

2022 Annual Report to the School Community

School Name: Surrey Hills Primary School (2778)



- 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 21 March 2023 at 11:53 PM by Travis Paterson (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 31 March 2023 at 03:24 PM by Megan Price (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

Surrey Hills Primary School is a vibrant learning community in flexible teaching and learning spaces with a strong focus on Literacy and Numeracy, along with a focus on Individual Learning underpinned by an Inquiry model which has led the school to become an International Baccalaureate - Primary Years Program school (IB | PYP).

The Student Family Occupation Education (SFOE) index was 0.0803 in 2022 - one of the lowest in the state. This compares to the state median index of 0.4043.

Our school community highly values learning and expects every child to develop academically and socially to become life-long learners.

The school continues to place a strong emphasis on Literacy and Numeracy, global learning, and academic rigour. We continue to build and sustain a learning environment that promotes the health, safety, and well-being together with our classroom curriculum and specialist program of PE/Sport; Performing Arts; Visual Arts; and LOTE-Mandarin. We continue to enrich students' connectedness to school through extra-curricular programs which include instrumental music; school ensemble and choir; Junior School Council (JSC); student leadership, camps and excursions; whole school production; special activity days and lunchtime clubs. We were able to offer camps at year 4 (Ballarat - 3 days), year 5 (Prince Town - 4 days) and year 6 (Portsea - 4 days).

Surrey Hills Primary School vision for our students is that they will develop into compassionate, resilient, independent and optimistic lifelong learners, who thrive and contribute to their immediate and global communities. We aim to provide a balanced educational journey for all, providing students with the skills, knowledge and attributes to make positive decisions for themselves and others.

We want our students to model and promote:

Critical thinking;

Interactive learning;

Open-minded curiosity;

Self-motivation;

Respectful relationships;

Taking action; and

Positive voice and choice.

Demonstrating:

Courage: Be courageous when you take on challenges to solve problems.

Care: Be a caring learner, friend and member of the school community.

Respect: Respect yourself, others and the environment.

The staffing profile is made up of 1 principal, 1 assistant principal, 2 learning specialists (1.6 FTE), 23 teachers incl. learning tutor (22.7 FTE), 7 education support staff (4.5 FTE) -including the business manager.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the staff at SHPS continued to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. Students were taught and supported at their point of need and in line with FISO.

We have had strong and sustained success with our TLI program. The Learning Tutor has been actively tracking student progress and identifying areas of need across the school throughout the year. The extra money that we have invested into this program has been extremely beneficial in providing extra support to those students who have been identified as requiring 'catch up' assistance.

The Learning Tutor's weekly plans, data analysis documents (including excel and adaptive documents), student work from the TLI program and the data from pre and post tests are all examples of evidence.

Professional learning has been a strong focus throughout the year and the work with Michael Ymer was again instrumental in providing tools and resources for teachers to feel confident in their mathematical knowledge and skills. Staff reviewed and refined documented curriculum plans, assessments and shared pedagogical approaches.

The whole school Instructional Model was co-created with staff and rolled out across the school.

The instructional model integrates the use of high impact teaching strategies (HITS) and agreed approaches to the teaching of reading, writing and numeracy to enable consistent, high quality instruction in every classroom.

Wellbeing

Staff have made positive progress with the introduction of Respectful Relationships across the school in all year levels. It has been a proactive approach from the leaders of this program who have done a number of professional development sessions with the staff. The Respectful Relationships program has provided a consistent approach across the school in the delivery of student wellbeing and mental health, with a common thread running throughout the school enabling students, teachers and staff to have an increased understanding of the program.

Staff attendance at PD sessions, use of Respectful Relationships resources in the classrooms, inclusion of RR lessons in lessons planners are all examples of evidence.

It is unfortunate that we have not been able to engage and link with outside service providers as closely as we would have liked. While we have been able to offer a small number of families pathways for assistance, this has been limited due to exceptionally high demand on allied and mental health service providers, and availability of appropriately qualified staff. It is also a very high cost in terms of time spent to investigate resources that are applicable and available to individual families and students. While the Respectful Relationships program is currently addressing some students' needs, staff are not psychologists and do not have the appropriate training to assist students who required this level of support in a long term, ongoing manner.

