

2021 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 2021 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 07 March 2022 at 05:03 PM by Ruth Biddle (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 01 April 2022 at 06:00 PM by Dennis Moschoyiannis (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary 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 through the implementation of their School Strategic Plan and Annual Implementation Plan.

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).

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). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period 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.

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.

'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 disabilities 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. We aim to be 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, celebrations and community engagement.
- Promoting and teaching sustainability
- 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.

In 2021 Huntingdale Primary School had 370 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 4 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- three Foundation, three Year 1, three Year 2, three Year 3, a Year 4 and 4/5 class and three Year 5/6 classes. Our workforce comprised of the Principal, Assistant Principal, 12 English Classroom Teachers, (who also take roles in providing extension and enrichment in Literacy and Numeracy and EAL), an English tutor 2 days a week, a Japanese tutor 1 day a week, 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- and two cultures with an emphasis on learning through an international lens. In 2021, our 50/50 bilingual teaching structure was implemented in the F-3 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 the remaining year levels over the next 3 years.

In Years 4-6, 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.

The school is part of the Oakleigh Education Plan with South Oakleigh Secondary College and Oakleigh South Primary School. The plan focuses on building links through STEM, Japanese, transition and building school pride.

Framework for Improving Student Outcomes (FISO)

In the 2021 Annual Implementation Plan the school focused on the following FISO areas aiming to build on the practices in 2020:

Excellence in teaching and learning- Building Practice Excellence

Each government school in the Victoria had the same state-wide priority goal- Learning, catch-up and extension priority.

At Huntingdale, we developed a whole school approach to implementing the Tutoring Program Initiative (TLI) mandated by DET. We identified the need for an English tutor- Literacy and Mathematics and Japanese- Literacy. We worked on developing processes of identifying students for the program, strengthening our assessment practices by introducing PAT Reading and PAT Mathematics tests and building teacher capability in monitoring student progress, co-constructing learning goals with students and communicating learning goals with the tutors for students on the program. Due to the continuing COVID-19 these programs were modified for the online learning environment.

The other key aspect was providing extension programs across the school, particularly in mathematics and Science. As part of the Oakleigh Education Plan, we implemented a Lego Robotics extension program. These programs faced severe disruption due to the mandated lockdowns, but it was pleasing to finally have a Robotics Challenge Day with the other schools.

Positive climate for learning- Empowering Students and Building School Pride

Each government school in Victoria had the same state-wide priority goal- Happy, active and healthy kids priority.

At Huntingdale, we developed a whole school approach to implementing an agreed approach to monitoring and responding to student mental health & wellbeing concerns. This included strengthening our 'Creating our Learning Community' unit each term, with a focus on how students can ask for support and help each other.

A key component of this priority was our Assistant Principal having regular meetings with the regional 'Health and Wellbeing Contact' to monitor student wellbeing, providing support to our families in need and overseeing the work of our School Chaplain.

Classroom teachers also played a key role in monitoring the wellbeing of their classes doing whole class daily check ins focused on building connections with students in the online environment and supporting families.

With the continued lockdowns, building partnerships with families and constant communication was crucial to maintaining a good level of wellbeing amongst the Huntingdale community.

Achievement

Considering the major interruptions to the 2021 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.

Our 2021 F-6 achievement data against the Victorian Curriculum standards shows our success with student learning achievement. 95.9% of students are achieving at or above the expected level in English and 95.8% achieving at or above the expected level in Mathematics. Both of these levels exceed similar schools and the state average.

In 2021 the Year 3 NAPLAN results show 83.9% of our students achieving the top 3 bands in reading, which is above state levels and slightly below similar schools. In Year 5, 81.3% of our students achieved the top 3 bands in reading, which is above state levels and slightly below similar schools.

In 2021 the Year 3 NAPLAN results show 85.7% of our students achieving the top 3 bands in reading, which is above state levels and similar schools. In Year 5, 80.4% of our students achieved the top 3 bands in reading, which is above state levels and slightly below similar schools.

In 2021 the high learning gain from Year 3-5 is 29% for reading, 23% for numeracy, 38% for writing, 22% for spelling and 42% for grammar and punctuation. In the areas of writing, grammar and punctuation our high growth is greater than similar schools. In the areas of reading, numeracy and spelling it shows we have too many students achieving medium growth, which is an area to improve.

In 2022, the school will focus on implementing the DET Tutor Learning Initiative (TLI), implementing the 50/50 bilingual structure in Year 4 and implementing the Professional Learning Communities (PLC) initiative where teachers systematically use data in an inquiry approach to plan and improve student learning and a structured approach to goal setting for students.

