

2022 Annual Report to the School Community

School Name: St Kilda Primary School (1479)



- 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 22 March 2023 at 01:02 PM by Susan Higgins (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 24 March 2023 at 12:58 PM by Peta Wetzels (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

The St Kilda Primary School (SKPS) vision is: Live for today, Learn for tomorrow, Be the future. SKPS's objective is for children to be successful learners. To achieve this, they need to be resilient, be able to work with others, demonstrate a growth mindset, independently solve problems, think outside the box, be curious, know how to learn and to love learning. Our school values are: Love of Learning: We have a vibrant learning and teaching environment that creates lifelong independent learners. Respect: Each individual is treated with respect and trust and decisions made are valued and supported. Teamwork: Teamwork is characterised by a sense of common purpose, shared responsibility, collaboration and mutual support which leads to productive outcomes and achievements. Friendliness: We highly value all members of our community, encouraging and acting in a manner that is inclusive, caring and supportive. Creativity: We encourage children to take risks and think beyond the square, maximising teaching and learning opportunities through innovative and alternative approaches. Resilience: We build self-esteem and social skills which enable children to be themselves and also to be able to work and play happily within the school community.

SKPS is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. This is important because we want our children to have the dispositions and skills that will support them in their lives and to ensure that they are empowered active citizens.

We are prioritising writing, numeracy and student voice and agency over the 4 years of this SSP. We began with assessing the current capabilities of our students and used this to inform the changes we will make to our teaching practice. We will use the FISO improvement cycle to continue to review, refine and embed high quality teaching practices that have the maximum impact on student learning. This will be a collaborative process which involves all stakeholders in our community.

An additional priority of significance has been the long-term impact of COVID-19 on the social and emotional wellbeing of our students, staff and community. Throughout 2022 we endeavoured to source psychological support for our students, and this was successful (short term). We have continued to make connections with various agencies and hope to develop a working partnership in the near future. The school's Resilience, Rights and Respectful Relationships Team (RRRR), comprising staff from across level teams and leadership, networked with local schools and RRRR facilitators who supported us on our journey as we implemented the program school wide in 2022. Teams (grade levels) implemented the program as recommended and were given the opportunity to provide feedback (successors and challenges) for the rollout of the 2023 program. When possible, our PL structure supported teachers to work together to analyse evidence of student learning and growth, investigate new or more effective teaching approaches, and to experience deep learning and insights about themselves and their practice.

The 2022 school staffing profile consisted of 29.7 (FTE) teachers comprising: 7.9 Classroom Teacher 1, 17.5 Classroom Teacher 2, 0.3 Leading Teacher, 0.7 Learning Tutor, 1.0 Learning Specialist, 6 Education Support staff (integration aides), 3 Education Staff, a School Nurse, an Assistant Principal and a Principal. Six teachers worked in a part time capacity at their request due to family commitments and personal circumstances. We were able to welcome volunteers into our school due to changes regarding COVID regulations. We had a healthy balance of young and experienced teachers, and 3 staff retired after significant periods of time at SKPS. We had 11 teachers on contract. We had 5 staff members on Family Leave and one on Leave Without Pay.

SKPS is an inner-city school located on Brighton Road on a spacious site next to the St Kilda Town Hall. The school is surrounded by prominent streets and located close to all forms of public transport. SKPS opened in January 1875 with 604 students and 12 teachers. In 2022, we began with an enrolment of 480 students and 26.3 teachers. SKPS is of social, historical and architectural importance to the state of Victoria. The National Trust of Australia lists the school's Main Building (Hato Building) under the Victorian Heritage Register. In 1914, a red brick Federation style pavilion-shaped Infants' Building was erected (Shiawase Building). In the 1960s, school crowding led to the arrival of a light timber construction (LTC - Sakura Centre) temporary classroom block. In 1973 a library and hall (King's Hall) was built. King's Hall was demolished in 2021 under the DE&T's Capital Works Program and a state of the art 2 storey learning and teaching precinct with large, inviting common areas and outdoor learning spaces was constructed. We worked with Aurecon, VSBA, Region, LAW Architects and Lloyd to bring the project to fruition to have our children move into the building (Nozomi) for their first full year in 2022. Our school always aims to provide dynamic learning environments that engage and inspire students to achieve their personal best in an atmosphere of mutual respect and cooperation. We created a new Junior Playground in 2020 under DE&T's Inclusive Schools Program that allows all our children to be able to play and explore their world. Our Building the Education Revolution (BER) building (Manabi Centre) was completed in October 2011. In 2022 a new play area was built for all children to climb and enjoy.

