

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 13 March 2024 at 09:54 PM by Ruth Biddle (Principal)

- This 2023 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 20 March 2024 at 11:39 AM 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Huntingdale Primary School is located in South Oakleigh, 20km from Melbourne in the south eastern 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 2023 Huntingdale Primary School had 380 students (178 female and 201 male) who reside locally or from surrounding suburbs. 58% of students identify as having English as an Additional Language (EAL) and originate from over 25 cultural groups. Our student population includes 5 international students and 11 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- 9 junior grades (3 classes each in Foundation Year 1 and 2), 4 middle school grades (2 classes in each 3-4 year level) and 4 senior classes- (2 classes in each in Years 5-6). Our workforce comprised of the Principal, Assistant Principal, 13 English Classroom Teachers (two part time), who also take roles in providing specialist, extension and enrichment in Literacy and Numeracy and the English Tutoring Program) 0.8 English as an Addition Language Teacher, 11 Japanese Teachers (Classroom, specialist roles and Numeracy Tutoring), ES Office Staff- 1 Office Manager, 1 Business Manager and a part time Assistant Business Manager, 9 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 2023, our 50/50 bilingual teaching structure was implemented in the F-5 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).

In Years 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

2023 was an outstanding year of student achievement at the school and we are proud of the efforts of teachers, students and parents in achieving this.

In the 2023 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 in F-5, focusing on language and reasoning skills, meeting students' individual learning needs and improving learning growth. We implemented the Tutor Learning Initiative across the school targeting students who are behind the expected level in literacy and numeracy, particularly in Year 2, 3 & 4.

Our 2023 F-6 achievement data against the Victorian Curriculum standards shows our success with student learning achievement. 99.6 % of students are achieving at or above the expected level in English and 97.9% achieving at or above the expected level in Mathematics. Both of these levels exceed similar schools and the state average.

In 2023 the Year 3 NAPLAN results show 87.8% of our students achieving Strong or Exceeding in reading, which is above state levels and similar schools. In Year 5, 92.7% of our students achieved Strong or Exceeding in reading, which is above state levels and similar schools.

In 2023 the Year 3 NAPLAN results show 87.5% of our students achieving Strong or Exceeding in numeracy, which is above state levels and similar schools. In Year 5, 92.7% of our students achieved Strong or Exceeding in numeracy, which is above state levels and similar schools.

In 2024, the school will focus on implementing the 50/50 bilingual structure in Year 6, consolidating the teaching of mathematics bilingually in F-6, improve its teaching of writing and implement the DE Tutor Learning Initiative. The school will also have its four-year review, which will evaluate our success over the 2020-24 Strategic Plan and provide direction for the future as well as celebrating our successes. We will also implement supports for students through the Disability Inclusion Program.

Wellbeing

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

In the 2023 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 embedded the teaching of Respectful Relationships in the school teaching program and consolidated the use of support and wellbeing services for students.

The sense of connectedness for Year 4-6 students was 89.1% positive endorsement and the management of bullying was 79.0% positive endorsement which are higher than similar schools and the state and an improvement on 2022 results. The school has worked hard to foster a kind and caring school environment and following up with families with wellbeing issues. We have an active student wellbeing team, who have purchased materials to make 'wellbeing boxes' for students in each year level and were successful in gaining funding via the National Chaplaincy Program.

In 2024, the school will focus on implementing the DE's Mental Health Supports Initiative.

Engagement

Student Engagement is at the centre of our work at Huntingdale. Our families value bilingual education and the learning opportunities students have with key stakeholders, which was a focus in the 2023 Annual Implementation Plan. Students are able to engage in Science, Mathematics and STEM opportunities through the John Monash Science School, the Monash Tech School, the Victorian High Ability Program and the Oakleigh Education Plan. A range of clubs and activities are offered across the curriculum before, during and after school, including chess, abacus, soccer and basketball clinics, STEM, coding and science. The school implemented a new Year 6 Student Leaders Program 'Our House Spirit', which assisted in engaging students throughout the whole school with fun activities based around the 'house' system.

It was pleasing to see that 89.6% of parents were satisfied with the school which is above the state average. In the school staff survey 85.5% 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.

Our engaging learning programs and a focus on student attendance have assisted in lower absence rates than state and similar schools. Despite families taking overseas holidays during the school term and continued high levels of illness our students had an average of 15.5 days absent compared to 17.0 days across similar schools and the state average of 20.5 days. Our 4-year average of 11.9 days absent is lower than similar schools with 14.1 days and the state average of 18.1 days. All our year levels had attendance over 90%, with Year 3 and 4 having 93% attendance rates. Our administration staff were excellent in following up any unexplained absences systematically, each morning as per DE policy and parents proactively reporting absences on Operoo. The principal also distributed a monthly attendance newsletter sharing our data and giving tips on helping families to improve attendance. Teachers follow up with families with attendance concerns and monitor students. The Assistant Principal worked with individual families with attendance plans.

