

2022 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 of the previous calendar year 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 15 March 2023 at 01:20 PM by Ruth Biddle (Principal)

- This 2022 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 27 March 2023 at 06:17 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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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 in the south easter suburbs.

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

Our **school values** of Kindness, Courage, Personal Best and Creativity are integrated in all aspects of learning.

In 2022 Huntingdale Primary School had 365 students (181 female and 184 male) who reside locally or from surrounding suburbs. 49% of students identify as having English as an Additional Language (EAL) and originate from over 25 cultural groups. Our student population includes 4 international students and 9 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, two Year 3, one Year 3 and 4 and two Year 4 and four Year 5/6 classes. Our workforce comprised of the Principal, Assistant Principal, 12 English Classroom Teachers, (who also take roles in providing specialist, extension and enrichment in Literacy and Numeracy and EAL), an English tutor 2 days a week, a Japanese tutor 1 day a week, 11 Japanese Teachers (in classroom and specialist roles), 2 ES Office Staff, 7 ES Teaching Assistants and a Chaplain 2 days a week.

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 2022, our 50/50 bilingual teaching structure was implemented in the F-4 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 2 years.

In Years 5-6, 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.

Progress towards strategic goals, student outcomes and student engagement

Learning

2022 was a 'recovery year' after the effects of the COVID-19 pandemic. The school is proud of the efforts of teachers, students and parents in achieving this goal, implementing bilingual learning based on the school's instructional model.

In the 2022 Annual Implementation Plan, the school focused on the state-wide learning priority- 'To support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy'. At Huntingdale we worked to consolidate a bilingual approach to teaching mathematics. We did this through a Professional Learning Community (PLC) approach to build staff capacity in collaboratively using data to improve teaching practice to differentiate learning needs. We implemented the Tutor Learning Initiative across the school targeting students who have not shown academic growth in literacy (Japanese and English) and numeracy.

Our 2022 F-6 achievement data against the Victorian Curriculum standards shows our success with student learning achievement. 98.1 % 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.

In 2022 the Year 3 NAPLAN results show 88.2% of our students achieving the top 3 bands in reading, which is above state levels and slightly below similar schools. In Year 5, 84.1% of our students achieved the top 3 bands in reading, which is above state levels and slightly below similar schools.

In 2022 the Year 3 NAPLAN results show 82.4% of our students achieving the top 3 bands in numeracy, which is above state levels and slightly below similar schools. In Year 5, 81.8% of our students achieved the top 3 bands in numeracy, which is above state levels and similar schools.

In 2023, the school will focus on improving numeracy teaching, particularly the use of mathematics language and reasoning skills, continuing the DET Tutor Learning Initiative (TLI), implementing the 50/50 bilingual structure in Year 5 and enhancing the Professional Learning Communities (PLC) approach.

Wellbeing

Student wellbeing is the 'heart' of what we do at Huntingdale and was the forefront of our work post COVID-19.

In the 2022 Annual Implementation Plan, the school focused on the state-wide wellbeing learning priority to 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. The school implemented the 'Creating Our Learning Community' units each term, post pandemic, with the student wellbeing team creating a curriculum map of wellbeing programs in the school and professional development for staff.

Our 2022 student attitude to school survey results reflect the effect of COVID-19 on our student wellbeing. The sense of connectedness for Year 4-6 students was 73.6% positive endorsement and the management of bullying was 66.7% positive endorsement which are lower than similar schools and the state. These results do not reflect the time, effort and energy that teachers and the leadership team have put into student wellbeing. The staff have thoroughly evaluated the survey results, with the principal talking to key student groups on the results.

In 2023, the school will focus on implement teaching the evidence based 'Respectful Relationships' Program. A key area of work will be on improving work in student voice and agency. The school will also aim to partner with outside agencies to provide wellbeing supports for students who need it.

Engagement

Student attendance has historically been an area of focus and challenge at Huntingdale. It is a highly multicultural community, with many families taking overseas holidays during the school term increasing our absence data. This was prevalent in 2022, with travel restrictions largely lifted post COVID-19 and families returning home to visit loved ones. There was also increased illness across the school. Despite this, our absence data for students was an average of 15.2 days which is much lower than similar schools and the state. The four-year average is 11.2 days which also is below similar school and the state averages. Our Year 3's had the highest attendance at 95%.

