

2022 Annual Report to the School Community

School Name: Selby Primary School (4685)



- 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 24 March 2023 at 11:52 AM by Scott Burton (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 05 April 2023 at 10:21 PM by Michael Dunstan (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

Selby Primary School is located in the Dandenong Ranges approximately 50 kilometres east of Melbourne. The students at Selby Primary School draw from families with a socio-economic profile higher than the state average. The Student Family Occupation and Education (SFOE) index of the school in 2022 was 0.1625, indicating a lower likelihood of education disadvantage when compared to the state median SFOE of 0.4142. In 2022, enrolments were 186 students, and school staffing comprised of 1 Principal, 13 Teaching and 4 Education Support staff, and 1 Administration staff. The school curriculum includes the key learning areas of Literacy, Numeracy, Physical Education, Performing Arts, Visual Arts, Japanese, and Inquiry learning. Prep classes also include student-led learning investigations which provide hands-on learning opportunities which support students' transition to primary school. The teaching and learning focus in the past two years has been on developing consistent whole-school approaches with a particular focus on spelling, writing, and numeracy. Considerable time and resources have been invested in these areas and will remain a priority moving forward. There is an agreed, consistent whole-school approach to student management and wellbeing. Selby is a leading school in School-Wide Positive Behaviour Support (SWPBS) and expected behaviours are clearly defined around the school's values. These expectations are visible throughout the school and students receive specific feedback when demonstrating the expected behaviours. The expected behaviours are also taught both in class and through our cross-age mentor group sessions which run weekly. A whole school Student Leadership program led by the Year 6 students runs each week with student leaders engaging with students across the school. Year 5 students all have a Prep buddy which runs at the same time to support the Prep student's transition into the school and prepare the Year 5 students for their leadership roles the following year. Selby Primary School has a culture of high expectations and is a positive and inclusive school. We recognise the key role that parents play in children's learning. The school enjoys a strong sense of community and encourages positive, supportive partnerships between students, parents and staff. These factors make Selby 'A place to belong.'

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, a strong emphasis was placed on reviewing our curriculum documentation and developing engaging learning opportunities for all students across the curriculum. A differentiated curriculum ensures that students are catered to at their appropriate level. In Literacy, staff use a variety of programs from C.A.F.E. and the Early Years models of teaching. In 2021 Staff undertook Professional learning in 6 + 1 Writing Traits. Further learning was undertaken across 2022 in 6 + 1 Writing Traits and time given to moderate writing. Staff have continued to refine and document the school's practices to ensure that our teaching practices and expectations are consistent across the school.

Our Teacher Judgements of School Achievement results in English and in Mathematics are equal to or above the State averages and when compared to similar schools our English and Mathematics results are below.. These results are supported by our NAPLAN results in both Year 3 and Year 5. Both Year 3 Reading and Numeracy were above State in all areas and importantly the four-year averages are well above the State averages and are performing higher than similar schools. Our Year 5 results for Reading were amazing with 100% at or above level. Our Year 5 Numeracy results were above State and similar schools and the four-year trend was maintained.

The growth of the students between Year 3 and 5 is an area in which we have achieved some pleasing results but is also an area where we can continue to improve. The levels of low growth (8%) and high growth (48%) in students in Reading is pleasing and reflects our consistency in teaching practise. Growth in Spelling, Writing and Numeracy is an area where the school needs to focus. In Numeracy there was only 4% high growth low whilst in Writing (48%) and Spelling (40%) there was high levels of low growth. We need to aim to lower the rate of students who are having low growth and push more of the students with medium growth into the high growth band.

In 2023 work will continue to focus on developing our curriculum documentation and developing a Teaching model for mathematics.

Wellbeing

In 2022 there was a consistent and focused implementation of student voice and agency. This was achieved through a range of strategies such as engaging staff in professional learning, developing class meeting protocols, and the student voice team. After Covid restrictions on the mixing of students ended in Term 1 2022 we were able to resume our leadership, buddy, and mentor group programs. Despite this, our Sense of Connectedness on the Attitudes to School Survey (67.5%) was still marginally below our 4-year average (70.6%). This is also reflected across the state and similar schools.