In 2024, the school will turn 70 and we will engage the school and wider community to celebrate with us! We will continue to monitor student attendance, embark on our second year with 'Our House Spirit' and provide STEM as a specialist subject for years 3-6.

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 major highlight was our Parents Association 'Watashi Mo' holding a family fun night bringing the community together and a successful 'Referendum Day' sausage sizzle and bake sale.

Other extra-curricular activities such as the 3-6 Waratah Bay Camp, 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 2023. The school reported a small 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 School Council, 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 2023 the school undertook some major grounds upgrades including the installation of a new basketball court (partly funded by the school and with leftover funds from the VSBA led school oval project) and ramps and pathways through the Accessible Buildings Program.

In 2023 there were impacts on school finances. The collection of voluntary parent contributions are down due to the cost of living pressures experienced by families and the interpretation and implementation of the DE Payments Policy, which is purely voluntary and only allows the school to remind parents once to pay. The school has had significantly increases in the cost of casual replacement teachers and integration aides due to high levels of staff illness and the cost impacts of staff time in lieu as per the 2022 Victorian Government Schools Agreement.

In 2024 we will need to monitor the revenue and expenditure of the school and budget carefully. We need to acquit with the Department of Education how we spend the Mental Health Supports funds and Disability Inclusion Program Funds.

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 380 students were enrolled at this school in 2023, 178 female and 201 male.

58 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).

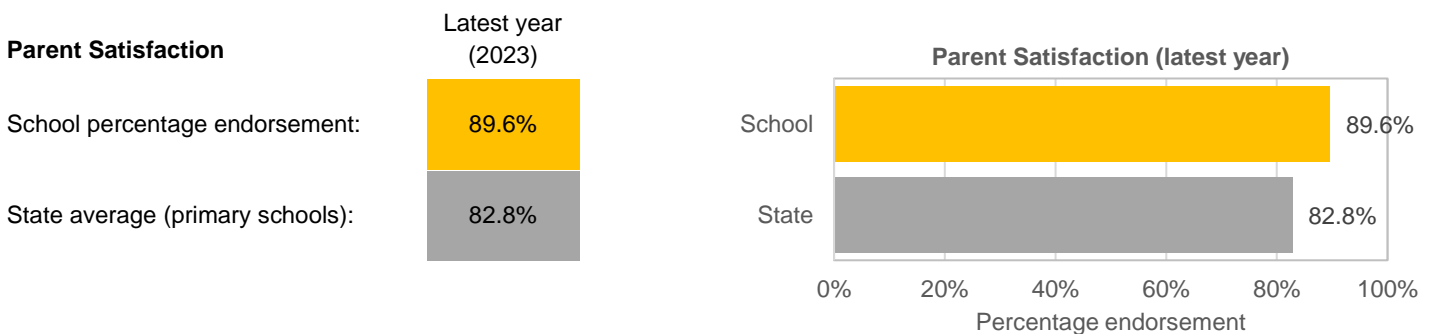
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

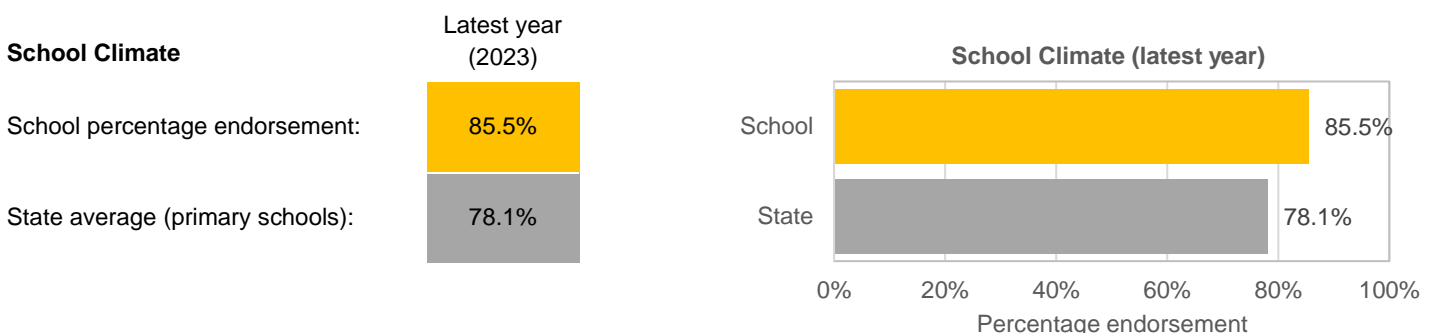


School Staff Survey

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 against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