These results are testament to the school focusing on monitoring attendance. The Principal distributed a monthly attendance newsletter to the school community showing our data and giving tips on helping families to improve attendance. Teachers would follow up with families with attendance concerns. The Assistant Principal worked with individual families with attendance plan. Our administration staff were excellent in following up any unexplained absences systematically, each morning as per DET policy and parents have been proactive in reporting absences on Operoo.

Student Engagement is at the centre of our work at Huntingdale, with 2022 being a year to re-engage 'face to face' with our school community. Our families value the bilingual education their child receives, the multiculturalism in our school and the community feel. It was pleasing to see that 85.6% of parents were satisfied with the school which is above the state average. In the school staff survey 80.9% 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 2023, the school will continue to monitor student attendance and engage students and teachers with learning through STEM.

Other highlights from the school year

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 from primary to secondary school and building school pride. Huntingdale is also part of the Designated Bilingual School's Network, who work collaboratively with other bilingual educators in developing leadership, professional development and support for bilingual educators. A highlight has been the development of a vision for bilingual education shared by all bilingual schools.

The school also has a partnership with the Rotary Club of Oakleigh Clayton Huntingdale Inc who sponsor our student leadership program.

A major highlight was reconnecting the community after the COVID-19 pandemic. The school held activities to reconnect the community such as a successful Cultural Diversity Week celebration, its annual Christmas concert, and parents' association 'Watashi Mo' organising events such as a trivia night.

Other extra-curricular activities such as the 3-6 Camp Rumbug, the school swimming program, interschool sport with the Oakleigh district and a Year 6 Japan Trip experience were organised for students.

Financial performance

Huntingdale Primary School has maintained a very sound financial position in 2022. The school reported a surplus in the Student Resource Package, and we have a strong cash reserve in the bank.

The school has sound processes for allocating 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 Department of Education each year as part of the Designated Bilingual Schools Program (DBP) to implement our outstanding bilingual education.

In 2022 we spent considerable school funds on projects to beautify the school. This included new boundary fences, shade sails outside the main building and BER Hall (partly funded by a Shade Sail Grant), a new shed to store physical education equipment and an electronic sign (partly funding by a Suburban Rail Loop Grant). We also spent funds on replacing the student tables and chairs in the Year 4 classrooms. The school invested a significant amount of locally raised funds (\$50,000) to install a solar panel system.

There were different impacts on school finances in 2022. Areas such as international student fees (down due to travel restrictions) and collection of voluntary parent contributions (down due to a change in the interpretation of DE policy) affected our revenue. The Casual Relief Teachers (CRT's) budget was severely impacted with increased illness of staff and COVID-19 quarantining policies during the year. However, with the installation of the solar panels on the main building we have saved considerable costs on electricity.

In 2023 we will need to monitor the revenue and expenditure of the school and budget carefully. We will need to take into account the implementation of the 2022 Victorian Government Schools Agreement (particularly the costs of time in lieu for teachers) and monitor the voluntary contributions from parents as there are increased cost of living pressures for families.

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 2.0 (FISO 2.0).

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 365 students were enrolled at this school in 2022, 181 female and 184 male.

49 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).

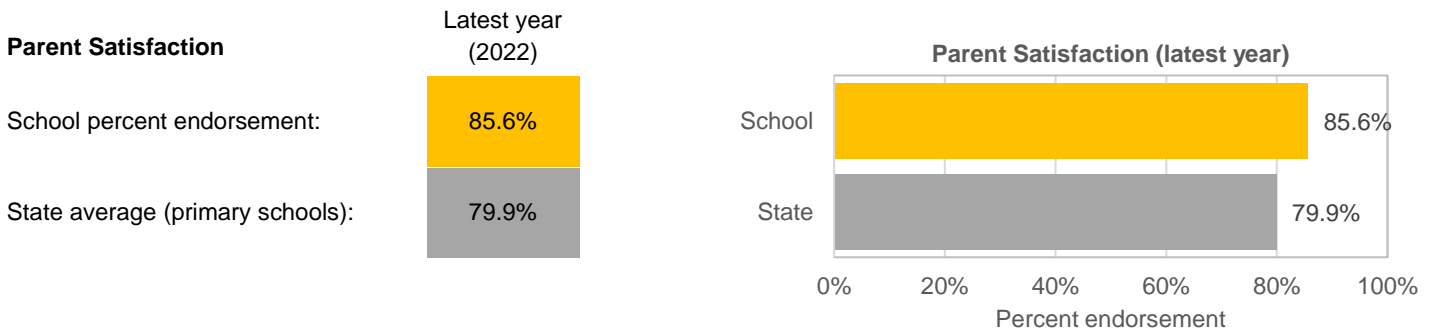
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

