

# 2022 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](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 27 April 2023 at 01:40 PM by Wilma Culton (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 11 May 2023 at 12:48 PM by Marjan Hajjari (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Serpell Primary School (SPS) is a Victorian Government Primary School located in Templestowe, Victoria, Australia and provides education for primary students from Years Prep to 6. It is set on the first nation lands of the Wurundjeri people of the Kulin Nation, 15 kilometres to the east of the Melbourne CBD. The school provides for both the local and international community and is experienced in assisting students to make the smooth transition from international and interstate school systems. SPS opened in 1978 and in 2022 marked forty-four years of excellence in education. Over its history, Serpell has developed a reputation for strong achievement academically, artistically and on the sporting field. The school facility is modern, located in a garden setting, well equipped and includes forty-eight classrooms, a library, two art rooms, hall, gymnasium, staff facilities, oval, basketball courts and playgrounds. A music facility was constructed in 2022, to be opened for the 2023 school year.

The Council of International Schools (CIS) formally accredited the school in February 2009. CIS then led a Five Year Visit in April 2014, a Preparatory Visit in 2017, a Team Visit in 2018 and a Preparatory Visit in 2022..

The school enrolment has continued a consistent pattern of growth to 1165 students in 2022. The residential area surrounding the school has altered dramatically, with many of the traditional one acre blocks subdivided for medium density housing and the Manningham Council zoning open land for high-rise accommodation adjacent to the local Pines shopping complex. This has placed the school into an intensely pressurized enrolment position, so that preference is now given to local enrolment zone residents and the siblings of current students before other students can be considered.

The school is arranged into 48 classes with an average class size of 24 students. The school is horizontally organized in Year levels for classes, leadership and team planning. In 2022 there were 75 EFT staff employed at the school. The leadership team consisted of the Principal, two Assistant Principals, seven Leading Teachers and four Learning Specialists. The school community is very multicultural, with 70.4% of students speaking English as an additional language. The recorded parent places of birth include China 41%, Australia 13%, Hong Kong 7.7%, Malaysia 6.3%, India 5.7%, Iran 4.3%, Sri Lanka 2.2%, Singapore 1.8% and Vietnam 1.6%. There were 51 non- Australian citizens enrolled and the School offers places to international students, who are full fee paying through the Department of Education and Training (DET) International Division.

The Student Family Occupation (SFO) Index is 0.2150 and the School Family Occupation Education (SFOE) Index is 0.1318. The trend is that families are becoming employed in higher income areas and they are increasingly highly educated. This places the school in the highest socio economic category in the DET funding model. Additional funding to support students who have English as an Additional Language (EAL), students with disabilities and refugee students is provided by the DET. In 2022 additional targeted funding has been provided for tutoring of students who have been disadvantaged by remote learning.

The culture of growth and ongoing improvement embedded in the Guiding Statements also defines and typifies the professional learning culture. Staffing at the school is very stable, with vacancies largely due increased enrolments, family leave, long service leave and promotion to other school leadership positions.

The school is registered by the Victorian Department of Education and Training and the Victorian Registration and Qualifications Authority. It follows the Victorian Curriculum. Student achievement continues a pattern of consistent high achievement, with Naplan demonstrating above mean performance for both state and "like Schools" in all subjects and at all levels. The Victorian Teaching and Learning Model was selected to drive effective and consistent teaching and learning practice across the school

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

### Learning

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

In the 2022 external Naplan assessment, for example, in Year 3, 92% of students achieved in the top two bands for Reading and 85% in Mathematics. In Year 5, the score was 81% for Reading and 79% in Mathematics. In Writing, the results were 91% in the top two bands in Year 3 and 69% in Year 5. The 2022 Reading results were a positive reflection of our strategic focus on the teaching of Reading in the life of the current strategic plan and the combination of ongoing professional learning for the staff and the investment of more than \$150,000 in reading resources. .

Our future directions relate to further work in the area of Writing from Prep to Year 6 and the DET focus for numeracy and student wellbeing. The school approach to well-being and engagement in 2022 was to work to establish normal routines and relationships as

quickly as possible in order to maximise continuity in learning and attitudes of belonging and inclusion. A sense of calm, predictability and clear organisation provided for a focus on teaching and learning. This resulted in students in Years 4 - 6 expressing a 96% positive response to high expectations for success, a 90% agreement to a sense of inclusion and a 91% positive attitude to attendance. School programs in leadership and responsibility through the Junior School Council provide students with pathways to develop leadership and student voice capabilities.

