

2024 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 25 March 2025 at 10:12 AM by Wilma Culton (Principal)

- As executive officer of the school council, I attest that this 2024 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 25 March 2025 at 10:12 AM by Wilma Culton (Principal)

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 2024 Annual Report

Reporting on the following measures has been updated in the 2024 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 NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note 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, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

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 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 2024 marked forty-six 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, music room, staff facilities, oval, basketball courts and playgrounds. 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. A full Team Visit was held in May 2024 and resulted in Serpell being once again fully reaccredited for the next 5 years.

The school enrolment has continued a consistent and stable pattern with 1233 students in 2024. 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. 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.

The school is arranged into 47 classes with an average class size of 25 students. The school is horizontally organized in Year levels for classes, leadership and team planning. In 2024 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 71% of students speaking a language other than English at home. 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 0.2055 and the School Family Occupation Education (SFOE) Index is 0.1218. 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. In 2024 additional targeted funding has been provided for tutoring of students who require additional support.

The culture of growth and ongoing improvement defines and typifies the professional learning culture. Staffing at the school is very stable, with vacancies largely due to family leave, long service leave and promotion.

The school is registered by the Victorian Department of Education and Training and the Victorian Registration and Qualifications Authority and 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.

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 2024 external Naplan assessment, for example, in Year 3, 95% of students achieved Strong or Exceeding for Reading and 96% in Mathematics. In Year 5, the score was 97% for Reading and 96% in Mathematics. The 2024 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 2024 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 2024 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 97% 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

The Attitudes to School Survey results were well above the "similar school" and the state median in 2024, 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 2024 to see positive results right across the survey, indicating that Serpell student perceptions were strong 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 2024 this was further enhanced through the teaching of Philosophy throughout the school and the building of new units of work related to community issues for 2025.

A school nurse and a school wellbeing officer were employed to ensure that the health and emotional needs of the students are monitored and 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 to address student engagement and learning. Serpell will continue to

follow this lead further through our Annual Implementation Plan by developing our strengths in intercultural capabilities and personal resilience. Our school will also be included in the DET Disability Inclusion program for 2025 and this year we have prepared for the transition thorough leadership training, employment of staff and visiting schools in other regions to observe the process.

Engagement

Student attendance at 92% was higher than the average for Victorian schools. Attention has been given to informing parents of the relationship between high attendance and high performance. There was however, an increase in family holidays overseas this year, with the end of COVID travel restrictions. Engagement in learning is underpinned at all years levels through differentiated instruction, explicit teaching, inquiry and problem solving and positive interpersonal relationships. Transition into and from the school are cornerstones of school success. 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 East Secondary College, 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 2024 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 2025 involves ensuring that all students have access to swimming education. In September our school had an exchange with China through the Jiangsu-Victorian Centre, with 50 students and 8 teachers spending fourteen days in China, visiting Beijing, our sister school in Suzhou, and Shanghai. The school performed in the national arts event, Wakakirri and was selected to present in the state-wide showcase. In the sporting arena, Serpell girls had a particularly strong year of achievement, winning district championships in volleyball,

cricket, soccer, softball and hot shots. Many students progressed to district, regional and state wide competition in swimming, diving, athletics, cross-county and team sports. However, it was in the field of eSports that our students showed talent and expertise in 20th century skills winning state titles in the Blockbuster Tennis Challenge, Quantum 3D Printing Car Challenge, and the state "Simple Simon Soccer" Lego Robotics.. 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 Competitions 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. The majority of school funds are provided through the Student Resource Package, with parent voluntary contributions further supporting student requisites, digital platforms and devices and classroom materials. Equity funding within the SRP has targeted tutoring support in English and Mathematics for 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
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 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 1,195 students were enrolled at this school in 2024, 569 female and 626 male.