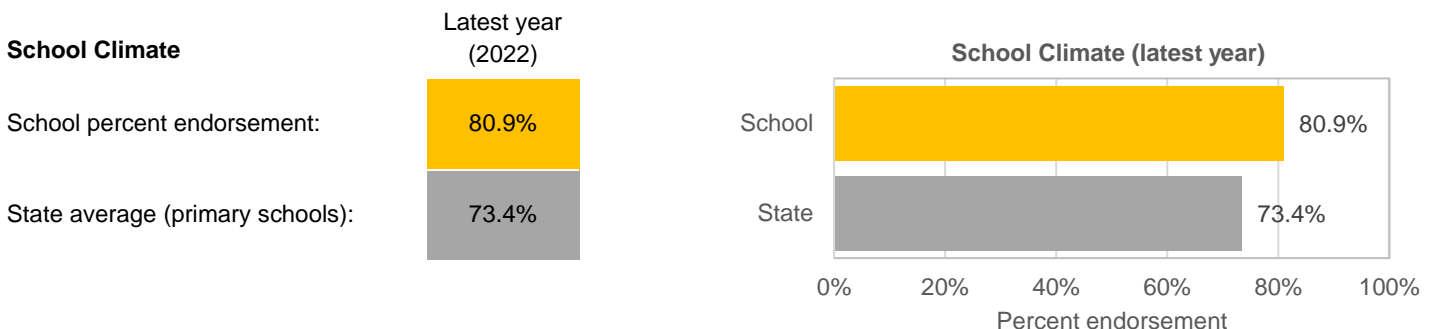


School Staff Survey

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.



LEARNING

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
(2022)

School percent of students at or above age expected standards:

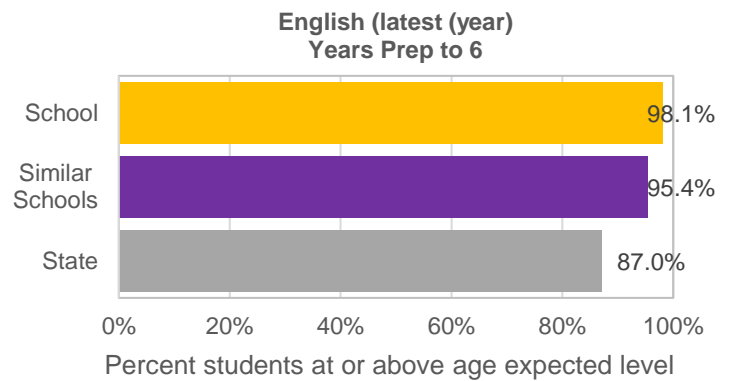
98.1%

Similar Schools average:

95.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

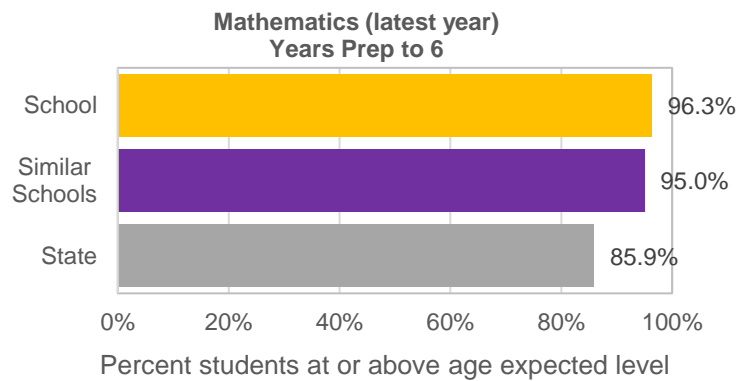
96.3%

Similar Schools average:

95.0%

State average:

85.9%



LEARNING (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.

