

2022 Annual Report to the School Community

School Name: Scoresby Primary School (1028)



- 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 31 March 2023 at 02:24 PM by Susan Hartley (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 27 April 2023 at 10:11 AM by Erin Parkin (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

Our school VISION

Scoresby Primary School provides an inclusive environment that empowers all students to become confident, successful and independent life-long learners. Our teachers put students at the core of their teaching, working in collaboration to deliver engaging and innovative programs.

Our school VALUES

We use our Scoresby HEART values on a day-by-day basis and they are an integral part of our school's community.

*We are HONEST when interacting with others.

*We embrace EXCELLENCE in all that we do.

*We demonstrate ACCEPTANCE and RESPECT to all people.

*We TRUST others. At Scoresby Primary School we have H.E.A.R.T.

Scoresby Primary School is located in a quiet residential setting in the suburb of Scoresby, approximately 30 km east of the Melbourne CBD. The school is part of the Knox Network of Schools in the North-Eastern Victoria Region. The school's Student Family Occupation (SFOE) density has increased slightly over the year to 0.4010 and we are in the medium SFOE band. There are straight classes in Foundation (Prep) and multi-age classes throughout the rest of the school in years 1-6. In 2022, students from a wide geographical population area were enrolled at the school and our 2022 enrolment was 210 students, this was a slight drop in numbers for Scoresby PS. Our area continues to see a growing itinerant population who are renting in the area, and then building in the new growth corridors and moving on. We have also had more families coming to us as social housing has increased our school zone.

Our student community comprises of 42 students (20% of students) speaking a language other than English at home, and we have 3 Aboriginal children who joined our community in 2021.

The school has 12 full-time staff and 17 part-time staff, including a Principal, Assistant Principal (0.6), 15 teachers, 10 Education Support Staff and 2 office staff. Currently there are no staff identifying as Aboriginal or Torres Strait Islander. There are no programs currently operating for any overseas students.

Scoresby Primary School offers a broad and comprehensiveness education to our students focusing on academic progress and maximizing opportunities for all students. The Victorian Curriculum is implemented across the school. Our focus is on the core subjects English and Mathematics, with teachers designing and personalizing the curriculum to cater to the student's next point of need. Other subjects the Humanities, Digital technologies, STEM are taught in an inquiry-based format. We offer weekly Performing Arts, Visual Arts, LOTE (Mandarin), and Physical Education lessons.

Scoresby PS fosters strong relationships between staff, students and the broader community. Each Friday morning, we have whole school assemblies where our students and families come together to celebrate student academic achievement, celebrating learning and at this time students are also recognized for showing their HEART values. Scoresby Primary School has well maintained school grounds. The playing areas provide passive and active play spaces, with 2 large play equipment areas, one for senior students and one for junior students. In 2022 another play area was introduced and will be developed over time. The oval has a running track, and a kitchen garden which grows food; fruit and vegetables and houses our school chickens. Our students are also learning skills about gardening, cooking and healthy eating as part of the gardening club program. We were successful in a grant application and added another shade sail at the back of the Foundation room. This has made a welcoming space for our Foundation children to take learning outside. Planter boxes have also been installed.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the decision was made by leadership to embed the learning staff had completed in Reading in 2021 with the DSSI Teaching Partners. Much of this professional development was completed during lockdowns and this made it challenging for our staff to practice their new knowledge, use our new resources and create strategy groups for more personalised reading instruction. The year to embed practice has seen our staff raise their understanding of the complexities when teaching reading; set higher expectations for their students' achievements in reading and have a deeper understanding of targeting their teaching and personalising the lessons where applicable. It has led to much more consistency in whole school practices across the school. All teachers are now:

- using a consistent Reading planner
- using mentor texts in lessons
- following the revised Instructional Model tailored for Reading
- setting targeted personalised Reading goals for each student
- teaching in targeted strategy groupings (needs based)
- using the DET Literacy toolkit as a resource when planning Reading lessons.

2021 was a great year of growth for our staff and taking time in 2022 to embed the practices learned, has led the teaching of reading to be a well-structured and staged program across the school and an embedded part of the Scoresby Way.