Our student population profile for 2022 (as of Feb 2022) was representative of the diverse community we serve: 8.95% were EAL students, 1.7% students were supported by the Program for Students with Disabilities and 1.6% of our students had an indigenous background. Our Student Family Occupation and Education (SFOE) index was 0.1385, 8.95% of our students received CSEF,

3.96% of our students were Equity Funded, 0.4% children were in Out of Home Care and 0.4% of our children were international students.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, our school's AIP focused on the Department's priorities of 'Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy' and 'Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable'. An additional goal, based on our School Strategic Plan, was to improve student achievement and learning growth in writing.

To support DOE's priorities, 3 staff were appointed as Middle Leaders, each leading Numeracy, one focussing on Prep to Year2, whilst the other focussed on Years 3-6. They worked collaboratively with our Assistant Principal. An additional staff member was appointed to shadow the Wellbeing Leader and this role was 0.4 for a period of 6 months. Refer to the Wellbeing and Engagement sections for data pertinent to DOE's second priority area.

Overall, the academic performance of the students across all year levels has been commendable. The students have shown progress in their learning achievements, across all learning areas. We were fortunate to have a whole year of face-to-face learning at school enabling teachers to provide students with a continuous and structured learning experience. Teachers were able to work collaboratively to plan lessons and units of study that build on one another, without having to worry about disruptions due to remote learning or other unforeseen circumstances. Although we were able to engage in face-to-face learning for the entire 2022 school year, both student and teacher attendance was a disrupter to learning and teaching. 2022 saw our greatest ever student absences with 46% of students having more than 20 days absence and 21% of these students having more than 30 days absence.

The school's assessment results indicate that the majority of the students are meeting or exceeding the expected standards in English and Mathematics according to teacher judgement data. 93% of students from Years Prep to 6 are working at or above the expected level in Writing compared to 91% in similar schools and 82% for the state. Similarly in Mathematics, for Number and Algebra, 93% of students are working at or above the expected level in Mathematics compared to 94% for similar schools and 86% for the state. Reading continues to be an area of strength with 94% of students working at or above the expected level and 41% of those students working 6 months or more above.

Throughout the year, teachers have used various assessment tools to monitor the progress of the students. The progress reports highlight the cohorts that have exceeded the targets for making expected growth in their learning achievements for both Writing and Mathematics. Highlights in these areas include Year Prep (100%), Year 1(92%), Year 3 (95%), Year 4 (100%), Year 5 (88%) and Year 6 (91%) with more than 85% of its students making 12 months or more of growth in Writing. More than 95% of students in Year Prep (100%) and Year 1 (96%) made 12 months or more of growth in Number and Algebra. Students in Year 6 (94%) exceeded our target of 90% of students to make 12 months growth in Number and Algebra.

With a focused effort on Counting in Mathematics in the Junior Years (P-2), all students exceeded their learning goals with 96% of students in these cohorts achieving the next growth point in their learning according to the Maths Online Interview (MOI) data.

The school has also identified students who need extra support and interventions to meet the expected standards. The school has implemented targeted interventions and support for these students, through the P-2 Literacy Intervention Program and Year 3-6 Literacy Tutoring Program. The progress reports show that these interventions have been successful for most students.

The school has implemented a range of teaching and learning strategies to improve the learning achievements of our students. These strategies include differentiated instruction in Mathematics, utilising learning frameworks such as the 6 Traits of Writing to set goals, monitor progress and assess Writing within year levels and across whole school moderation sessions.

The school has also provided professional development opportunities for teachers to enhance their skills in learning and teaching, particularly in building teacher data literacy to inform planning and pedagogy in Mathematics to support differentiated instruction. A strategy to support this was the appointment of three Maths Middle Leaders to drive learning in teaching in Numeracy for their designated PLCs (P-1, 3-4 and 5-6). Teachers also focused on embedding the Response to Intervention Strategy, specifically supporting teachers to develop effective strategies to support Tier 2 students within the classroom for Writing. Developing an effective PLC model and Peer Observation Program will continue to be areas of focus for our staff professional development in 2023.

The school has actively engaged parents and the wider community in promoting student learning achievements. The school has held parent-teacher conferences, parent learning workshops, and open days to involve parents in their child's education. Results from the Parent Opinion Survey indicate that school targets were exceeded for Teacher Communication with an increase from 58%

to 75%. The school has also worked with the community to provide resources and support to students and families from disadvantaged backgrounds.