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

Overall Socio-Economic Profile

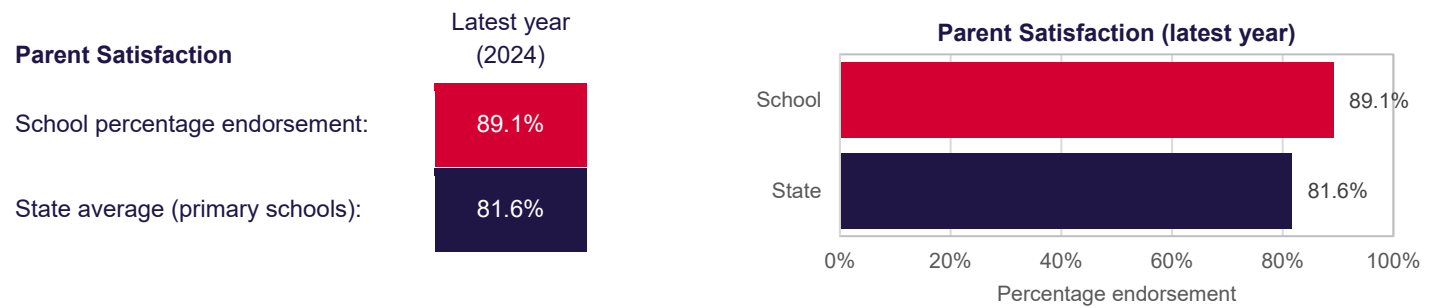
The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible 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.

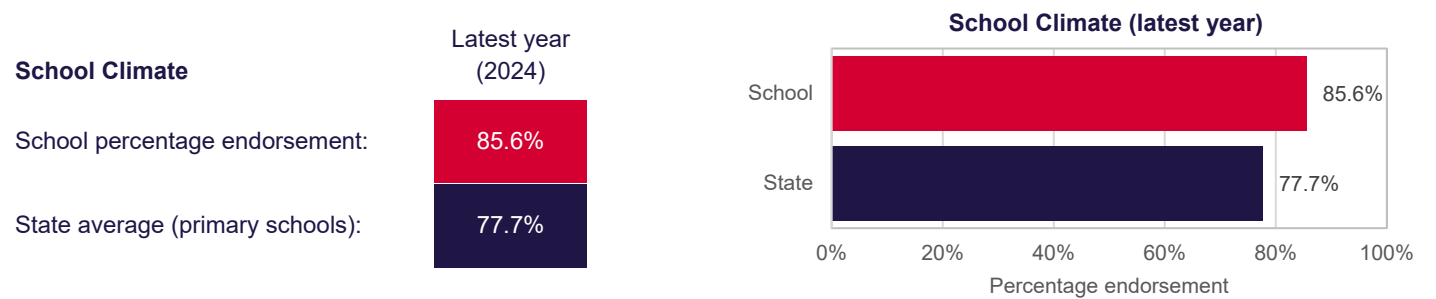


School Staff Survey

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.

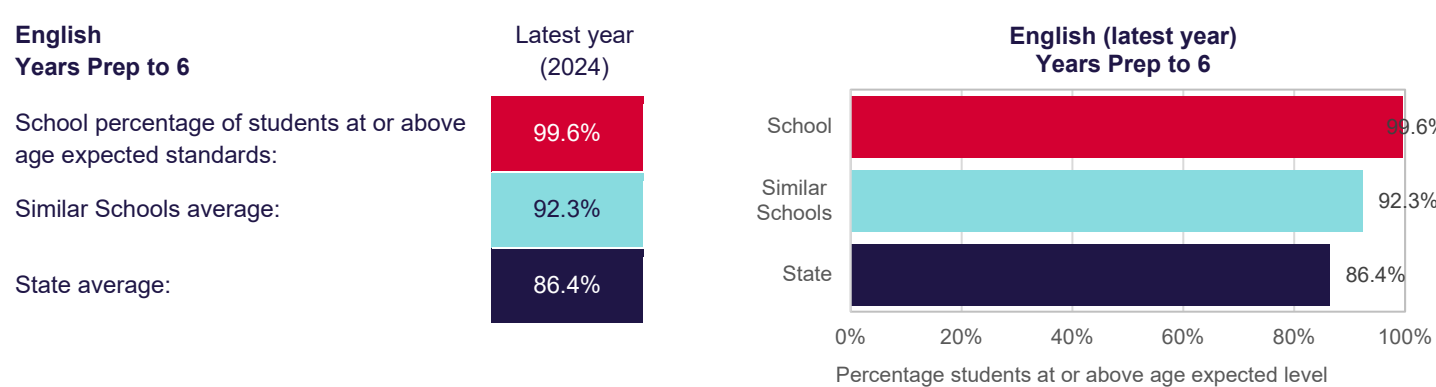


LEARNING

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.