Please note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data. Our 4-year average in NAPLAN Reading and Numeracy data, can be found in the Performance Summary on page 5. The data shows we are tracking at or above most state and similar school targets.

Our Numeracy NAPLAN scores are comparable to similar schools. There was a decline in some of our year 3 data, particularly writing. Writing was the subject that was most difficult to strategically teach in lockdown, and the results of the year 3s reflect this. We have analysed our NAPLAN data and determined areas for improvement. We are focussing on this key learning area in 2023 as a result of this work.

- | | |
|------------------------------|----------------------------------|
| • Reading year 3 NAPLAN 52% | 2022 decline - 2021 68% |
| • Writing Year 3 NAPLAN 36% | 2022 decline - 2021 65% |
| • Numeracy Year 3 NAPLAN 41% | 2022 increase - 2021 34% |
| • Reading Year 5 NAPLAN 41% | 2022 same - 2021 41% |
| • Writing Year 5 NAPLAN 31% | 2022 increase - 2021 22% |
| • Numeracy Year 5 NAPLAN 28% | 2022 decrease (by 2%)- 2021 30 % |

Parent satisfaction in the school, from the Parent Opinion Survey increased from 79.3% in 2021 to 91% in 2022 which was pleasing to see.

One of the KIS goals addressed was the embedding of Professional Learning Communities in 2022, after training staff in 2019. In 2022 a staff member was appointed to oversee PLC work across the school and liaise with all teams to follow the FISO sequence collaboratively at the school level to improve student outcomes. Teachers were well supported in this work, as they began to breakdown student data and respond to it by implementing new teaching practices that focus on an identified issue, monitor the targeted teaching strategies, reflect on the teaching and learning, and measure student progress. Across the school, staff are now expected to complete a PLC cycle per term, while specialists must complete a PLC cycle per semester.

Developing data literacy in our teachers and data tracking student progress, was another action taken to address a KIS1a, in 2022. Data is now centralised and located on our learning management system, and staff can clearly see an overview of each child, and their learning progress. Test results and teacher judgement assessment can all be found in one place giving the teacher a clear overview of each child, while making sure that assessment outcomes for our students are accurate and based on evidence. Our new goal in the coming year is to share this information with families in a timely way.

Mini-Lit and Quicksmart remained part of the intervention programs and a staff member was also trained to deliver Macq-Lit as an intervention reading program for senior students.

During the year the leadership team put together a teaching and learning booklet 'The Scoresby Way'. The booklet clearly outlines expectations, agreed practices, assessment and reporting practices, our school instructional model and pedagogies for the school, with an emphasis in the areas of English and Mathematics. This has been presented to all staff, and has been the key document for our new staff, as it clearly outlines the teaching and learning frameworks, we use at SPS.

Wellbeing

In 2022 we allocated Wellbeing to a staff member who began work on whole school projects. They went to visit other schools to view their practices and attended professional learning.

Work that was completed in this space was:

- Whole school Wellbeing teaching Scope and Sequence was developed that brings our Respectful Relationships and School Values work together. Classes focus on Wellbeing work for an hour each week.
- Whole school agreement on playing safety in the yard based on our HEART values
- Whole school vertical group work developed and completed was across the school, based on our HEART values
- A tiered support framework was developed outlining our processes to support all children in our school

At Scoresby PS we have a school Chaplain who works 2 days per week to support our students' social and emotional well-being. She also brings a therapy dog to school on the days she attends.

Scoresby PS has been using the services of a mental health counsellor through a service provider for many years. In term 4 our current counsellor left their employment, and we decided to hire them to continue working with our students at SPS. The service is well used by a variety of students with a variety of needs, and our counsellor liaises and works with families as well. The performance summary data in Wellbeing shows school connectedness remaining almost the same across the 4-year period, which is slightly above similar and state measures.

Engagement

In 2022 Scoresby PS and all Knox schools began migrating to the new Disability Inclusion Reform. The PSD funding that was received in 2022 was allocated to aide time in the classroom, as well as resources for specific need programs. Children on the program are well supported by our integration aides, and SSG meetings were conducted every term in week 3, where their goals and Individual Learning Plans are set and monitored. School attendance data was tracked last year, and we closely monitored children who were recognised as being at risk in disengaging from school. Regional assistance was sought to work with families to improve student attendance. There is further work to be done in 2023 around attendance.

