

# 2022 Annual Report to the School Community

School Name: Hughesdale Primary School (4176)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 06 March 2023 at 02:50 PM by Lisa Gough (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 22 March 2023 at 01:55 PM by Kirsten Williams (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Hughesdale Primary School was established in 1924, and will be celebrating our Centenary in 2024. We are located in the south-eastern suburbs of Melbourne, within the city of Monash. Our location places us within the North-Eastern Region of the Department of Education (DE). Our motto 'Aim High' is reflected in the partnership between students, staff and parents. The Hughesdale community has high expectations of students as learners and relationships between staff and parents are highly valued.

We strive for a learning environment that builds capacity for all learners with a deep sense of connection, belonging and ongoing improvement. Our Guiding Statements are actively valued and promoted by our community. They include;

Our Philosophy;

1. We are a community of lifelong learners.
2. Students are at the centre of all that we do.
3. Research, data and agreed whole of school pedagogy underpins teaching and learning at our school.

Our Mission;

Hughesdale Primary School works collaboratively to empower critical, reflective learners. We foster respectful relationships that we underpin with our school's values and personalised goals. With high expectations, we involve students, staff and the community in a positive and curious pursuit of educational excellence.

Our Vision;

Our students should feel empowered as inquisitive, lifelong learners. They will confidently seek to contribute to our evolving global community with integrity, sensitivity and joy.

Our Values;

**Respect:** At Hughesdale Primary School, we show kindness, empathy and compassion to ourselves and others. We look after and value our school environment, as well as celebrate our individuality.

**Gratitude:** At Hughesdale Primary School, we are thankful and show appreciation for the opportunities we have to learn and be part of a collaborative community.

**Resilience:** At Hughesdale Primary School, we show resilience by managing our emotions and bouncing back. We acknowledge feelings that may challenge us, and actively seek strategies that help us move forward with a positive, growth mindset.

**Personal Best:** At Hughesdale Primary School, we take pride in ourselves and everything that we do. We demonstrate our personal best by engaging in every endeavour, no matter how challenging, with a growth mindset. We identify our strengths and establish goals with a focus on 'where to next?'

**Teamwork:** At Hughesdale Primary school, we demonstrate teamwork by collaborating and supporting each other to achieve a common goal. We participate actively by attentively listening, compromising, and putting in our best individual effort to help the team.

In 2022, we had 4 classes in Foundation, Years 1, 2, 3 & 4. There were 3 classes in Years 5 & 6. Our enrolments sat at around 565 with a total of 26 classes. In 2021, a working party (parents, students, Council & Staff) explored the successes and challenges that were resulting in reduced student engagement in Mandarin. As a result, French was introduced as our additional language in 2022 with great success. All Students in all year levels receive instruction in four specialist teacher learning areas; Visual Arts, Performing Arts, PE and French (Languages).

We operated the school with the equivalent of 41.89 full time staff. which included Admin Staff (EFT 4.72) Learning Assistants (EFT 2.85) Teachers (EFT 31.82) and Principal class (EFT 2.5).

Our grounds, in central Hughesdale, are beautifully manicured and maintained, with a range of outdoor play spaces. We have six buildings on site.

1. The Tanner Building (opened in 2019) is home for our Year 6 and Foundation students to foster and strengthen Buddy connections between these age groups. It also houses one year 5 class.
2. Portable 1 (Mod 5) houses Performing Arts for our Senior Students
3. Portable 2 (Mod 5) houses two Year 5 classes
4. Our Gymnasium houses PE & French

5. Performing Arts and Out of School Hours Care (provisioned by Camp Australia) are situated in our LTC (Light Timber Construction Building).
6. The remainder of classes are located in our Main Building

Student Demographic in 2022;

3% of students were deemed disadvantaged (ref Panorama)

For 19% of students, English is an Additional Language (EAL) (ref Panorama)

0% of students had an Aboriginal or Torres Strait Islander background (ref Panorama)

and 7% of students were classified as having a disability (ref Panorama)

We had 2 students that fell under the International students program.

All members of staff are required to be life-long learners and the development of whole school pedagogy is a priority for the teaching team and leaders.

