

# 2021 Annual Report to The School Community



**School Name: Quarry Hill Primary School (1165)**



- 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 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 09:23 AM by Jo Menzel (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 10:29 AM by Claire Flanagan Smith (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, 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.

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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

### 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.

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## 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)

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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

Quarry Hill Primary School is located close to the Bendigo CBD and serves a well-established residential area. The school's historic red brick building features a unique quadrangle design that provides easy access and encourages whole-school and between classroom interaction. The Department of Education and Training has determined that Quarry Hill Primary School should service a defined area due to accommodation constraints. The enrolment in 2021 was 339 students. The school has experienced decreasing enrolments from 2018 of 389 students (17 classrooms) to 339 students (14 classrooms) in 2021. The SFOE Index in 2021 was 0.2794. The school's SFOE band value is considered low.

The school's vision is, "Quarry Hill Primary School students are empowered to be engaged learners. Our community fosters a culture of respect and belonging." Our three core values are Kind, Curious and Brave. These values underpin much of the work of our School Strategic Plan and our Annual Implementation Plan.

Ongoing modelling of our visions and values has been vital in promoting respectful interactions within our school community.

The 2021 staffing profile consisted of:

- 1 Principal
- 1 Assistant Principal
- 1 Leading Teacher – Teaching and Learning
- 1 Learning Specialist – Mathematics
- 1 Inclusion Coordinator 0.2 EFT
- 1 Wellbeing Worker 0.4 EFT
- 1 Learning Tutor
- Classroom teachers 16.9
- Education Support Staff 6.4

The school offers a Before and After School Program operated by Camp Australia.

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### Framework for Improving Student Outcomes (FISO)

The three 2021 Key Improvement Strategy (KIS) focus areas were based on the DET priorities: 'Learning, catch-up and extension priority', 'Happy, active and healthy kids priority', 'Connected schools priority'.

Many of the actions that had been identified in our Annual Implementation Plan (AIP) were unable to be fully implemented due to the impact of the pandemic.

Despite the changed teaching and learning conditions, High Impact Teaching Strategies continued to guide instructional practices. Feedback strategies were used to gather information about individual student understanding. This was used to assist teachers (and the students) to advance their learning. The PIVOT surveys were used to gather feedback to support 'point of need' teaching and adjustments to teaching practice.

PIVOT Pulse Checks were used in the latter part of the year and will be used in 2022 to garner more regular, immediate feedback. We intend to continue to use these surveys as a means to 'check in' with students, teachers and parents. These will be used in 2022 in conjunction with the Student Perception Survey.

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## Achievement

'Learning, catch-up and extension priority'

Delivery of the annual actions for the Key Improvement Strategies (KIS) could only be partially completed due to the disruption to learning due to COVID-19.

Our actions for 2021 were:

- For Teachers and Education Support Staff (ESS) to better read, understand, create, and communicate data as information to inform understanding of student needs and progress
- To identify students requiring additional support and to strengthen teaching practice in the key areas of Reading (encoding and decoding) and Mathematics (Number and Place Value).

During Semester Two, two staff members were trained in the implementation of the Heggerty Phonemic Awareness Program. (The Heggerty curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.) Heggerty was introduced to support the teaching of phonics to students in P-2. This was to address the gaps identified through the Year One Phonics Check in 2020. When onsite learning was occurring, our Leading Teacher regularly provided observations and feedback to teachers to support this work.

During Semester Two, the literacy component of the Assessment Schedule was reviewed to make sure it included assessments of phonemic awareness, phonics, vocabulary, and fluency. The existing assessments were reviewed for effectiveness. As a result, the Assessment Schedule was revised, and continues to be a working document. Two staff were trained in DIBELS (Dynamic Indicators of Basic Early Literacy Skills) through SPELD. These staff have worked with all classroom teachers in administering the DIBELS suite and have supported how to best use the data to inform teaching.

Data from The Tutor Learning Initiative (TLI) showed improvement across the board for students involved in the program. Throughout the year, our tutor worked closely with the region's Student Achievement Manager, to ensure that the program was undertaken with rigour and fidelity. We completed the TLI self-reflection tool to share our observations and reflections. It was noted that the links between the TLI, the classroom and whole-school practice were evident in our school, and that consistency of practice was in place. We also extended our Intervention Program for our junior students, focusing on 'catch up'. During Remote and Flexible Learning, both programs continued, but were modified to due to the nature and challenges of learning from home.