Overall, St Kilda Primary School has continued to create the conditions that are conducive to student learning. Such an environment is one where students feel safe, supported, and motivated to learn. The school has continued to improve the learning achievements of its students despite the high level of student absenteeism. The school's efforts in providing quality education to all students, irrespective of their socio-economic background, have also been successful. We will continue to work at developing and implementing effective teaching and learning strategies to improve the learning achievements of our students in the coming year. The team at SKPS look forward to continuing to work with parents and the community to promote student success in the future.

Wellbeing

It was imperative that Wellbeing continued to be a priority of our school. Although deemed post COVID-19, the long-term impact continued to be felt by our community to varying degrees. Of paramount importance was the well-being of the children, their parents/carers and the staff. The Wellbeing Team actively supported individual children and their parents regarding mental wellbeing concerns. In 2022 we were able to access mental health professionals, however this was short lived due to the agency determining that they would no longer cater for children as clients. Families and the school struggled to access much needed external intervention to support specific emotional needs.

Student Support Group meetings recommenced in earnest both in person and online, to support the child and family. Throughout 2022, we encountered a large number of children who struggled to reconnect and play safely and happily. Developing social skills, showing respect for others, being fair and knowing how to have fun was a focus in 2022.

COVID safe practices were strictly adhered to throughout the year. All buildings were well ventilated with windows and doors open, air purifiers were placed in all learning and open spaces, routine handwashing continued, several children and staff chose to wear masks and children and staff were further vaccinated.

We will continue to heavily prioritise re-establishing relationships with our students, families and staff to ensure they feel they are valued as vital links at SKPS. The well-being of all stakeholders must be always at the forefront.

The key elements and strengths of our Wellbeing approach in 2022 included:

- identifying wellbeing as a school wide priority
- focussing on the mental wellbeing of staff to improve morale and confidence as they returned to the classroom full time
- identifying the importance and need in reconnecting and building relationships with colleagues and students
- exploring partnerships with external providers to support staff and students
- building Wellbeing and more PLC meetings into the staff meeting schedule
- encouraging staff to take opportunities to re-energise
- creating smaller class sizes
- employing an additional Wellbeing Coordinator to transition into the role
- conducting Disability Inclusion Profiling sessions to support our most vulnerable children
- completing Child Link training
- informing community of wellbeing webinars/podcasts to support needs of families
- connecting with community support services ie SFYS, CoPP, Southport Uniting Care
- establishing a Social and Emotional Learning Team
- implementing the Resilience, Rights and Respectful Relationships (R4R) program
- unpacking Attitude to School Survey (AToSS) data and holding workshops with targeted groups (Year 5) to understand the data and their thinking more clearly
- conducting Social Skills groups and lunchtime clubs
- engaging with Play Therapist students who worked with children and their families

Specific Highlights:

1. The focus on developing strong, meaningful relationships with all children and between students to build classroom communities/connections.

Staff used Chronicles to communicate matters affecting students in their grades/specialist areas. Lunchtime clubs and the inclusion of a Social Skills program enabled students to play in a supervised environment, with staff guiding their social interactions and encouraging relationship building. Staff used consistent language across whole school and implement strategies ie Circle time as a means of sharing feelings and information. Establishment of a Social and Emotional Team.

Future Action: timetable Social Skills groups, providing release time for a staff member to run the program with the Wellbeing Leader. Term 1 2023, focus on Year 5/6 students to build social and emotional connections through the program, 'Play is the Way'.

2. The implementation of the R4R program school wide.

The RRRR Leadership Team developed a comprehensive understanding of the RRRR program through planning days, PD and collaborating with our RRRR Critical Friends. The team attended cluster meetings, developed a whole school Action Plan, supported staff to implement the program across all grade levels and established the SKPS Statement of Commitment to Respectful Relationships. Our children made badges/bracelets re gender equality, respect and consent to support the RRRR program which were sold by the children at the school fete. Respect Victoria visited the RRRR stall at the fete and our school's program was promoted in the Star Health Newsletter.

Future action: Conduct SKPS Respectful Relationships Staff Survey using comparative data 2022/2023 (80% of staff confidently implement the RRRR program).

RRRR Team/whole staff task to apply a gender and equality lens to outdoor spaces and the new library to be opened in 2023.

3. Review of Student Leadership Model.

The Year 4, 5 and 6 students reviewed the student leadership program and created a new approach to be trialled in 2023, 'The Canopy'. The aim is to provide all children with leadership opportunities to embrace areas of interest, to recruit teams and to drive focus areas within our community.

Future action: to review The Canopy, seeking feedback from all stakeholders.