We believe in building a community of learners, we recognise that all students have talents and abilities and learn best when fully engaged in a safe, nurturing and harmonious environment. Hughesdale Primary School is student-centred, characterised by a clear understanding that our role is to inspire and challenge all learners to have high expectations of themselves as global citizens in a sustainable world.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

Hughesdale Primary School has had a deep focus on building writing capacity and competence for all students. This has been evident in the increased NAPLAN Top 2 Bands Year 5 writing percentages which have risen from 18% in 2021 to 42% in 2022.

Work completed in 2022 has included;

- Further teacher professional learning (PL) focusing on teaching writing cohesively and based upon the research developed as part of the Six+One Traits of Writing (Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions and Presentation modules). Staff feedback was positive with 77% rating the PL usefulness high or very high.
- Further development of cohesive moderation practices where teachers collaboratively assess student writing samples and examine consistency between teacher assessment data and recommendations for learning goals (using the same piece of writing).
- Additional teacher understanding of research within 'The Writing Strategies Book' has been fostered with PL to focus upon student collaboration with writing partners and writing clubs. This explores a writing strategy that offers an alternative to building writing stamina at each session, instead providing a source of motivation, accountability, critical feedback and opportunities to 'get instuck' when writers cannot figure out what comes next.
- Our whole of school approach to the use of Maths Talks has been documented as a Guide for teachers.
- A scope and sequence for Mathematical vocabulary has been developed for implementation in 2023.

NAPLAN DATA (NB. 2018 was the year our School Strategic Plan or SSP was written);

Year 3 – percentage of students in the top two bands

Numeracy from 49% (2018) to 63% (2022)

Writing from 60% (2018) to 66% (2022)

Year 5 – percentage of students in the top two bands

Numeracy from 45% (2018) to 42% (2022)

Writing from 24% (2018) to 42% (2022)

The school has also undertaken targeted work on building a strong Professional Learning Culture (PLC) and this has seen a number of initiatives and processes implemented. It has been assisted through visits to other schools to analyse their approach to structured PLC teams and teachers have had onsite PL with Instructional Leaders and Regional staff. As a result, teacher data literacy has increased and there is a greater effectiveness in the approach that is being used.

Teaching and Learning - Evaluation (Understand how to analyse data) rose by 3% in the staff opinion survey (2021 to 2022)

### Wellbeing

A strong priority was placed upon student wellbeing in 2022. The Resilience, Rights & Respectful Relationships (RRRR) Curriculum was implemented during COVID, with much greater emphasis possible with the return to face-to-face learning. With a full year onsite (2022) RRRR has been central to the school's approach. Work has been completed on documenting whole school systems which inform the way we manage both positive and challenging student behaviours with consistency and transparency.

Attitudes to School Data (Student Opinion Survey);

Students' positive responses to AToSS 'Students at this school treat teachers with respect' rose from 65% (in 2018) to 73%.

Students' positive responses to AToSS 'Students at this school treat one another with respect' rose from 62% (in 2018) to 72%.

Individual social and emotional wellbeing (Life satisfaction) rose from 66% in 2021 to 75% in 2022

Emotional and relational engagement (Emotional awareness/regulation) rose from 71% in 2021 to 79% in 2022

Learner characteristics and dispositions (Perseverance) rose from 77% in 2021 to 81% in 2022

Learner characteristics and dispositions (Sense of Confidence) rose from 72% in 2021 to 81% in 2022

Work completed in 2022 has included;

- Capturing our multi-tiered approach to triaging student wellbeing and mental health needs in a documented form. This draft will be further developed and refined in 2023
- As mentioned, RRRR has been further embedded at Hughesdale Primary School. In 2022 we implemented a reporting dimension to the program where an overview of the program taught, with a five-point assessment scale has been included in end-of-year reports to parents. Assessment against skills drawn from the RRRR Capabilities build on PL we accessed from the Regional RRRR team.
- A complete redevelopment of our 'Behaviour Management Flowchart' was conducted, launched and implemented. The redevelopment ensured that positive behaviours are recognised and promoted. It includes Guidelines for Behaviour which focus on what students can do to demonstrate the values of our school with our behaviours (as opposed to what they can't do) and how we celebrate these. The house point system is a way to promote and work alongside our values in particular, Team Work.
- Student reflection sheets, which are used when a student has displayed behaviours that do not align with our school's values, have been modified to include a greater range of visual emotion icons and to differentiate for younger and older students.
- We held parent information sessions including Think U Know, Mission Respect and Sex Education Australia.

