

2021 Annual Report to The School Community



School Name: Serpell Primary School (5168)



- 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 2021 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 29 March 2022 at 02:40 PM by Wilma Culton (Principal)

- This 2021 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 29 April 2022 at 09:25 AM by Marjan Hajjari (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, an outline of the school's performance over the year and future directions.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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 is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

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

Serpell Primary has a strong tradition and reputation in the provision of excellence in educational outcomes and the development of students who strive and achieve success in academic, artistic, civic and sporting arenas. Accreditation with The Council of International Schools (CIS) provides recognition that the school meets the standards of world best practice in philosophy, governance, curriculum, staffing, student services, resources and community life. Our Strategic Plan places emphasis on high academic achievement, internationalizing curriculum, development of student agency opportunities and building the highest quality teacher capacity.

The school motto of "Learning, Caring, Sharing" establishes a foundation for the purpose and direction of all school endeavours. Our vision "Empowering learners in a global community through educational excellence and personal growth" further articulates the core business of our teaching and learning programs. Negotiated school values of care, compassion, respect, integrity, responsibility, understanding, fair go, freedom, trustworthiness, honesty, tolerance and inclusion provide a moral compass to guide our work.

We are committed to meeting the current and future needs of our students and in developing global citizenship and international networks. We place strong emphasis on high academic achievement in the context of the development of programs for all children and providing them with opportunities both within and outside the school.

Serpell had an enrolment of 1122 students in 2021, organized in traditional year level groupings with modern teaching facilities supported by an extensive ICT infrastructure. A planned strong International Students program was on hold in 2021, due to the COVID epidemic travel restrictions. The school had 68 equivalent full time (EFT) teaching staff, 3 Principal Class leaders and 7 EFT support staff and the School Staff Survey indicated that 90.9% of staff were positive about the school climate. Serpell has generous sporting and recreational facilities, providing for a challenging all round educational experience for all students.

Serpell PS enjoys positive and productive working relationships with parents and the wider community, with 83.6% of parents indicating satisfaction with the school overall. Special mention needs to be made about the immense support that parents gave to their children and school in this very challenging pandemic time. The digital environment also provided a platform for closer home/school relationships from the perspective of students, parents and staff. The most important element of our relationship in 2021 was trust and good will and the Serpell community excelled in this respect throughout 2021.

Our school is positioned in Templestowe, 15km east of the Melbourne CBD and we recognise and celebrate that we are located on the first nation lands of the Wurundjeri people of the Kulin Nation.

Framework for Improving Student Outcomes (FISO)

In 2021 our school was in a robust situation in terms of organization, team planning, curriculum, and digital capabilities to be able to withstand the challenges of the COVID lockdowns throughout the school year.

We focused on two major initiatives within the FISO umbrella. The first of these was the introduction of the Tutoring Learning Initiative. The school identified its strongest and most experienced literacy teachers to target students who required additional assistance in literacy and numeracy. During the lockdown periods, these teachers were able to have daily contact with targeted students, either at the on-site program or remotely on Webex. Upon the return to school, the tutors identified a wider circle of students who needed "catch-up" support and individual as well as group tutoring was provided. The pandemic also redirected the priorities for the year, with an intense focus on the building of a teaching and learning program on a digital platform. Teacher teams planned the curriculum and delivered it using WebEx, Seesaw and Year level blogs.

The second major FISO initiative was a focus on Healthy and Happy students. Work in this area focused on establishing personal digital daily connections to students during lockdown and focussing on predictable routines on the return to school, ensuring that students were offered a rich and inclusive teaching and learning program. Staff professional learning in understanding the concept of student mental health was a component of our PD program. This FISO initiative was supported by the school nurse, who was able to provide high quality COVID and mental health advice to both the staff and the community.

Achievement

Serpell Primary is very proud of its achievement in student learning and is placed in the top echelons of achievement in all schools in Victoria on a wide range of assessments.