## Wellbeing

Student attendance at 92% was higher than the average for Victorian schools, with mandated COVID infection exclusion contributing considerably to the absence data. Attention has been given to informing parents of the relationship between high attendance and high performance. An important feature underpinning this success was strict attention to COVID prevention strategies including hand sanitising, air purifiers in all spaces, mask wearing and distancing. This kept our students in good health and contributed to our positive attendance data.

The Attitudes to School Survey results were well above the "similar school" and the state median in 2022, with 85% 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 2022 to see positive results right across the survey, indicating that Serpell student perceptions were above the 75th percentile in almost all variables.

The development of student agency and leadership 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 2022 this was further enhanced through the teaching of Philosophy throughout the school.

A school nurse and a school wellbeing officer are employed to ensure that the health and emotional needs of the students are met and that positive attitudes are developed across the school. The Department of Education and Training has a priority in Student Wellbeing for 2023 to address issues arising from the pandemic. Serpell will follow this lead in further through our Annual Implementation Plan by developing our strengths in intercultural capabilities and personal resilience.

## Engagement

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, 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 attendance at Young Leaders Day for the school captains, a 5 day camp experience, international sister school exchange to Suzhou China, a sporting and swimming program and culminates in a formal graduation ceremony.

Serpell has also commenced an Alumni program, which invites students back for a special afternoon in Term 2 of their first year of secondary school.

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## Other highlights from the school year

In 2022 the school offered camping programs for all students from Years 3 to 6. This was of particular importance since students had missed out on this experience during the remote learning periods of the previous two years. A focus on independence, challenge, co-operation and outdoor education resulted in the consolidation of social relationships and the exhilaration of learning about the environment with friends. Swimming programs were also offered in the second half of the year to most year levels and planning for 2023 involves ensuring that all students have access to swimming education. In the sporting arena, Serpell had a particularly strong year of achievement, winning ten district championships in girls T-ball, mixed rounders, mixed T-ball, soccer, girls volleyball, bat tennis, hot shots basketball, boys basketball and netball. Three students were awarded state-wide "Blue Awards" in diving, basketball and badminton. The school participated in the performing arts program, Wakakirri, and won through to the state final showcase. Community participation projects included public speaking and fund raising by the Junior School Council for local

charities and initiatives. Extension programs included the Science Talent Search, the Victorian High Abilities program, the Australian Maths Competition and the suite of International Competition for Australian Schools (ICASA) challenges.

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## Financial performance

Serpell PS continues to operate in a very strong and secure financial position, allowing for the school to plan for and meet both the short term and long term needs of the school. School Council has several contracts for the improvement of facilities. In 2022 a new Music facility has been completed and final plans are in place for the tendering for the construction of an all-weather cover over the basketball court in 2023, as well as shade covering in the junior school.

The majority of school funds are provided through the Student Resource Package, with parent voluntary contributions further supporting student requisites and classroom materials. Equity funding within the SRP has targeted refugee, EAL and students with learning additional needs. The school also provides for a Student Welfare officer through the National Student Wellbeing Program.

**For more detailed information regarding our school please visit our website at  
[www.serpell.ps@education.vic.gov.au](mailto:www.serpell.ps@education.vic.gov.au)**

# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 1165 students were enrolled at this school in 2022, 562 female and 603 male.

71 percent of students had English as an additional language and 0 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).

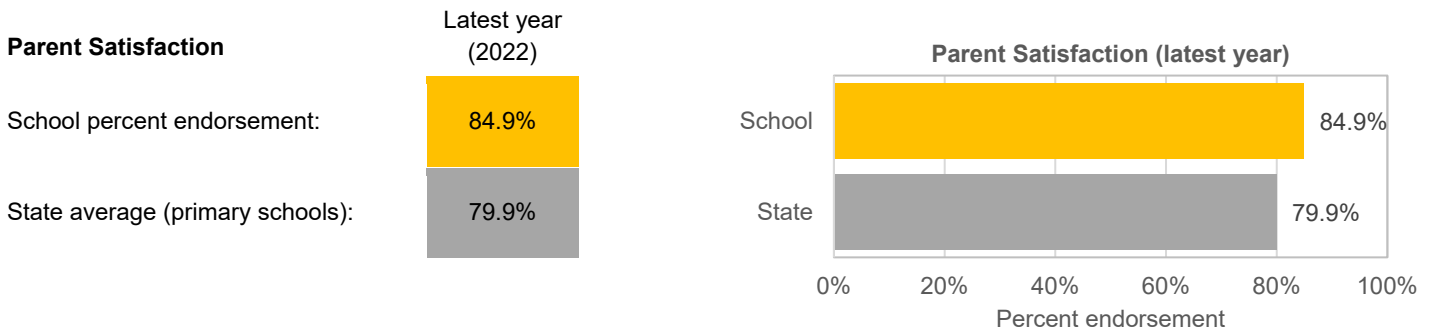
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