Engagement

Student attendance has historically been an area of focus and challenge at Huntingdale. Many families usually take overseas holidays during the school term increasing our absence data. However, in 2021, with the continued suspension of overseas travel due to the COVID-19 pandemic, our absence data was very low, with students taking an average of 8.8 days which is much lower than the similar schools and the state average. The four-year average is 10.9 days which also is below similar school and the state average. Our Year 2's and Year 5's had the most attendance at 97%

In 2021, our administration staff were excellent in following up any unexplained absences systematically, each morning as per DET policy, considering there were major challenges in recording attendance in remote learning and then when returning to school in a COVID environment with changes to coding requirements. 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 continues to be a huge challenge for us in 2021. The whole school community became 'fatigued' with online events. However, teachers worked hard to build connections with students and families via WebEx meetings, regular telephone calls and emails. It was pleasing to see that 81.3% of parents were satisfied with the school which is about the same level as the state average. In the school staff survey 81.5% of staff were positive about the school climate, which is above the state level, showing that staff have a positive attitude about working at Huntingdale.

In 2022, the school will focus on re-establishing connections with the school community after COVID-19, monitoring student attendance and work on implementing STEM particularly in Years 3-6 to engage students.

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 works 'hand in hand' with our "Play is the Way" norms.

In 2021, student wellbeing was at the forefront of our work, particularly in the online learning environment. The Wellbeing and Leadership 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 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 2021 Attitudes to School Survey was completed online at home and not all students participated. Therefore, care

should be taken when interpreting these results. It showed our Years 4-6 students' perceptions of 'management of bullying' as having 74.2% positive endorsement and 'sense of connectedness' 76.2% positive endorsement. These results are lower than the similar schools and the state. The school spent considerable time and resources in this area with teachers implementing daily meetings, online teaching sessions and calling families to ensure our students were connected to school as much as possible.

In 2022, the school will focus on reconnecting with student and families through COLC and review its teaching of student wellbeing to create an updated curriculum framework to included DET's Respectful Relationships.

Finance performance and position

Huntingdale Primary School has maintained a very sound financial position in 2021. The school reported a SRP surplus, and 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.

2021 had different impacts on school finances. Areas such as international student fees (down due to border closures during the COVID-19 pandemic) and collection of voluntary parent contributions (due to a change in the interpretation of DET policy) affected our revenue. However, we made savings on areas such as casual relief teachers (CRT's). Other areas had higher expenditure such as equipment/maintenance/hire as we invested in new computer hardware for the online learning environment and ready for NAPLAN online.

In 2022 we hope to complete a number of beautification projects around the school to lift the overall look of the school.

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 374 students were enrolled at this school in 2021, 195 female and 179 male.

44 percent of students had English as an additional language and NDP 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).

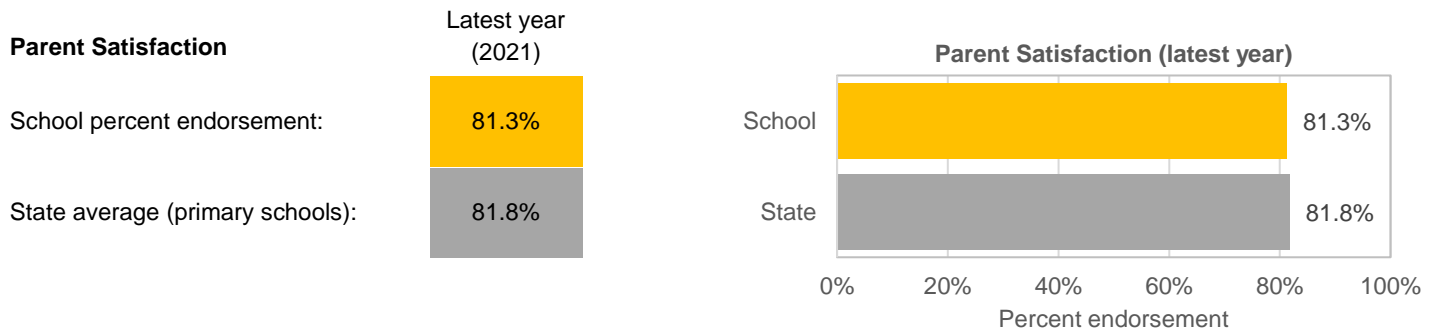
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE 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.