In 2022 we also saw a decrease in the management of Bullying. As students returned from 2 years of remote learning and lockdowns we did see an increase in anti-social behaviour and a decrease in tolerance for others. The school continued its implementation of the School-Wide Positive Behaviour Support initiative and staff and students developed an understanding of the principles behind the initiative. The school was able to achieve Gold accreditation and this has seen the school values of Respect, Resilience, Personal Best, and Confidence explicitly taught across the school. This work will continue in 2023 with particular attention given to Classroom reward systems.

Engagement

Student attendance is a lead indicator for achievement and engagement outcomes. Student absences are closely monitored by the school and parents. The average number of days absent at Selby PS in 2022 was 23.8 which is a significant rise on our 4 year average of 15.0. This rise is inline with the State and Similar Schools average which also increased due to Covid restrictions This is due to the support of parents and teachers working together in the most challenging of circumstances. Information is regularly put into the school newsletter and individual data is presented as part of the student reports. Whilst our attendance data is good we do have a number of students who are arriving at school late on a regular basis. Whilst it is sometimes only 5-10 minutes late, over the course of a week and a year this adds up to be a considerable amount of lost learning time

Financial performance

Selby Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. Total funds available as of the 31st December 2022, equaled **\$387,479.63**. As the school manages Selby Kindergarten, their surplus of \$ **68,858.97** is also included in the above totals. The school's total operating revenue for 2022 was \$2,364,577. The Student Resource Package of \$1,676,618 made up the majority of revenue, utilised to fund staff salaries. Government Grants – Departmental, State, and Commonwealth, made up \$430,857 of revenue. The balance of school revenue came from locally raised funds \$246,928. The locally raised revenue included such items as essential student learning items, camp fees, and parent fundraising.

The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Selby cannot be overstated. With changes to school fee collection requirements, collection rates for school fees were down but overall revenue increased due to a rise in our fees from 2021. The total Operating Expenditure for the school in 2022 was \$2,406,346 resulting in a deficit of \$61,769. The major components are Property Maintenance for sanitation, building, and groundworks, refuse and garbage, and equipment purchases. Salaries for casual relief staff and administration costs make up the majority of our deficit along with costs associated with roofing safety equipment. The school has continued to manage its financial resources in a very prudent manner for 2022, whilst maintaining and developing the number of outstanding learning opportunities for our students.

For more detailed information regarding our school please visit our website at
<https://selbyps.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 189 students were enrolled at this school in 2022, 96 female and 93 male.

NDP 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).

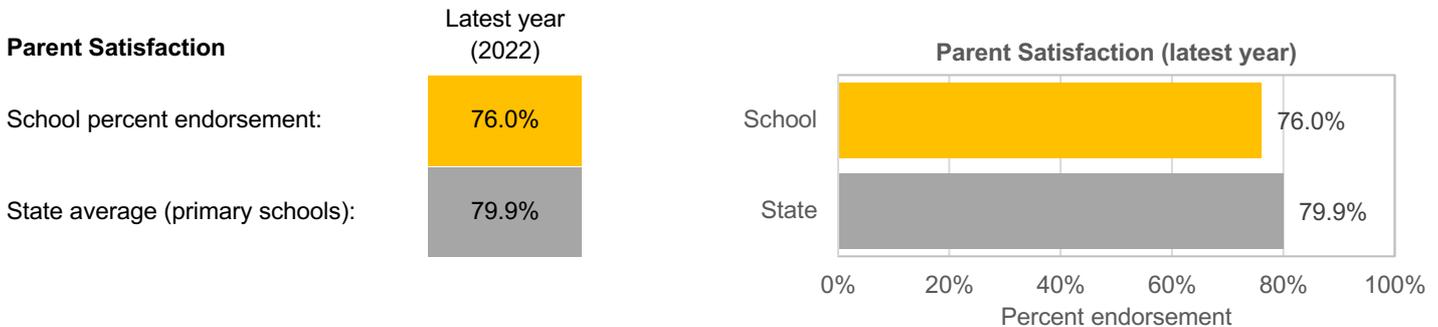
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

