

# 2023 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 \(VIT\)](#)
- 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 09:13 AM by Anne Rochford (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 March 2024 at 01:33 PM by Andrew Ellis (School Council President)

# How to read the Annual Report

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## What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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## What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

### Learning

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

### Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

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').

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## 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

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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 2023 was 327 students. The school has experienced decreasing enrolments from 2018 of 389 students (17 classrooms) to 327 students (13 classrooms) in 2023. The SFOE Index in 2021 was 0.2810. The school's SFOE band value is now considered low-medium whereas in previous years it was 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 2023 staffing profile consisted of:

- 1 Principal
- 1 Assistant Principal
- 1 Leading Teacher – Teaching and Learning
- 1 Learning Specialist – Mathematics
- 1 Inclusion Coordinator 0.4 EFT
- 1 Mental Health Leader 0.2 EFT
- 1 Wellbeing Worker 0.4 EFT
- 2 Learning Tutors 1.24
- Classroom teachers 16.26
- Education Support Staff 4.86

The school offers a Before and After School Program operated by OSCH Club and in 2023 commenced operating vacation care.

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

### Learning

In 2023 our learning goal was to optimise the learning growth of all students in Literacy and Numeracy

Our key actions for 2023 were:

\*Build staff capacity to understand, teach and assess the 'big ideas' in Mathematics with greater consistency across the school.

\*Review and refine the Mathematics and Literacy instructional models to include evidence based high impact teaching strategies.

The Tutor Learning Initiative (TLI) continued in 2023. We were able to continue the important work in providing identified students with the targeted learning support they needed to address the continued impacts of the COVID-19 pandemic. Reflection of the TLI found our school to be excelling across the board in terms of its implementation and impact, with pleasing progress in terms of student learning outcomes. During 2023 we continued focusing our professional learning in Mathematics on multiplicative thinking, improving the conceptual and strategic knowledge needed by our students to work more efficiently and confidently with larger whole numbers, fractions, decimals, and percent and to solve an extended range of problems involving multiplication and division. Basic milestones were included in the assessment schedule. These were a series of short assessment tasks based on number facts to check what strategies the students were using at any given time. The Victorian High-Ability Program (VHAP) for students in Years 5-8 was offered to identified students again during 2023. They completed ten-week online courses in English and Mathematics via the Webex platform. The VHAP classroom gave students the opportunity to explore and express their ideas freely, make their own decisions about their work, be inspired and challenged by each other, gain confidence in their choices and abilities, feel excited by their learning. Following on from the Victorian High-Ability Program, we decided to extend a similar opportunity to more of our student population by conducting a Gifted and Talented Master Class across different curriculum areas

for students with the ability or potential to perform at levels significantly higher than their age peers. This included the Arts and STEAM.

## Wellbeing

In 2023 our Wellbeing goal was to improve the health and wellbeing of all students by effectively mobilising available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our key actions in the wellbeing space were:

\*Use the Schools' Mental Health Fund and Menu initiative to support student mental health and wellbeing.

\*Continue to embed a multi-tiered response model to support students' mental health.

At Quarry Hill Primary School we implement a broad range of wellbeing initiatives to support students' sense of connectedness and feelings of safety. During 2023 we continued to use the Mental Health Initiative to strengthen the delivery of our existing programs including the Berry Street Educational Model, Dogs in Schools program and Respectful Relationships. Our school dog Ferdi is a popular visitor to the classrooms. In 2023 we introduced the Westmead Feelings program which is a tier 2 social and emotional learning intervention focusing on the development of social skills. Quarry Hill Primary School partners with community organisations to strengthen our approach to wellbeing including the Beyond Blue schools' program, BeYou, to support our whole school approach to mental health as well as Bendigo Community Health and CatholicCare to deliver workshops for parents and classroom programs. We are participants in the Victorian Government Healthy Schools Achievement Program. By the end of 2023 we had successfully demonstrated we met the targets and received recognition for Physical Activity and Movement, Mental Health and Wellbeing, Sun Protection, and Sexual Health and Wellbeing.

