

2022 Annual Report to the School Community

School Name: South Melbourne Primary School (5559)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 09:44 AM by Noel Creece (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 21 March 2023 at 08:40 PM by Dragan Rajak (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 year 2022 was a testament to our resilience and dedication to our Vision, Values, and Purpose Statement. We have navigated through significant changes and challenges while continuing to inspire hearts and minds to thrive.

Enrolment and Demographics:

In 2022, our enrolment at Census was 395 students. Docklands Primary School and the redrawing of our school boundary continue to have an influence on our final numbers. The ongoing impact of COVID-19 and the retraction of international families have also presented challenges for our community.

Character and Community Development:

Our school community has demonstrated great character and commitment to our values of Character, Community and Learning. We have continued to promote Gratitude, Empathy, and Mindfulness, actively seeking instances of these qualities in our daily environment. Our community has remained strong and connected, enabling our students to flourish both academically and emotionally.

Professional Learning Communities and Pedagogy:

Our staff consistently strived for professional excellence, engaging in Professional Learning Teams and seeking out world's best practices. This commitment has ensured that our teaching methods remain innovative and effective, catering to the diverse needs of our students.

Infrastructure and Facilities:

South Melbourne Primary School remains a state-of-the-art facility, with the award-winning design and community spaces administered by the City of Port Phillip. Our unique vertical design enables us to accommodate various group sizes and learning activities, ensuring a dynamic and engaging environment for our students.

Looking Ahead:

As we move into 2023, we will continue to address the challenges presented by steadying enrolment numbers and the residual impact of COVID-19. We remain dedicated to our Vision and Values, striving to create a nurturing environment where every child feels safe, happy, connected, and achieving.

Gratitude to our dedicated staff, supportive parents, and remarkable students for their unwavering commitment to our school community. Together, we have continued to thrive and demonstrate what it means to embody Character, Community, and Learning.

Progress towards strategic goals, student outcomes and student engagement

Learning

Academic Highlights

Our students surpassed the Victorian average in both English and Mathematics. Our teachers marked 96% of students at or above their expected year level of the Victorian Curriculum in English and 94% in Mathematics. This exceptional accomplishment is a testament to our dedicated educators and the hard work of our students.

NAPLAN Results

Our NAPLAN results in Year 3 and 5 were well above the Victorian average and above our own 4-year average. These outstanding results are a credit to the collective efforts of our families, teachers, and students. Notably, 70% of Year 3 students performed well above the expected standard in maths, and 74% of Year 5 students exceeded expectations in reading, significantly surpassing the Victorian averages.

Curriculum Development

In 2022, we made significant progress in learning outcomes, employing a full-time Learning Specialist to develop a consistent curriculum across the school. Our staff engaged in regular professional learning about explicit instruction, a research-backed teaching method proven to be effective for all students.

Writing Focus

After identifying a drop in writing skills following remote learning in 2021, our staff focused on sentence-level writing in 2022. We saw marked improvements in the quality of writing produced and are excited to further embed this approach in future years.

Staff Survey Results

We are pleased to report that the percentage of positive responses in the staff survey for Guaranteed and Viable curriculum was above similar schools and the state. This demonstrates our staff's commitment to delivering a high-quality education for our students.

In all, 2022 was a year of significant growth and accomplishment for our school community. We extend our heartfelt gratitude to our teachers, staff, students, and families for their dedication and support. We look forward to building on these achievements in the coming year and continuing to provide an exceptional educational experience for our students.

Wellbeing

In 2022, we redoubled our school's commitment to nurturing a positive, inclusive, and supportive learning environment for all students.

Our Attitudes to School Survey (AToSS) revealed a strong sense of inclusion and connectedness among our students. With 96% of students responding that they have friends at school and an overall 80% positive response rate for the 'Sense of Inclusion' category, our efforts to foster a welcoming atmosphere have been successful. This outcome is a testament to our staff's diligent work in developing school engagement norms and adjusting instructional plans to meet the diverse needs of our students.

