

# 2022 Annual Report to the School Community

School Name: Spotswood Primary School (3659)



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

Attested on 23 May 2023 at 01:39 PM by Jacqueline Green (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 23 May 2023 at 07:57 PM by Marisa Magee (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
- 

### 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

Spotswood Primary School is located just west of Melbourne on the edge of the local government area of Hobsons Bay. We are part of the South-Western Victoria Region. Our vision is to create an environment where 'everybody is somebody' and our mission is to support, challenge and empower all students to achieve their best academically, socially and emotionally by encouraging them to be risk-takers and socially aware citizens. We place a high value on building school routines and relationships within our school community so that students feel safe and ready to learn.

We foster a strong sense of community and are strongly committed to our school values; Learning, Community and Safety. We deliver a comprehensive curriculum program for our students preparing them to develop lifelong learning skills. We will foster all types of learning to enable our students to move through stages of life with compassion, confidence and resilience. We value the partnership with our families and the links in our local community.

Enrolments have been steady over the past few years and there were 275 students enrolled in 2022. We had 13 classes with a structure of Prep, Year 1/2, Year 3/4 and Year 5/6. The school's SFOE in 2022 was 0.1592. Our staffing structure in 2022 included 18.4 equivalent full time teaching staff (2 Principal class staff members, 16.4 teaching staff) and 4.14 Education Support staff. Our specialist programs included Visual Art, Music, Wellbeing and P.E.

During 2022 the school was able to return to a full year of face to face learning in our classrooms after 2 years of interruptions by periods of remote learning. Higher staff and student attendance rates were experienced due to the number of positive cases of COVID-19 in the community.

---

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

### Learning

In 2022 our Key Improvement strategies were aligned with Departmental priorities of improving learning outcomes for all students with an increased focus on Numeracy. A strong focus on student learning and improvement underpinned the way our staff collaborate and plan together through the work of our Professional Learning Community model. This has ensured comprehensive and consistent curriculum planning and assessment practices across the school. Teachers continued to collect, and analyse student data to inform improved student learning outcomes and to share and improve teaching practice.

We continued our focus on differentiated teaching in our classrooms and building our capacity to provide an inclusive learning environment for students with a variety of learning needs. Actions to support this included engagement with the Victorian High Ability Program for selected students, as well as continued support for identified students through the Tutor Learning Initiative.

Our NAPLAN results in 2022 for Numeracy showed that 85.0% of students in Year 3 and 76.2% in Year 5 achieved results in the top three bands. These results position our school above the state average and that of similar schools in both Year 3 and Year 5.

Our NAPLAN results in 2022 for Reading showed that 80.5 % of students in Year 3 and 81.0% in Year 5 achieved results in the top three bands. These results position our school above the state average and below that of similar schools in both Year 3 and Year 5.

Our assessments against the Victorian Curriculum showed that for English 88.0% of students were working at or above the expected standard in English (+2.5% since 2021) and that 87.5% of students were working at or above the expected standard in Mathematics (-0.6% since 2021).

### Wellbeing

Wellbeing continued to be an important priority for our school in 2022 and our Key Improvement Strategies aligned with Departmental priority of supporting students' wellbeing and mental health, especially the most vulnerable. Regular weekly lessons were included in our Wellbeing specialist curriculum program for all students in Prep - Year 6. This enabled a focus on understanding our emotions, identifying self regulation strategies for managing our emotions and learning about self-care strategies that support our wellbeing. Through a whole school commitment to our School Wide Positive Behaviour Framework, students were supported to build positive connections with their teachers, peers and thrive in their own learning.

Our students in Year 4-6 participated in the Student Attitudes to School survey and our results of 80.8% endorsement for a sense of connectedness are above that of the state average and of similar schools. Our students' perception of Management of Bullying in the school sits at 75%, the same as in similar schools.

## Engagement

In 2022 we continued to develop student agency through our inquiry curriculum and seek student input into the design of inquiry questions and activities. Our Learning to Learn unit at the start of the year continued to develop a focus on establishing learning goals and building a growth mindset towards challenges in learning. We introduced a continuous reporting model which provided timely feedback to students and families about their learning journey and developed individual education plans for students with identified learning needs and those above and below they expected standard.