Whole school professional learning that was to be provided by our Leading Teacher and Prep Team Leader on the key understandings of learning to read was impacted by the disruptions, which included the cancellation of two of our Curriculum Days.

'The Big Ideas' in Number continued in a remote format. Our Learning Tutor, Learning Specialist and Maths Coordinators led this work across the school.

The PIVOT surveys were used by teachers to gather feedback from students about their understanding of work and engagement in activities.

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## Engagement

'Happy, active and healthy kids priority'

Delivery of the annual actions for the Key Improvement Strategies (KIS) could only be partially completed due to the disruption to learning due to COVID-19.

Our action for 2021 was:

- Implement a broad range of wellbeing initiatives that fit within our wellbeing framework.

Work continued with the DET Attendance Officer to support students' return to school. This was ongoing and done in conjunction with other professionals and adults working in the best interest of the students. Attendance has been impacted by the changeable circumstances of the pandemic.

The re-establishment of our school dog's 'crew' was impacted by the lockdowns that occurred during Semester Two. This work will be prioritised again in 2022. The two teachers who worked with Grant Shannon from Dogs Connect will deliver the planned wellbeing lessons with the school dog, Ferdi, as the focus.

PIVOT surveys continued to be used as a means to gather student feedback on engagement and wellbeing. Our Students Attitude to School Survey (SATSS) data shows students had a greater sense of connectedness to school than previous years although for a significant part of the year school was online.

With each return to onsite learning, staff refocused on COLE (Creating Our Learning Environment) to support students back to onsite learning after remote and flexible learning.

Although impacted, The Kitchen Garden Program continued when the Grade 5/6 students were on site.

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## Wellbeing

'Connected schools priority'

Delivery of the annual actions for the Key Improvement Strategies (KIS) could only be partially completed due to the disruption to learning due to COVID-19.

Our action for 2021 was:

- Expand opportunities for student voice and agency through a play-based curriculum and inquiry learning.

In Semester 2, we increased the resources in the Investigations Room to support our play-based learning program. Anecdotally, teachers saw the positive impact of this learning environment and worked to give children more opportunities to learn through play. Data collected was used to inform teaching across several curriculum areas. In the 3-6 classrooms, students were given opportunities to extend their interests related to the Inquiry curiosity. Even through Remote and Flexible Learning, students remained engaged by building and knowledge and skills through hands on learning activities.

A team of teachers had a number of working party days to map Inquiry units against the curriculum. The audit highlighted gaps which were subsequently addressed in the curriculum planning framework.

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## Finance performance and position

Again this year was challenged by COVID 19 impacting on school operations with home schooling continuing to interrupt the school year. All external camps/excursions were limited with some cancellations. During this period the school community continued to support student learnings through these challenging times. We are grateful for their continued support.

On a financial basis the school ended in a positive position, with a brief summary of our situation being:- Revenue consisted of our traditional sources of income being derived from the Student Resource Package and Government provided grants including our playground grant which was approved in 2020 however finalised in 2021. Expenses consisted of school operations (cleaning, utilities, salaries) and our overall expenditure was within our original estimates in our 2021 confirmed School Council approved budget. Some areas of expenditure (utilities,

telephone, consumables, professional development) were underspent due to Home Schooling however this was offset by increases in other areas (cleaning, salaries) for similar reasons.

This year saw the finalisation of our capital expenses incurred for our junior playground which is detailed in our asset acquisition of \$122,470 in this report.

The school remains in a sound financial position going into 2022 and we maintain sufficient cash reserves to support our ongoing needs.

**For more detailed information regarding our school please visit our website at**  
**<https://www.quarryhillps.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 339 students were enrolled at this school in 2021, 174 female and 165 male.

NDP percent of students had English as an additional language and 6 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).

