total Operating Expenditure	\$3,510,812
Net Operating Surplus/-Deficit	\$248,875
Asset Acquisitions	\$22,417

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$451,452
Official Account	\$57,393
Other Accounts	\$58,046
Total Funds Available	\$566,892

Financial Commitments	Actual
Operating Reserve	\$60,568
Other Recurrent Expenditure	\$4,220
Provision Accounts	\$2,310
Funds Received in Advance	\$2,400
School Based Programs	\$51,703
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	\$13,511
Repayable to the Department	\$31,993
Asset/Equipment Replacement < 12 months	\$5,800
Capital - Buildings/Grounds < 12 months	\$394,386
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$566,892

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.