Mathematics
Years Prep to 6

Latest year
(2024)

School percentage of students at or above
age expected standards:

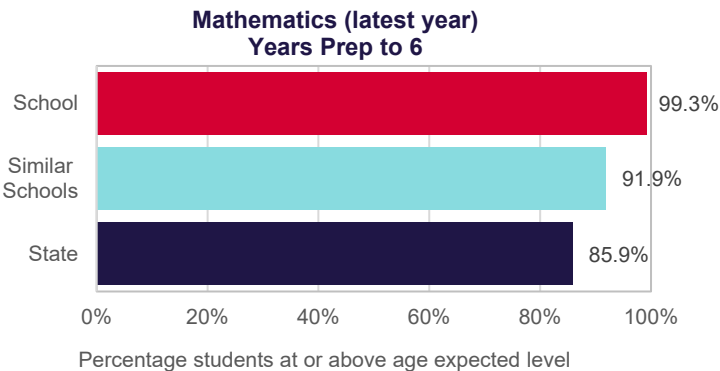
99.3%

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.

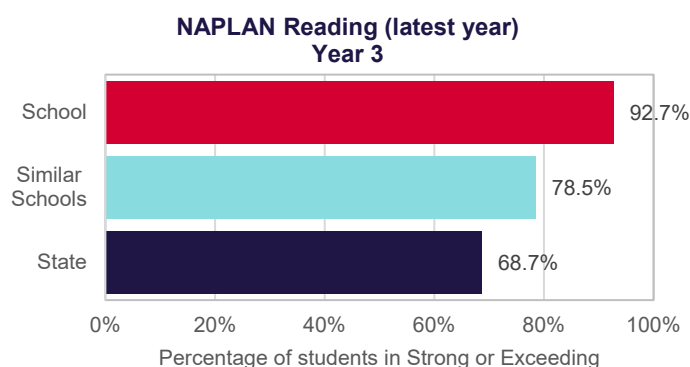
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

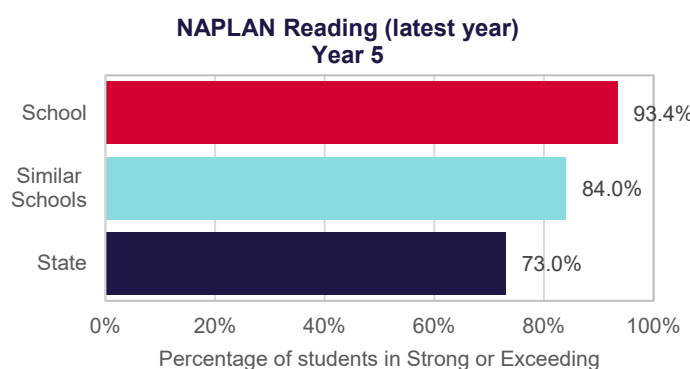
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.7%	92.7%
Similar Schools average:	78.5%	79.7%
State average:	68.7%	69.2%



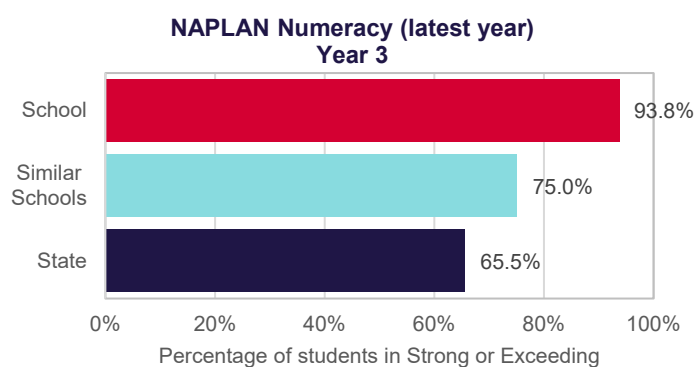
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.4%	93.6%
Similar Schools average:	84.0%	85.0%
State average:	73.0%	75.0%



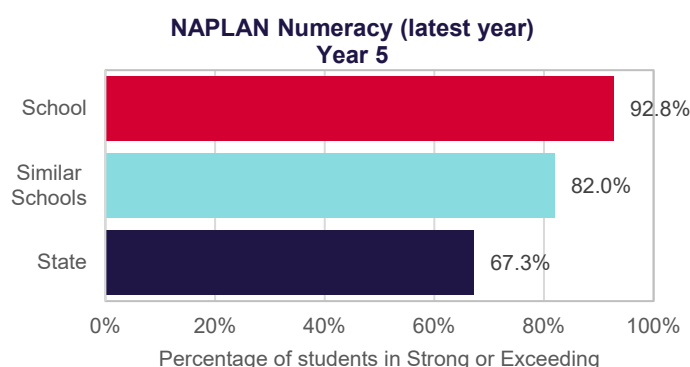
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	93.8%	93.8%
Similar Schools average:	75.0%	77.3%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	92.8%	91.5%
Similar Schools average:	82.0%	81.9%
State average:	67.3%	67.6%



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.

