

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 08 March 2024 at 12:08 PM by Wilma Culton (Principal)

- This 2023 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 26 April 2024 at 11:43 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 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

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 kilometers 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 2023 marked forty-five 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, and 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 next Visit is planned for May 2024.

The school enrolment has continued a consistent pattern of growth to 1205 students in 2023. 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 2023 there were 75 EFT staff employed at the school. The leadership team consisted of the Principal, three 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, Australia, Hong Kong, Iran, Malaysia, India, Sri Lanka, Pakistan and Vietnam. There were 50 Temporary Residents enrolled and the school offers 20 places to international students, who are full fee paying through the Department of Education and Training (DET) International Division. The enrolment includes a small number of indigenous and refugee students as well as several students on the disabilities program.

The Student Family Occupation (SFO) Index is 0.2149 and the School Family Occupation Education (SFOE) Index is 0.1286. 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 2023 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.

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 2023 external Naplan assessment, for example, in Year 3, 92.7% of students achieved Strong or Exceeding for Reading and 93.9% in Mathematics. In Year 5, the score was 93.8% for Reading and 90.4% in Mathematics. The 2023 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 implementation of the Teaching English as a Second Language in the Mainstream Classroom. The achievement of students with English as their additional language in 2023 matched or exceeded the English speaking cohort.

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 2023 was to work to establish normal routines and relationships as quickly as possible in order to maximize continuity in learning and attitudes of belonging and inclusion. A sense of calm, predictability and clear organization 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 93% agreement to a sense of inclusion and a 93% 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 COVID infection exclusion still 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 sanitizing, air purifiers in all spaces, mask wearing and distancing. This kept our students in good health and contributed to our positive attendance data. There was also an increase in family holidays overseas, with the end of COVID travel restrictions.

The Attitudes to School Survey results were well above the "similar school" and the state median in 2023, with 90.1% 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 2023 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 2023 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, Inclusion and Mental Health for 2024 to address issues still arising from the pandemic. Serpell will follow this lead 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 enroll 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. Access for students to local secondary colleges is tightly controlled by DET enrolment zones.

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, a sporting and swimming program and culminates in a formal graduation ceremony.

Serpell has also commenced an Alumni program, which invites students from Years 7 and 8 back for a special afternoon in Term 2 of their first and second year of secondary school.

Other highlights from the school year

In 2023 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 in previous 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 to all year levels and planning for 2024 involves ensuring that all students have access to swimming education. In the sporting arena, Serpell had a particularly strong year of achievement, winning state championship in basketball and several district championships. **A Year 6 student was awarded state-wide "Blue Awards"**

in basketball and a teacher won the Community Contribution Award for her 40 years of supporting students in achieving sporting excellence.

The school participated in the performing arts program, Wakakirri, and won through to the regional final showcase.

Our Robotics Team won the state final, and our Aerobics Team won the National title in a playoff on the Gold Coast.

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.

Financial performance

Serpell PS continued 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 2023 a new all-weather cover over the basketball court was erected at a cost of \$800,000 and a shade covering was constructed 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. Serpell has contracts with Camp Australia for the provision of out of hours care and Canteen Management Services for the tuck-shop management.

For more detailed information regarding our school please visit our website at
<https://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 1201 students were enrolled at this school in 2023, 569 female and 632 male.

70 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).