The 'Sense of Connectedness' category in AToSS achieved a 71% positive endorsement, and we have used this data to support students in making and maintaining friendships. Our Inclusive Education initiative has been a primary focus, as we've provided professional learning opportunities for teachers and support staff to enhance collaboration and ensure progress for all learners. Although our management of bullying received a 62% positive endorsement in AToSS, we took proactive measures by implementing a Bullying Prevention Program based on a highly successful UK model. This anti-bullying support system aims to create a safer and more respectful environment for all students.

Our recess and lunch social support group has been instrumental in teaching collaboration and friendship skills, allowing students to build strong relationships and self-regulate their behaviour. Additionally, the introduction of 'Elevate,' our social and emotional intervention group, has empowered students to understand the connections between emotions, behaviours, and friendships.

The year 2022 marked our first full teaching year since the pandemic, and we have been thrilled to rebuild our sense of community through events such as 'Family Fridays' and the Art Show. We recognize the impact of the pandemic on some students' wellbeing and will continue to prioritize their emotional and social growth.

Gratitude is extended to our dedicated teachers, support staff, students, and parents for their unwavering commitment to our school community. Together, we have made significant strides in fostering a nurturing and inclusive learning environment in 2022, and we are excited to see what we can accomplish in the coming year.

Engagement

In 2022, we focused on strengthening the sense of ownership and pride within our school community, addressing attendance issues, and nurturing our students' growth and development.

We prioritized student voice and agency through various initiatives. The Junior School Council facilitated regular student-led meetings, giving our students the opportunity to engage in decision-making processes. Our School and House Captains proudly hosted assemblies, sporting events, and fundraisers. A dedicated teacher for 'Student Leadership' provided regular coaching to student leaders, enhancing their skills in public speaking, event planning, and script preparation. These efforts culminated in the successful organization of several fundraisers, including a Rockstar Dress-up Day, Icy Pole Day, and a Movie Day. Moving forward, we will establish more clubs during recess and lunchtime to engage students across the entire school.

Despite achieving attendance rates above the state average, our non-attendance rate fell below our target average of 14 days per child for the year and was higher than similar schools. Our staff actively followed up on non-attendance and implemented thorough attendance standards and procedures. We acknowledge that many families travelled overseas to visit loved ones, given the easing of COVID-related restrictions. In the future, we encourage families to align their holidays with the school holidays.

As we continue to strive for excellence, we remain committed to nurturing a supportive and engaging learning environment for our students. We are incredibly proud of our school community's achievements in 2022 and are excited about the opportunities that lie ahead in 2023.

Other highlights from the school year

Whole School Sports Day:

One of the standout events from 2022 was our Whole School Sports Day, where students from Prep to Year 6 actively participated in an array of sports and novelty events. The enthusiasm, sportsmanship, and camaraderie on display were truly inspiring. The day was a fantastic opportunity for students to bond with their peers, develop their physical skills, and promote a healthy lifestyle.

Whole School Production: "2050":

Our school production titled "2050" was a remarkable success, showcasing the talents of our entire student cohort. Focusing on the theme of environmental issues, students took to the stage at the nearby performance centre to dance, act, and express their hopes and concerns for our planet's future. Their creativity and dedication shone through in their performances, leaving a lasting impression on the audience.

Outdoor Camps for Years 3-6:

The outdoor camps for Years 3-6 provided a unique opportunity for students to experience rural life and participate in various activities, fostering their independence, resilience, and appreciation for nature. From team-building exercises to campfire stories, students developed valuable life skills and made lasting memories in picturesque outdoor settings.

Successful Open Days:

Our Open Days were a resounding success, with many community members attending to explore and celebrate our wonderful school. The events provided an opportunity for our school to demonstrate the exceptional academic and extracurricular programs we offer, along with the nurturing environment we foster for our students. We were delighted by the positive feedback from visitors and the sense of pride our students and staff displayed.