The 2022 SHPS school production was held for the first time onsite and was held in two parts. It was a fantastic opportunity for students to be involved in the process of developing their role in the performance, being able to work as part of a team, and finally sharing this with an audience. Students also participated in a range of sporting events and opportunities throughout the year, including whole school sporting events along with the Kaboom fun day. Our LOTE cultural day is always a highlight and our 2022 cultural day provided this again for many students. JSC members were able to run a number of free dress days to provide a fundraising opportunity for local charities, which were supported by students across the school. Our visual arts program provided a wonderful range of hands on activities that enabled opportunities for students to explore, investigate and create unique and interesting ways to work with a range of materials, resulting in some amazing and beautiful pieces of art. Collectively, together these and many other opportunities provide some alternative ways that we contribute and meet the wellbeing needs of our students. Staff work diligently to ensure that school is a safe and welcoming environment where students feel as comfortable and engaged as possible.

Engagement

As an internationally minded school, our reputation stands on honouring our history, focusing on the present and preparing for the future. We believe that the growth and wellbeing of our students is at the heart of our community.

By focusing on the whole child, we facilitate a sense of belonging and achievement through powerful interactions with other learners and rich learning tasks. We are constantly working at refining delivery our curriculum to ensure students are active, engaged learners who find motivation in the joy of learning and the connection and confidence of building their skills and knowledge. We are committed to highly effective learning and teaching which is built on relational trust.

Our commitment to having our learning specialist work with learning teams, our commitment to professional development and training for our staff, our investment and focus on the IB/PYP, and the work and development for our Professional Learning Communities (PLCs) leaders, demonstrates our desire to provide and expect best practice from our teachers. We continue to strengthen our positive and inclusive climate for learning and build teacher excellence and practice; our ongoing commitment to our PLC which will continue into 2023 is an example of this.

Financial performance

We are a financially responsible school with the School Council Finance sub-committee overseeing the school's commitment to good financial practices in accord with DET policy. Surrey Hills maintained a very sound financial position throughout 2022. The 2018-2022 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The school allocated its parent fundraising contributions to provide for non-funded DET resources. This included funds allocated to purchase ICT equipment including iPads and computers. SHPS continues to have reserves to ensure the building, stadium and oval maintenance works are able to be maintained.

The surplus amount includes a large component of carried-over funds allocated for staffing needs (this will be required to support the staffing costs - both ongoing/contract and casual relief staff in 2023). \$90k in various fundraising monies to be spent on projects next year, \$145k set aside to maintain school funded buildings & grounds (stadium floor & synthetic oval), and \$134k planned maintenance funds.

Equity funding for social disadvantage was used to assist students with additional integration support as required. The \$5,000 equity funding was spent on Student Wellbeing programs.

SHPS applied and was successful in receiving funds that enabled the installation of new carpet across the school. This was thanks to a Department of Education grant and the school worked with the Victorian School Building Authority (VSBA) to utilise these funds fully for the benefit of our students and staff. Other grants included funds for new shade sails to facilitate and promote outdoor learning spaces for students, along with funds for the upgrade and replacement of stormwater drains.

**For more detailed information regarding our school please visit our website at
<https://www.surreyhillsp.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 381 students were enrolled at this school in 2022, 191 female and 190 male.

19 percent of students had English as an additional language and 1 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).

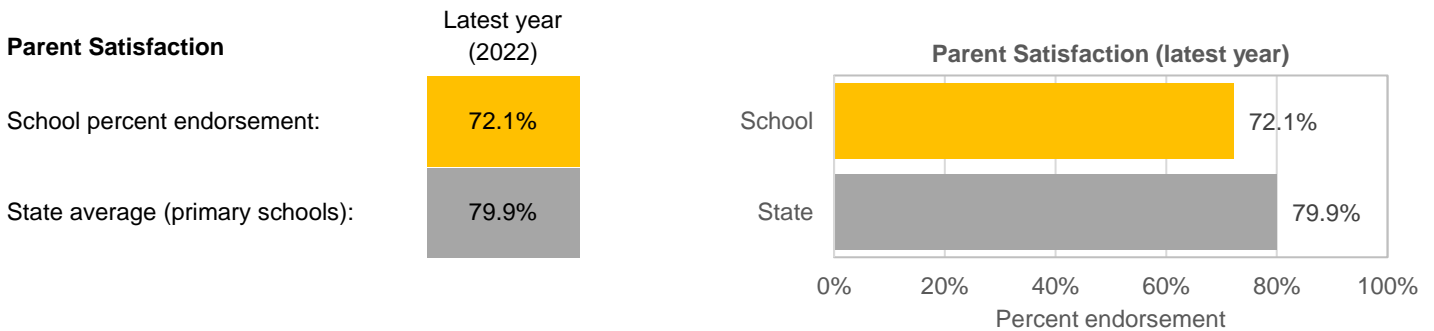
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