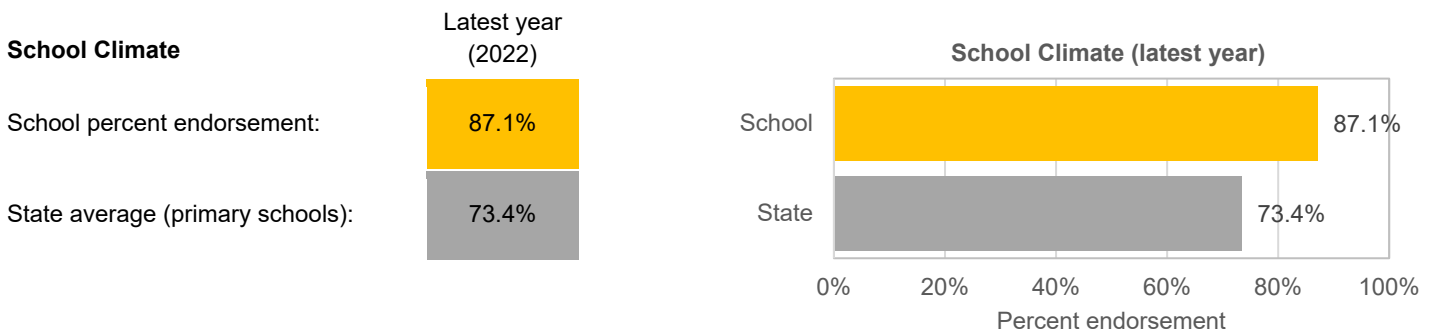


### School Staff Survey

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:

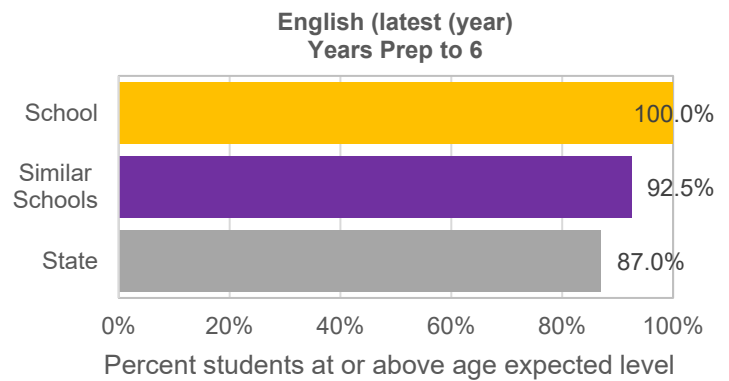
100.0%

Similar Schools average:

92.5%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

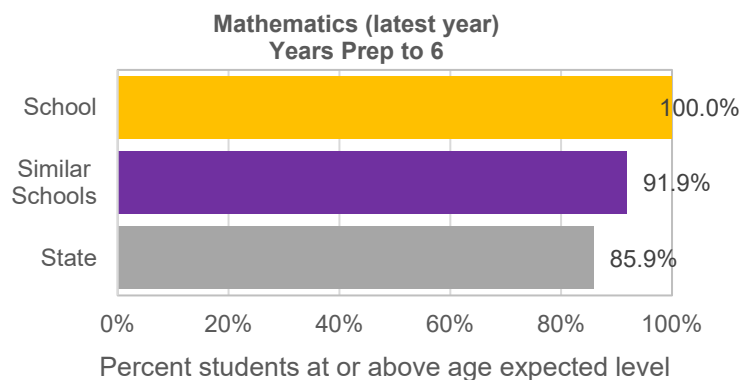
100.0%

Similar Schools average:

91.9%

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.