Deepest gratitude to our dedicated staff, supportive parents, and amazing students for contributing to a memorable and successful 2022 school year. Together, we have achieved great things and continued to foster a thriving and inclusive learning environment. We look forward to building upon these successes in 2023, as we continue to empower our students to reach their full potential.

Financial performance

Throughout the year, our school maintained a very sound financial position, which is highlighted in the Financial Performance and Position report.

At the end of 2022, we recorded a surplus of \$550,000, a dramatic increase from our 2021 deficit of \$141,000. As our fifth year of operation and a non-Covid affected year, we were able to manage the books more effectively. The cost of running and maintaining our complex building and site has been a significant factor in terms of the distribution of funds and spending.

The Department of Education has made some adjustments to support the running costs, including electricity and maintenance.

However, the unknown costs and ongoing defects throughout the building require us to maintain a surplus in case of the unknown. Unlike other schools, we are unable to raise funds from the hire of our facilities due to the Community Joint Use Agreement (CJUA) with the City of Port Phillip (CoPP). As part of the CJUA, the school invoices the City of Port Phillip for 29% of the utilities, annual compliance contracts, and maintenance. These invoices are being processed more frequently, and reimbursements are being receipted in the correct financial period for tracking purposes.

In 2022, our locally raised funds more than doubled from the previous year. This significant increase was made possible by the implementation of the new parent contribution structure and the strong support from our school community. Throughout the year, the community also actively participated in various fundraising events, including the Art Show, School Production, and Celebration of Learning Day.

Looking ahead to 2023, we plan to use the surplus to conduct major works to enhance our Teaching and Learning spaces (including acoustic treatment, technology, and furniture) and Administration Office (to improve visibility, safety, and confidentiality). We are also working alongside the Council and DE to secure appropriate grants and funding to update our playgrounds, including the installation of shade sails.

In all, 2022 was a successful year for South Melbourne Primary School, both educationally and financially. With five years of history under our belt, we are looking forward to strengthening our budgets and financial processes to better serve our students, staff, and community in the years to come.

For more detailed information regarding our school please visit our website at
<https://southmelbourneps.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 399 students were enrolled at this school in 2022, 195 female and 204 male.

52 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

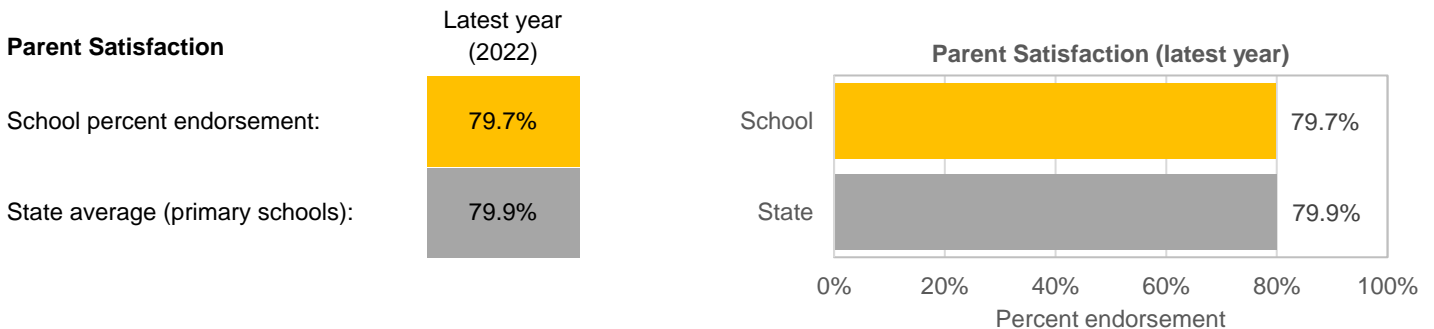
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