Attendance rates were a challenge in 2022 with high numbers of students away with illnesses including COVID-19, colds and flu. The average number of days absent for students across the school was 21.6, slightly less than the state average. This is however significantly higher than in 2021 when the average number of days absent across the school was 13.6. We acknowledge that during this period, many families were exercising caution and following recommended guidelines to keep students home when they were experiencing cold like symptoms.

---

## Other highlights from the school year

2022 saw the return of our bi-annual Art Show after a break for a number of years due to COVID-19 restrictions. The school community came together to celebrate our student's art work through our Color and Glow exhibition. The evening event was also a successful fundraiser for the school with collaborative class pieces sold and food, drinks and entertainment adding to the atmosphere.

Students were able to attend the full range of camps, excursions and swimming programs in 2022 and inter-school sport returned to the school calendar. These events were a welcome return to 'normal' school operations and contributed to the reconnection of our school community after the challenges of the remote learning during the preceding years.

---

## Financial performance

Our financial position on 31st December 2022 showed a net operating surplus of \$15,198 compared to \$60,339 at the end of 2021. The reason for this was twofold, firstly a reduction in student enrolment numbers in 2022 impacted our cash SRP funding and secondly there was a noticeable reduction in parent payments received for Curriculum Contributions and Extra-Curricular Items throughout the 2022 year.

Our school received \$7,500 in funding from Australian Sport enabling students in various year levels to participate in Sailing, Badminton, Basketball clinics and Gymnastics. Funding from the Department of Education included \$17,768 to install a new shade sail between the BER building and the new portable classrooms.

Extraordinary expenditure for 2022 included the purchase of 29 iPads at a total cost of \$13,485.

Our Art Show was held after a 4 year break due to COVID-19, providing a net profit of over \$14,000, our biggest fundraiser for the year. \$42,754 was received by OSHClub for the hire of school facilities. This amount is included in locally raised revenue.

**For more detailed information regarding our school please visit our website at**  
[www.spotswoodps.vic.edu.au](http://www.spotswoodps.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 281 students were enrolled at this school in 2022, 123 female and 158 male.

10 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).

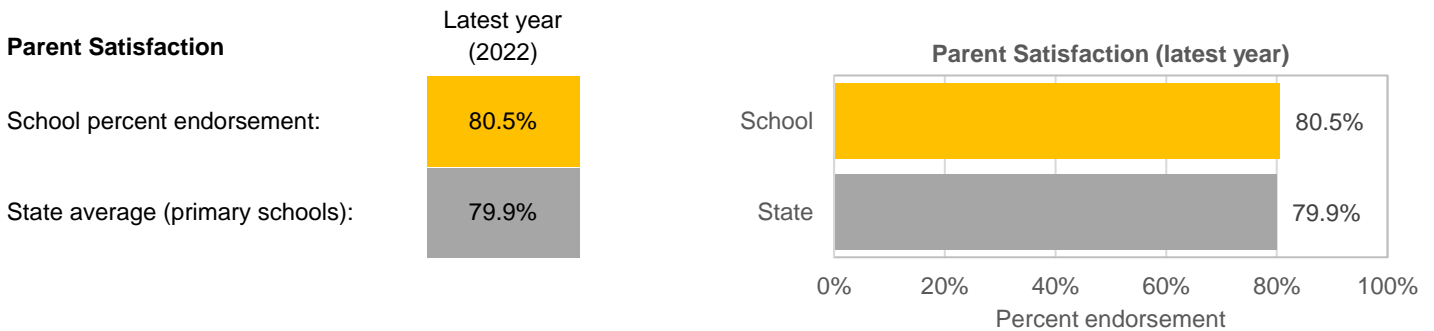
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