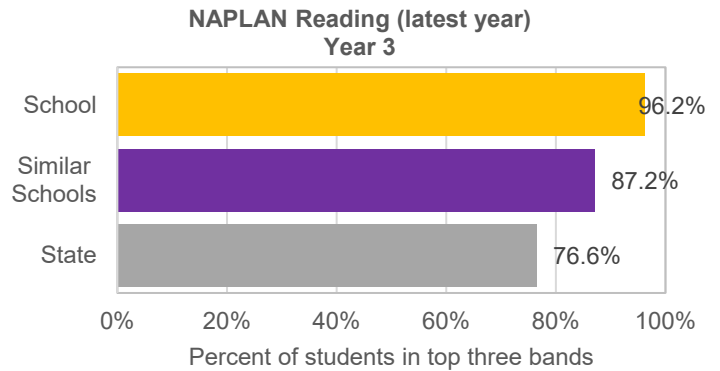
### NAPLAN

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.

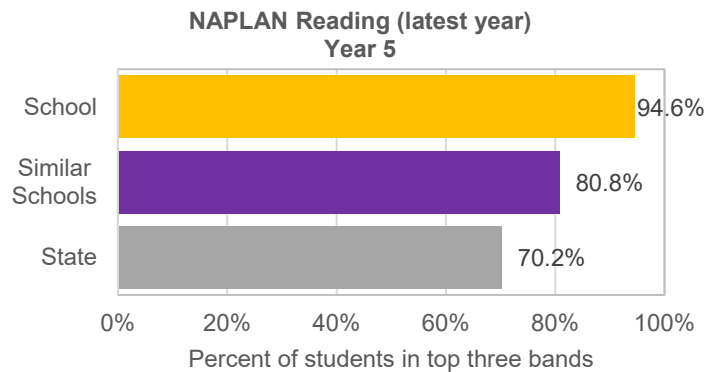
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.2%	95.2%
Similar Schools average:	87.2%	86.4%
State average:	76.6%	76.6%



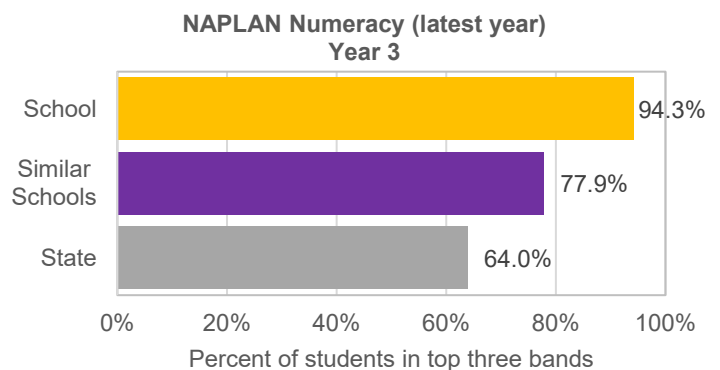
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.6%	92.9%
Similar Schools average:	80.8%	80.5%
State average:	70.2%	69.5%



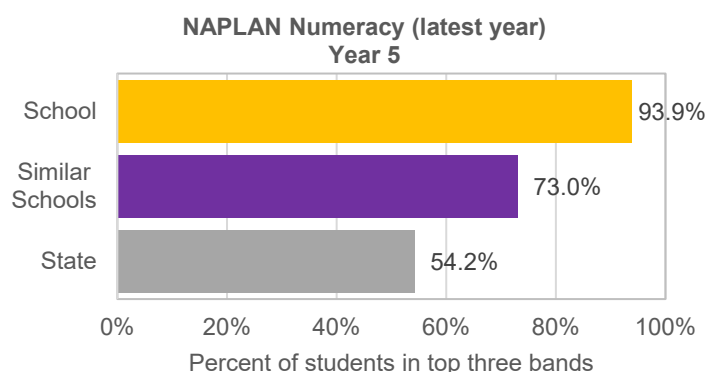
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.3%	92.8%
Similar Schools average:	77.9%	79.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	93.9%	93.2%
Similar Schools average:	73.0%	75.5%
State average:	54.2%	58.8%