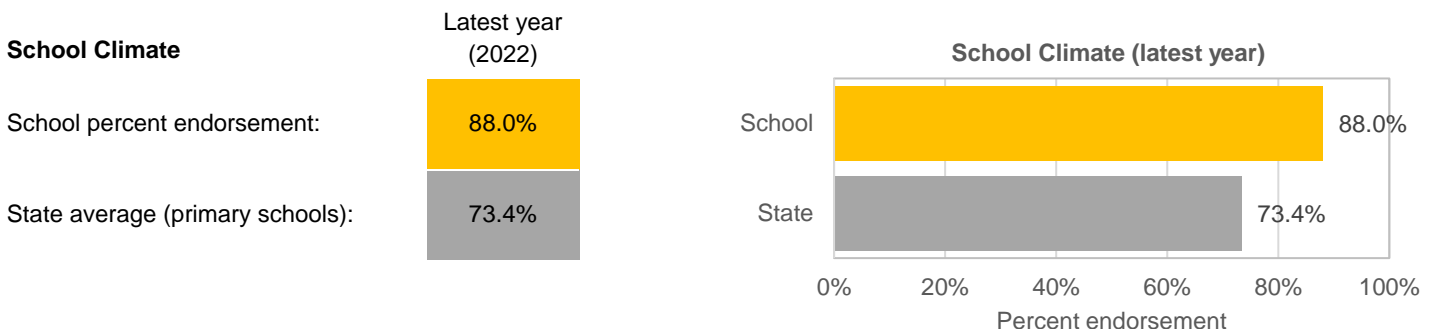


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

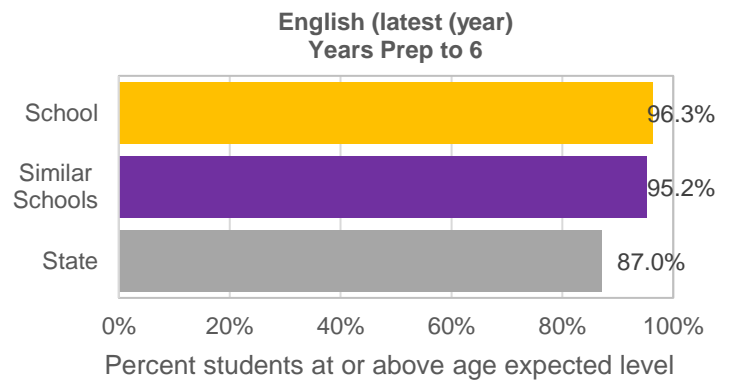
96.3%

Similar Schools average:

95.2%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

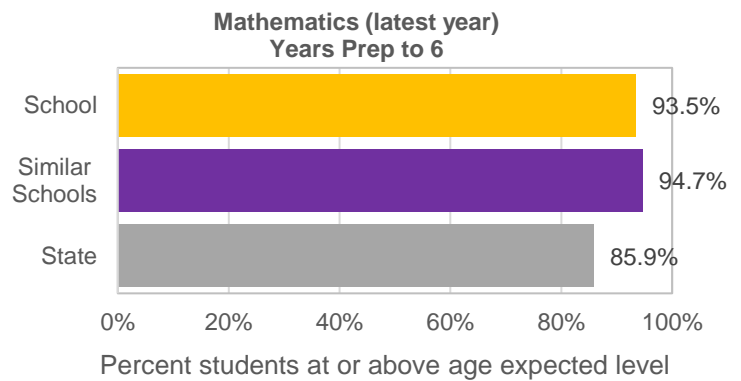
93.5%

Similar Schools average:

94.7%

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.

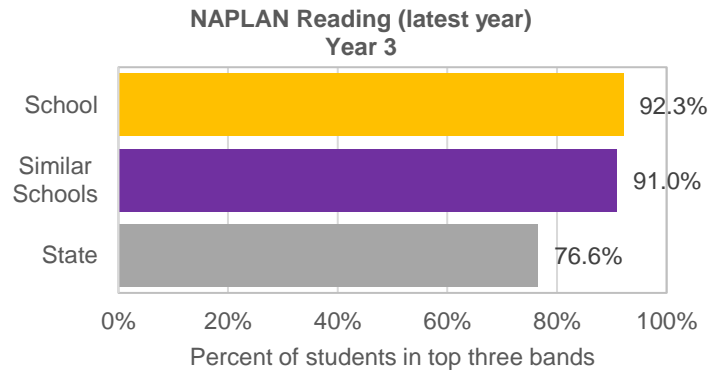
NAPLAN

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.