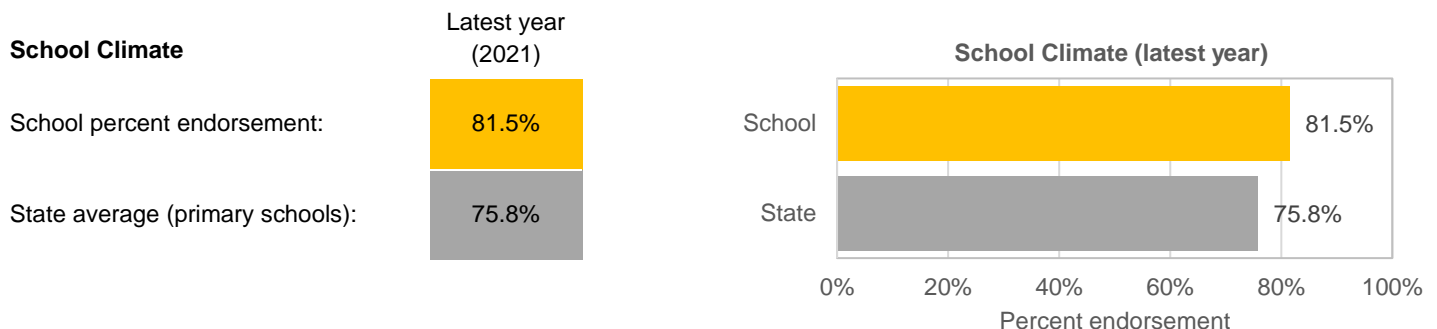


School Staff Survey

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
(2021)

School percent of students at or above age expected standards:

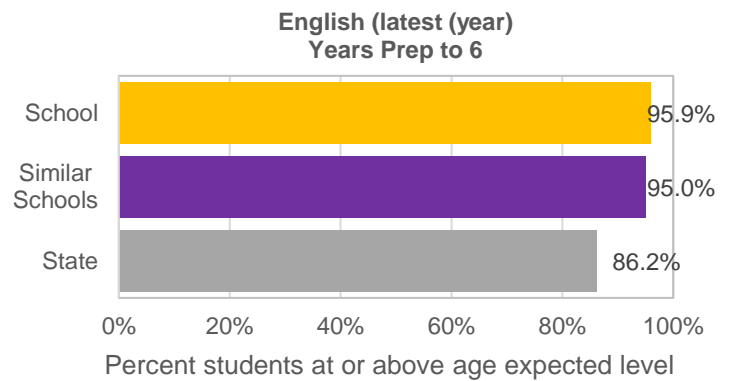
95.9%

Similar Schools average:

95.0%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

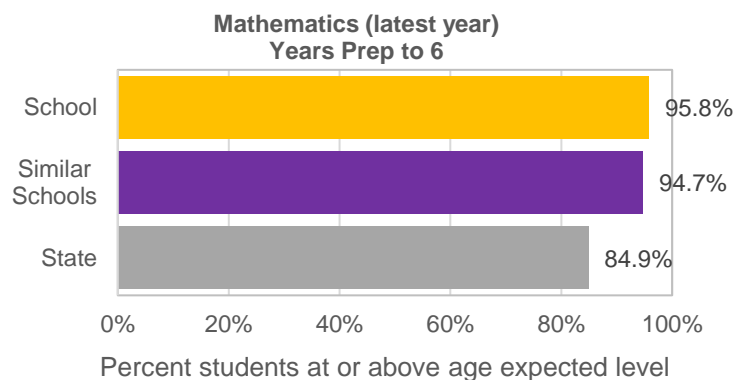
95.8%

Similar Schools average:

94.7%

State average:

84.9%



ACHIEVEMENT (continued)

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.

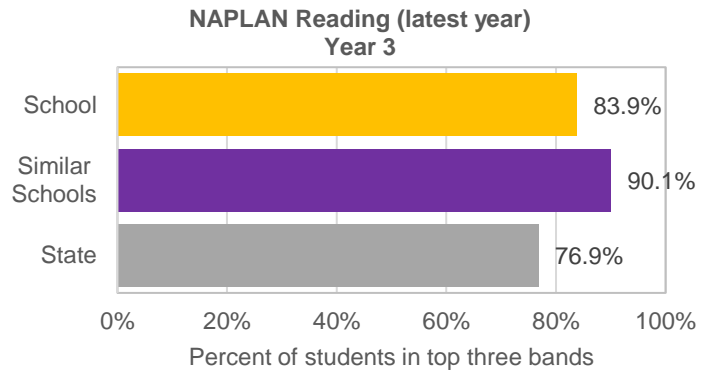
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