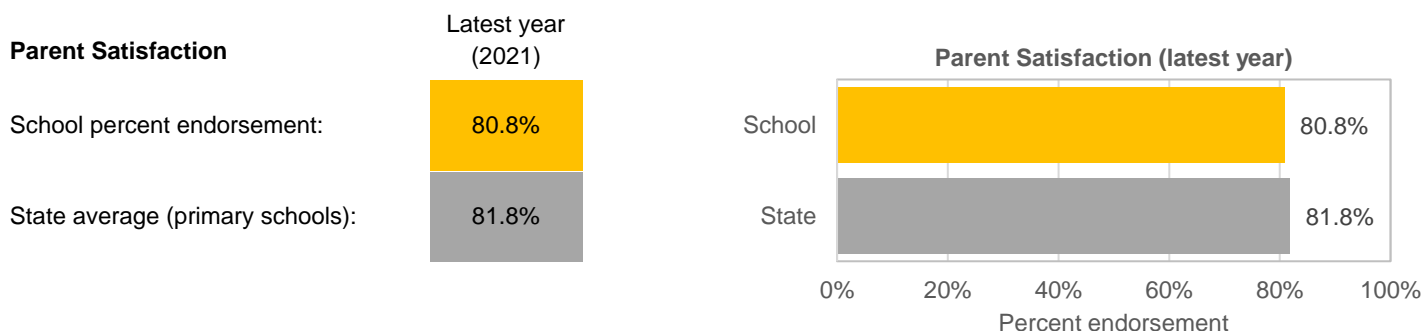
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

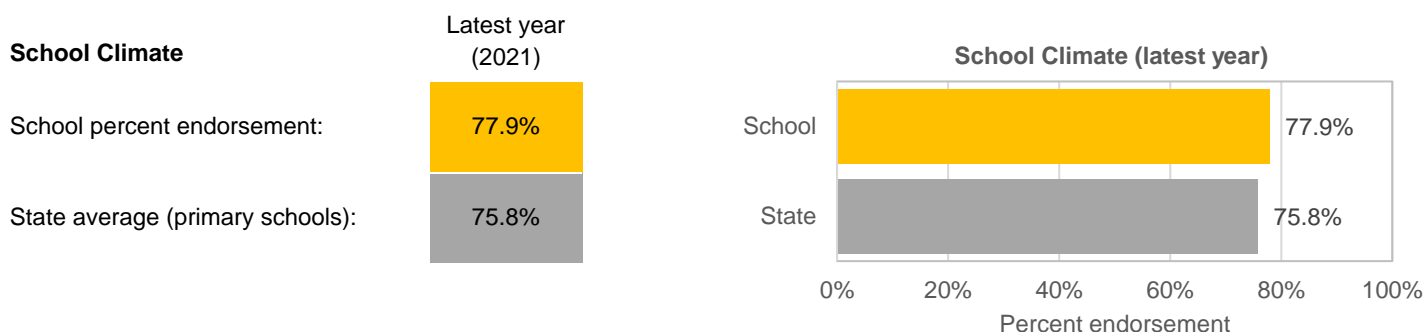


### School Staff Survey

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:

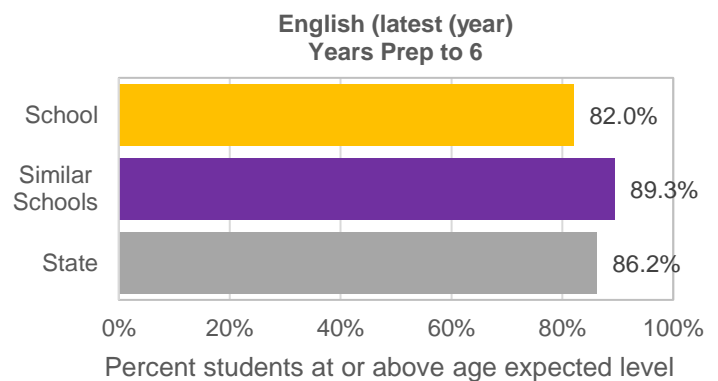
82.0%

Similar Schools average:

89.3%

State average:

86.2%



#### Mathematics Years Prep to 6

Latest year  
(2021)

School percent of students at or above age expected standards:

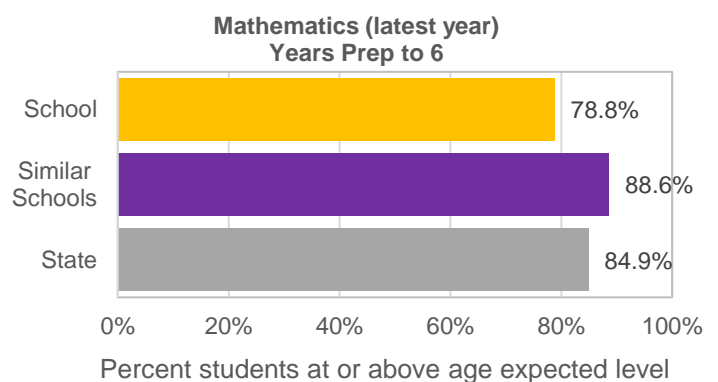
78.8%

Similar Schools average:

88.6%

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.

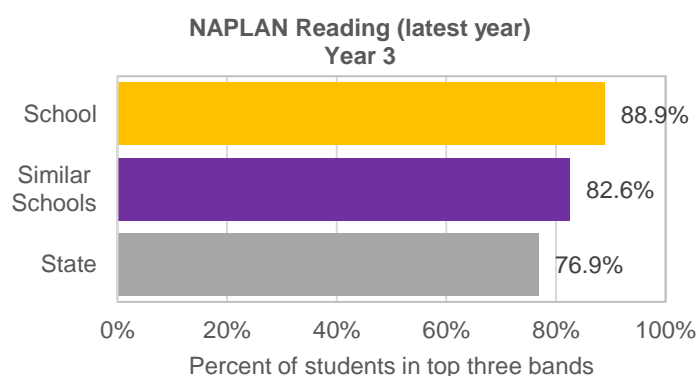
### NAPLAN

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.

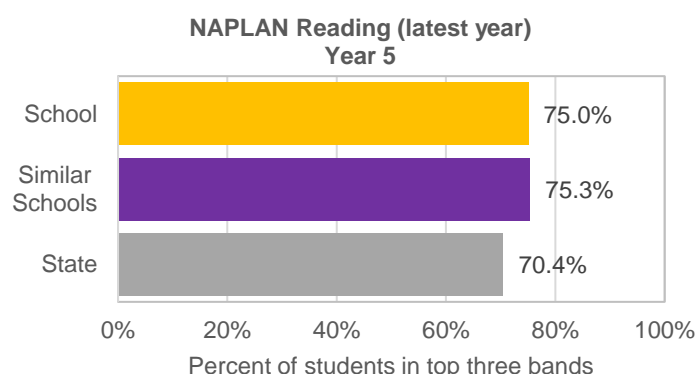
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	88.9%	86.8%
Similar Schools average:	82.6%	81.4%
State average:	76.9%	76.5%



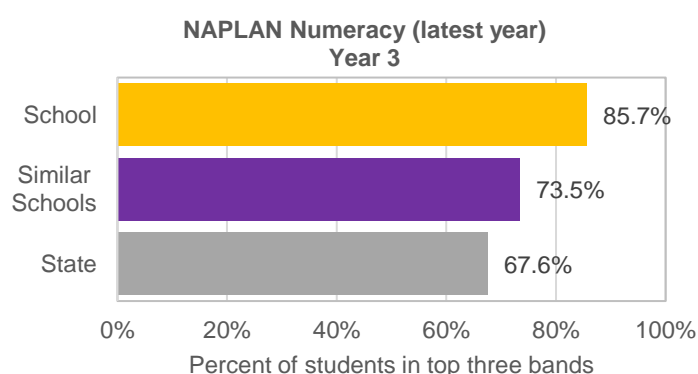
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	75.0%	68.5%
Similar Schools average:	75.3%	72.6%
State average:	70.4%	67.7%



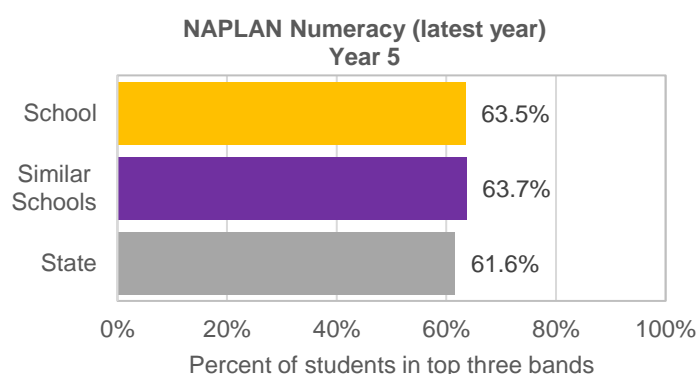
#### Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	85.7%	80.3%
Similar Schools average:	73.5%	74.7%
State average:	67.6%	69.1%



#### Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.5%	58.1%
Similar Schools average:	63.7%	62.6%
State average:	61.6%	60.0%



## ACHIEVEMENT (continued)

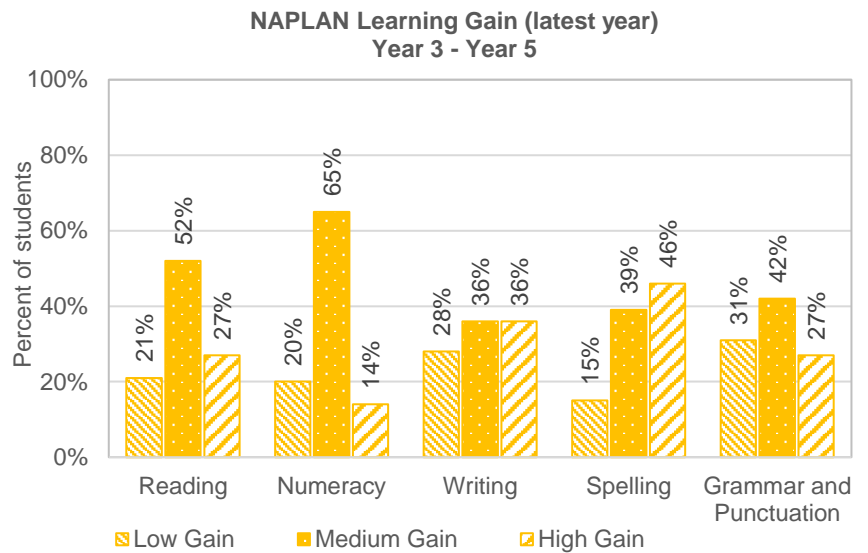
### NAPLAN Learning Gain

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:	21%	52%	27%	25%
Numeracy:	20%	65%	14%	20%
Writing:	28%	36%	36%	21%
Spelling:	15%	39%	46%	20%
Grammar and Punctuation:	31%	42%	27%	23%



## ENGAGEMENT

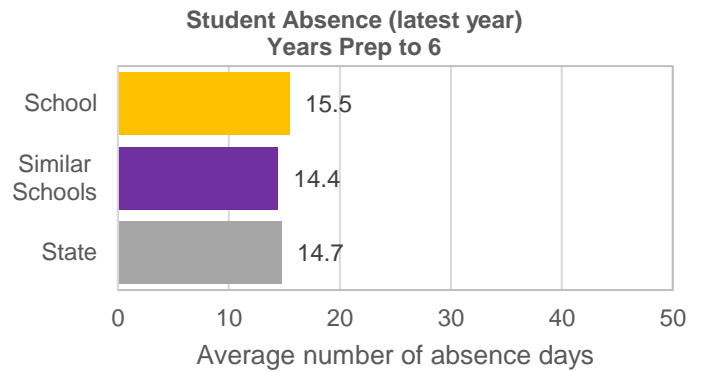
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	15.5	15.1
Similar Schools average:	14.4	14.5
State average:	14.7	15.0