Reading Year 3

(2022)

School percentage of students in the top three bands:

96.2%

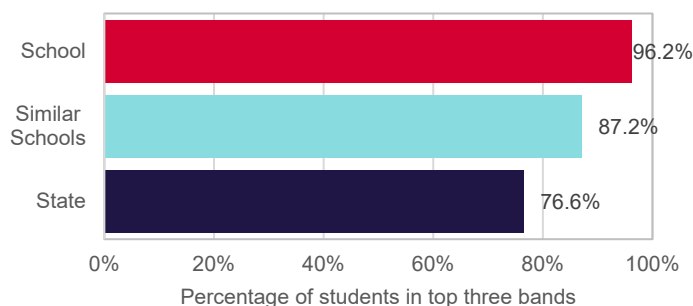
Similar Schools average:

87.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

94.6%

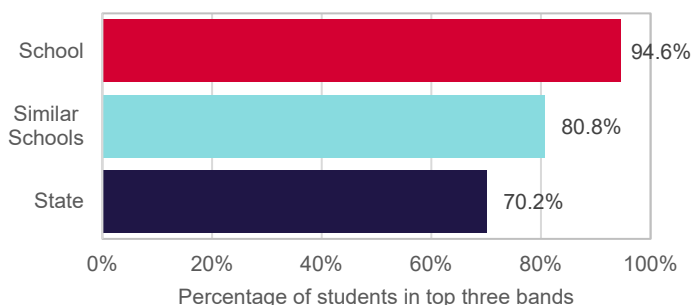
Similar Schools average:

80.8%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

94.3%

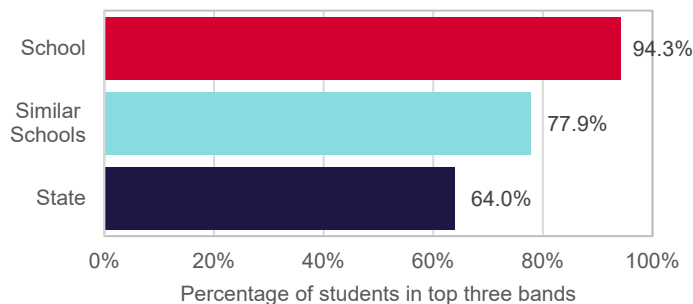
Similar Schools average:

77.9%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

93.9%

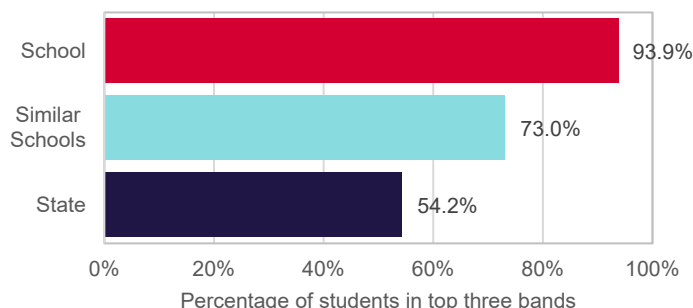
Similar Schools average:

73.0%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

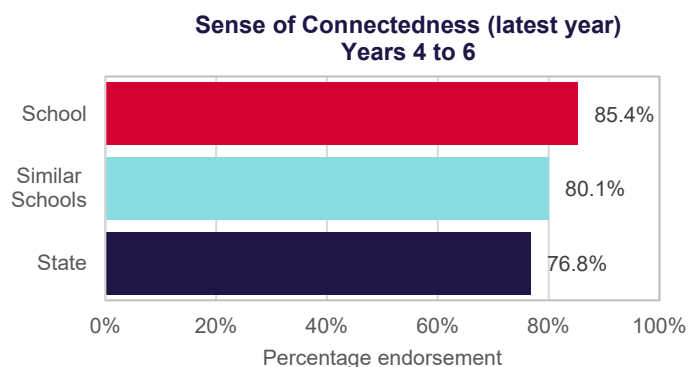
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2024)	4-year average
School percentage endorsement:	85.4%	86.6%
Similar Schools average:	80.1%	81.5%
State average:	76.8%	77.9%