## Engagement

Student engagement is most commonly measured by absence data.

At Hughesdale Primary School, we actively managed absences as an entire team. Processes for following up student absences that were longer than 3 days, or that were not registered by parents on COMPASS triggered a follow up process. This commenced with the classroom teacher and then escalated to an Assistant Principal or Principal.

Recurrent lateness was also addressed due to the impact this has on a child's learning, and the interruption to the learning of peers when arriving consistently late.

It is important to note that 2022 commenced at a time where a student was required to be absent for 7 days after a COVID 19 diagnosis. It was hard to determine what impact this would have on our absence data over the year.

The goal we set was to reduce the number of students classified as chronically absent as follows;

The number of students absent for between 20 and 30 days to be less than 2021 (when we were allowed to be onsite) which was 38 students. - In 2022 it was 74 students.

The number of students absent for 30+ days to less than when we were allowed to be onsite in 2021 (25 students). - In 2022 it was 43 students.

Absence data is now actively tracked by year level teams. While the absence targets were not met, on reflection, Covid has been a factor in this. Our absence data is an improvement on 2019 levels.

We are pleased that the Annual School Report demonstrated lower average absence rates per student (16.9 days average per student) than similar schools (19.1 days average per student) and the state benchmark (23.3 days average per student).

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## Other highlights from the school year

In 2022 we reconnected with our community in as many ways as possible. Having parents attend assemblies, open afternoons, volunteering to support student learning and visiting classrooms before school was just a start.

- We ran a full complement of our Camping Program.
- We welcomed coffee mornings with our Parents & Friends back.
- Our community ran a successful Colour Fun Run for our students.
- We prepared and performed a School Concert for children in years 3 to 6.
- Our Community Night was back with performances from all classes.
- The Victorian State School Spectacular was again live and available for our Mass Choir and Mass Dance groups.
- School Council could meet in person rather than over a computer screen.
- This is naming just a few valued connections that we were able to reinstate.

A further highlight was the renovation of the bathroom annex connected to our main building. After working with Council to submit a School Funded Capital Works Project, and an Application for a Maintenance Grant, the Grant came through for us at the very end of 2021. These works were carried out in Semester 2, 2022, ready for use in 2023.

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## Financial performance

Our school remains in a very healthy financial position. Part of the grant submission for our bathroom renovations included a co-payment of \$100,000 from the school. We did not need to pay this and can now move forward with our School's Maintenance Plan. This plan was formed as a result of the Rolling Facilities Evaluation in 2022.

Part of our planned maintenance is the replacement of carpet in the original school building which we will complete ahead of schedule (using the co-payment committed to the bathrooms).

The previous three years have been staffed heavily, to support our students through and beyond the Covid pandemic. This resulted in a slight deficit in the credit component (used for staffing) of the budget. This was rationalised at the end of 2022, bringing class sizes into greater alignment with DE recommendation and preventing future deficits.

**For more detailed information regarding our school please visit our website at**  
<https://www.hughesdaleps.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 564 students were enrolled at this school in 2022, 273 female and 291 male.

19 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

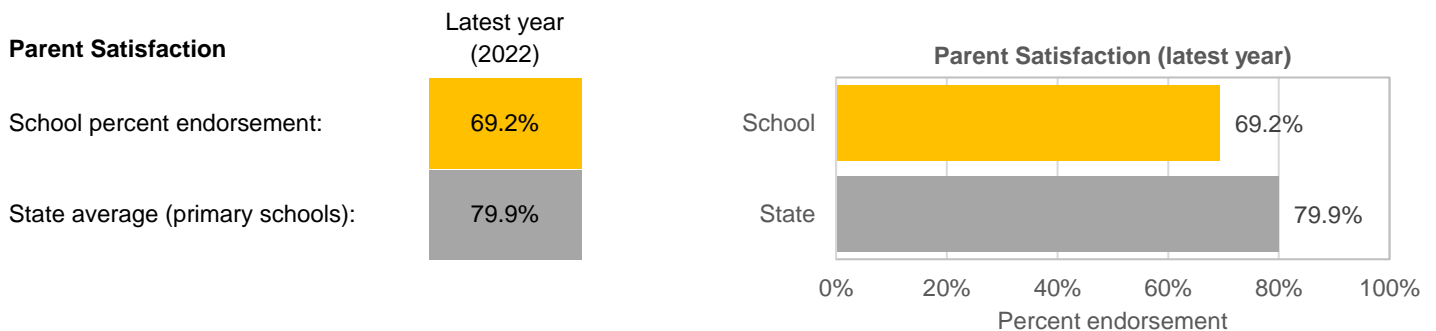
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