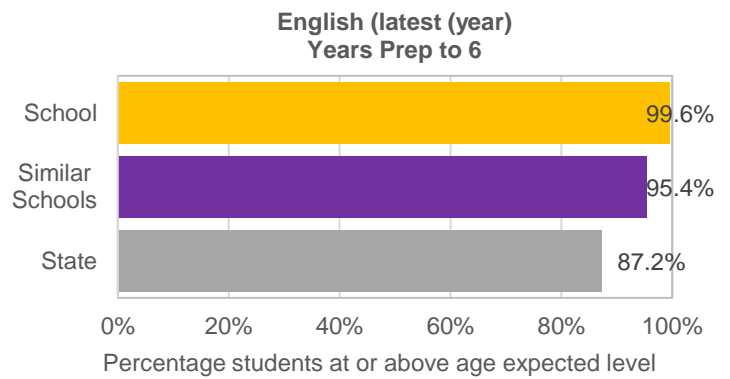
99.6%

Similar Schools average:

95.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

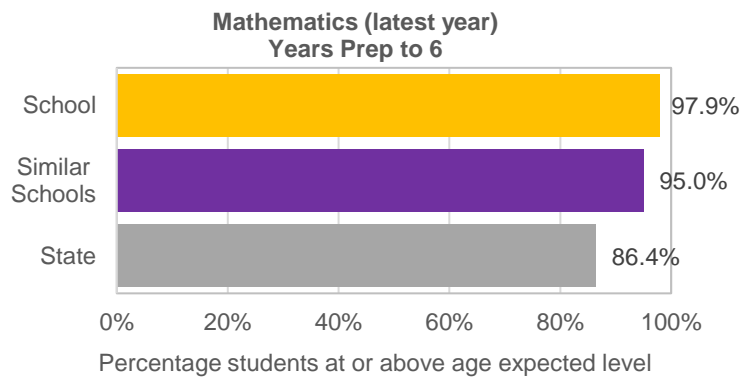
97.9%

Similar Schools average:

95.0%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.8%

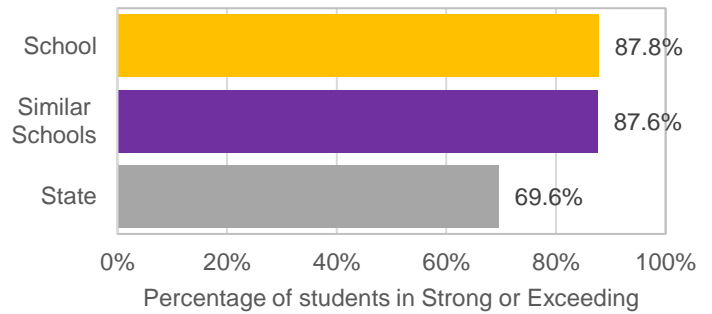
Similar Schools average:

87.6%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.7%

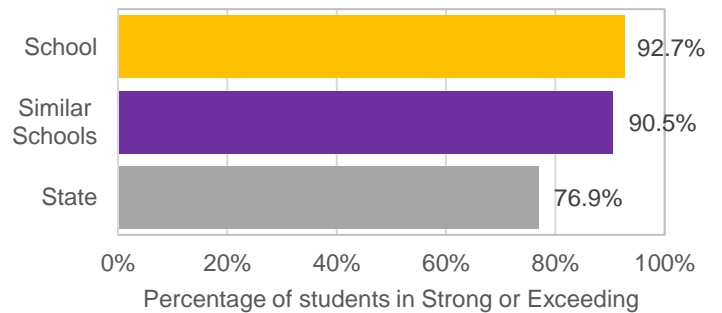
Similar Schools average:

90.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

87.5%

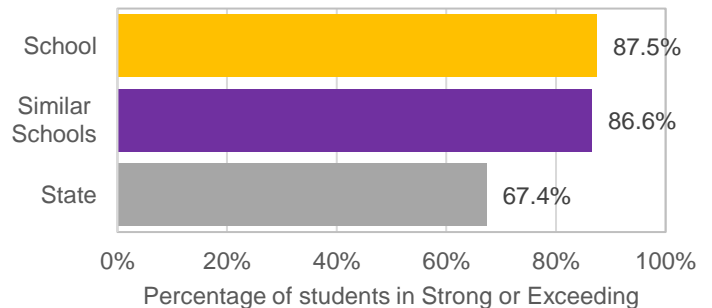
Similar Schools average:

86.6%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

92.7%

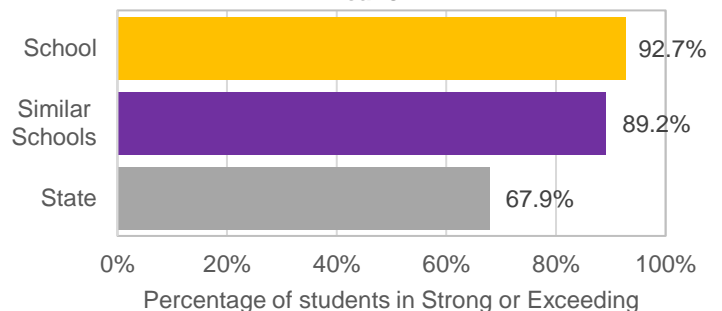
Similar Schools average:

89.2%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

88.2%

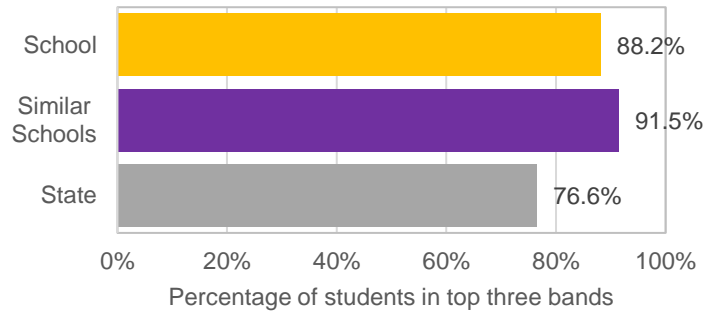
Similar Schools average:

91.5%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

84.1%

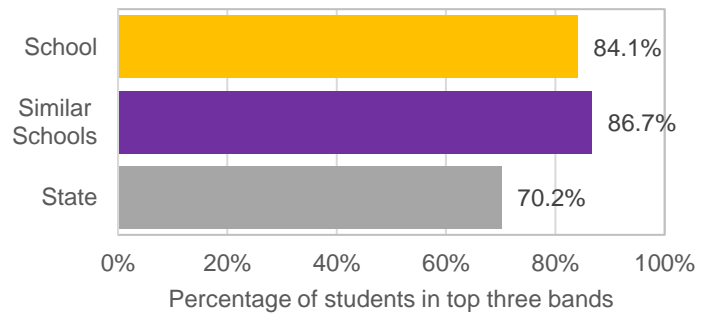
Similar Schools average:

86.7%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

82.4%

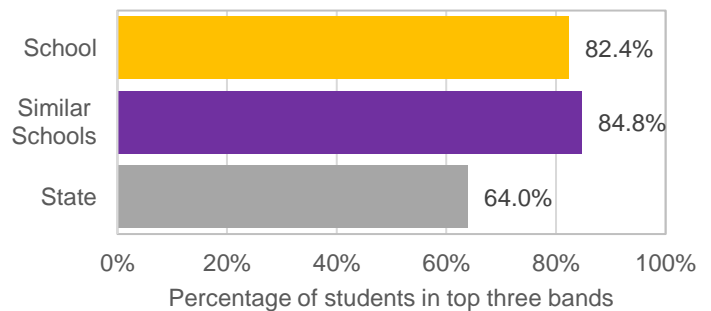
Similar Schools average:

84.8%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

81.8%

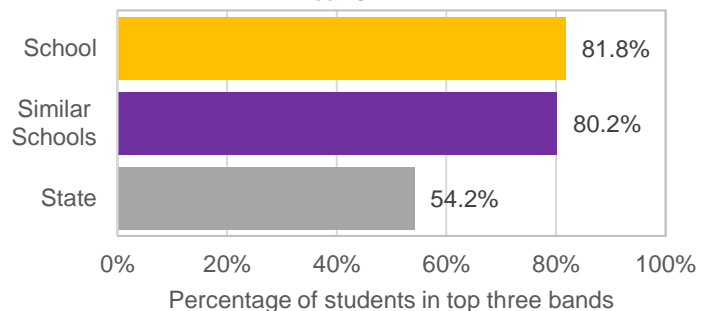
Similar Schools average:

80.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

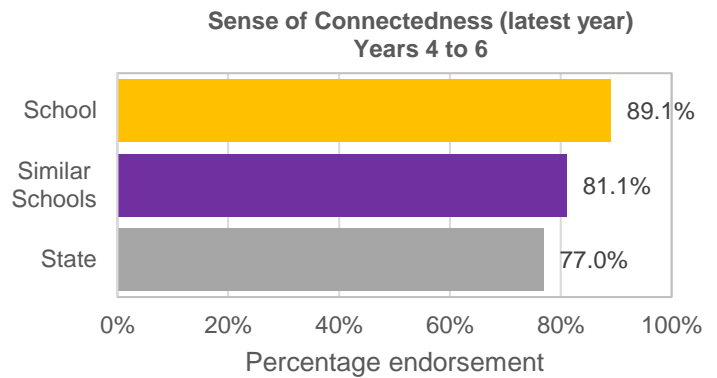
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	89.1%	80.1%
Similar Schools average:	81.1%	82.0%
State average:	77.0%	78.5%

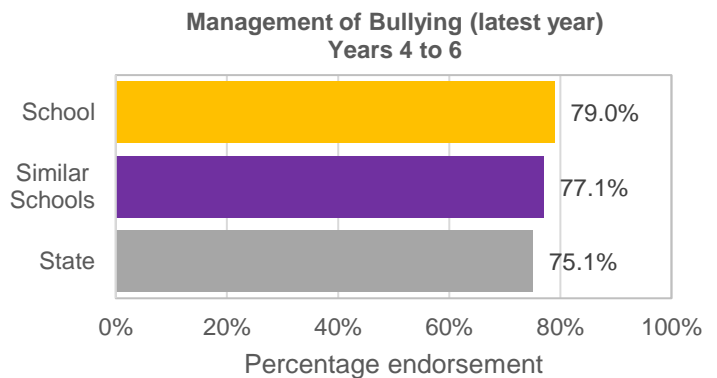


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	79.0%	74.6%
Similar Schools average:	77.1%	78.3%
State average:	75.1%	76.9%



ENGAGEMENT

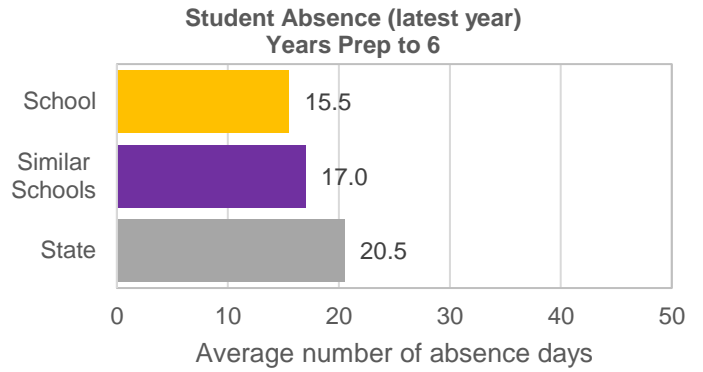
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.5	11.9
Similar Schools average:	17.0	14.1
State average:	20.5	18.1



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 (2023):	92%	91%	92%	93%	93%	92%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$3,855,235
Government Provided DET Grants	\$522,883
Government Grants Commonwealth	\$2,852
Government Grants State	\$115,800
Revenue Other	\$13,362
Locally Raised Funds	\$283,357
Capital Grants	(\$55,000)
Total Operating Revenue	\$4,738,489

Equity ¹	Actual
Equity (Social Disadvantage)	\$16,289
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$16,289

Expenditure	Actual
Student Resource Package ²	\$3,780,214
Adjustments	\$0
Books & Publications	\$6,252
Camps/Excursions/Activities	\$107,992
Communication Costs	\$2,961
Consumables	\$97,448
Miscellaneous Expense ³	\$11,026
Professional Development	\$28,002
Equipment/Maintenance/Hire	\$37,740
Property Services	\$119,370
Salaries & Allowances ⁴	\$273,437
Support Services	\$43,894
Trading & Fundraising	\$18,616
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,716
Total Operating Expenditure	\$4,545,666
Net Operating Surplus/-Deficit	\$247,823
Asset Acquisitions	\$93,693

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$223,870
Official Account	\$15,613
Other Accounts	\$18,809
Total Funds Available	\$258,292

Financial Commitments	Actual
Operating Reserve	\$109,161
Other Recurrent Expenditure	\$4,191
Provision Accounts	\$0
Funds Received in Advance	\$2,376
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$21,401
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$71,164
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	\$258,292

All funds received from the Department of Education, 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.