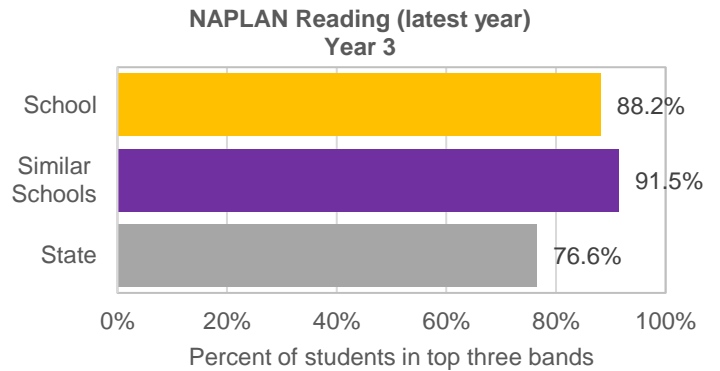
NAPLAN

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 2019, 2021 and 2022 data.

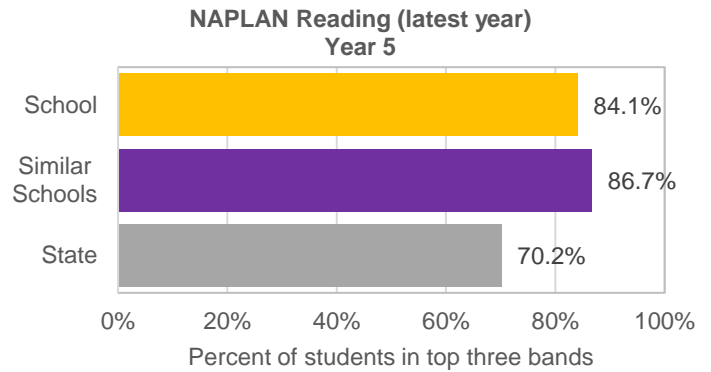
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.2%	86.7%
Similar Schools average:	91.5%	90.3%
State average:	76.6%	76.6%



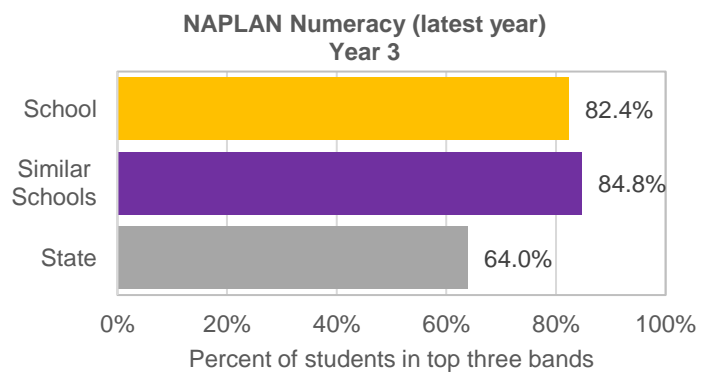
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	84.1%	82.3%
Similar Schools average:	86.7%	85.9%
State average:	70.2%	69.5%



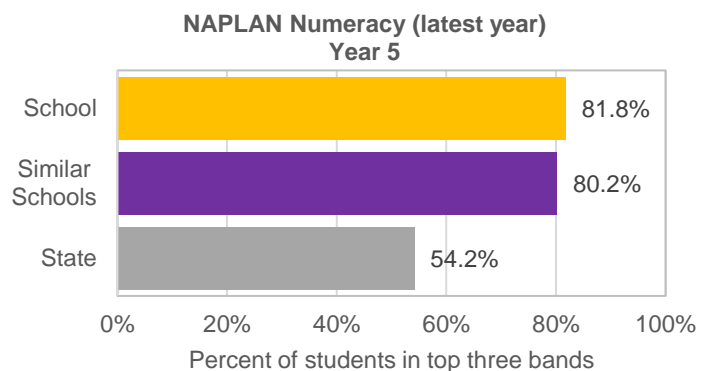
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.4%	86.1%
Similar Schools average:	84.8%	85.7%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	78.6%
Similar Schools average:	80.2%	81.7%
State average:	54.2%	58.8%