In the performance summary report page 7, Scoresby Primary School's attendance data is below state and similar schools, even though last years percentage was higher at 21.5% average days of absence.

In 2022, we decided to introduce a coding and robotics program for Scoresby PS students. Our assistant principal led this work, with a few important overarching aims:

- to upskill teachers in coding and robotics education and outcomes
- to engage our students in coding and robotics
- to encourage deep problem solving and metacognition thinking (thinking about thinking)
- to broaden the scope of technology usage at SPS

The introduction of this work was a tremendous success. The children were highly motivated to use the new robots and very quickly learned coding concepts. We are now seeing these robots used in other curriculum areas as well (Maths). We are continuing to expand the program over the coming years.

Other highlights from the school year

2022 was a very special year at Scoresby PS as we turned 150 years old. This significant milestone was celebrated in term 4 with a week dedicated to learning our school's history, having a birthday party at the Melbourne Zoo, holding an event at school displaying old memorabilia and inviting past students, staff and parents back to visit the school. An art show of current student work was on display and afternoon tea was a highlight. A book reflecting our marvellous history was published and each member of our current community received a copy. A commemorative garden was installed which included bricks that were drawn or named by current and past families.

Other events throughout the year were:

- Whole school production at Crossways in Burwood. The production was based on the children's musical Sing
- 2 camps were conducted
 - 3 /4 Camp was to Oasis in Warburton
 - 5 /6 Camp was to Ballarat
- Swimming programs were offered for each level
- Chinese cultural day was added to the specialist calendar in 2022- this saw our students celebrate Chinese culture and dance
- Education Week, Family Maths night, Book week, Harmony week were all celebrated with events and open days.

Financial performance

Scoresby Primary School remains in a sound financial position carrying over a good surplus from 2022. 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.

Parents and Friends Association, along with the wider school community, raised a total of \$6,141 in 2022. These funds were put towards the pooled funds from previous years, and a new playground was installed funded by PFA.

Further expenditure has been spent on

- Upgrading main school entrance Orson Street – 150th Commemorative garden
- Repairing carpark path and disability access
- Painting the school hall
- New signage
- Equity funding was added to Tutoring funds which saw an experienced teacher run the Tutoring program

Our school has also worked hard to acquire additional funds through grants beyond the SRP such as the Commonwealth funded Sporting Schools grants. Another shade sail grant was received in 2022 which as allowed the learning space behind the Foundation room to be more usable.

Scoresby Primary School has continued to manage its financial resources in a very prudent manner for 2022, whilst maintaining and developing the number of outstanding learning opportunities for our students.

**For more detailed information regarding our school please visit our website at
www.scoresby.ps@education.vic.gov.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 205 students were enrolled at this school in 2022, 91 female and 114 male.

25 percent of students had English as an additional language and NDP 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).

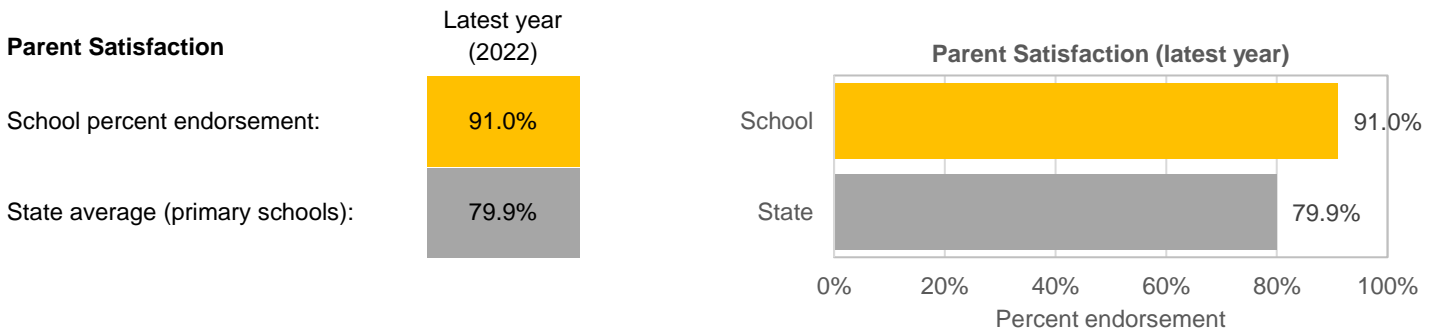
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

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.