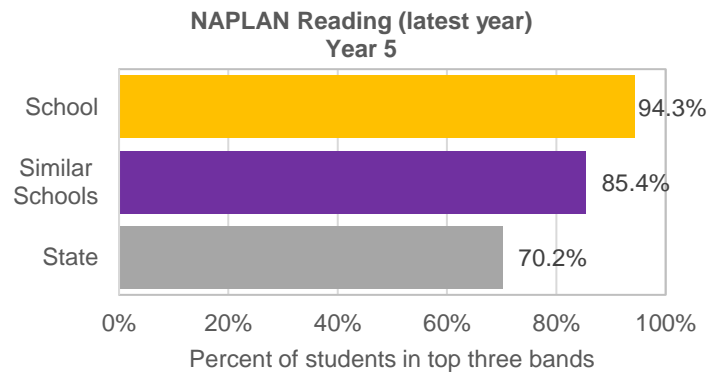
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.3%	87.5%
Similar Schools average:	91.0%	90.5%
State average:	76.6%	76.6%



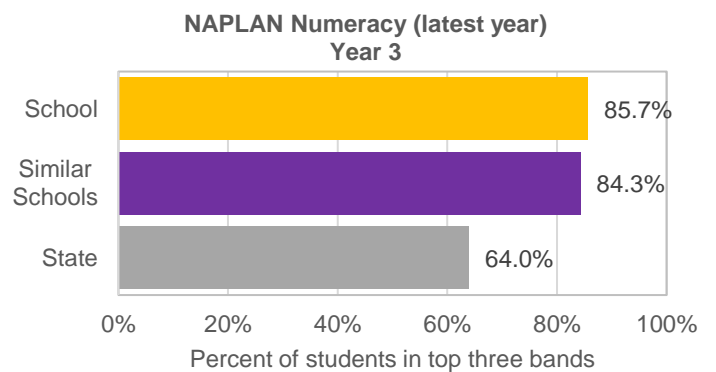
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.3%	86.1%
Similar Schools average:	85.4%	85.2%
State average:	70.2%	69.5%



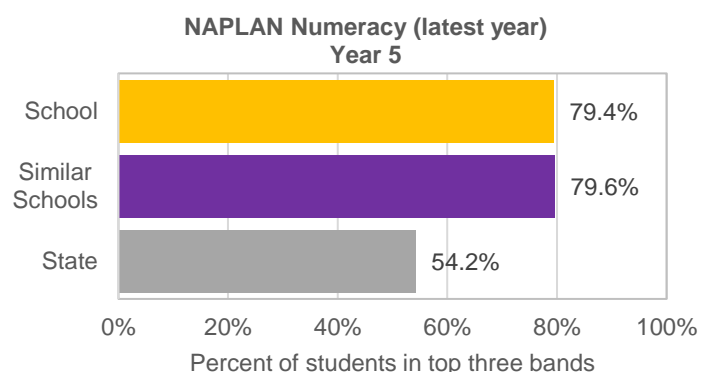
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.7%	82.4%
Similar Schools average:	84.3%	85.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.4%	72.2%
Similar Schools average:	79.6%	81.8%
State average:	54.2%	58.8%