AToSS data:

Compared to Similar Schools, Network and the State our Year 4 - 6 students are performing higher in all 31 AToSS areas with the exceptions of:

- Community Connections under Emotional and Relational Engagement domain: SKPS 72%, Similar Schools 76%, Network 81% and State 70%
- Stimulated Learning under Effective Teaching Practice domain: SKPS 74%, Similar Schools 74%, Network 77% and State 78%
- Life Satisfaction under Individual Social and Emotional Wellbeing: SKPS 69%, Similar Schools 71%, Network 75% and State 71%

There is an overall concern regarding 2022 Year 5 Boys AToSS data and this cohort will be closely tracked in 2023 with the following goals being set: School Connectedness 71% (2022) to increase to (80%), Student Voice and Agency 50% (2022) to increase to 65%, Respect for Diversity 75% (2022) to increase to 80%, Effort 68% (2022) to increase to 75%, Stimulated Learning 56% (2022) to increase to 70%, Teacher Concern 66% (2022) to increase to 75%, Self-regulation and Goal Setting 67% (2022) to increase to 75%.

Attendance data: There was a significant increase in student absences Prep-Year 6. Parents followed COVID regulations and kept their children at home when unwell. Many families took the opportunity to travel after being isolated from family and friends over the past 2 years. Over 7,000 student absence days were due to these 2 factors.

Absence Days per FTE compared to pre COVID (2019 data)

- Prep 2019: 9.10 2022: 19.69
- Yr 1 2019: 11.66 2022: 21.32
- Yr 2 2019: 10.30 2022: 22.10
- Yr 3 2019: 11.93 2022: 20.36
- Yr 4 2019: 10.73 2022: 24.56
- Yr 5 2019: 13.14 2022: 21.32
- Yr 6 2019: 15.00 2022: 26.15

Absence types:

Family holiday: 1,999.5 days taken by 315 chn Prep-6

Medical Illness: 5,190 days taken by 473 chn Prep-6

Unexplained: 1,516 days taken by 282 chn Prep-6

2023: Monitor and address Unexplained absences (DOE focus): Goal to have less than 1,000 unexplained absences

Engagement

Our driving focus was to capture maximum engagement of our children and their families as we moved into what we foresaw as a more stable year regarding attendance and learning, following the COVID-19 enforced restrictions of the previous 2 years. At the end of 2021 it was evident that the isolation had impacted on the children's social skills and this was identified as a priority area moving forward.

Our Curriculum Team worked in partnership with our Wellbeing Team as we endeavoured to engage our children in school life. Extensive support was provided to families as they struggled to source allied health workers to meet the needs of their children/family.

The Principal and Assistant Principal regularly monitored posts on Seesaw (Prep-6), noting the diminishing level of engagement of parents. Reengaging with Seesaw to enable parents to view, enjoy and celebrate their child's learning journey was identified as an area in need. After 2 years of daily involvement with Seesaw, we realised parents may have needed a break from viewing their child's work online. Seesaw is however every child's digital learning portfolio and 2023 will see it being relaunched.

Staff were proactive in uploading Chronicle posts onto Compass to inform the Wellbeing Team of concerns regarding the children. The majority of posts related to behavioural concerns, particularly navigating social situations and challenges with children regulating their emotions. The Wellbeing Team delved into the situation to develop a better understanding of how the children were feeling/thinking and to put support mechanisms into place. A Social and Emotional Team was established to explore potential programs to support our children. The Resilience, Rights and Respectful Relationships (RRRR) program was implemented Prep-6 and Restorative Practices, both in the classroom and the school yard was adopted across the school.

Support programs were implemented including: Prep-Year 2 Literacy Intervention program, Year 3-6 Literacy Tutoring program, Year 3-4 Maths Tutoring program, Victorian High Ability Maths and English extension programs, a school based Maths Extension program for children in Year 4-6 and the SHINE Intervention program.

Education Support Staff (integration aides) worked as a collective to support children funded under the Program for Students with Disabilities and the newly introduced Disability Inclusion Program.

Our Business Manager and office staff were instrumental in supporting many parents/carers to re-engage with our systems and processes, as some families had not been actively involved on-site since their children had started school.

One of our key learnings from the pandemic is the effectiveness of sound communication when parents and the school are working in partnership. The amount and timing of communication is also paramount.