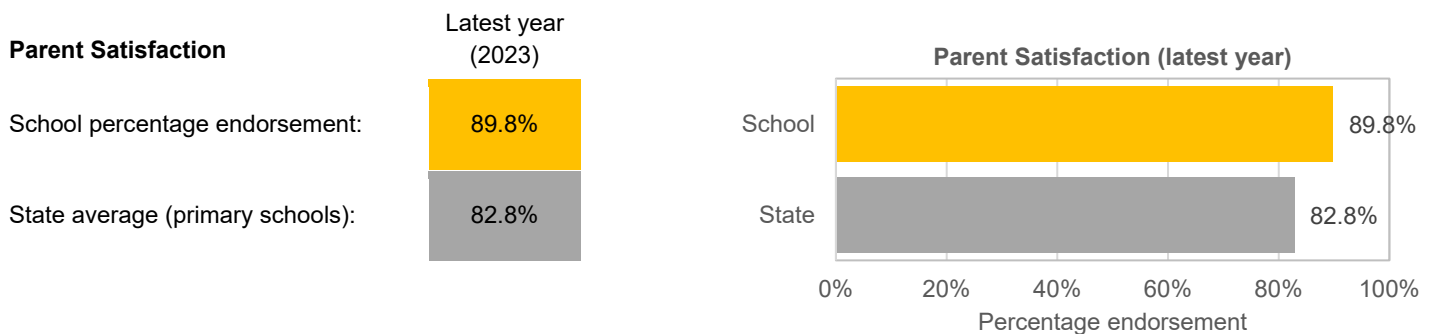
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

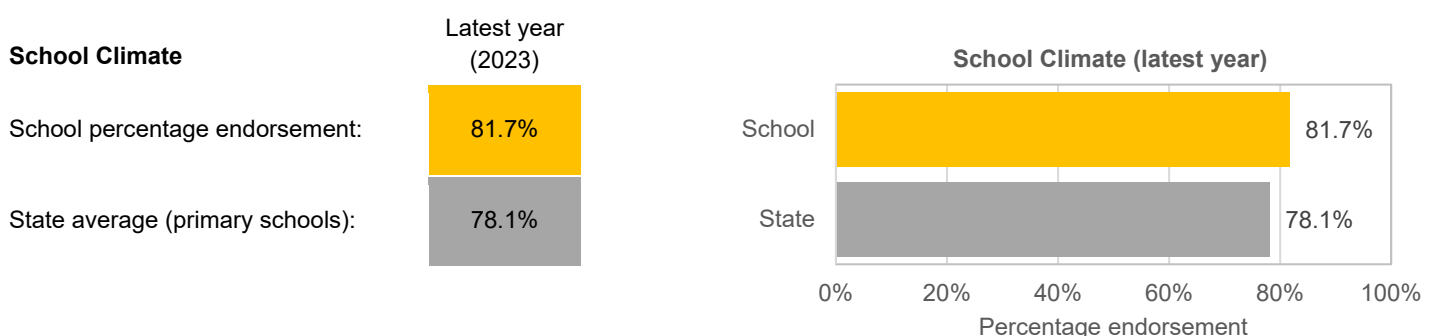


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

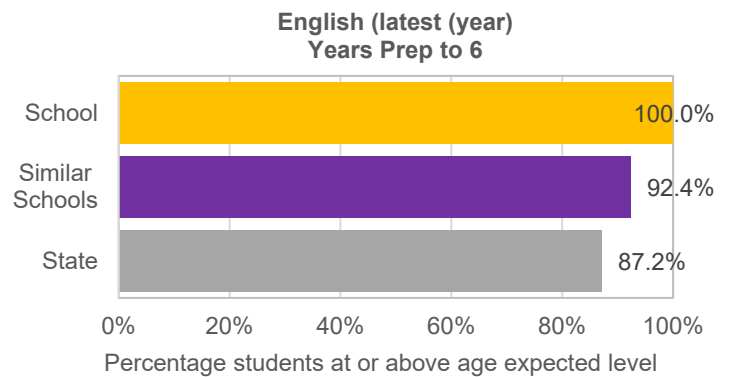
100.0%

Similar Schools average:

92.4%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

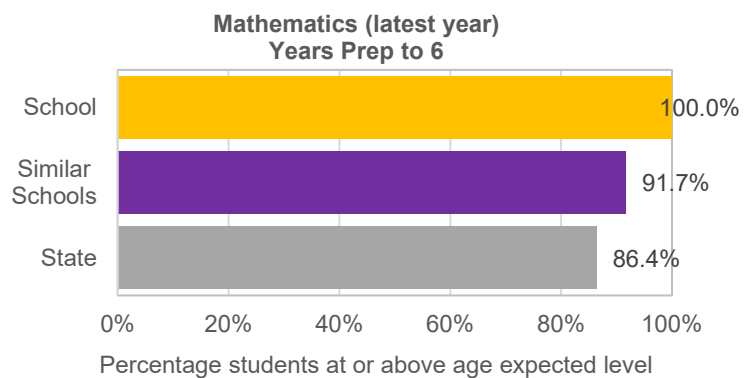
100.0%

Similar Schools average:

91.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

**Reading
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

92.7%

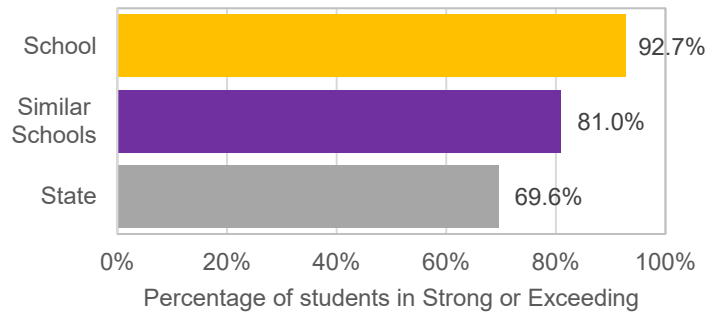
Similar Schools average:

81.0%

State average:

69.6%

**NAPLAN Reading (latest year)
Year 3**



**Reading
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.8%

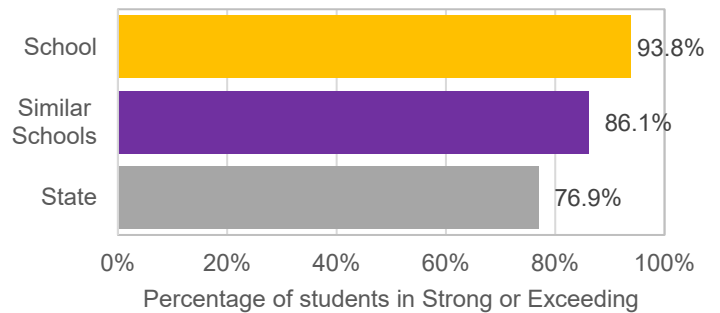
Similar Schools average:

86.1%

State average:

76.9%

**NAPLAN Reading (latest year)
Year 5**



**Numeracy
Year 3**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

93.9%

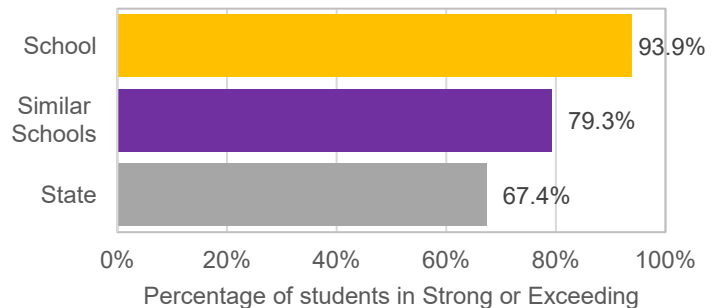
Similar Schools average:

79.3%

State average:

67.4%

**NAPLAN Numeracy (latest year)
Year 3**



**Numeracy
Year 5**

Latest year
(2023)

School percentage of students in Strong or Exceeding:

90.4%

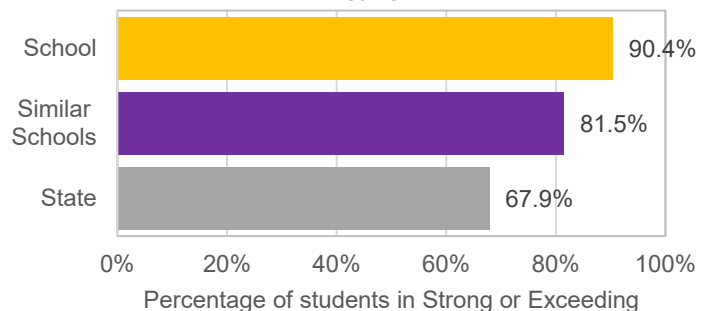
Similar Schools average:

81.5%

State average:

67.9%

**NAPLAN Numeracy (latest year)
Year 5**



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 2022

Percentage of students in the top three bands of testing in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

96.2%

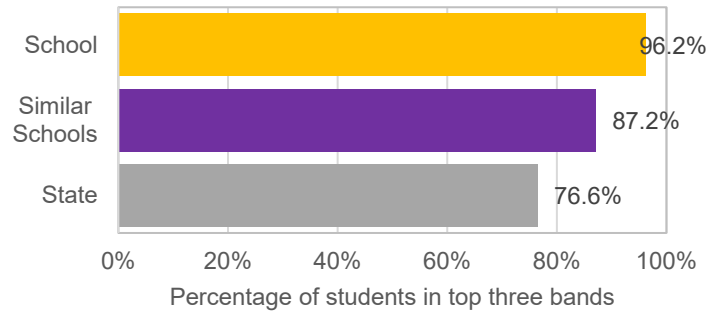
Similar Schools average:

87.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

94.6%

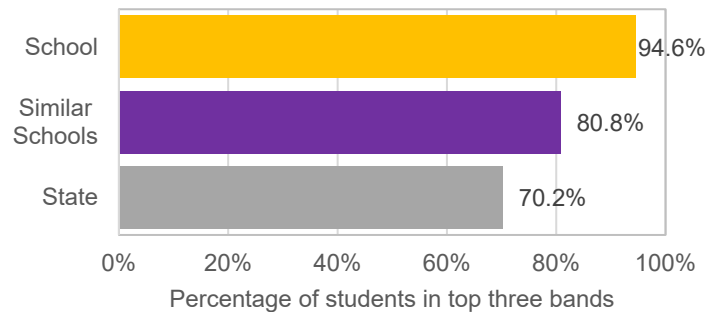
Similar Schools average:

80.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

94.3%

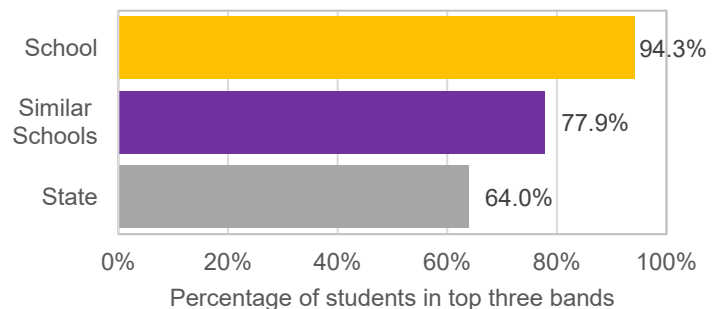
Similar Schools average:

77.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

93.9%

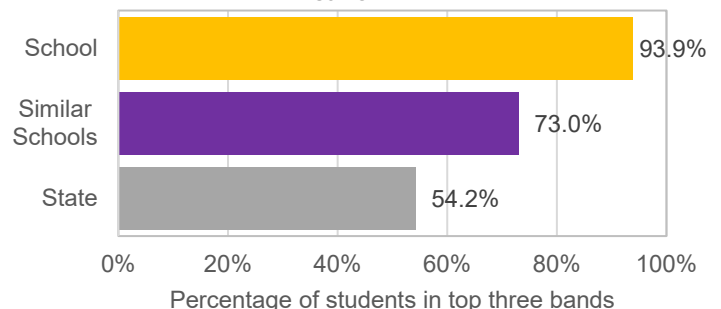
Similar Schools average:

73.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

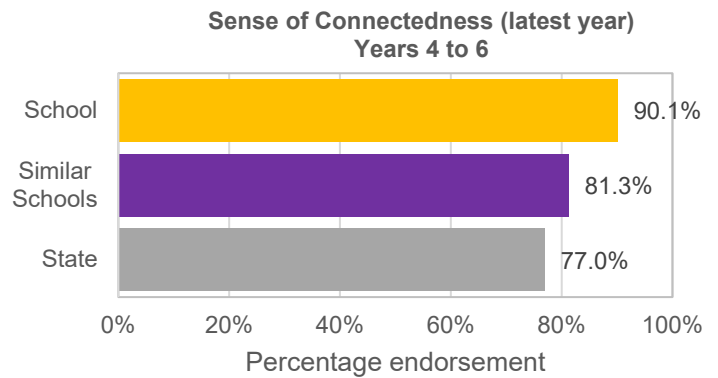
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	90.1%	87.0%
Similar Schools average:	81.3%	82.3%
State average:	77.0%	78.5%

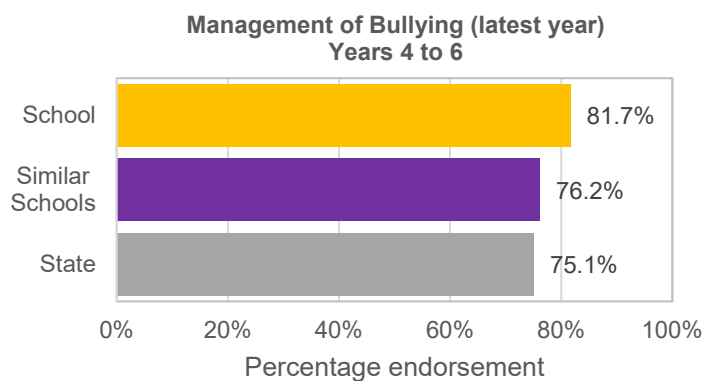


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	81.7%	77.4%
Similar Schools average:	76.2%	77.4%
State average:	75.1%	76.9%



ENGAGEMENT

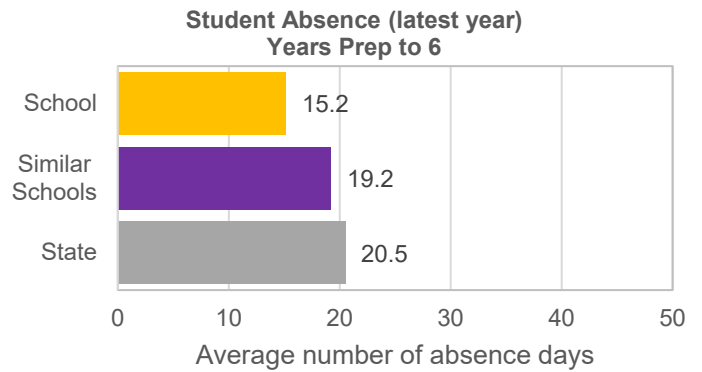
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	15.2	12.8
Similar Schools average:	19.2	16.5
State average:	20.5	18.1



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 (2023):	93%	91%	92%	93%	93%	92%	92%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$14,385,859
Government Provided DET Grants	\$1,964,584
Government Grants Commonwealth	\$28,873
Government Grants State	\$0
Revenue Other	\$77,541
Locally Raised Funds	\$802,690
Capital Grants	\$0
Total Operating Revenue	\$17,259,547

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,586
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,586

Expenditure	Actual
Student Resource Package ²	\$8,931,791
Adjustments	\$0
Books & Publications	\$11,623
Camps/Excursions/Activities	\$487,695
Communication Costs	\$13,119
Consumables	\$284,330
Miscellaneous Expense ³	\$39,093
Professional Development	\$77,418
Equipment/Maintenance/Hire	\$160,990
Property Services	\$182,767
Salaries & Allowances ⁴	\$571,357
Support Services	\$100,370
Trading & Fundraising	\$147,171
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$1,750
Utilities	\$89,631
Total Operating Expenditure	\$11,099,104
Net Operating Surplus/-Deficit	\$6,160,443
Asset Acquisitions	\$912,105

- (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 17 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$1,775,695
Official Account	\$72,296
Other Accounts	\$0
Total Funds Available	\$1,847,991

Financial Commitments	Actual
Operating Reserve	\$336,559
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$6,811
School Based Programs	\$151,340
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$29,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$112,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$390,500
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,026,210

All funds received from the Department of Education, 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.