

2022 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).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 21 March 2023 at 11:27 AM by Jo Menzel (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 27 March 2023 at 09:06 AM by Andrew Ellis (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

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.

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.

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

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 2022 was 327 students. The school has experienced decreasing enrolments from 2018 of 389 students (17 classrooms) to 327 students (13 classrooms) in 2022. 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 2022 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 18.4
- Education Support Staff 4.1

The school offers a Before and After School Program operated by OSCH Club with the intention of operating vacation care from 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.

Our actions for 2022:

- Build staff capacity to understand, teach and assess the 'big ideas' in Mathematics with greater consistency across the school.
- Strengthen teaching practice in the key area of Reading (encoding and decoding).

The Tutor Learning Initiative (TLI) was extended into 2022. 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 2022, we continued our journey of developing greater number sense by exploring the Big Ideas in Number. We focused our professional learning in Mathematics on multiplicative thinking. Work was undertaken to improve 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. (This work will continue into 2023 given the significant absenteeism throughout the year.)

Teachers continued to embed the key understanding of learning to read based on the Big 6 components of reading. (For beginning readers, all the components of the Big 6—oral language, phonological awareness, phonics, vocabulary, fluency, and comprehension—need to be integrated throughout reading opportunities across the day.) Accurate word recognition (decoding) was a strong focus as was developing the ability to understand oral language, word recognition and reading fluency.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing was introduced as a set of procedures and measures for assessing the acquisition of literacy skills. These results were used to evaluate individual student development as well as provide grade-level feedback toward validated instructional objectives.

The Victorian High-Ability Program (VHAP) for students in Years 5-8 was offered to identified students again during 2022. 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 for students with the ability or potential to perform at levels significantly higher than their age peers. The Master Class goal was to create a student magazine planned and created by the group. The magazine was successfully launched to our student population and the parents of the students involved. Copies were available for purchase to our community.

Wellbeing

Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

Our actions for 2022:

- Implement the Schools' Mental Health Fund and Menu initiative to support student mental health and wellbeing
- 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 2022 we used the Mental Health Initiative to draw together some of our existing programs including the Berry Street Educational Model and Respectful Relationships. We are working with Dogs Connect to reinvigorate our Dogs In School program. Our school dog Ferdi is a popular visitor to the classrooms.

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.

Engagement

Upon returning to onsite learning, there was a discernible decrease in regular school attendance. Our attendance data was impacted enormously by the spread of COVID-19 amongst students, staff and families and the subsequent quarantine periods in force. During 2022 we worked diligently to meet with families to create sustainable 'return to School' attendance plans as we acknowledged this to be a shared priority. Staff were empowered and assigned key roles to take responsibility for attendance. They continued to connect regularly with students and encouraged them to be actively involved in classroom and school life.

To further support those finding it difficult to return to school, Individual Learning Plans were created. These plans included goals and strategies to support transition back into classrooms.

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.
- Having our Wellbeing worker made strong and regular connections with families to support student attendance.

Other highlights from the school year

Highlights for 2022 include:

- Returning to onsite learning with the knowledge that there would be no further lockdowns.
- 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, Bizarre Bazaar, Book Week Dress Up Day to name just a few.
- Our incredibly successful school production of The Wizard of Oz which sold out The Ulumbarra Theatre.
- Reconnecting our community partnership with The Old Church on the Hill by having students both star in and be an audience for their production of The Not So Mysterious Disappearance of Cinderella.

- Working with Regional Victorians of Colour (RVOC) to introduce The Moving Feast Project to our Grade 5 students. The Moving Feasts concept celebrates the incredible culinary offerings of communities of colour in regional Victoria. The students were involved in workshops that included cooking demonstrations, storytelling and an opportunity to enjoy a 'feast' lunch.
- The reintroduction of our Kitchen Garden Project to include all our Grade 6 students.
- The introduction of the Community Liaison
- Officer program through Victoria Police. Holly Lembke will work with our school during 2023 to help build stronger connections with our students and families.

Financial performance

The school continued to operate on a sound financial basis in 2022, with the number of student/school enrolments remaining similar to previous year. As a general summary the schools operating statement is detailed as:

Revenue	\$626,222
Expenses	\$556,522
Surplus	\$69,700

Our primary source of income was from Student Resource Package (SRP) of which is our government allocated funds based on student enrolments. This year we also received additional funding of \$40,000 of which is to establish an outside school hours care program – These funds were received (reflected in the above surplus position), however, will be expensed in 2023 year as the program commences.