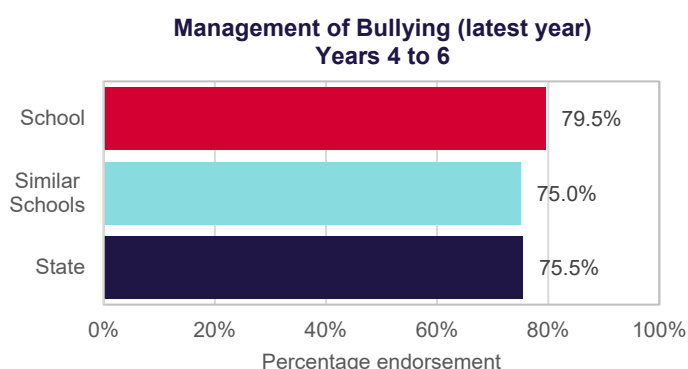


Student Attitudes to School – Management of Bullying

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 (2024)	4-year average
School percentage endorsement:	79.5%	78.0%
Similar Schools average:	75.0%	76.3%
State average:	75.5%	76.3%

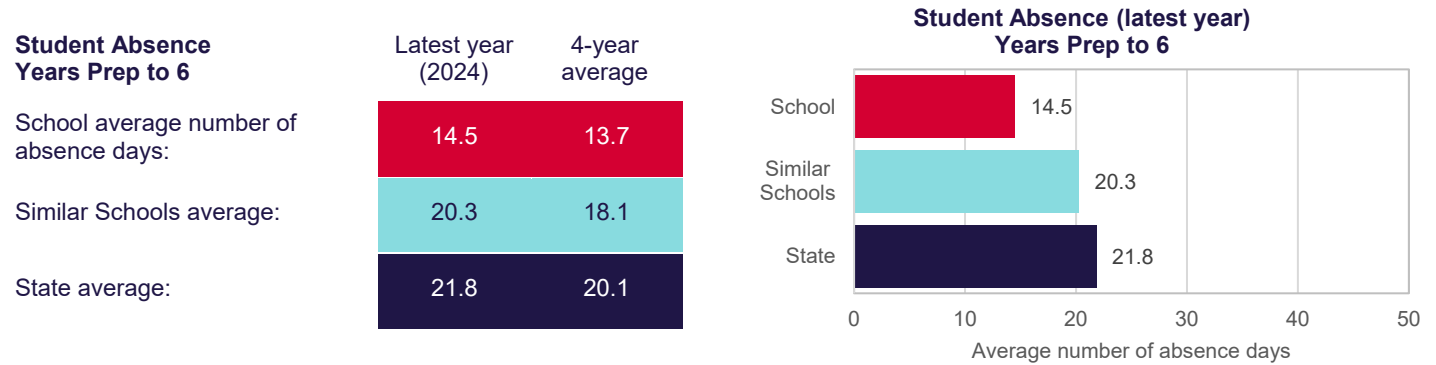


ENGAGEMENT

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.



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 (2024):	93%	92%	92%	94%	93%	93%	92%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$10,707,446
Government Provided DET Grants	\$1,702,347
Government Grants Commonwealth	\$20,892
Government Grants State	\$4,450
Revenue Other	\$92,154
Locally Raised Funds	\$1,152,113
Capital Grants	\$0
Total Operating Revenue	\$13,679,401

Equity ¹	Actual
Equity (Social Disadvantage)	\$19,585
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$19,585

Expenditure	Actual
Student Resource Package ²	\$9,374,382
Adjustments	\$0
Books & Publications	\$9,275
Camps/Excursions/Activities	\$677,808
Communication Costs	\$5,625
Consumables	\$291,880
Miscellaneous Expense ³	\$57,349
Professional Development	\$71,478
Equipment/Maintenance/Hire	\$180,870
Property Services	\$572,378
Salaries & Allowances ⁴	\$376,908
Support Services	\$55,983
Trading & Fundraising	\$145,783
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$34,202
Utilities	\$105,669
Total Operating Expenditure	\$11,959,589
Net Operating Surplus/-Deficit	\$1,719,812
Asset Acquisitions	\$264,010

- (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 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$2,131,232
Official Account	\$174,045
Other Accounts	\$0
Total Funds Available	\$2,305,277

Financial Commitments	Actual
Operating Reserve	\$434,274
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$251,420
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$50,300
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$241,800
Capital - Buildings/Grounds < 12 months	\$290,000
Maintenance - Buildings/Grounds < 12 months	\$528,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,795,794

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.