### 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.

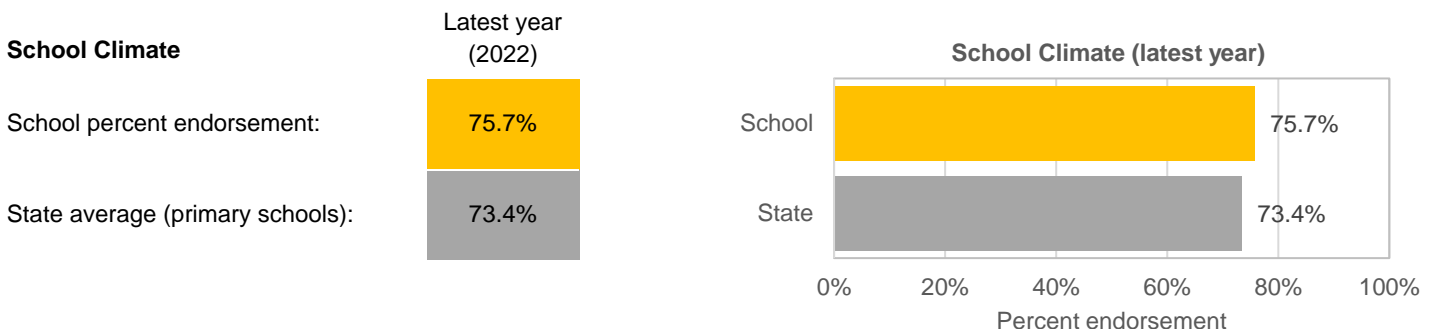


### School Staff Survey

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:

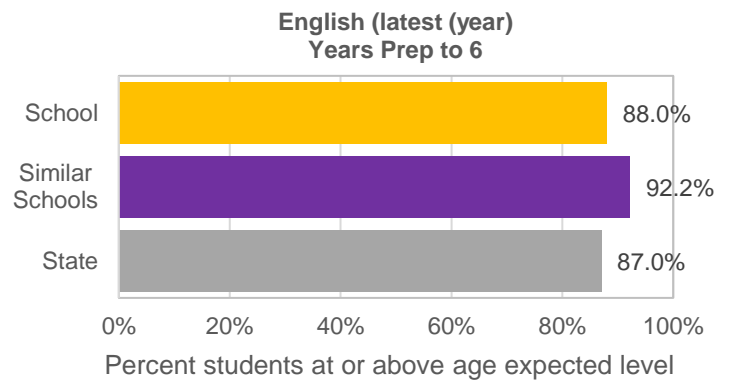
88.0%

Similar Schools average:

92.2%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

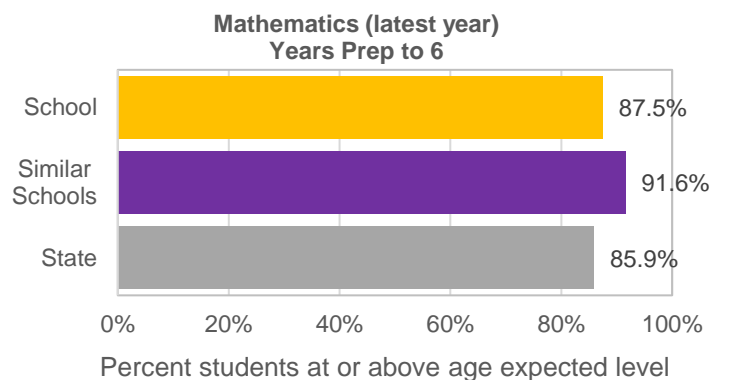
87.5%

Similar Schools average:

91.6%

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.

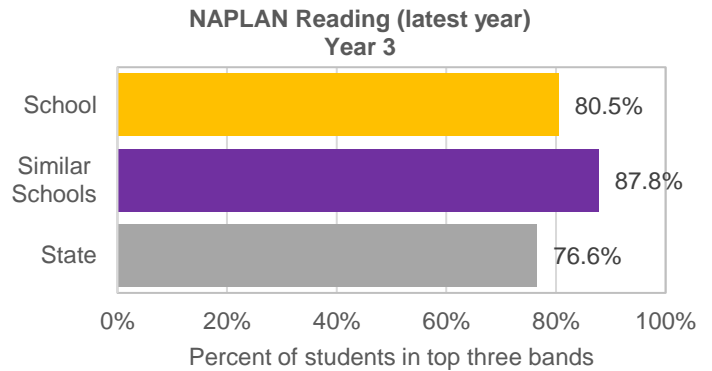
### NAPLAN

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.