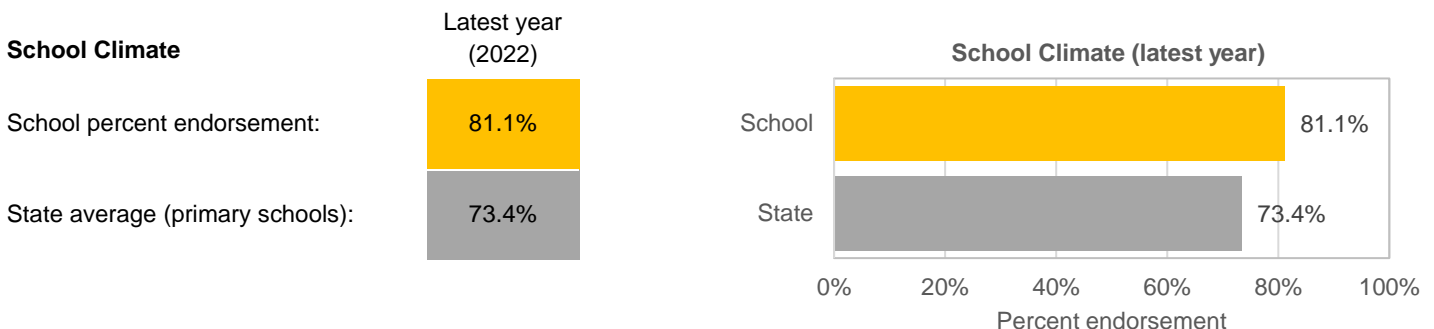


School Staff Survey

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:

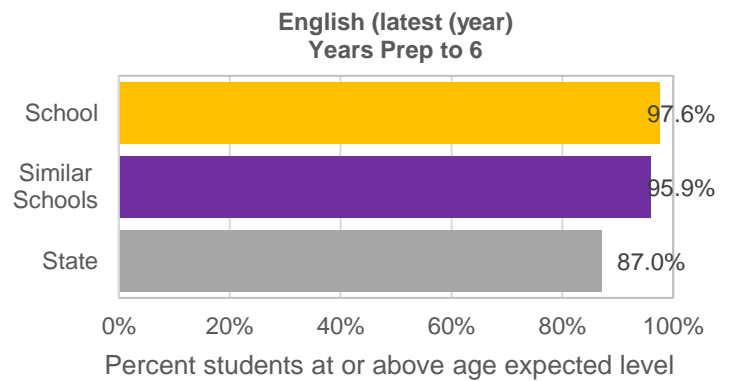
97.6%

Similar Schools average:

95.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

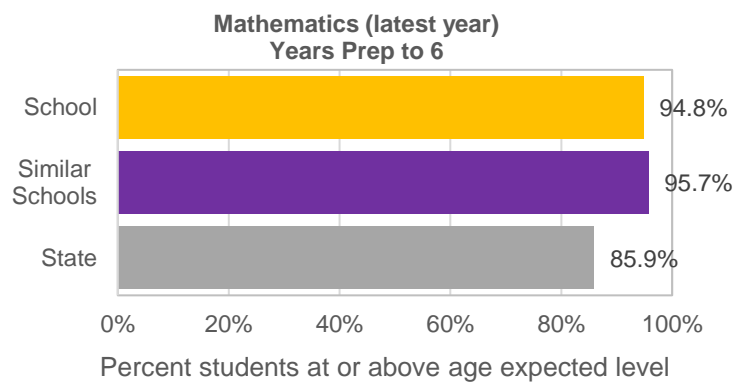
94.8%

Similar Schools average:

95.7%

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.