There is very clear alignment between teacher judgements against the Victorian Curriculum Standards and the external Naplan assessment. NAPLAN achievement in the top three bands was very strong as compared with both "similar schools" and the state mean. Year 3 Reading recorded 94.9%, Year 5 Reading 92.7%, Year 3 Numeracy 94.9% and Year 5 Numeracy 93.3%. Data in the 2021 English, Mathematics, Science and Spelling from the International Competitions for Schools (ICAS) demonstrated that the school achieved even more strongly against the state and national norms than previously. The school actively participated in the Victorian High Ability program with many senior students benefiting from the challenge presented.

Accreditation with the Council of International Schools has driven the school improvement model through the attaining of the CIS standards, assessment of classroom teaching practice and professional reflection on both practice and performance. In 2021 we continued with our 5 year plan, providing an annual report to CIS in June.

In 2021 the challenge for students, teachers and parents was to maintain these levels of high learning growth in a year that involved a mix of onsite and remote learning. Serpell was able to provide a certainty of structured learning through the provision of IT devices to students who needed them at home, implementation of the planned learning program through digital platforms and support for parents in home learning. Our existing team structures for planning, professional learning and curriculum delivery underpinned a high quality and consistent remote learning program across all year levels. Assessment against the Victorian Curriculum Standards in Term 4 demonstrated that some students had achieved exceptionally well at home, the majority of students had maintained their learning growth and a very small number of students had fallen behind due to poor attendance online. This will be further addressed in 2022 through the Tutoring Learning Initiative.

Engagement

Student attendance at 96% was higher than the average for Victorian schools, with parents fears about COVID contributing to the absence data. Attention has always been given to informing parents of the relationship between high attendance and high performance, but in 2021, the connection to student attendance was fundamentally linked to parental trust that the school was a safe place for their children. The school shared those legitimate concerns and worked very hard to put effective COVID management strategies and processes into place and to demonstrate the effectiveness of the measures to parents.

The Attitudes to School Survey results were well above the state median in 2021, with 85.7% of students confirming that they feel connected to their school and peers. This demonstrates that students in Years 4, 5 & 6 have a strong sense of connectedness and belonging. It was also pleasing in 2021 to see improvement in results right across the survey, indicating that Serpell students perceptions were above the 75th percentile in almost all variables.

The development of student agency is a strategic priority which the school takes very seriously and students are taught public speaking skills in two languages from the commencement of their schooling. In 2021 this was further enhanced through the teaching of Philosophy throughout the school.

Wellbeing

The school employs a School Chaplain to support the wellbeing of all students and staff. Serpell operates a very successful Prep transition program involving extensive school tours for parents, four student school visits prior to commencement, information evenings and newsletters to parents. Meetings are also held with kindergarten teachers to assist in identifying the individual support required for Prep students and the school acts upon the Transition Statement reports received from kindergartens.

Prep students are connected during the transition program with a Year 5 "Buddy" and this relationship continues throughout the first year of schooling.

The large majority of our exiting Year 6 students traditionally enrol at Doncaster Secondary College, East Doncaster

Secondary College, Box Hill High School, Templestowe College and Balwyn High School. The remainder choose to attend a variety of independent and Catholic schools.

In Term 4 each year, the Year 6 students are involved in intensive programs to support their independence and resilience. This includes a 5 day camp experience, a swimming program and culminates in a formal graduation ceremony, which in 2021 were both conducted in COVID safe conditions. Unfortunately in 2021 we were not able to experience our sister school visit with Suzhou, China. However, we did communicate online and share an environment project.

The Serpell Alumni program, which invites students back for a special afternoon in Term 2 of their first year of secondary schooling, was no able to be held in 2021, but planned catch-up event will be held in 2022.

Finance performance and position

The long term viability of the school to provide for excellence in teaching and resources is a responsibility taken exceptionally seriously by the School Council and school leadership. To that end, provision has continued to be made for the financing of short and long term school improvement projects. The school operated a strong surplus in 2021 to ensure that the provision of major school upgrades in 2022 will be able to be funded appropriately. These include a School Council funded contract for the extension of the existing hall to construct a performing arts space, due for completion in April 2022, and the installation of new carpets in classrooms. Quotations have also been sourced by School Council for the provision of a cover for the external basketball courts and tis work is also expected to be completed in 2022.

Equity funding was used to support students with disabilities, newly arrived students with English as an Additional Language and refugees. Students on the PSD program were effectively supported with individual classroom teacher aide support.