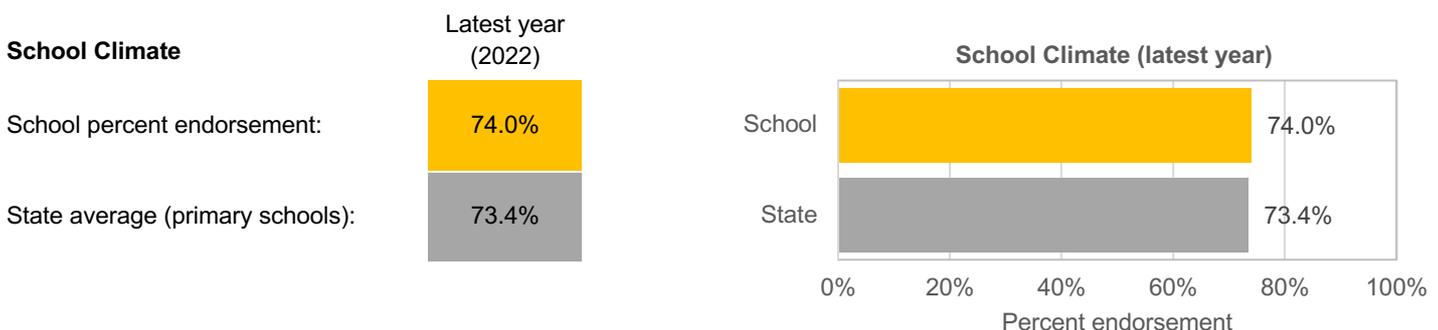


School Staff Survey

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.



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:

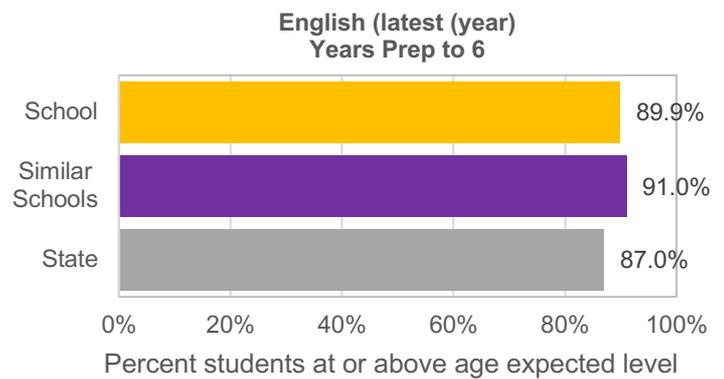
89.9%

Similar Schools average:

91.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

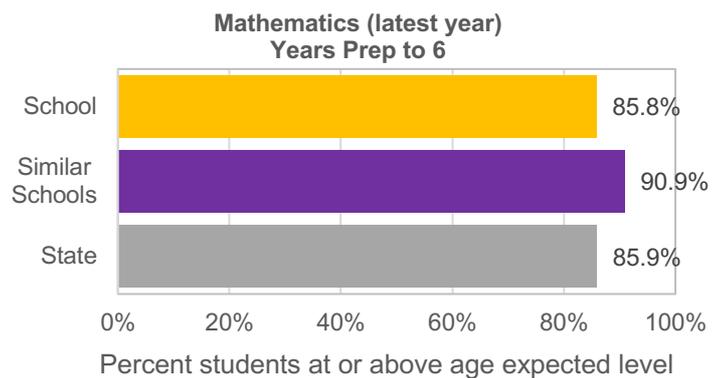
85.8%

Similar Schools average:

90.9%

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.