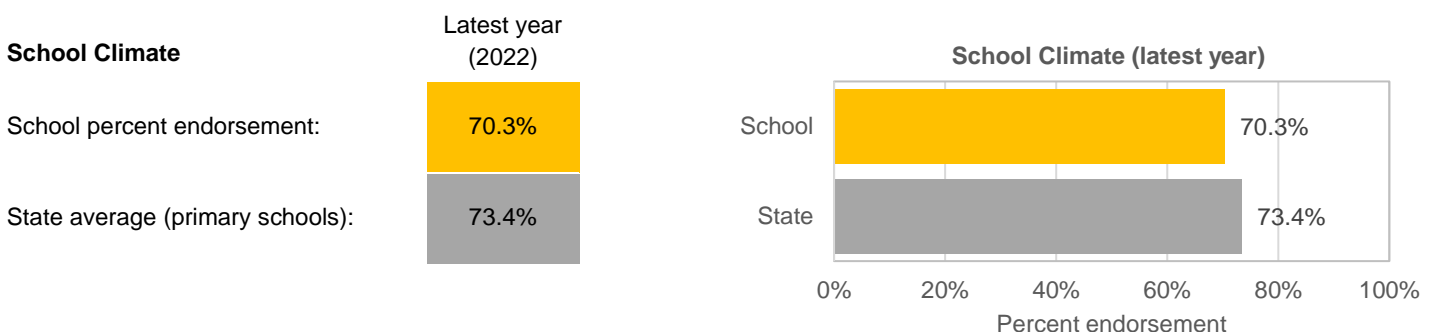


School Staff Survey

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:

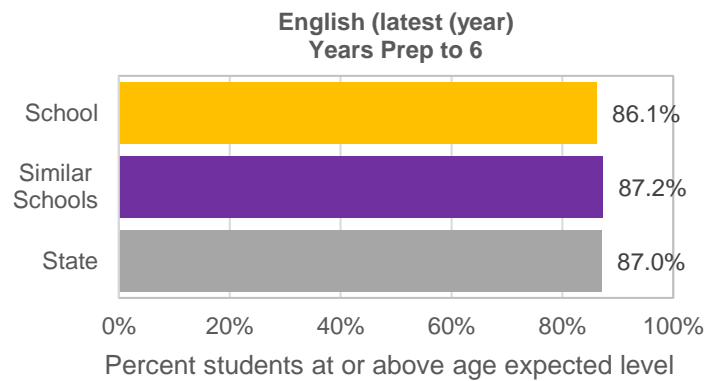
86.1%

Similar Schools average:

87.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

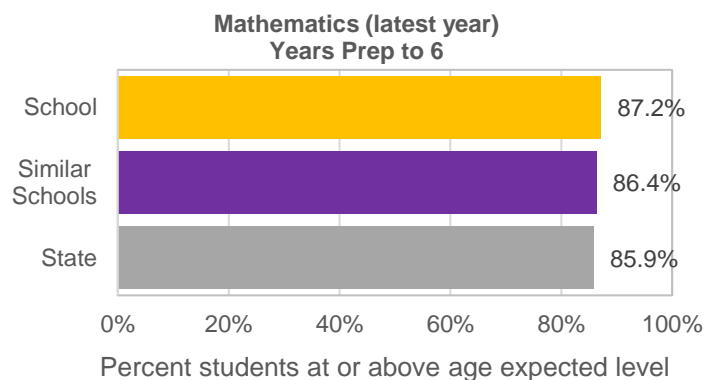
87.2%

Similar Schools average:

86.4%

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.