WELLBEING

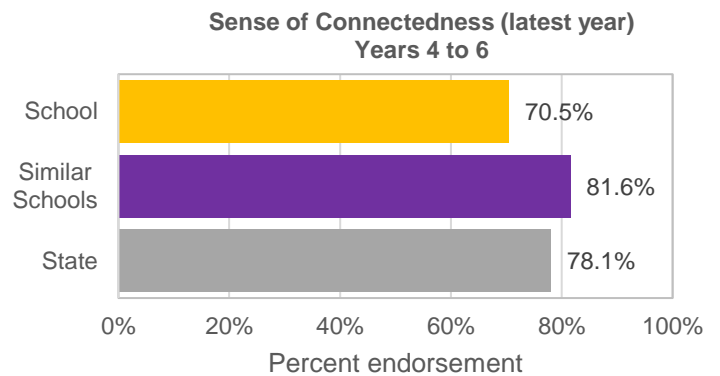
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	70.5%	74.9%
Similar Schools average:	81.6%	82.7%
State average:	78.1%	79.5%

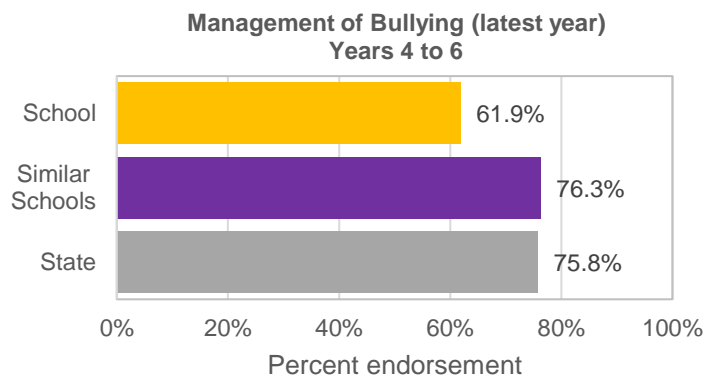


Student Attitudes to School – Management of Bullying

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:	61.9%	69.1%
Similar Schools average:	76.3%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

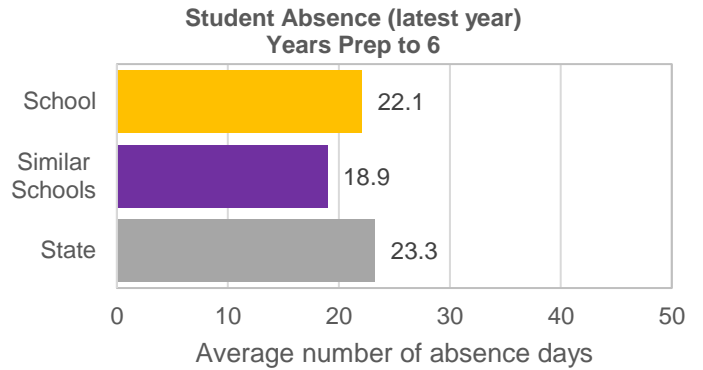
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	22.1	18.6
Similar Schools average:	18.9	14.0
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%	90%	88%	88%	89%	88%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,112,732
Government Provided DET Grants	\$581,033
Government Grants Commonwealth	\$12,729
Government Grants State	\$0
Revenue Other	\$175,463
Locally Raised Funds	\$483,339
Capital Grants	\$0
Total Operating Revenue	\$5,365,297

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,977
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$22,977

Expenditure	Actual
Student Resource Package ²	\$3,860,951
Adjustments	\$0
Books & Publications	\$43,759
Camps/Excursions/Activities	\$137,078
Communication Costs	\$8,145
Consumables	\$123,732
Miscellaneous Expense ³	\$34,048
Professional Development	\$7,821
Equipment/Maintenance/Hire	\$128,024
Property Services	\$169,208
Salaries & Allowances ⁴	\$110,054
Support Services	\$95,164
Trading & Fundraising	\$26,075
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$71,170
Total Operating Expenditure	\$4,815,228
Net Operating Surplus/-Deficit	\$550,069
Asset Acquisitions	\$16,308

- (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	\$635,816
Official Account	\$24,513
Other Accounts	\$36,805
Total Funds Available	\$697,135

Financial Commitments	Actual
Operating Reserve	\$147,300
Other Recurrent Expenditure	\$5,094
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$164,688
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,622
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$320,704

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.