

2015 Annual Report to the School Community

Huntingdale Primary School

School Number: 4716



HUNTINGDALE PRIMARY SCHOOL

Name of School Principal: Kate Gray

Name of School Council President: Stuart Macphee

Date of Endorsement: 22/3/16

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Huntingdale Primary School is committed to excellence and providing highly effective, innovative programs to equip children of all abilities with the values, skills and knowledge to reach their full potential; extending and supporting them in their endeavors to become creative and productive members of a new global community. Our commitment to preparing our 333 students for success in a Global 21st Century through differentiated teaching and learning programs attracts students from both the local neighborhood and a wide range of suburbs. Our outstanding workforce is comprised of the Principal, Assistant Principal, 15 Classroom Teachers with additional roles in extension and enrichment in Literacy and Numeracy, 5 Japanese Specialist Teachers, 1 Music Specialist Teacher, 2 ES Office Staff and 5 part-time ES Teaching Assistants.

Our students are taught through two languages, English and Japanese, two cultures and view the world through an international lens. Our Bilingual Language Immersion Program operates for 7.5 hours per week and encompasses 2.5 hours of Language study, 2 hours of Inquiry (Humanities and Science) and one hour of Physical Education or eLearning, Art and Music, which are all taught in and through Japanese. Our community values the unique nature of the bilingual education they receive at Huntingdale and the cognitive benefits of this educational opportunity for their children now and in future endeavours.

Achievement

Huntingdale is proud of its Student Outcomes whilst striving for continuous improvement. In 2015 we linked our Writing focus to Writers' Workshops to complement our Readers' Workshops which are now consistent from F to 6. This structural link assists students to consolidate and compare our two languages and modes of Literacy. Team planning and coaching have taken differentiation to another level; tailoring for individual needs and setting individual goals in conjunction with the children to build independence in the learning process. The Reading NAPLAN results in Year 3 have continued to improve as a result of this work, as have the Year 5 Reading results. We have further refined our approach to enrichment and extension in Numeracy. Team teaching opportunities will prove to continue to evolve the strength area of Numeracy.

Engagement

Student attendance at Huntingdale has been an area of focus with parent information regarding absences being followed up more systematically, information in newsletter, information packs and awards at assembly reflecting our focus. The lower than predicted score in school comparison over time demonstrates the value placed on attendance and broader overseas educational opportunities taken by the school community with many of our families taking extended overseas holidays.

Student Engagement and Wellbeing is at the center of purposeful teaching and learning. We have provided forums for student voice through our Year 6 Student Leaders program and Junior School Council. We are celebrating and sharing our day to day success with our parent community through Tqibiz updates to ensure our parent community understand our core teaching and learning and engage with their children's learning. Parent Representatives for each class have also enhanced this connection and enable parents to celebrate being Parents as Partners on their child's educational journey.

Wellbeing

The Student Attitudes to School Survey has seen fluctuating results in recent years and the investment in Play is the Way, Consistent Class Norms, Creating our Learning Community and a whole staff evaluation has seen positive results in 2015. The growth in this area is evident when you compare 2015 results with the 4-year average.

Our small F-2 classes continue to enable the children to create positive relationships which nurture successful learning. The Foundation children's Grade 5&6 buddies assist in further providing a support network for the children across the school. A Wellbeing Action Team, including a Prevention and Intervention role, have worked to address this key area and have made significant inroads into understanding and implementing Social and Emotional Learning through our Self-Mastery Checklist which we are seeing translate into student interactions across 2015.

Productivity

The most powerful resource at Huntingdale is our Human Resource. Our Leadership Team ensure a relentless focus on improvement in teaching and learning. This team comprises of our Principal who facilitates the development of this team, Assistant Principal overseeing Wellbeing, our acting Leading Teacher overseeing Curriculum Design and Innovation and our Student Tracking Leader overseeing Student Growth and Assessment and Reporting. All teaching staff have additional roles in an area of expertise, such as extension Maths, which strengthens our core differentiated curriculum. With a focus on our whole community we continue to enhance our children's and collective understanding of our core values of Kindness, Courage, Personal Best and Creativity.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile

Enrolment Profile

A total of 309 students were enrolled at this school in 2015, 144 female and 165 male. There were 34% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>44%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>52%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>48%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	44%	32%	Numeracy	28%	48%	24%	Writing	27%	62%	12%	Spelling	16%	52%	32%	Grammar and Punctuation	24%	48%	28%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1040 920"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	90 %	93 %	94 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	90 %	93 %	94 %	94 %										

Performance Summary

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 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>

How to read the Performance Summary

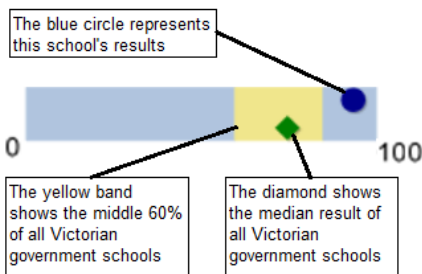
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

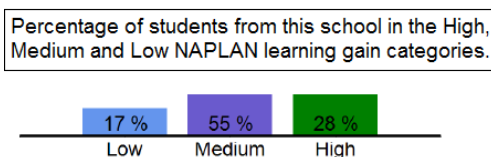
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

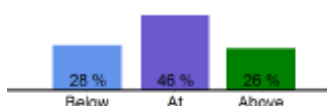


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,099,175	High Yield Investment Account	\$3,929
Government Provided DET Grants	\$489,039	Official Account	\$70,709
Government Grants Commonwealth	\$3,337	Other Accounts	\$205,084
Revenue Other	\$16,472	Total Funds Available	\$279,722
Locally Raised Funds	\$282,011		
Total Operating Revenue	\$2,890,034		
Expenditure		Financial Commitments	
Student Resource Package	\$2,312,930	Operating Reserve	\$66,692
Books & Publications	\$11,339	Repayable to DET	\$213,030
Communication Costs	\$4,676	Total Financial Commitments	\$279,722
Consumables	\$48,417		
Miscellaneous Expense	\$185,210		
Professional Development	\$24,951		
Property and Equipment Services	\$154,455		
Salaries & Allowances	\$96,510		
Trading & Fundraising	\$13,508		
Travel & Subsistence	\$1,532		
Utilities	\$16,968		
Total Operating Expenditure	\$2,870,494		
Net Operating Surplus/-Deficit	\$19,540		
Asset Acquisitions	\$23,015		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

Financial performance and position commentary

The SRP deficit repayable to DET is due to the Bilingual Funding having been delivered in 2015 in cash rather than credit. The P/D amount of \$24,951 is in fact divided thus: P/D \$17,766 – Hospitality \$7,185