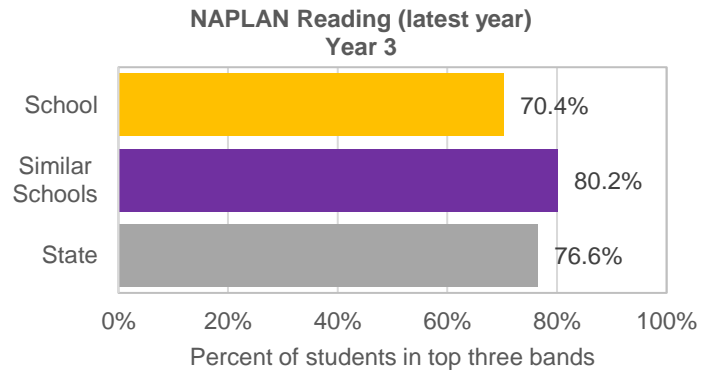
NAPLAN

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.

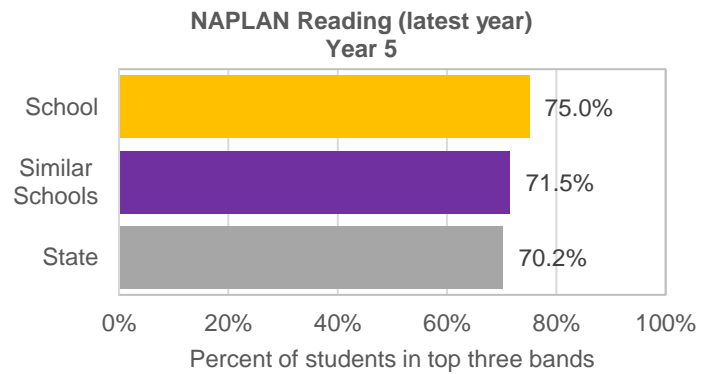
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.4%	84.5%
Similar Schools average:	80.2%	78.9%
State average:	76.6%	76.6%



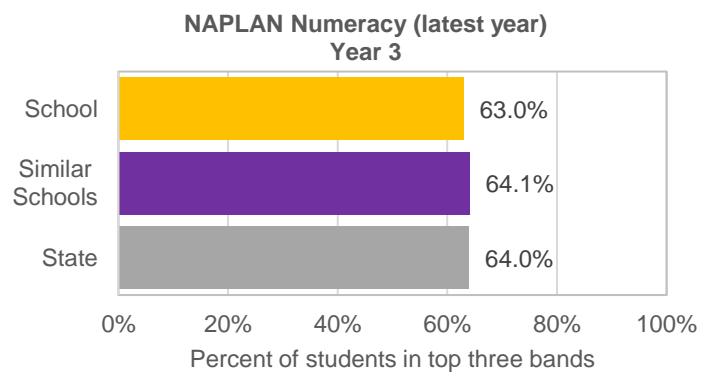
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	75.0%	76.8%
Similar Schools average:	71.5%	70.4%
State average:	70.2%	69.5%



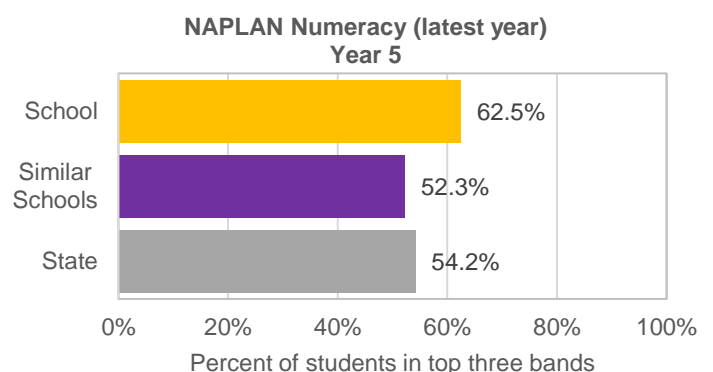
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.0%	66.3%
Similar Schools average:	64.1%	66.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.5%	63.8%
Similar Schools average:	52.3%	57.4%
State average:	54.2%	58.8%