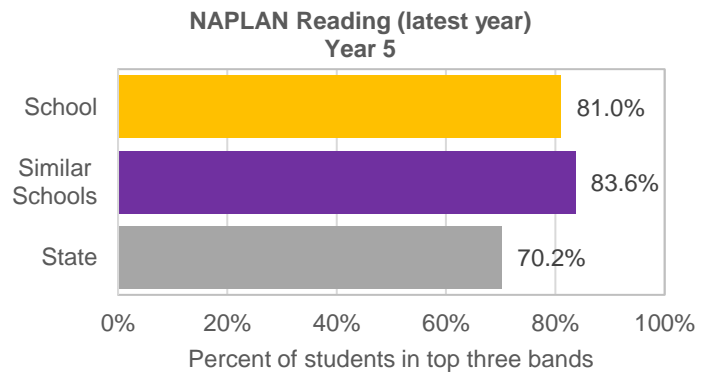
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	80.5%	79.0%
Similar Schools average:	87.8%	86.6%
State average:	76.6%	76.6%



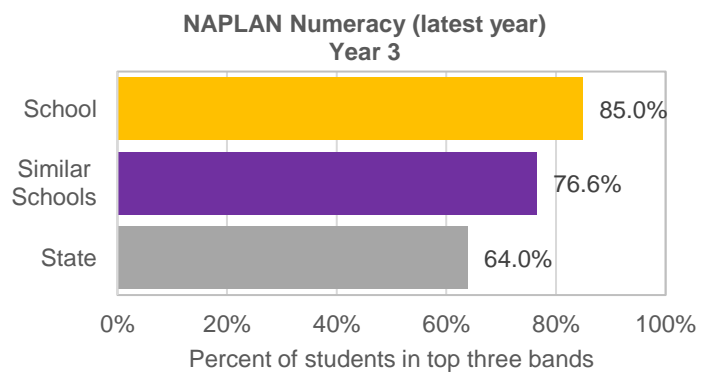
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.0%	78.8%
Similar Schools average:	83.6%	81.8%
State average:	70.2%	69.5%



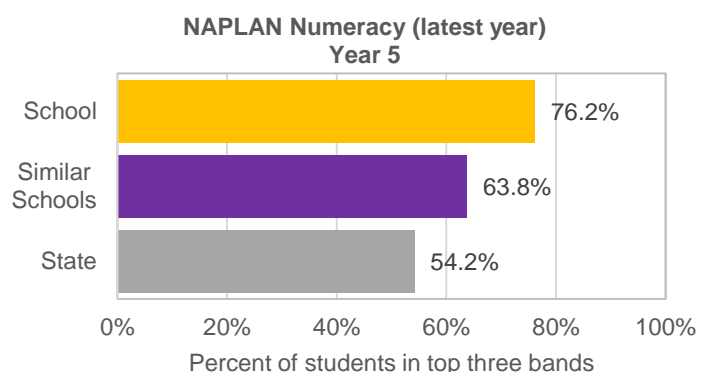
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.0%	73.0%
Similar Schools average:	76.6%	78.6%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.2%	71.8%
Similar Schools average:	63.8%	69.6%
State average:	54.2%	58.8%