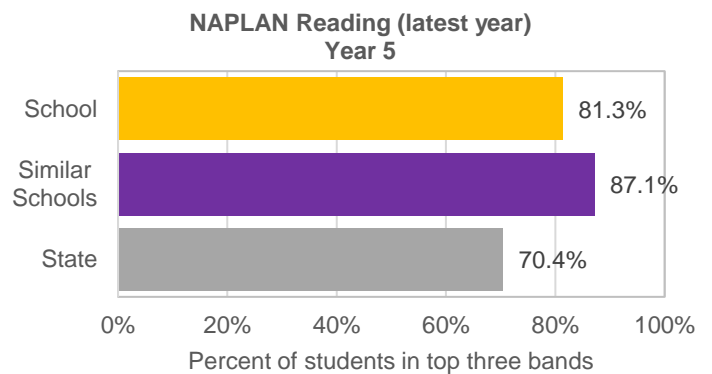
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.9%	85.4%
Similar Schools average:	90.1%	88.7%
State average:	76.9%	76.5%



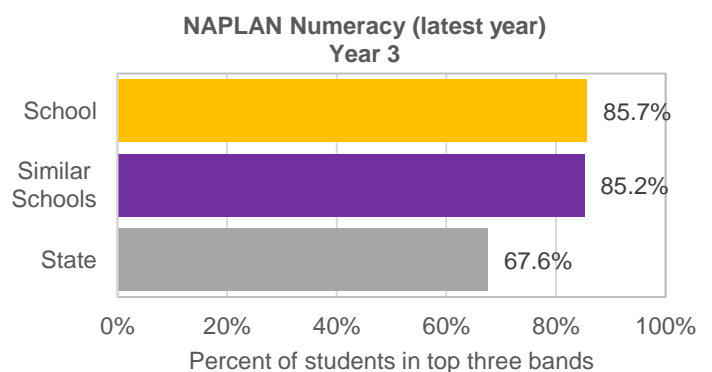
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	81.3%	76.4%
Similar Schools average:	87.1%	83.8%
State average:	70.4%	67.7%



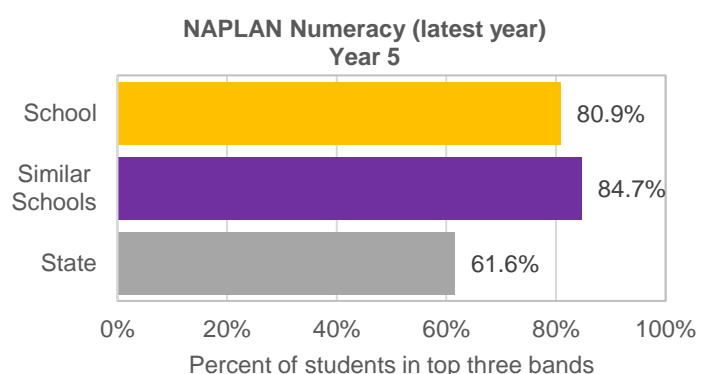
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	87.8%
Similar Schools average:	85.2%	85.9%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	80.9%	74.8%
Similar Schools average:	84.7%	81.7%
State average:	61.6%	60.0%



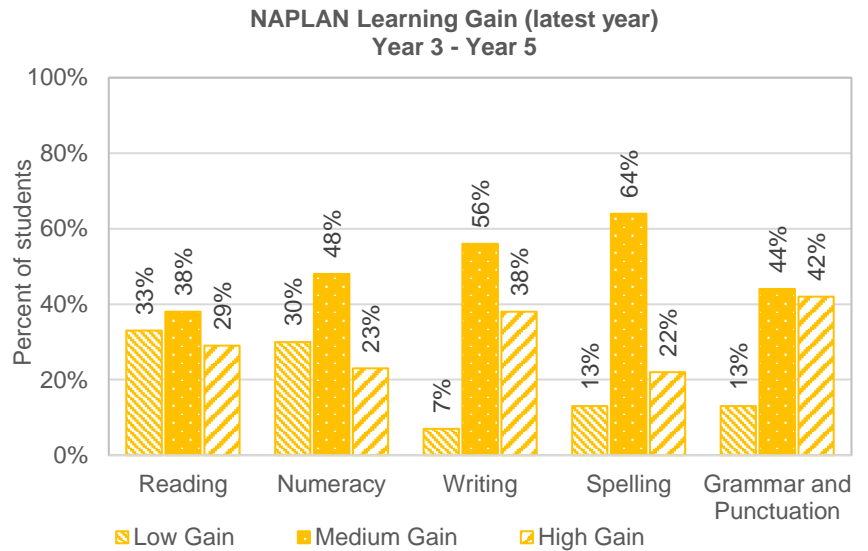
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative 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'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	38%	29%	33%
Numeracy:	30%	48%	23%	37%
Writing:	7%	56%	38%	34%
Spelling:	13%	64%	22%	31%
Grammar and Punctuation:	13%	44%	42%	37%