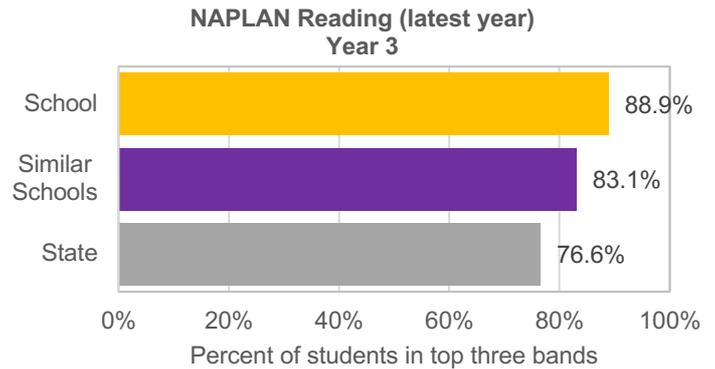
NAPLAN

Percentage of students in the 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.

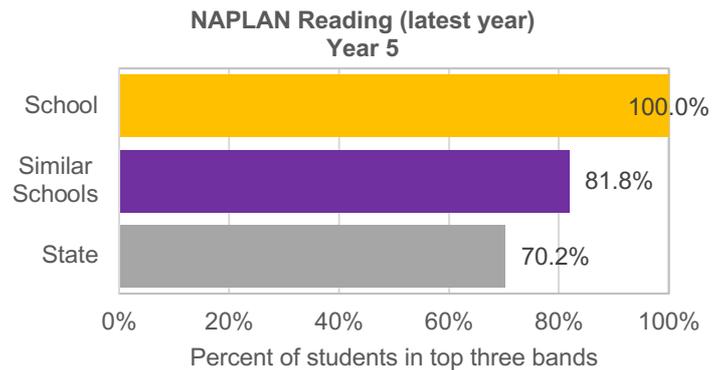
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	88.9%	86.4%
Similar Schools average:	83.1%	85.3%
State average:	76.6%	76.6%



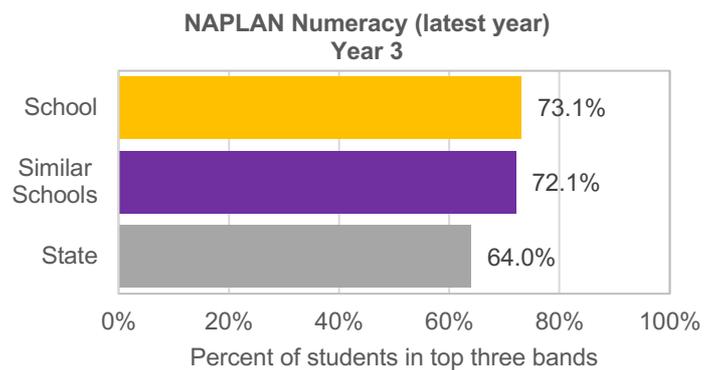
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	100.0%	87.8%
Similar Schools average:	81.8%	79.4%
State average:	70.2%	69.5%



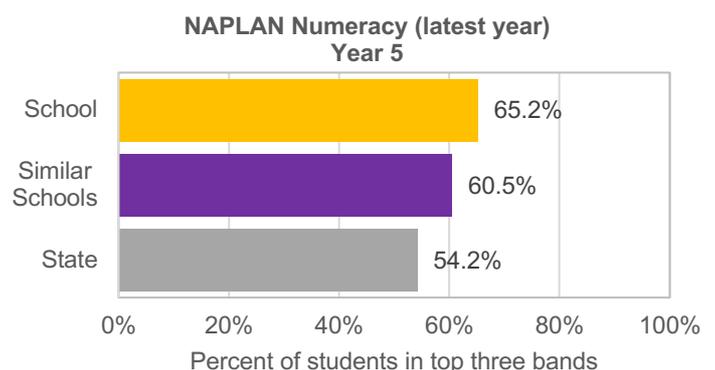
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	73.1%	75.9%
Similar Schools average:	72.1%	76.6%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.2%	65.9%
Similar Schools average:	60.5%	66.2%
State average:	54.2%	58.8%