## Engagement

Regular school attendance is improving after a marked decrease post COVID-19. There is increased collaboration between school, families and services as we work diligently on lifting student attendance. Staff have been assigned key roles to connect regularly with students and encourage them to be actively involved in classroom and school life. To further support those finding it difficult to attend school individual attendance plans have been created with the student's input. This plan includes goals and strategies to support transition in to the classroom. Our school wellbeing dog is a great assist in many plans.

Other work done to create positive links included:

- Creating 'Student Snapshots' providing information about students' interests and how they like to learn.
- Holding catch up sessions with last year's teacher throughout the year. It is vital our students are reminded of the strong connection they have with the previous year's teacher and classmates. 95% of our students in Years 4 to 6 have identified that they have an advocate at school. This is up from 86% in 2021.
- Having our Wellbeing Worker make strong and regular connections with families to support student attendance. Connecting families with support services is a real strength of our Wellbeing Worker.
- We have developed a student voice process where students have the opportunity to provide feedback to their teachers about their learning and the teacher's teaching. Our Student Voice Action Team has an authentic role in analysing data and sharing this with parents.

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## Other highlights from the school year

Highlights for 2023 include:

- The highlight for 2023 was our 150 year celebration of the school number 1165. We had a wonderful afternoon celebrating with past students and teachers. Our student leaders dressed in olden day costumes and conducted school tours.
- The long awaited new toilet block was constructed and further works commenced on the building of an outdoor learning space.
- Strengthening our community building process which included significant response to activities such as the Easter Raffle, the Mother's Day Stall, the Father's Day Breakfast, Book Week Dress Up Day to name just a few.
- Building on our community partnership with The Old Church on the Hill by having students both star in and be an audience for their production of Dorothy's Red Shoes.
- Increasing the use of the Eco Shed in our bushland space with the fortnightly Live @ the Shed, an opportunity for students to perform musically in front of their peers and any parents during lunchtime as well as the weekly Cuppa and Chat hosted by our Parents and Friends Association.
- The reimaging of our Kitchen Garden Project to include cooking, gardening and Bike Ed.

- Our camping program was able to run for students Year 3 to 6 and over the year levels there were a variety of foci including history, environment, adventure camp and an urban camp experience.
- Our Year 2 Major Excursion to Kyabram Fauna Park was a highlight for the students. .
- In addition to our traditional sports days, we also had a Colour Run and Lap-a-thon to raise money for our new garden area.
- Our Dreaming Bushland space came to life each Monday lunchtime with students performing a range of musical items. The addition of power to the Eco-shed also made it an ideal space for the weekly PFA *Cuppa and Chat*.
- 100 days of Prep was celebrated with a range of activities.

## Financial performance

The school continued to operate on a sound financial basis in 2023 with the number of student enrolments remaining similar to that of previous year. As a general summary the schools operating statement (excluding Staffing Resource funding) is detailed as:

Revenue	\$803,350
Expenses	\$624,401
Surplus	\$178,949

The primary source of income was from Student Resource Package (SRP) of which is our government allocated funds and is predominately based upon student enrolments.

Outside of this we also received grant funding of \$115,000.00 of which was utilised to support our "out of school hours" and "school holiday" care programs for students.

Other grants received were as follows:

\$3,400.00	Sporting in schools (assist with sporting equipment, transport costs to events)
\$26,000.00	Readiness for bush fire season
\$17,620.00	Decking Grant

Additionally, to support our 150th celebration in 2023 we raised local funds of \$14,879.00 through personally engraved pavers, of which will be used in our new shaded area and a Walkathon to assist with landscaping in this area.

In regard to our operating expenses, these were primarily within our original budget estimates, with some areas being favourably impacted due to the back-claiming of past years GST (contract cleaning) and invoices remaining outstanding for payment until 2024 (groundworks). Also, we had an overspend in our Casual Relief Teacher payments as we continued to support the teaching staff and students during a number of absences.

Overall, whilst surplus position is considered significant, we mention that a number of items that we have received funds for are still to be fully expensed in 2024. Grants received for "out of hours" and "school holiday" care programs of \$75,000.00, Decking grant of \$17,620.00 and Shade Sail grant of \$20,000.00.