ENGAGEMENT

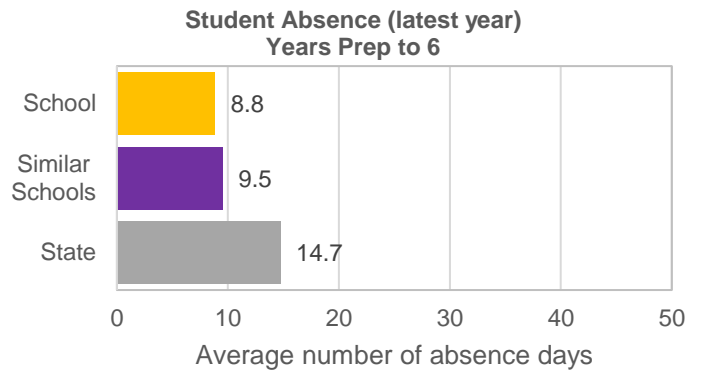
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.8	10.9
Similar Schools average:	9.5	11.9
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	95%	97%	95%	95%	97%	96%

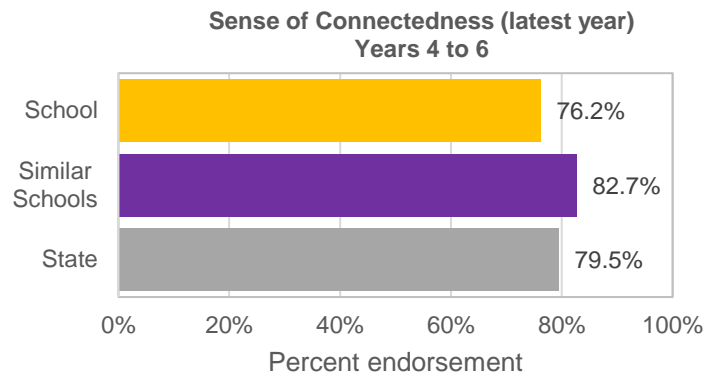
WELLBEING

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).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	76.2%	78.0%
Similar Schools average:	82.7%	82.5%
State average:	79.5%	80.4%

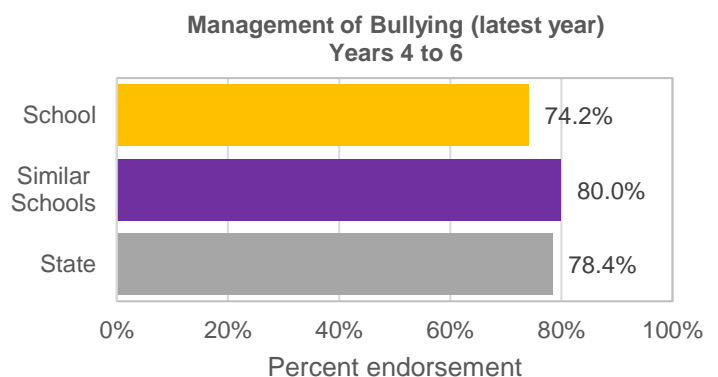


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	74.2%	76.3%
Similar Schools average:	80.0%	80.8%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, 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, 2021

Revenue	Actual
Student Resource Package	\$3,242,581
Government Provided DET Grants	\$361,034
Government Grants Commonwealth	\$4,587
Government Grants State	\$7,700
Revenue Other	\$5,047
Locally Raised Funds	\$219,083
Capital Grants	\$0
Total Operating Revenue	\$3,840,032

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,568
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,568

Expenditure	Actual
Student Resource Package ²	\$3,191,385
Adjustments	\$4,475
Books & Publications	\$2,344
Camps/Excursions/Activities	\$74,542
Communication Costs	\$6,784
Consumables	\$104,561
Miscellaneous Expense ³	\$9,185
Professional Development	\$6,910
Equipment/Maintenance/Hire	\$54,181
Property Services	\$85,946
Salaries & Allowances ⁴	\$167,955
Support Services	\$47,332
Trading & Fundraising	\$9,324
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,315
Total Operating Expenditure	\$3,786,240
Net Operating Surplus/-Deficit	\$53,792
Asset Acquisitions	\$174,498

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$273,672
Official Account	\$62,815
Other Accounts	\$45,203
Total Funds Available	\$381,690

Financial Commitments	Actual
Operating Reserve	\$86,779
Other Recurrent Expenditure	\$0
Provision Accounts	\$2,310
Funds Received in Advance	\$2,900
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$7,500
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$8,851
Capital - Buildings/Grounds < 12 months	\$231,039
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$379,379

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.