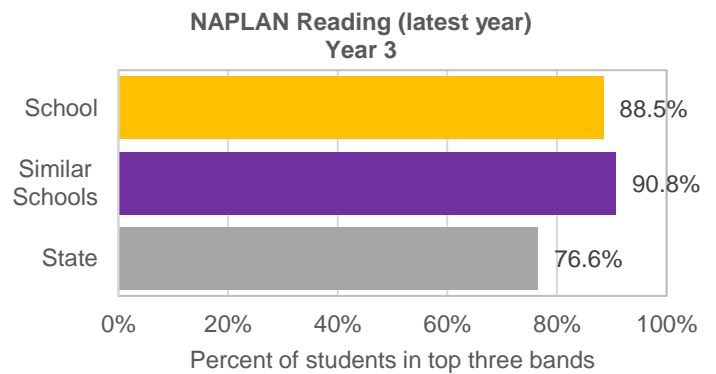
NAPLAN

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.

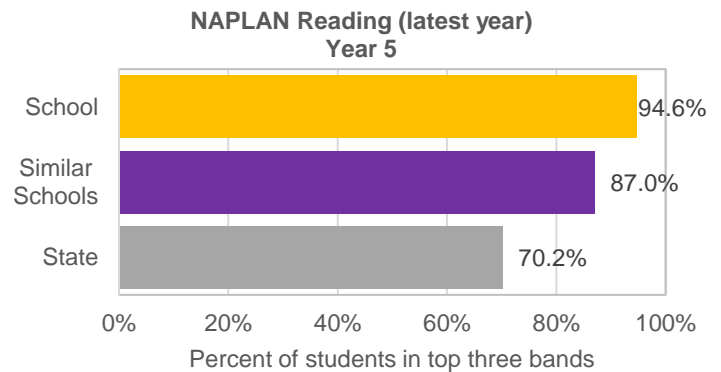
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.5%	89.0%
Similar Schools average:	90.8%	89.8%
State average:	76.6%	76.6%



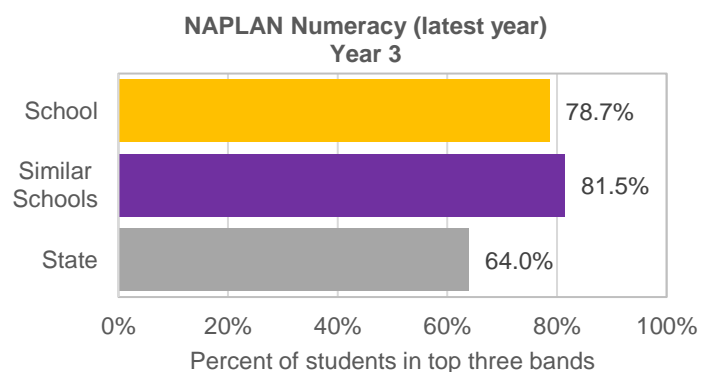
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.6%	89.9%
Similar Schools average:	87.0%	85.4%
State average:	70.2%	69.5%



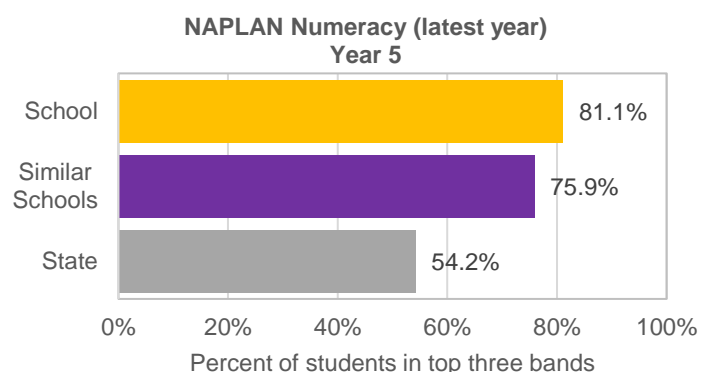
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.7%	79.7%
Similar Schools average:	81.5%	84.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.1%	79.2%
Similar Schools average:	75.9%	78.9%
State average:	54.2%	58.8%