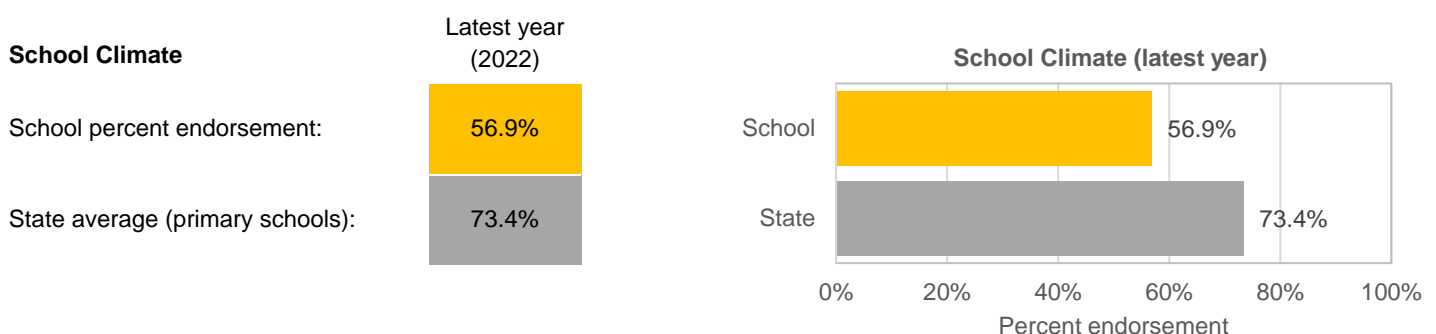


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

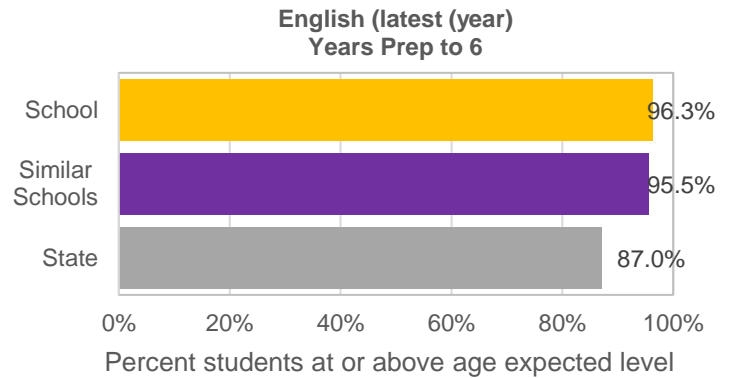
96.3%

Similar Schools average:

95.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

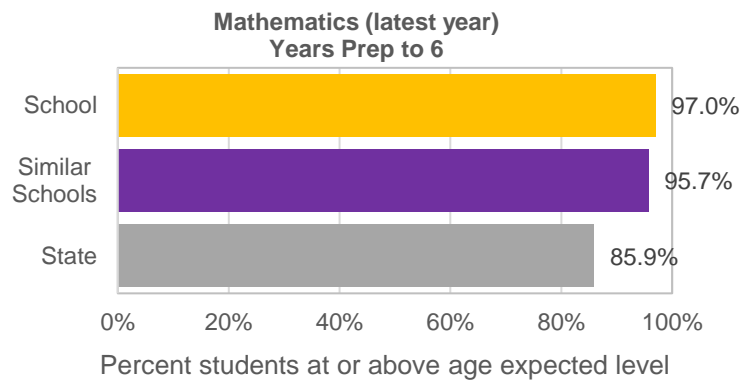
97.0%

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.