WELLBEING

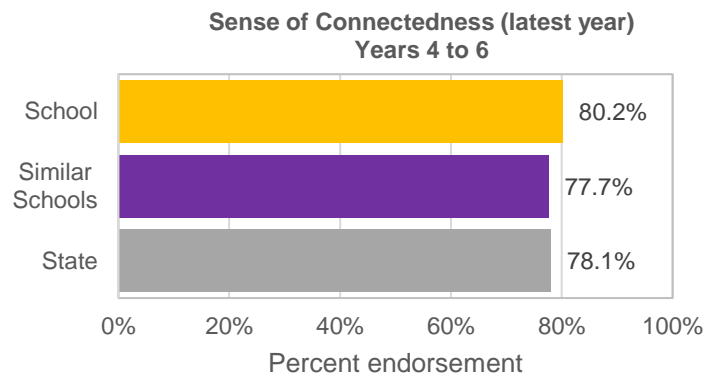
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	80.2%	80.5%
Similar Schools average:	77.7%	79.5%
State average:	78.1%	79.5%

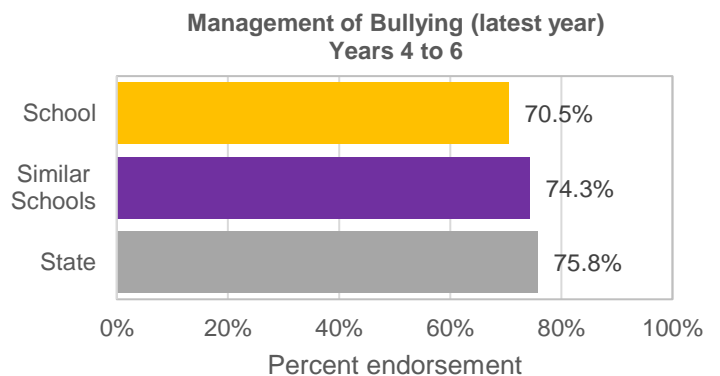


Student Attitudes to School – Management of Bullying

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:	70.5%	78.0%
Similar Schools average:	74.3%	77.9%
State average:	75.8%	78.3%



ENGAGEMENT

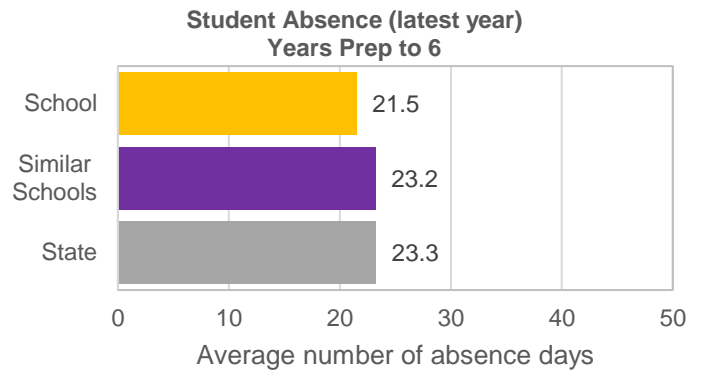
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.5	14.7
Similar Schools average:	23.2	17.1
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):	89%	90%	91%	90%	87%	90%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,490,869
Government Provided DET Grants	\$234,908
Government Grants Commonwealth	\$7,500
Government Grants State	\$19,920
Revenue Other	\$25,402
Locally Raised Funds	\$158,305
Capital Grants	\$0
Total Operating Revenue	\$2,936,903

Equity ¹	Actual
Equity (Social Disadvantage)	\$25,941
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$25,941

Expenditure	Actual
Student Resource Package ²	\$2,425,023
Adjustments	\$0
Books & Publications	\$1,334
Camps/Excursions/Activities	\$83,205
Communication Costs	\$1,847
Consumables	\$61,605
Miscellaneous Expense ³	\$15,362
Professional Development	\$4,799
Equipment/Maintenance/Hire	\$43,365
Property Services	\$76,087
Salaries & Allowances ⁴	\$43,259
Support Services	\$73,653
Trading & Fundraising	\$19,773
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,423
Total Operating Expenditure	\$2,872,737
Net Operating Surplus/-Deficit	\$64,166
Asset Acquisitions	\$24,900

- (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	\$197,458
Official Account	\$11,825
Other Accounts	\$0
Total Funds Available	\$209,283

Financial Commitments	Actual
Operating Reserve	\$62,532
Other Recurrent Expenditure	\$2,665
Provision Accounts	\$518
Funds Received in Advance	\$2,123
School Based Programs	\$21,106
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$20,756
Maintenance - Buildings/Grounds < 12 months	\$53,970
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$163,669

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.