Our School Council focussed on developing a new strategic approach, where our focus was on engaging parents. Our Assistant Principal, staff and the Communications and Community Engagement Committee established a 'Community Connect' Week where a vast number of activities and events were held to attract the maximum number of community members back on-site. Following the last two fragmented school years, our immediate focus was to recapture, rebuild and re-energise our school family and the local community. We hoped to engage all our children, parents, carers and friends. Our Community Connect Week featured a calendar bursting with events, all available to be enjoyed by our diverse school community. The huge success of the event has guaranteed Community Week as an annual event.

Other highlights from the school year

- Being back at school fulltime!
- Prioritising relationships and strengthening the connections between community members
- Submitting our school's Reconciliation Action plan to Narragunnawali at the end of 2022 for endorsement and publishing.
- Throughout the year we planned for many community opportunities to come together. These included: Steve Botond Cup, working bees, marking cultural celebratory days through Compass and at assemblies, celebrating Volunteers' Week by highlighting the ways parents and carers can engage with our school, Maths Games afternoon, Grandparents and Special Friends' day, revising and implementing a Parents As Helpers program, incorporating literacy, numeracy, integrated and SMILE, supporting our local community through hosting events, such as Space2b Refugees Panel, delivering the Annual Report to the community in an informal manner to engage a greater audience.
- Nozomi, our new building, was filled with children for the first full year of learning in the vibrant, state of the art facility.
- The long-awaited community play space in Dickens Street was endorsed by the City of Port Phillip with works to be undertaken in early 2023.
- Staff continued to attend and lead the Beachside Maths Network, the North Beachside Kinder/Prep Network and attended the Beachside AP and Principal Class Network meetings.
- The Leadership Team worked with the Communication and Community Engagement and Fundraising Subcommittee to engage the Class Reps as an integral part of our community and to bring life back into the school through major fundraising events, such as the fete and a series of Fun Runs organised by our School Council President. The fun runs supported our strong focus on being fit and active which also included a new play space being installed on our grounds and the scheduling of our Swimming and Athletics Carnivals and cross-country events. All included teams training with parents before and after school. Every opportunity to engage in healthy activities was seized.
- Year 5/6 musical production of Peter Pan was performed at St Kilda Townhall in front of an incredibly enthusiastic audience.

- A Year 3 sleep over was held at school and all children in Years 4-6 were offered the opportunity to attend camp.
- We had a few children who represented our school at Regional level in both swimming, cross country and athletics. One child represented Victoria and our school at the National Cross Country Championship in Adelaide. As part of the Victorian team, he won 2 bronze medals (one team event and one individual event).

Financial performance

In 2020 the Leadership Team decided to create smaller grades to enable staff to focus on the specific learning needs of each child to maximise learning opportunities and to have time to connect and rebuild relationships after the pandemic. This caused a deficit of \$214,477 in the 2021 SRP credit budget, which was repaid to the Department of Education in 2022. The financial focus of 2022 was Maintenance and Minor works to maintain a status quo during the ongoing Capital Works at St Kilda Primary School.

Extraordinary expenditure items and amounts in 2022 were:

Internal painting works BER building	\$11,745.00
Internal painting works Junior Hall rooms 3&4	\$18,150.00
Internal painting works Junior Hall rooms 5&6	\$19,250.00
Shade sales at Junior Hall (partially funded by Shade sale grant)	\$29,000.00
CCTV camera installation	\$11,044.00
UPS battery up-grade for servers	\$6010.00
Three new printers	\$11,836.77
Specialist & Library furniture	\$19,415.00
Visitor toilet renovation	\$4785.00
Outdoor seating around amphitheatre	\$5800.00
Books (classroom/literacy intervention)	\$9815.82
Books (English & library)	\$3,046.00
Annual safety inspections	\$18,208.85
Utilities	\$41,216.49
Professional Development	\$25,053.46
Casual Relief Teachers	\$148,784.99

Sources of Funds for 2022 were:

Fundraising	\$115,955.88
International students	\$8903.80
Building Fund donations	\$9474.00
Masterplan donations	\$9420.00
Library Fund donations	\$15,930.00
Welfare Fund donations	\$21,417.00
Curriculum contributions	\$115,0835.00
Facilities hire	\$134,209.86
Equity (Social Disadvantage)	\$10,027.00

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.stkildaps.vic.edu.au/](https://www.stkildaps.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 480 students were enrolled at this school in 2022, 247 female and 233 male.

13 percent of students had English as an additional language and 2 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).