Funds have been preserved for the anticipated after effects of the COVID pandemic, which include staff absences, replacement of teachers on leave, replacement of retiring teachers and fatigue caused by the movement from onsite to remote learning without warning.

For more detailed information regarding our school please visit our website at
www.serpellps.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.

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 1122 students were enrolled at this school in 2021, 550 female and 572 male.

68 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).

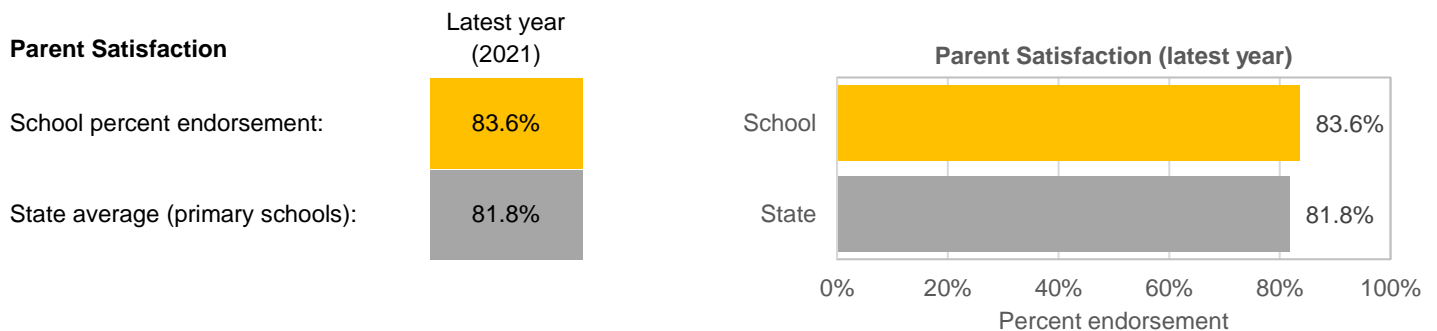
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

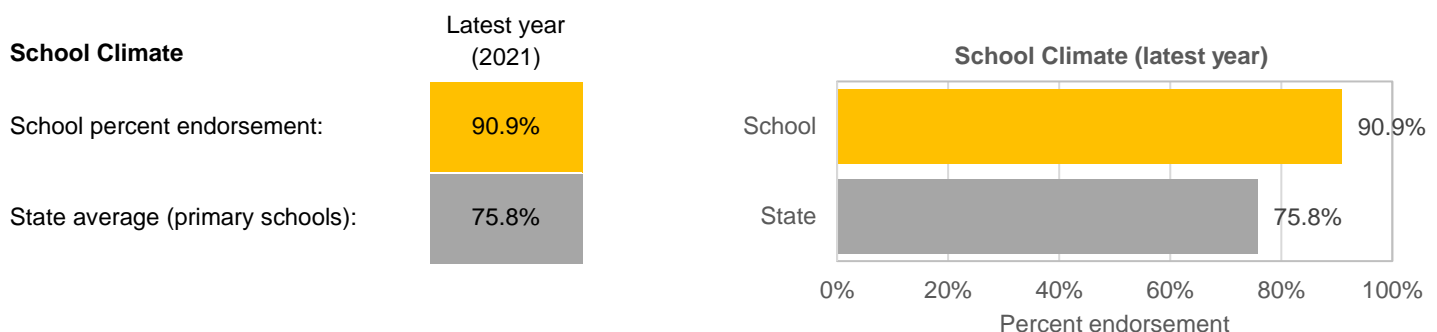


School Staff Survey

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.