WELLBEING

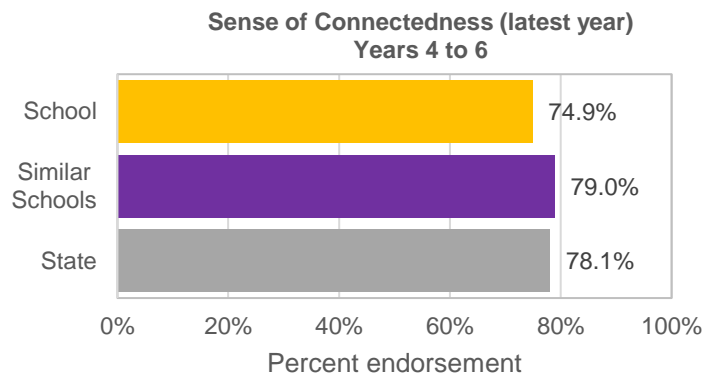
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	74.9%	77.0%
Similar Schools average:	79.0%	79.9%
State average:	78.1%	79.5%

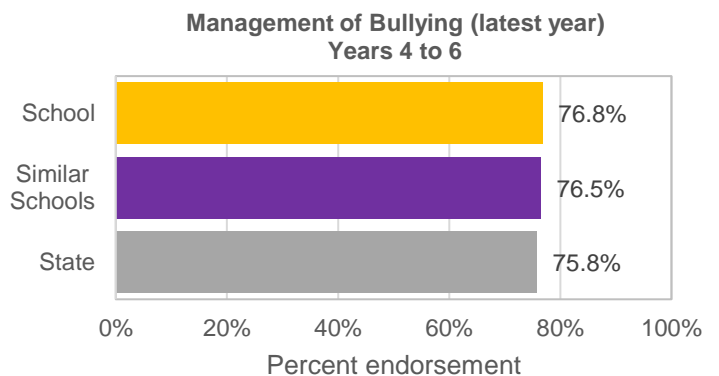


Student Attitudes to School – Management of Bullying

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:	76.8%	74.6%
Similar Schools average:	76.5%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

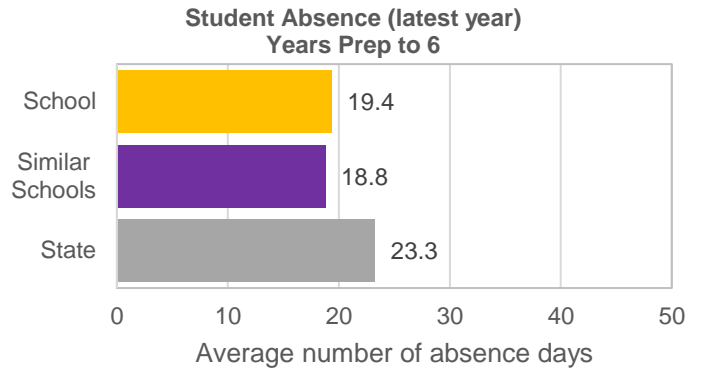
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.4	14.3
Similar Schools average:	18.8	12.9
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):	90%	93%	89%	90%	90%	92%	88%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,672,682
Government Provided DET Grants	\$221,223
Government Grants Commonwealth	\$6,750
Government Grants State	\$0
Revenue Other	\$24,116
Locally Raised Funds	\$538,487
Capital Grants	\$16,624
Total Operating Revenue	\$4,479,881

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$3,231,858
Adjustments	\$0
Books & Publications	\$2,912
Camps/Excursions/Activities	\$162,125
Communication Costs	\$4,947
Consumables	\$104,077
Miscellaneous Expense ³	\$19,476
Professional Development	\$16,353
Equipment/Maintenance/Hire	\$105,823
Property Services	\$104,680
Salaries & Allowances ⁴	\$36,779
Support Services	\$164,205
Trading & Fundraising	\$34,706
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$219
Utilities	\$29,393
Total Operating Expenditure	\$4,017,552
Net Operating Surplus/-Deficit	\$445,706
Asset Acquisitions	\$10,390

- (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	\$739,808
Official Account	\$254,722
Other Accounts	\$10,520
Total Funds Available	\$1,005,050

Financial Commitments	Actual
Operating Reserve	\$115,776
Other Recurrent Expenditure	\$20,461
Provision Accounts	\$0
Funds Received in Advance	\$231,640
School Based Programs	\$142,476
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$41,127
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$120,000
Maintenance - Buildings/Grounds < 12 months	\$158,928
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$830,408

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.