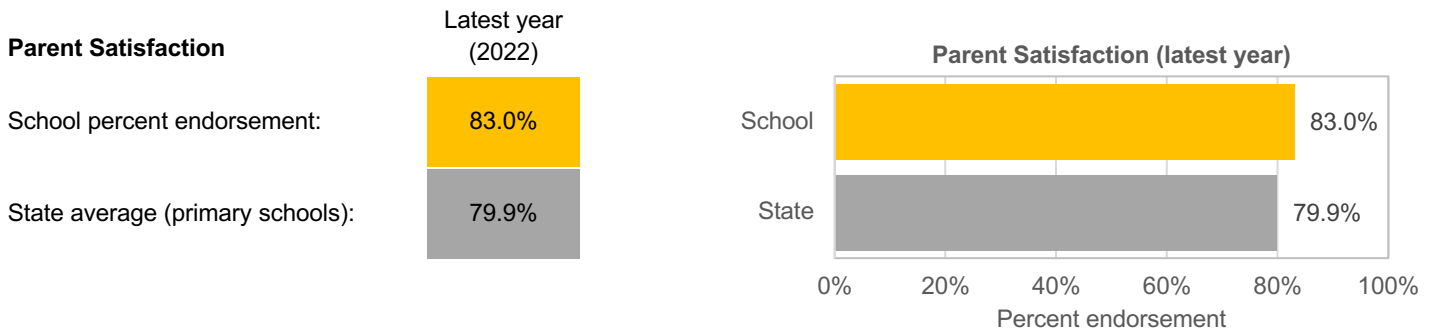
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

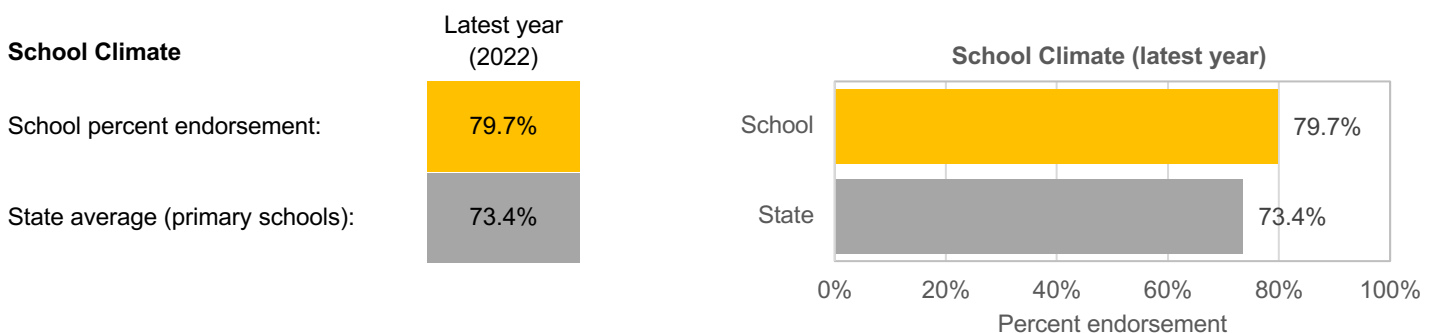


School Staff Survey

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:

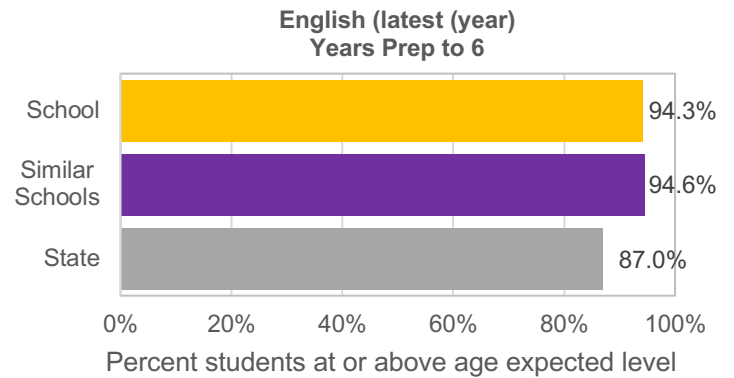
94.3%

Similar Schools average:

94.6%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

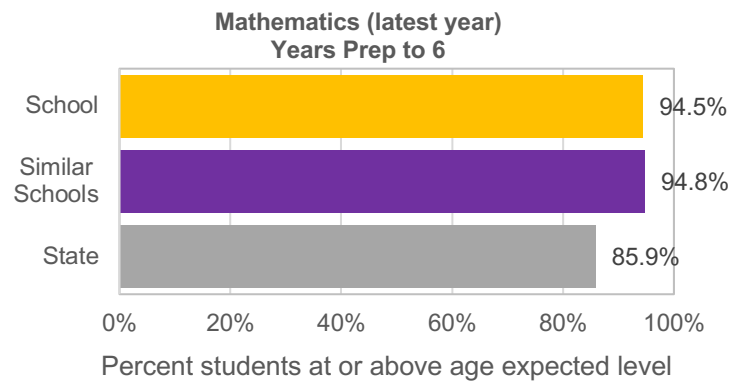
94.5%

Similar Schools average:

94.8%

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.