### Attendance Rate (latest year)

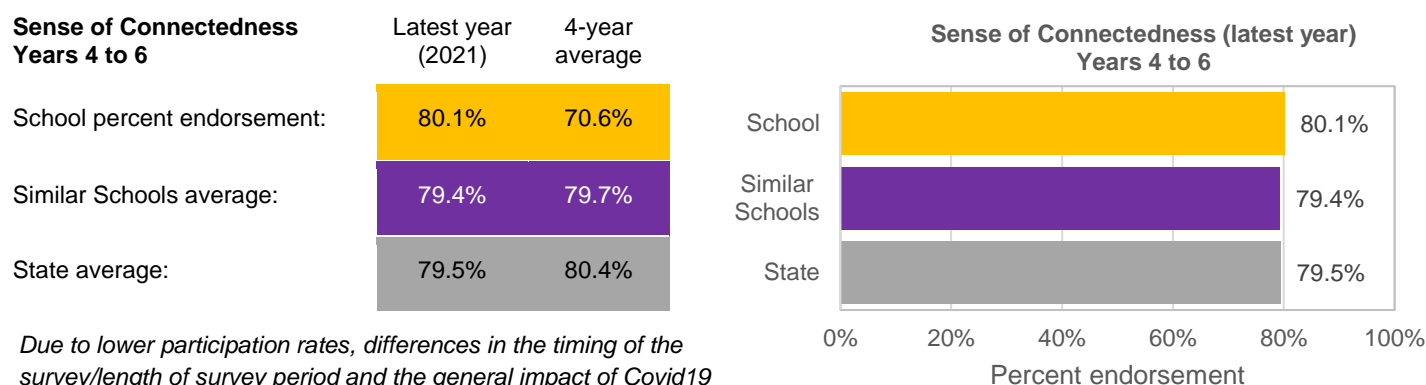
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	94%	92%	92%	95%	91%	91%

## 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

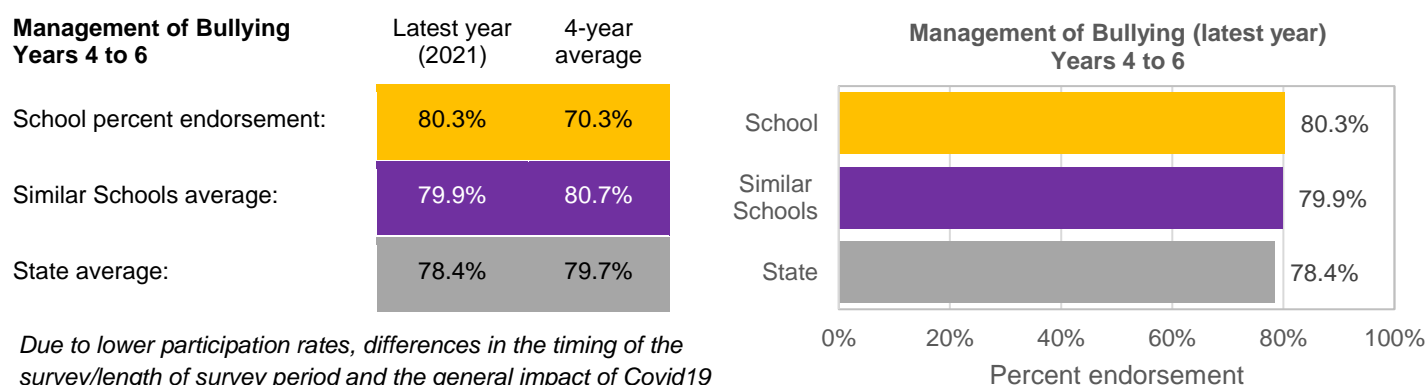
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).



*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).



*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	\$2,818,335
Government Provided DET Grants	\$432,743
Government Grants Commonwealth	\$0
Government Grants State	\$11,800
Revenue Other	\$60,625
Locally Raised Funds	\$166,665
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,490,167</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$48,352
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$48,352</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,749,713
Adjustments	\$0
Books & Publications	\$2,528
Camps/Excursions/Activities	\$76,205
Communication Costs	\$5,815
Consumables	\$50,072
Miscellaneous Expense <sup>3</sup>	\$11,087
Professional Development	\$7,319
Equipment/Maintenance/Hire	\$84,588
Property Services	\$188,401
Salaries & Allowances <sup>4</sup>	\$136,727
Support Services	\$33,108
Trading & Fundraising	\$45,189
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,121
<b>Total Operating Expenditure</b>	<b>\$3,413,872</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$76,295</b>
<b>Asset Acquisitions</b>	<b>\$122,470</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 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$208,641
Official Account	\$21,747
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$230,388</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$92,023
Other Recurrent Expenditure	\$2,279
Provision Accounts	\$0
Funds Received in Advance	\$15,509
School Based Programs	\$16,133
Beneficiary/Memorial Accounts	\$23,685
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,606
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$27,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$10,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$15,000
<b>Total Financial Commitments</b>	<b>\$205,234</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.*