As a final comment we are also pleased to mention that our major capital works program, being the demolition and construction of new toilet facilities, that had commenced this year was completed February 2024.

**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 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 319 students were enrolled at this school in 2023, 170 female and 148 male.

5 percent of students had English as an additional language and 4 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.

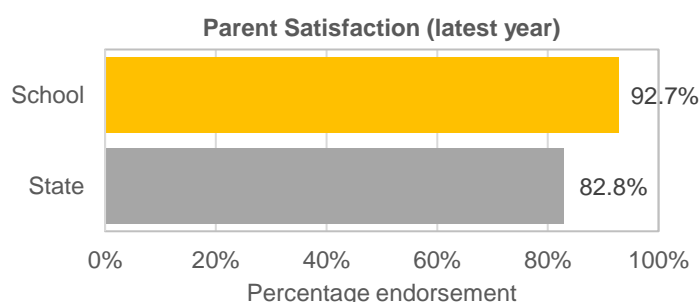
This school's SFOE band value is: Low - Medium

### 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.

Parent Satisfaction	Latest year (2023)
School percentage endorsement:	92.7%
State average (primary schools):	82.8%



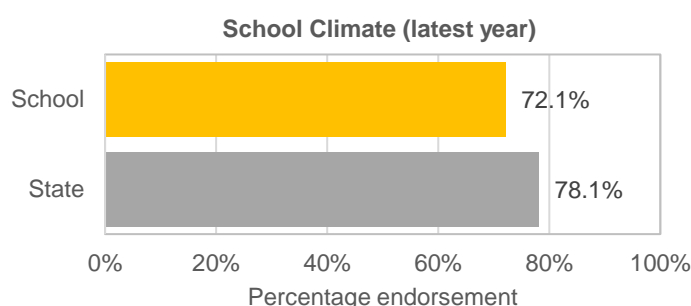
### School Staff Survey

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.

School Climate	Latest year (2023)
School percentage endorsement:	72.1%
State average (primary schools):	78.1%



## 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:

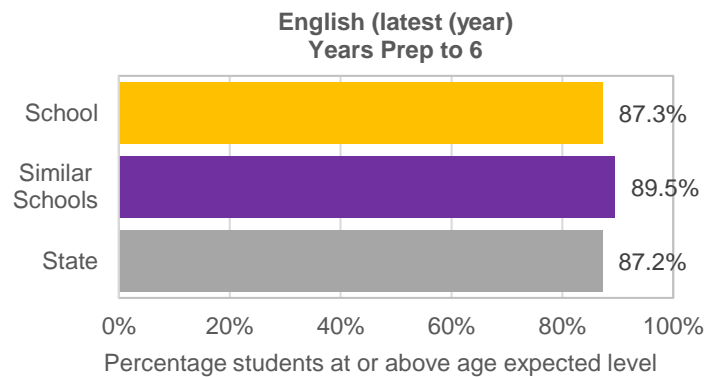
87.3%

Similar Schools average:

89.5%

State average:

87.2%



#### Mathematics Years Prep to 6

Latest year  
(2023)

School percentage of students at or above age expected standards:

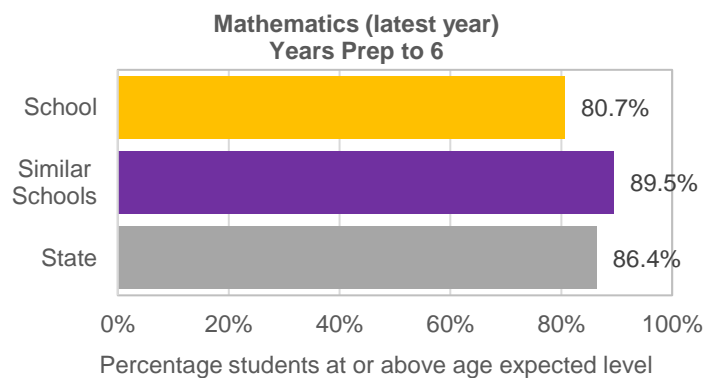
80.7%

Similar Schools average:

89.5%

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:

77.4%

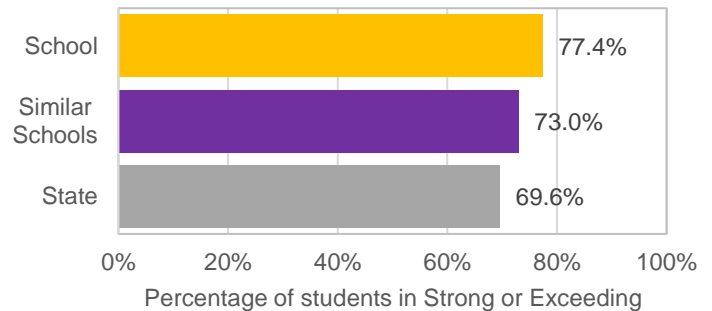
Similar Schools average:

73.0%

State average:

69.6%

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



#### Reading Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

92.6%

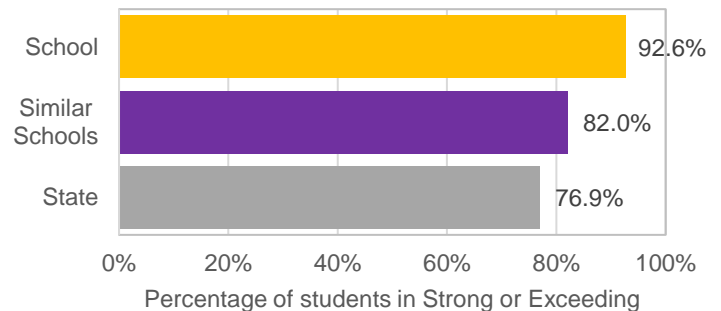
Similar Schools average:

82.0%

State average:

76.9%

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



#### Numeracy Year 3

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

67.7%

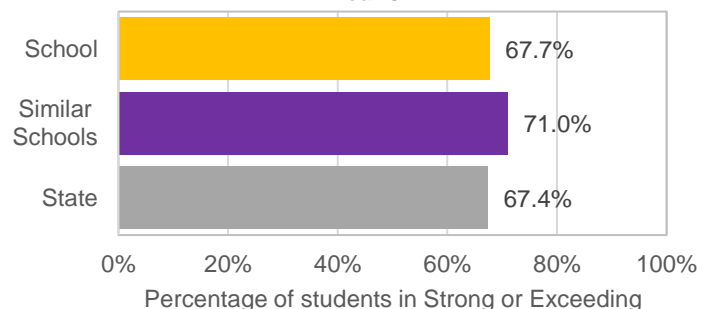
Similar Schools average:

71.0%

State average:

67.4%

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



#### Numeracy Year 5

Latest year  
(2023)

School percentage of students  
in Strong or Exceeding:

79.2%

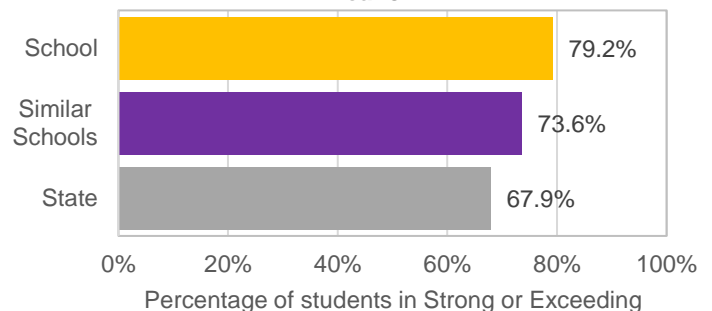
Similar Schools average:

73.6%

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:

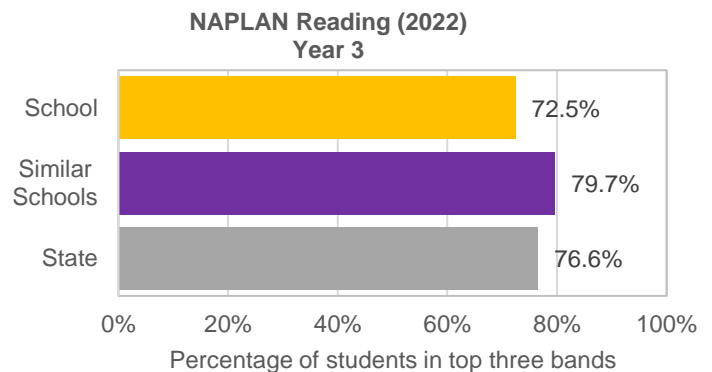
72.5%

Similar Schools average:

79.7%

State average:

76.6%



#### Reading Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

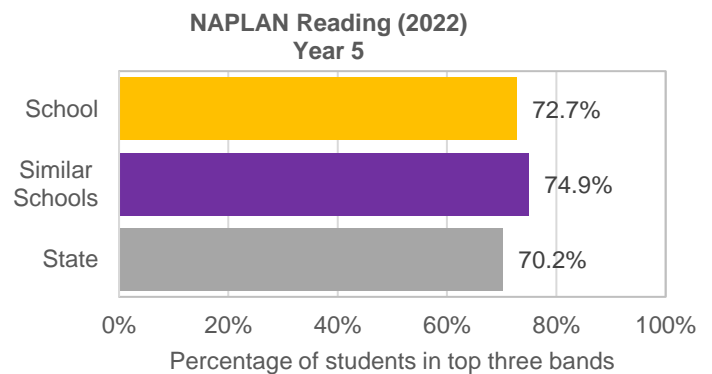
72.7%

Similar Schools average:

74.9%

State average:

70.2%



#### Numeracy Year 3

Latest year  
(2022)

School percentage of students  
in the top three bands:

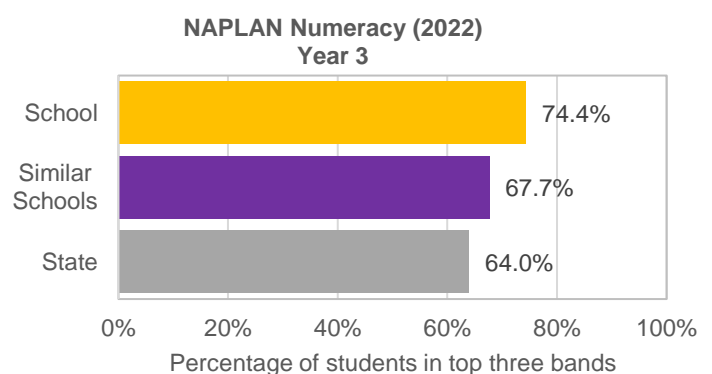
74.4%

Similar Schools average:

67.7%

State average:

64.0%



#### Numeracy Year 5

Latest year  
(2022)

School percentage of students  
in the top three bands:

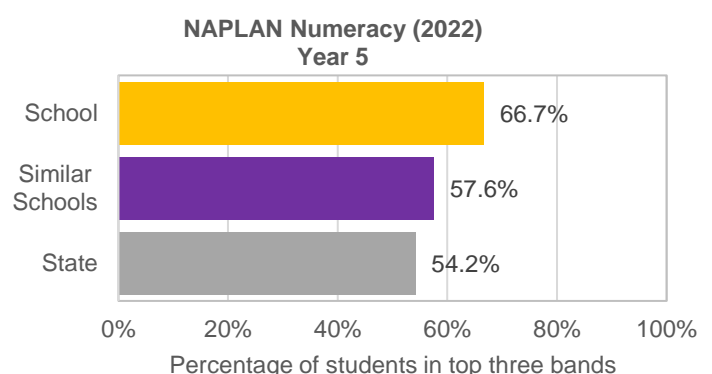
66.7%

Similar Schools average:

57.6%

State average:

54.2%



## WELLBEING

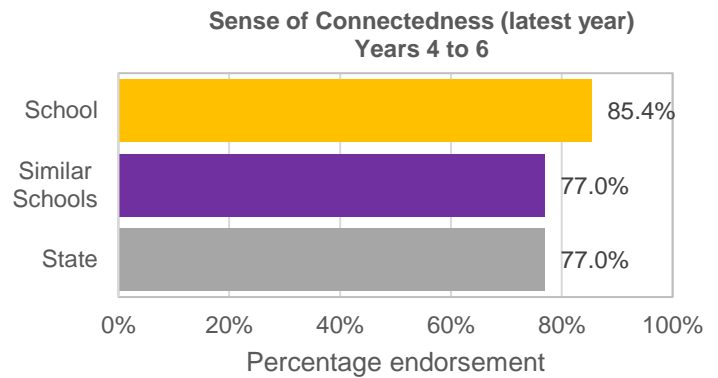
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	85.4%	81.1%
Similar Schools average:	77.0%	77.7%
State average:	77.0%	78.5%

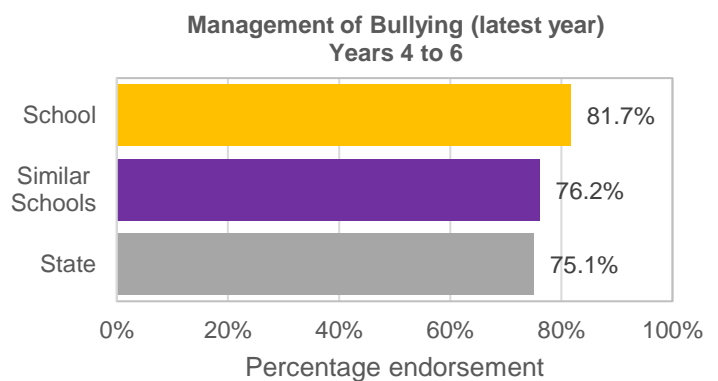


### Student Attitudes to School – Management of Bullying

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%	80.3%
Similar Schools average:	76.2%	77.6%
State average:	75.1%	76.9%



## ENGAGEMENT

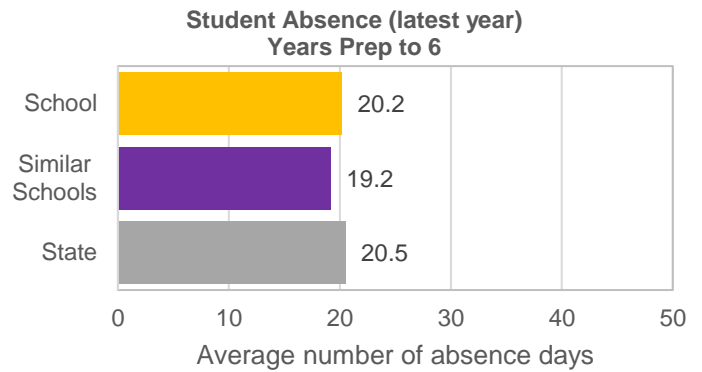
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	20.2	18.2
Similar Schools average:	19.2	17.0
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):	91%	92%	91%	90%	90%	88%	88%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,980,651
Government Provided DET Grants	\$504,999
Government Grants Commonwealth	\$21,320
Government Grants State	\$26,110
Revenue Other	\$50,165
Locally Raised Funds	\$200,757
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,784,002</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$53,072
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$53,072</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,851,502
Adjustments	\$0
Books & Publications	\$605
Camps/Excursions/Activities	\$73,784
Communication Costs	\$5,527
Consumables	\$52,835
Miscellaneous Expense <sup>3</sup>	\$10,038
Professional Development	\$18,594
Equipment/Maintenance/Hire	\$56,769
Property Services	\$108,288
Salaries & Allowances <sup>4</sup>	\$158,396
Support Services	\$79,074
Trading & Fundraising	\$37,108
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$23,385
<b>Total Operating Expenditure</b>	<b>\$3,475,904</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$308,098</b>
<b>Asset Acquisitions</b>	<b>\$0</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 16 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$456,460
Official Account	\$8,087
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$464,546</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$95,610
Other Recurrent Expenditure	\$1,942
Provision Accounts	\$0
Funds Received in Advance	\$81,885
School Based Programs	\$17,400
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$13,551
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$20,000
Capital - Buildings/Grounds < 12 months	\$150,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$30,000
<b>Total Financial Commitments</b>	<b>\$410,389</b>

*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.*