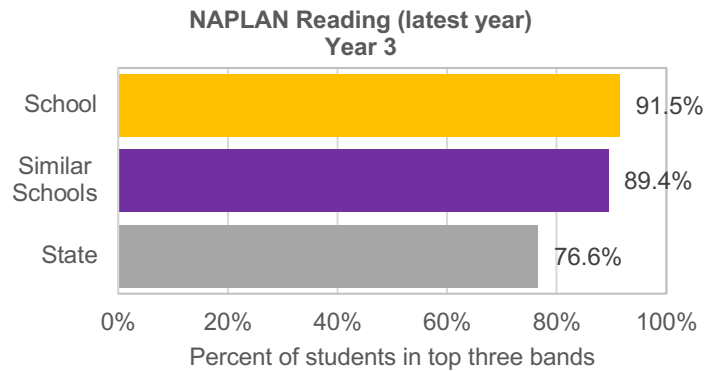
NAPLAN

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.

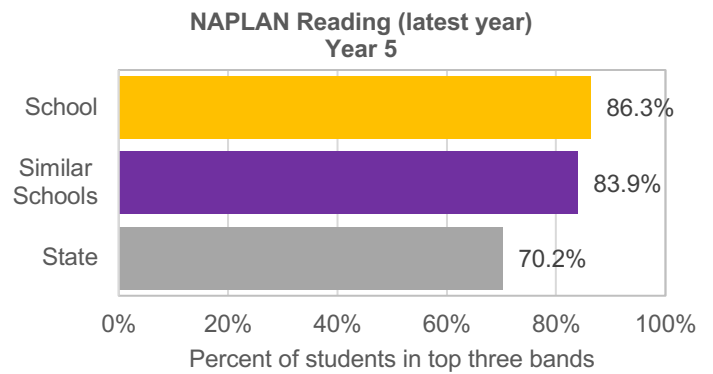
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.5%	91.5%
Similar Schools average:	89.4%	89.3%
State average:	76.6%	76.6%



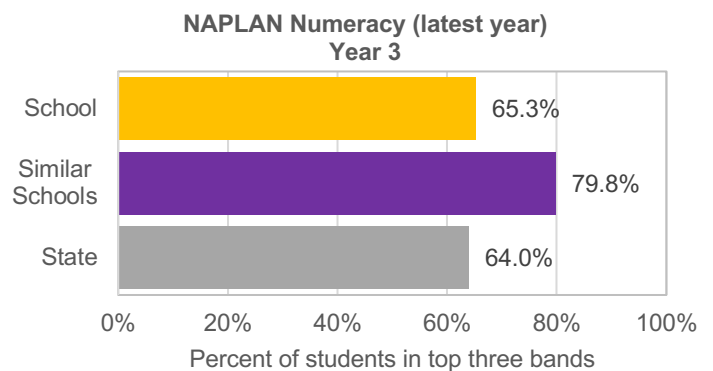
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.3%	86.0%
Similar Schools average:	83.9%	83.4%
State average:	70.2%	69.5%



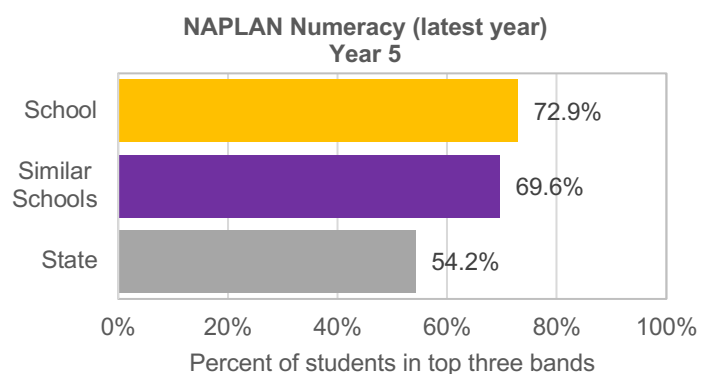
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.3%	78.0%
Similar Schools average:	79.8%	82.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.9%	73.2%
Similar Schools average:	69.6%	74.2%
State average:	54.2%	58.8%