WELLBEING

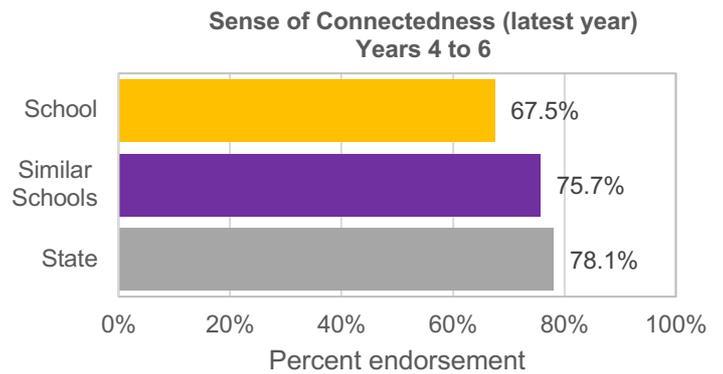
Key: *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	67.5%	70.6%
Similar Schools average:	75.7%	76.0%
State average:	78.1%	79.5%

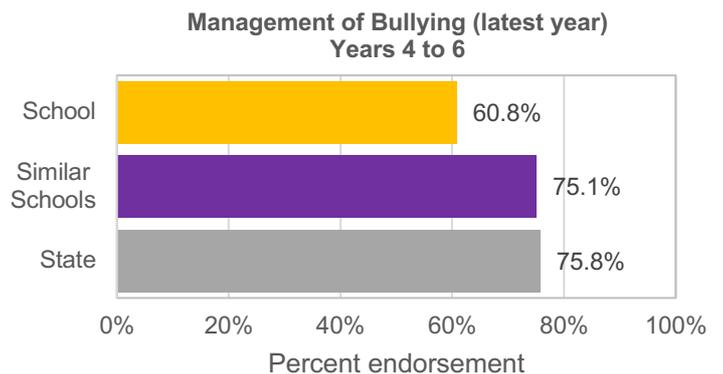


Student Attitudes to School – Management of Bullying

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:	60.8%	63.4%
Similar Schools average:	75.1%	76.7%
State average:	75.8%	78.3%



ENGAGEMENT

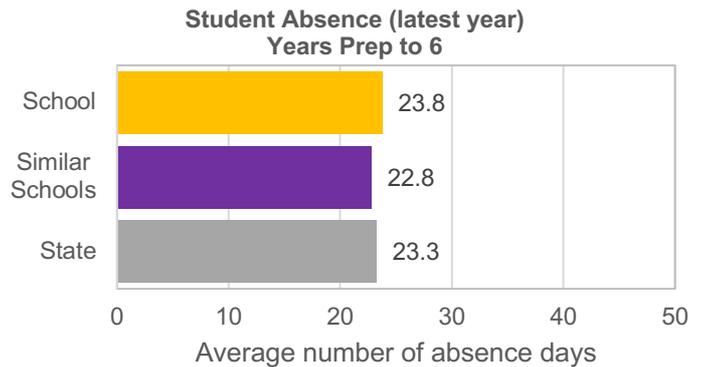
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	23.8	15.0
Similar Schools average:	22.8	15.6
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%	89%	89%	87%	89%	90%	85%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,676,618
Government Provided DET Grants	\$322,581
Government Grants Commonwealth	\$0
Government Grants State	\$88,276
Revenue Other	\$10,174
Locally Raised Funds	\$246,928
Capital Grants	\$20,000
Total Operating Revenue	\$2,364,577

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,236
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,236

Expenditure	Actual
Student Resource Package ²	\$1,685,816
Adjustments	\$0
Books & Publications	\$643
Camps/Excursions/Activities	\$99,369
Communication Costs	\$7,767
Consumables	\$28,942
Miscellaneous Expense ³	\$31,528
Professional Development	\$5,607
Equipment/Maintenance/Hire	\$37,282
Property Services	\$206,422
Salaries & Allowances ⁴	\$219,138
Support Services	\$33,878
Trading & Fundraising	\$24,948
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$25,007
Total Operating Expenditure	\$2,406,346
Net Operating Surplus/-Deficit	(\$61,769)
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	\$337,025
Official Account	\$50,455
Other Accounts	\$0
Total Funds Available	\$387,480

Financial Commitments	Actual
Operating Reserve	\$90,050
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$112,129
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$202,179

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.