The school also received government grants as follows:

- \$6,800 Sporting in schools (assist with sporting equipment, transport costs to events)
- \$23,389 Readiness for bush fire season and Shade Sail funding (provide gutter guards for school)

In regard to our expenses, the main extraordinary item outside of original estimates was the additional spend above budget by \$39,244 for Casual Relief Teaching staff. COVID19 restrictions played a large part in this earlier in the year. Otherwise, expenses basically within overall estimates.

We are pleased to mention that moving into 2023 period, outside our normal business operations, the school has entered into a contract to demolish and construct new toilet facilities for students. This should commence March 2023.

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 325 students were enrolled at this school in 2022, 170 female and 155 male.

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

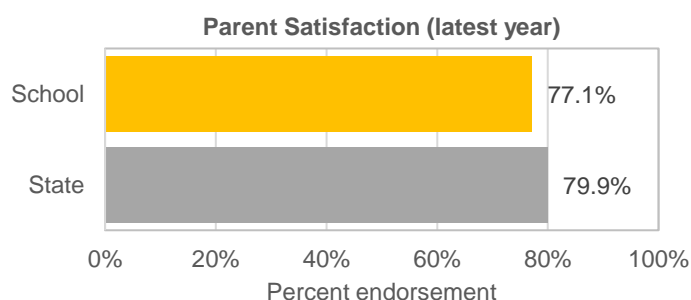
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The 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.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	77.1%
State average (primary schools):	79.9%



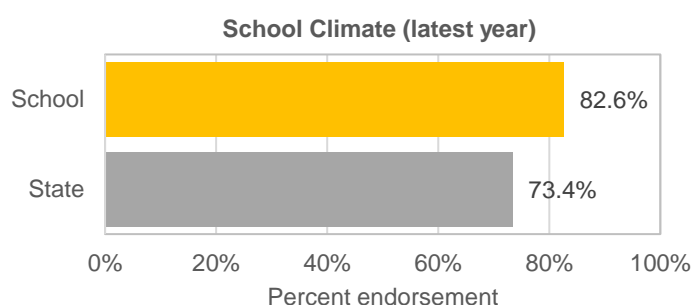
School Staff Survey

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 (2022)
School percent endorsement:	82.6%
State average (primary schools):	73.4%



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

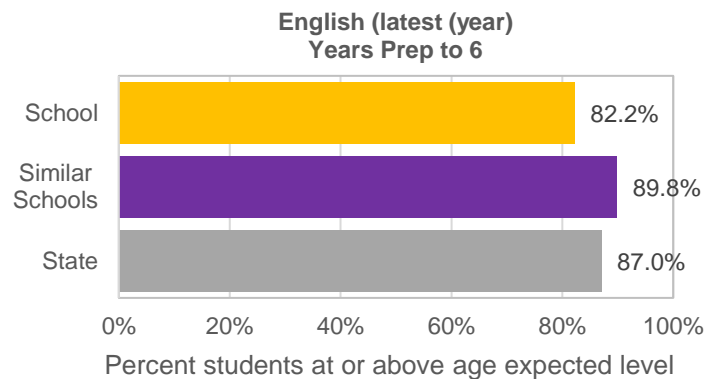
82.2%

Similar Schools average:

89.8%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

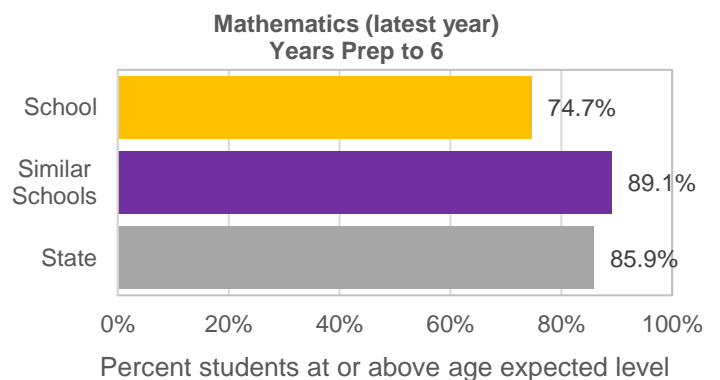
74.7%

Similar Schools average:

89.1%

State average:

85.9%



LEARNING (continued)