## WELLBEING

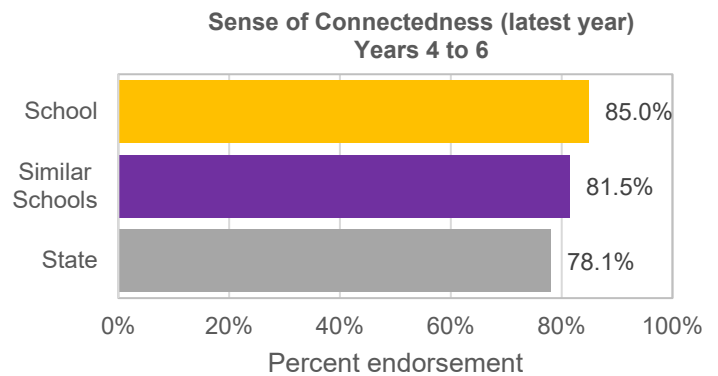
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	85.0%	85.5%
Similar Schools average:	81.5%	83.0%
State average:	78.1%	79.5%

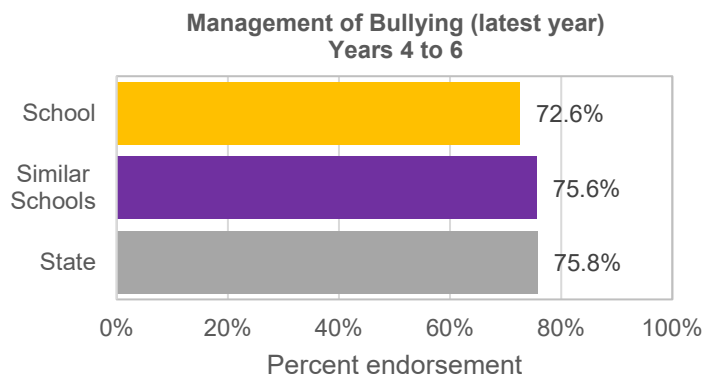


### Student Attitudes to School – Management of Bullying

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:	72.6%	76.3%
Similar Schools average:	75.6%	78.9%
State average:	75.8%	78.3%



## ENGAGEMENT

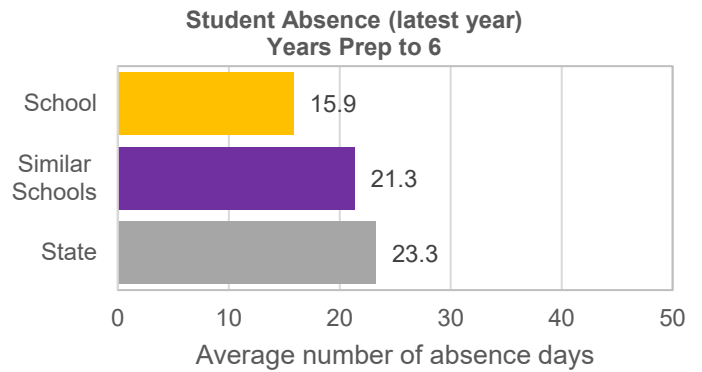
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	15.9	12.2
Similar Schools average:	21.3	15.6
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%	91%	92%	92%	92%	93%	92%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$13,287,110
Government Provided DET Grants	\$925,731
Government Grants Commonwealth	\$20,551
Government Grants State	\$0
Revenue Other	\$57,078
Locally Raised Funds	\$879,943
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$15,170,414</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,530
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,530</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$8,260,119
Adjustments	\$0
Books & Publications	\$8,535
Camps/Excursions/Activities	\$365,919
Communication Costs	\$4,755
Consumables	\$188,110
Miscellaneous Expense <sup>3</sup>	\$34,065
Professional Development	\$52,781
Equipment/Maintenance/Hire	\$242,715
Property Services	\$243,084
Salaries & Allowances <sup>4</sup>	\$465,752
Support Services	\$92,516
Trading & Fundraising	\$156,825
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$131
Utilities	\$85,864
<b>Total Operating Expenditure</b>	<b>\$10,201,171</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$4,969,242</b>
<b>Asset Acquisitions</b>	<b>\$76,622</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	\$1,666,446
Official Account	\$408,393
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$2,074,839</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$289,947
Other Recurrent Expenditure	\$447
Provision Accounts	\$0
Funds Received in Advance	\$160,006
School Based Programs	\$206,820
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,847
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$310,000
Capital - Buildings/Grounds < 12 months	\$830,000
Maintenance - Buildings/Grounds < 12 months	\$189,978
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,017,045</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.*