ACHIEVEMENT

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
(2021)

School percent of students at or above age expected standards:

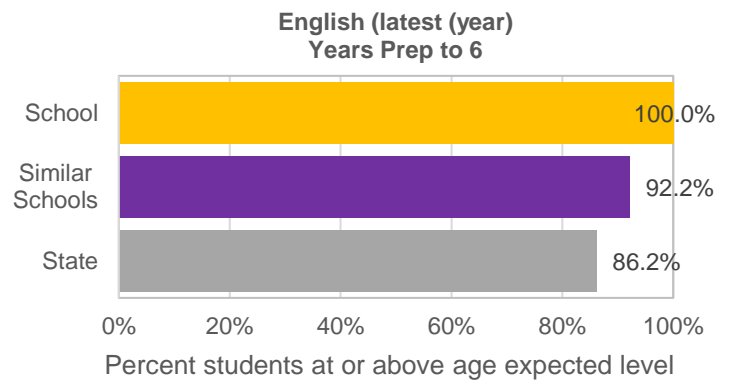
100.0%

Similar Schools average:

92.2%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

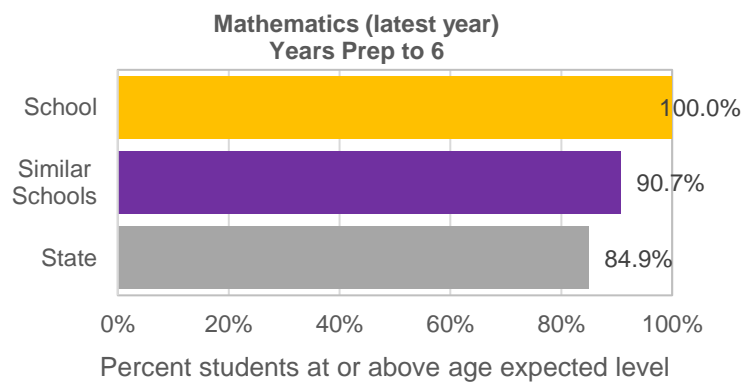
100.0%

Similar Schools average:

90.7%

State average:

84.9%



ACHIEVEMENT (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.

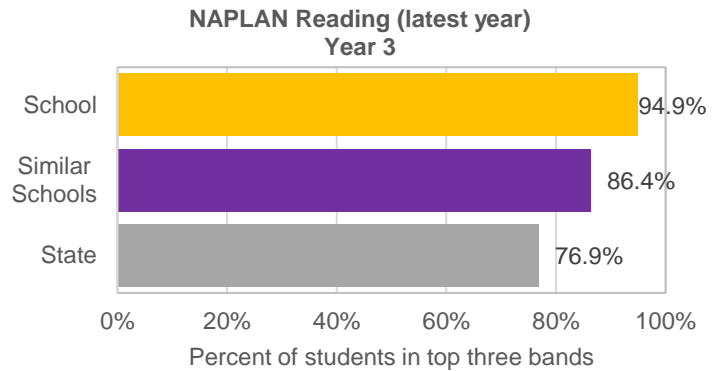
NAPLAN

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 2018, 2019 and 2021 data.

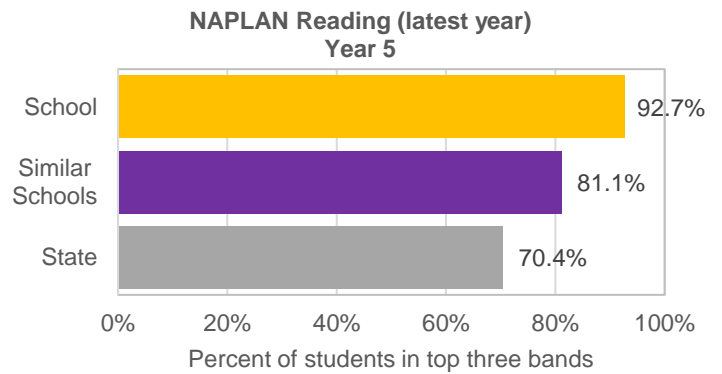
**Reading
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.9%	93.2%
Similar Schools average:	86.4%	86.1%
State average:	76.9%	76.5%



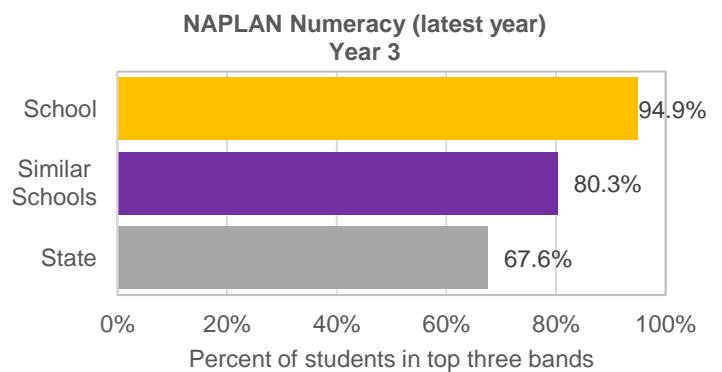
**Reading
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	92.7%	91.7%
Similar Schools average:	81.1%	79.0%
State average:	70.4%	67.7%