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

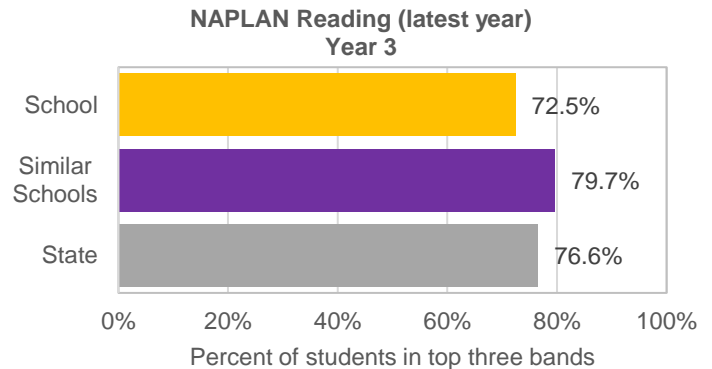
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

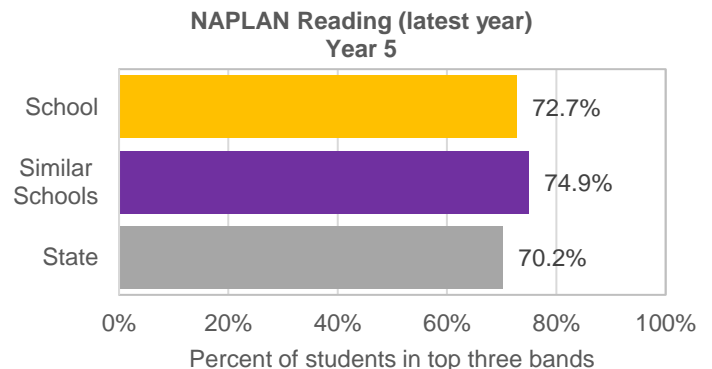
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.5%	81.3%
Similar Schools average:	79.7%	80.5%
State average:	76.6%	76.6%



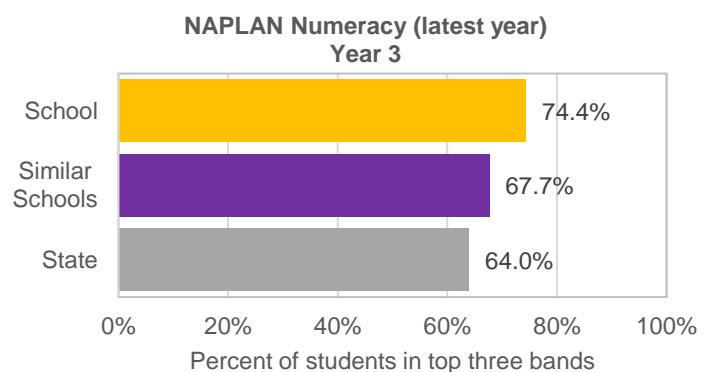
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	72.7%	69.6%
Similar Schools average:	74.9%	73.3%
State average:	70.2%	69.5%



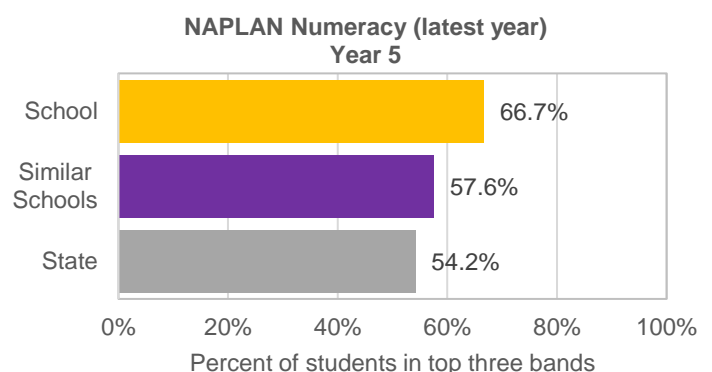
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	74.4%	78.6%
Similar Schools average:	67.7%	71.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	60.0%
Similar Schools average:	57.6%	60.8%
State average:	54.2%	58.8%