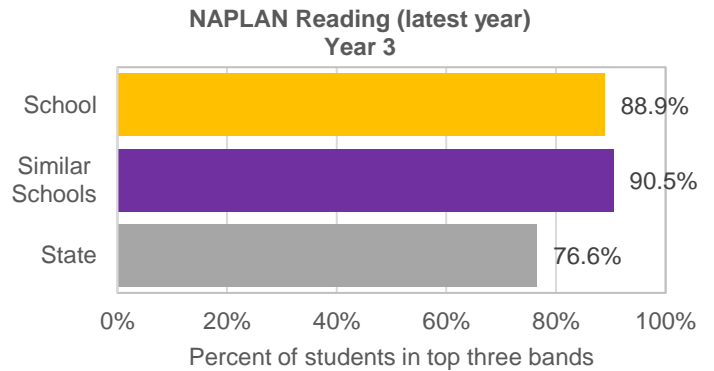
### NAPLAN

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.

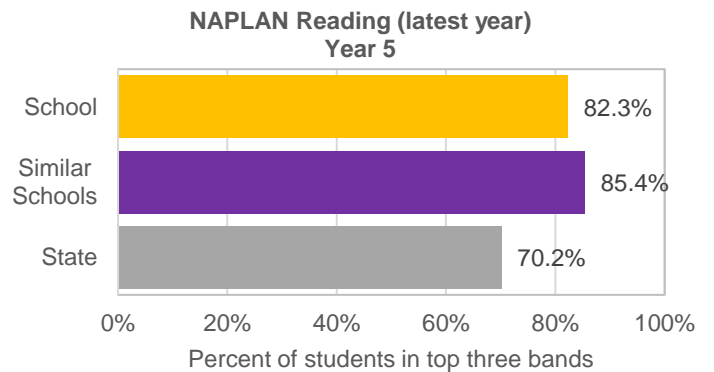
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	90.0%
Similar Schools average:	90.5%	90.2%
State average:	76.6%	76.6%



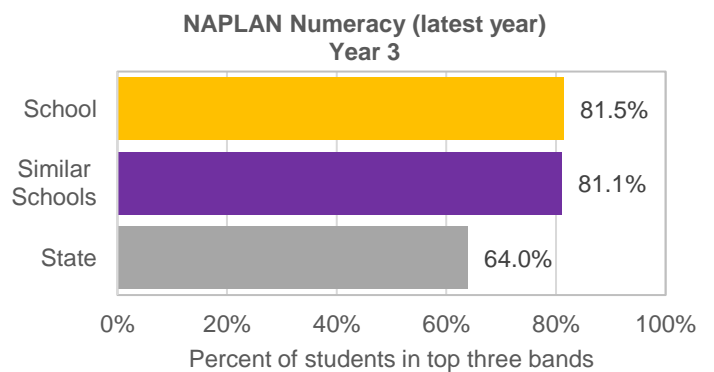
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	82.3%	82.2%
Similar Schools average:	85.4%	85.0%
State average:	70.2%	69.5%



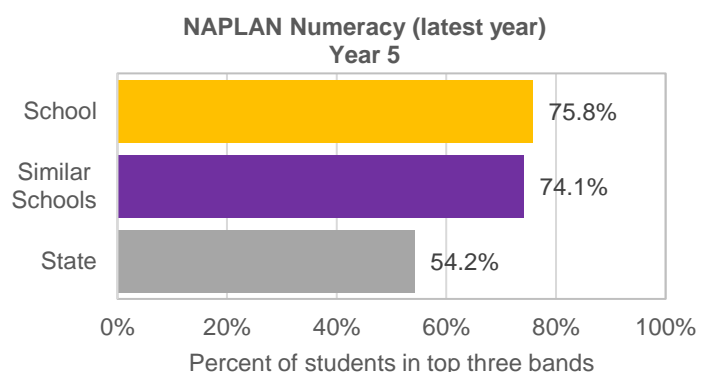
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.5%	83.1%
Similar Schools average:	81.1%	83.8%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.8%	78.0%
Similar Schools average:	74.1%	77.9%
State average:	54.2%	58.8%