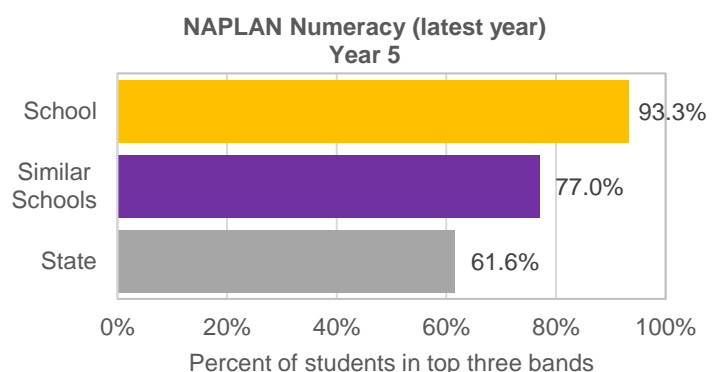
**Numeracy
Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.9%	91.0%
Similar Schools average:	80.3%	80.6%
State average:	67.6%	69.1%



**Numeracy
Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	93.3%	92.1%
Similar Schools average:	77.0%	76.1%
State average:	61.6%	60.0%



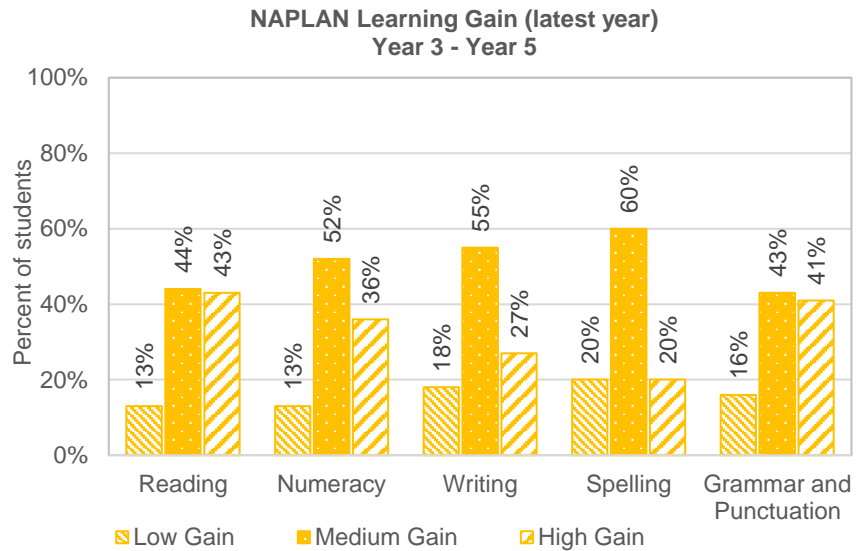
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	13%	44%	43%	30%
Numeracy:	13%	52%	36%	35%
Writing:	18%	55%	27%	35%
Spelling:	20%	60%	20%	33%
Grammar and Punctuation:	16%	43%	41%	37%



ENGAGEMENT

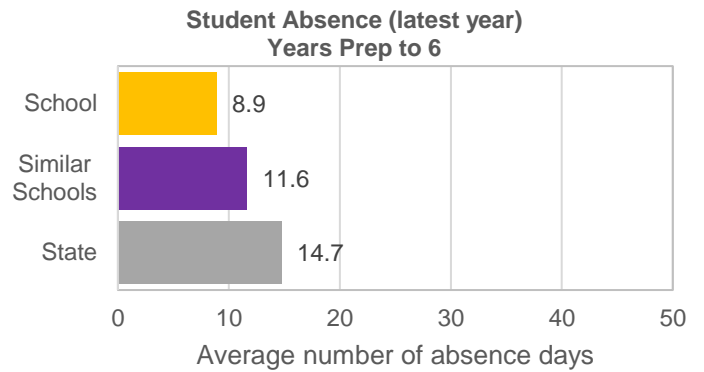
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	8.9	11.4
Similar Schools average:	11.6	13.6
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	95%	95%	96%	95%	96%	96%	96%

