

# 2016 Annual Report to the School Community



School Name: Huntingdale Primary School

School Number: 4716



**HUNTINGDALE**  
PRIMARY SCHOOL

*Engaging Minds Together*

Name of School Principal:	Kate Gray _____
Name of School Council President:	Chris Leffler _____
Date of Endorsement:	28 <sup>th</sup> March 2017 _____

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education  
and Training



## 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 21<sup>st</sup> 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, 17 Classroom Teachers with additional roles in extension and enrichment in Literacy, Numeracy and Science, 6 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 8 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.

### Framework for Improving Student Outcomes (FISO)

2016 was Huntingdale's school review year. We spent significant resources engaging with key stakeholders and our school community to complete our self-evaluation and create our 2017-2020 School Strategic Plan (SSP).

The FISO areas focus during this time were:

- Excellence in Teaching and Learning – Building Practice Excellence
- Professional Leadership – Building Leadership Teams
- Positive Climate for Learning – Empowering Students and Building School Pride

### Achievement

Huntingdale is proud of its student outcomes whilst striving for continuous improvement. In 2016 we continued our Writing focus through Writers' Workshops which is now consistent from F to 6. This structural link to Reading assists students to consolidate and compare our two languages and models of learning literacy. A key focus for 2016 was introducing VOICES+P and the writing cycle to explicitly teach strategies to support lifelong writers. 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 small amount of low growth in both NAPLAN reading and writing highlight our focus in this area over the last SSP. We have further refined our approach to enrichment and extension in Numeracy. Team teaching opportunities will continue to strengthen the area of Numeracy as will its focus in our new 2017-2020 SSP.

#### Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
  AusVELS
  Victorian Curriculum
  A Combination of these

### Engagement

Student attendance at Huntingdale has been an area of focus with parent information regarding absences being followed up systematically, information in the newsletter, information packs and awards at assembly reflecting our focus. The higher 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 Leadership Council. We are celebrating and sharing our day to day success with our parent community through Tiqbiz updates to ensure our parent community understands our core teaching and learning and engages with their children's learning. A broad range of opportunities for parents and guardians to engage with their child's learning and the school community has also enhanced this connection and enables parents to celebrate being Parents as Partners on their child's educational journey. We look forward to continuing the ground work of creating a Parents and Friends Association over the duration of the new SSP.



## 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 both 2015 and 2016. The growth in this area is evident when you compare 2016 results with the 4-year average. Our small F-2 classes continue to enable the children to create positive relationships early on 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. Our Wellbeing Team has worked to address this key area and has 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 2016.

For more detailed information regarding our school please visit our website at [www.huntingdaleps.vic.edu.au](http://www.huntingdaleps.vic.edu.au)

## 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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

<b>School Profile</b>	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 333 students were enrolled at this school in 2016, 161 female and 172 male. There were 37% of EAL (English as an Additional Language) students and &lt; 10% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 50 % 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 judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>53%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>59%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>62%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	53%	35%	Numeracy	21%	58%	21%	Writing	18%	50%	32%	Spelling	24%	59%	18%	Grammar and Punctuation	18%	62%	21%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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 2016 attendance rate by year level:</p> <table border="1" data-bbox="561 824 1040 913"> <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>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	92 %	92 %	92 %	95 %	92 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	92 %	92 %	92 %	95 %	92 %										



## Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Lower</p>

# How to read the Performance Summary

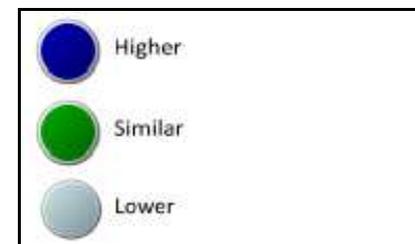
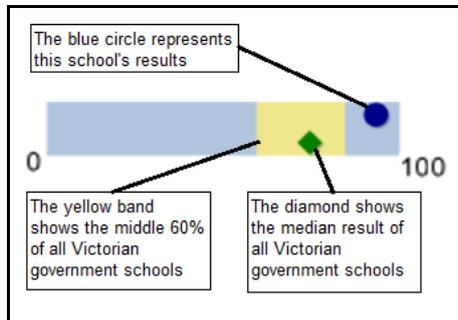
## What are student outcomes?

*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, P-12 and specialist schools, 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.

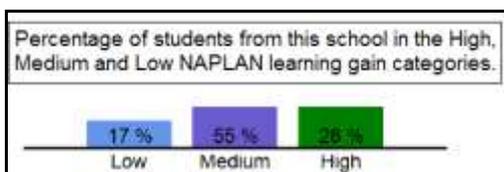
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

The deficit has been generated by Bilingual funds delivered in cash rather than credit (\$269,103 in 2015 and \$67,276 in 2016). The school utilizes the greater part of Bilingual funding as credit to pay for Bilingual salaries. The cash was invested in Term Deposits waiting for the time when the deficit had to be repaid to DET.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$2,437,703
Government Provided DET Grants	\$235,018
Government Grants Commonwealth	\$675
Government Grants State	\$5,400
Revenue Other	\$40,837
Locally Raised Funds	\$235,796
<b>Total Operating Revenue</b>	<b>\$2,955,429</b>

Expenditure	
Student Resource Package	\$2,537,991
Books & Publications	\$4,689
Communication Costs	\$4,513
Consumables	\$56,525
Miscellaneous Expense	\$186,243
Professional Development	\$11,969
Property and Equipment Services	\$146,302
Salaries & Allowances	\$117,095
Trading & Fundraising	\$14,270
Travel & Subsistence	\$34
Utilities	\$24,803
<b>Total Operating Expenditure</b>	<b>\$3,104,433</b>

<b>Net Operating Surplus/-Deficit</b>	<b>(\$149,005)</b>
<b>Asset Acquisitions</b>	<b>\$78,696</b>

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$23,022
Official Account	\$127,044
Other Accounts	\$16,215
<b>Total Funds Available</b>	<b>\$166,281</b>

Financial Commitments	
Operating Reserve	\$65,000
Revenue Received in Advance	\$15,700
Repayable to DET	\$85,581
<b>Total Financial Commitments</b>	<b>\$166,281</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.