WELLBEING

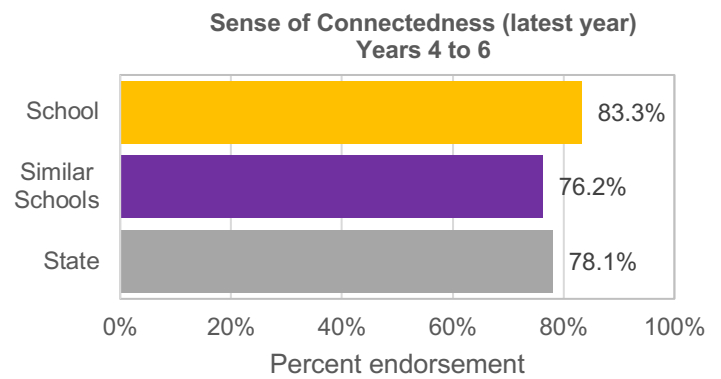
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	83.3%	88.1%
Similar Schools average:	76.2%	78.6%
State average:	78.1%	79.5%

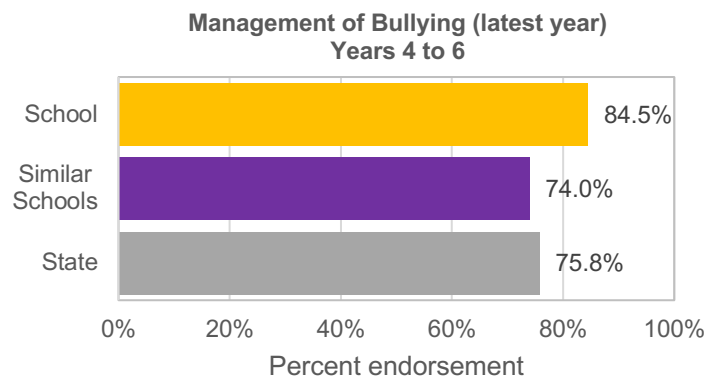


Student Attitudes to School – Management of Bullying

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:	84.5%	88.8%
Similar Schools average:	74.0%	77.1%
State average:	75.8%	78.3%



ENGAGEMENT

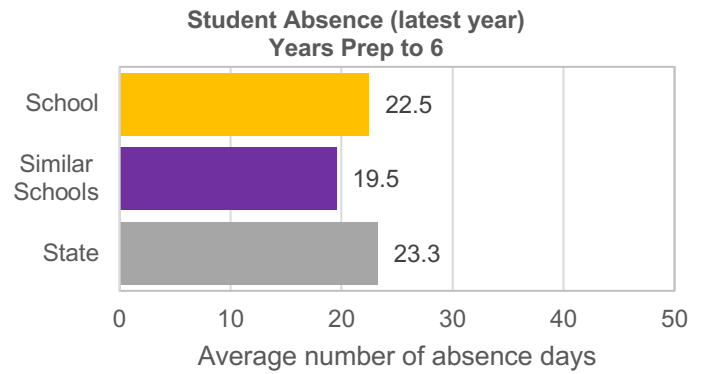
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	22.5	13.7
Similar Schools average:	19.5	13.4
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%	89%	89%	90%	88%	89%	86%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,253,268
Government Provided DET Grants	\$229,912
Government Grants Commonwealth	\$4,161
Government Grants State	\$5,400
Revenue Other	\$30,851
Locally Raised Funds	\$528,587
Capital Grants	\$20,000
Total Operating Revenue	\$5,072,180

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,314
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,314

Expenditure	Actual
Student Resource Package ²	\$4,325,526
Adjustments	\$0
Books & Publications	\$1,165
Camps/Excursions/Activities	\$190,371
Communication Costs	\$6,760
Consumables	\$59,182
Miscellaneous Expense ³	\$42,094
Professional Development	\$8,496
Equipment/Maintenance/Hire	\$40,074
Property Services	\$80,604
Salaries & Allowances ⁴	\$268,277
Support Services	\$115,316
Trading & Fundraising	\$52,162
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$18
Utilities	\$34,873
Total Operating Expenditure	\$5,224,918
Net Operating Surplus/-Deficit	(\$172,738)
Asset Acquisitions	\$79,430

(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	\$959,512
Official Account	\$121,528
Other Accounts	\$81,326
Total Funds Available	\$1,162,366

Financial Commitments	Actual
Operating Reserve	\$138,488
Other Recurrent Expenditure	\$6,625
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$200,000
Asset/Equipment Replacement < 12 months	\$103,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$230,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$150,000
Total Financial Commitments	\$828,113

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.