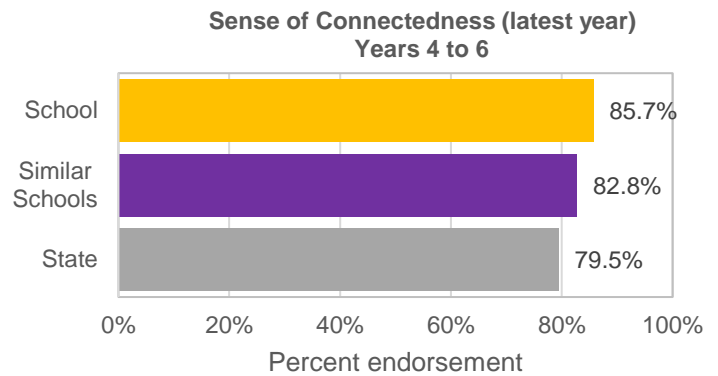
WELLBEING

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 (2021)	4-year average
School percent endorsement:	85.7%	86.5%
Similar Schools average:	82.8%	82.9%
State average:	79.5%	80.4%

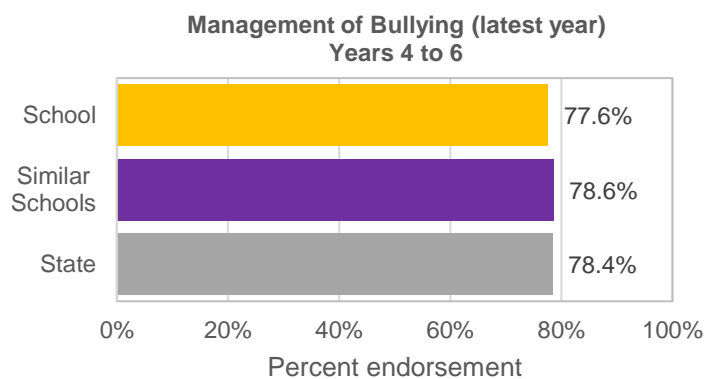


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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 (2021)	4-year average
School percent endorsement:	77.6%	79.1%
Similar Schools average:	78.6%	80.1%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$11,779,115
Government Provided DET Grants	\$1,408,754
Government Grants Commonwealth	\$35,190
Government Grants State	\$0
Revenue Other	\$13,327
Locally Raised Funds	\$680,105
Capital Grants	\$0
Total Operating Revenue	\$13,916,490

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,668
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,668

Expenditure	Actual
Student Resource Package ²	\$8,059,558
Adjustments	\$0
Books & Publications	\$10,028
Camps/Excursions/Activities	\$168,827
Communication Costs	\$5,875
Consumables	\$165,416
Miscellaneous Expense ³	\$693,963
Professional Development	\$14,859
Equipment/Maintenance/Hire	\$127,384
Property Services	\$227,229
Salaries & Allowances ⁴	\$240,499
Support Services	\$62,989
Trading & Fundraising	\$132,720
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$24,860
Total Operating Expenditure	\$9,934,209
Net Operating Surplus/-Deficit	\$3,982,282
Asset Acquisitions	\$114,797

- (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 24 Feb 2022 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 2021

Funds available	Actual
High Yield Investment Account	\$2,037,667
Official Account	\$219,132
Other Accounts	\$0
Total Funds Available	\$2,256,799

Financial Commitments	Actual
Operating Reserve	\$279,293
Other Recurrent Expenditure	\$10,068
Provision Accounts	\$0
Funds Received in Advance	\$195,696
School Based Programs	\$236,340
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$567
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$325,000
Capital - Buildings/Grounds < 12 months	\$1,400,000
Maintenance - Buildings/Grounds < 12 months	\$15,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,461,964

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.