WELLBEING

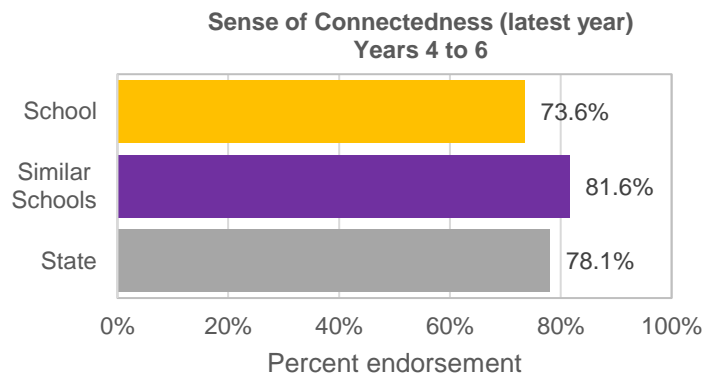
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2022)	4-year average
School percent endorsement:	73.6%	77.5%
Similar Schools average:	81.6%	82.6%
State average:	78.1%	79.5%

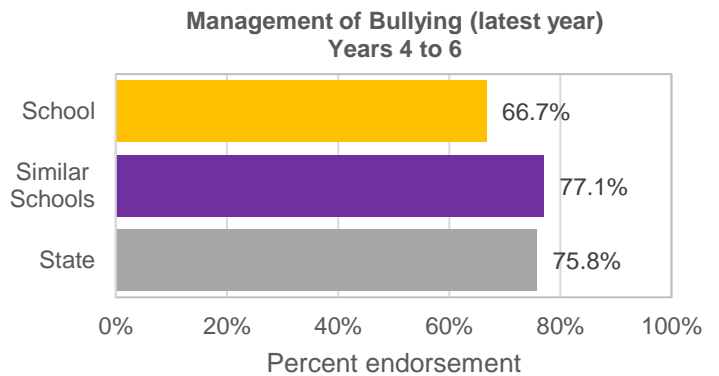


Student Attitudes to School – Management of Bullying

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 (2022)	4-year average
School percent endorsement:	66.7%	74.7%
Similar Schools average:	77.1%	79.8%
State average:	75.8%	78.3%



ENGAGEMENT

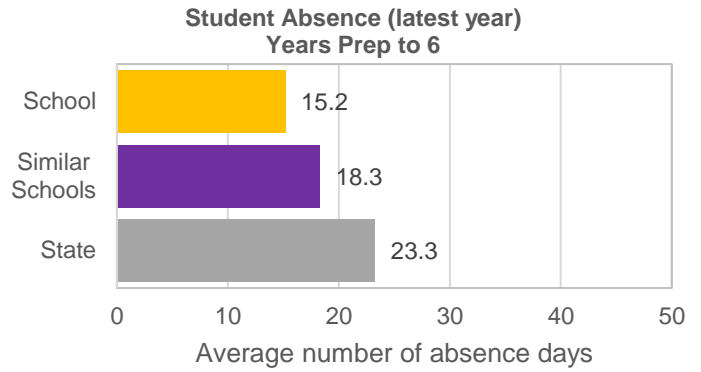
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.2	11.2
Similar Schools average:	18.3	13.3
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	91%	93%	95%	92%	93%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,542,047
Government Provided DET Grants	\$440,474
Government Grants Commonwealth	\$1,252
Government Grants State	\$30,817
Revenue Other	\$7,080
Locally Raised Funds	\$268,372
Capital Grants	\$22,402
Total Operating Revenue	\$4,312,445

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,094
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,094

Expenditure	Actual
Student Resource Package ²	\$3,532,392
Adjustments	\$0
Books & Publications	\$14,674
Camps/Excursions/Activities	\$118,416
Communication Costs	\$3,898
Consumables	\$70,769
Miscellaneous Expense ³	\$10,514
Professional Development	\$25,770
Equipment/Maintenance/Hire	\$53,039
Property Services	\$84,293
Salaries & Allowances ⁴	\$224,608
Support Services	\$62,541
Trading & Fundraising	\$8,783
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,803
Total Operating Expenditure	\$4,233,502
Net Operating Surplus/-Deficit	\$56,541
Asset Acquisitions	\$164,152

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$220,105
Official Account	\$25,551
Other Accounts	\$9,767
Total Funds Available	\$255,423

Financial Commitments	Actual
Operating Reserve	\$105,098
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$6,011
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,300
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$121,014
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	\$255,423

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.