WELLBEING

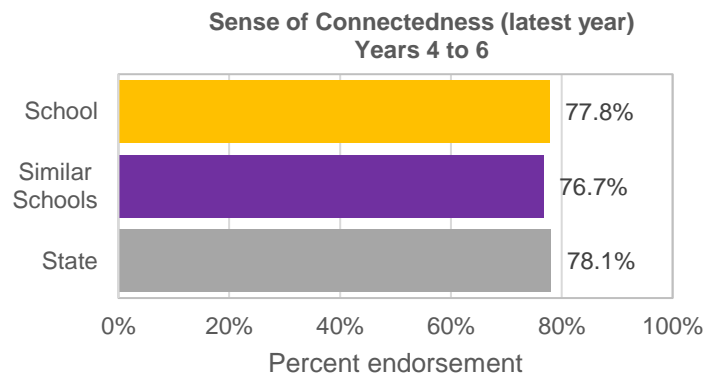
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.8%	74.5%
Similar Schools average:	76.7%	78.1%
State average:	78.1%	79.5%

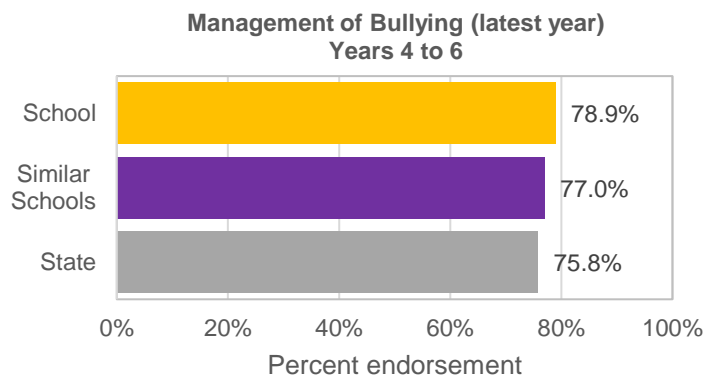


Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	78.9%	75.3%
Similar Schools average:	77.0%	78.8%
State average:	75.8%	78.3%



ENGAGEMENT

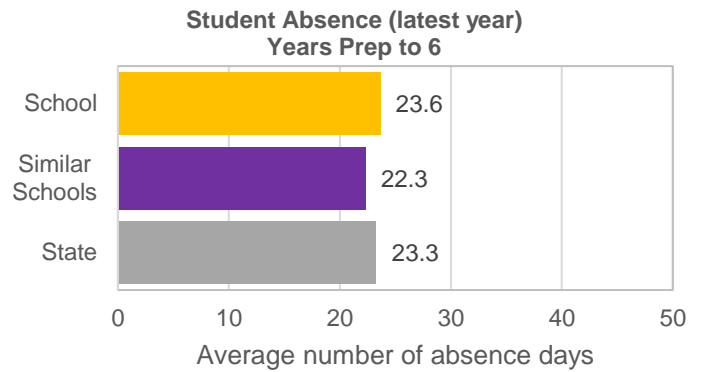
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.6	17.2
Similar Schools average:	22.3	16.2
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	90%	87%	90%	89%	86%	90%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,932,108
Government Provided DET Grants	\$434,120
Government Grants Commonwealth	\$6,800
Government Grants State	\$23,389
Revenue Other	\$35,686
Locally Raised Funds	\$126,227
Capital Grants	\$0
Total Operating Revenue	\$3,558,330

Equity ¹	Actual
Equity (Social Disadvantage)	\$52,167
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$52,167

Expenditure	Actual
Student Resource Package ²	\$2,875,150
Adjustments	\$0
Books & Publications	\$1,695
Camps/Excursions/Activities	\$97,018
Communication Costs	\$5,674
Consumables	\$55,960
Miscellaneous Expense ³	\$8,839
Professional Development	\$9,814
Equipment/Maintenance/Hire	\$47,006
Property Services	\$130,602
Salaries & Allowances ⁴	\$135,352
Support Services	\$24,937
Trading & Fundraising	\$19,731
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$90
Utilities	\$25,021
Total Operating Expenditure	\$3,436,889
Net Operating Surplus/-Deficit	\$121,441
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$268,149
Official Account	\$14,294
Other Accounts	\$0
Total Funds Available	\$282,443

Financial Commitments	Actual
Operating Reserve	\$85,196
Other Recurrent Expenditure	\$657
Provision Accounts	\$0
Funds Received in Advance	\$5,595
School Based Programs	\$9,000
Beneficiary/Memorial Accounts	\$23,585
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$44,730
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$6,000
Capital - Buildings/Grounds < 12 months	\$28,504
Maintenance - Buildings/Grounds < 12 months	\$6,000
Asset/Equipment Replacement > 12 months	\$15,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$10,000
Total Financial Commitments	\$234,267

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.