## WELLBEING

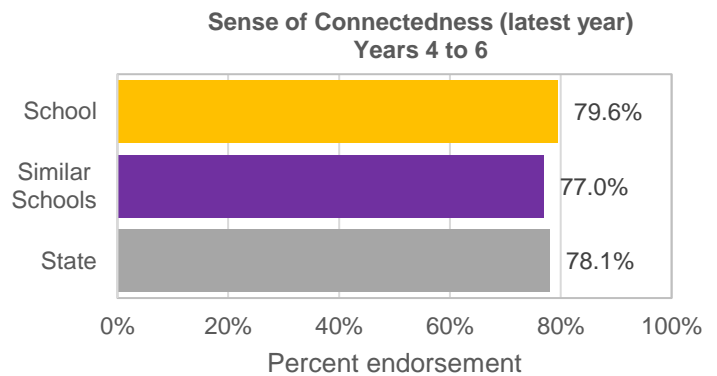
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	79.6%	79.1%
Similar Schools average:	77.0%	78.8%
State average:	78.1%	79.5%

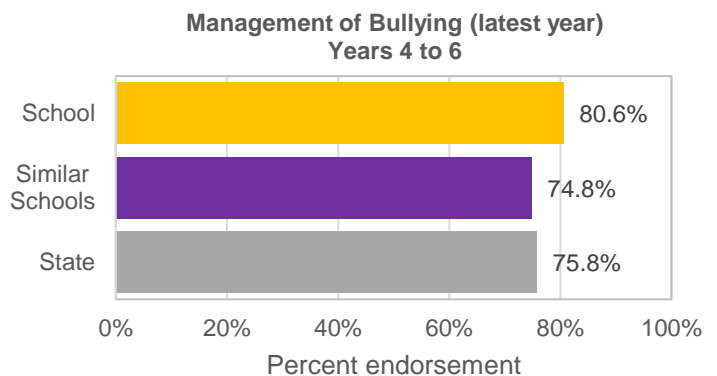


### Student Attitudes to School – Management of Bullying

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:	80.6%	80.0%
Similar Schools average:	74.8%	77.1%
State average:	75.8%	78.3%



## ENGAGEMENT

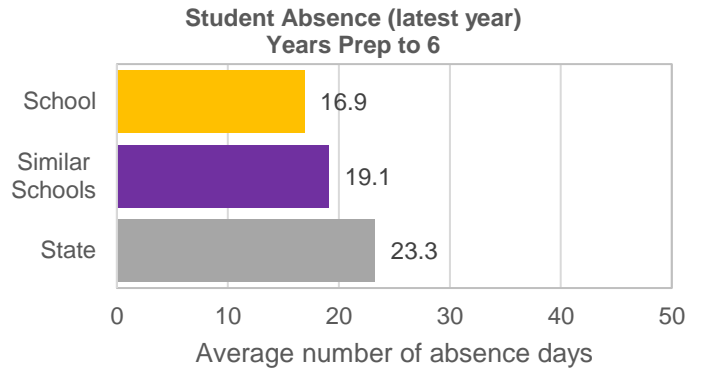
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	16.9	12.3
Similar Schools average:	19.1	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):	91%	91%	92%	91%	93%	92%	91%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,628,546
Government Provided DET Grants	\$264,388
Government Grants Commonwealth	\$114,562
Government Grants State	\$0
Revenue Other	\$42,402
Locally Raised Funds	\$670,618
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,720,517</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$11,891
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$11,891</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$4,681,091
Adjustments	\$0
Books & Publications	\$1,781
Camps/Excursions/Activities	\$276,072
Communication Costs	\$3,593
Consumables	\$100,029
Miscellaneous Expense <sup>3</sup>	\$25,753
Professional Development	\$16,626
Equipment/Maintenance/Hire	\$147,867
Property Services	\$80,039
Salaries & Allowances <sup>4</sup>	\$216
Support Services	\$275,797
Trading & Fundraising	\$19,873
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$343
Utilities	\$48,247
<b>Total Operating Expenditure</b>	<b>\$5,677,327</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$43,190</b>
<b>Asset Acquisitions</b>	<b>\$12,935</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$979,328
Official Account	\$129,143
Other Accounts	\$130,741
<b>Total Funds Available</b>	<b>\$1,239,213</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$160,124
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$49,195
School Based Programs	\$113,760
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$53,800
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$123,000
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$250,496
Asset/Equipment Replacement > 12 months	\$187,500
Capital - Buildings/Grounds > 12 months	\$201,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,238,875</b>

*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.*