## WELLBEING

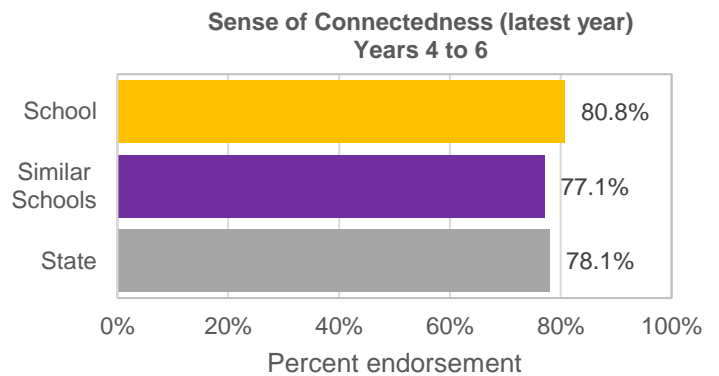
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	80.8%	76.4%
Similar Schools average:	77.1%	77.6%
State average:	78.1%	79.5%

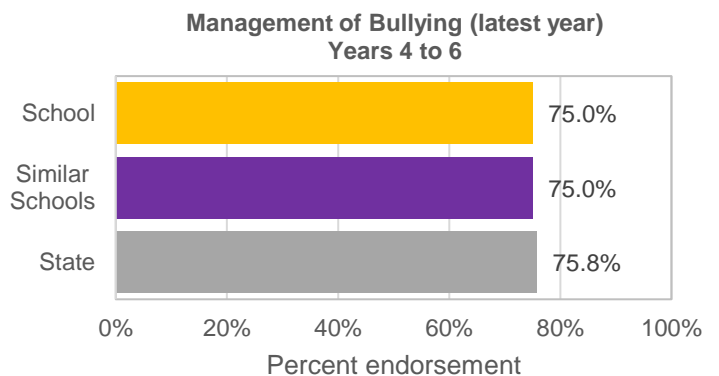


### Student Attitudes to School – Management of Bullying

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:	75.0%	75.5%
Similar Schools average:	75.0%	76.7%
State average:	75.8%	78.3%



## ENGAGEMENT

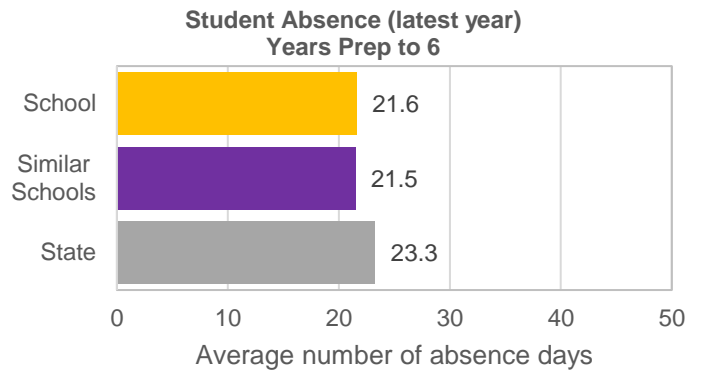
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	21.6	15.6
Similar Schools average:	21.5	14.6
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):	92%	90%	87%	90%	90%	86%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,502,508
Government Provided DET Grants	\$266,639
Government Grants Commonwealth	\$12,658
Government Grants State	\$0
Revenue Other	\$43,846
Locally Raised Funds	\$277,161
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,102,811</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$19,165
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$19,165</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,419,765
Adjustments	\$0
Books & Publications	\$1,438
Camps/Excursions/Activities	\$131,207
Communication Costs	\$5,243
Consumables	\$74,341
Miscellaneous Expense <sup>3</sup>	\$18,244
Professional Development	\$45,241
Equipment/Maintenance/Hire	\$74,938
Property Services	\$25,081
Salaries & Allowances <sup>4</sup>	\$116,746
Support Services	\$106,017
Trading & Fundraising	\$36,143
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$33,210
<b>Total Operating Expenditure</b>	<b>\$3,087,613</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$15,198</b>
<b>Asset Acquisitions</b>	<b>\$34,860</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$21,486
Official Account	\$5,571
Other Accounts	\$10,748
<b>Total Funds Available</b>	<b>\$37,806</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$37,806
Other Recurrent Expenditure	\$224
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	\$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
<b>Total Financial Commitments</b>	<b>\$38,029</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*