

SPENSLEY STREET PRIMARY SCHOOL

# ANNUAL REPORT 2022



INCLUSIVE  
INNOVATIVE  
INSPIRED



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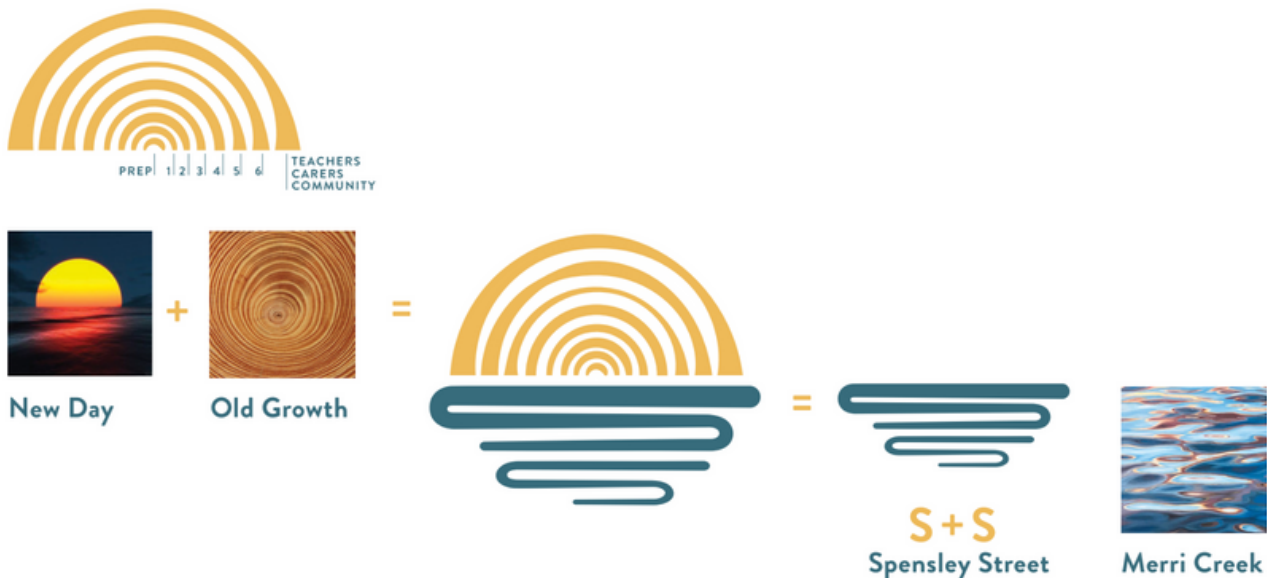
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# Launching Our New Logo

Throughout 2022 we undertook a redesign of our school logo. This was completed in consultation with students, staff and parents, both current and former. We wanted something that was modern and represented our school values and philosophy as well as something that honoured the past and the strong sense of community that has been built at Spensley Street Primary School over the years. We thank everyone that took part in this process.

We are incredibly proud of what has been created.



The upper half represents the rising sun, the start of a new day, and a symbol of endless possibilities and optimism. It combines to symbolise old-growth trees prominent in the SSPS area. These trees represent wisdom, history, community and nature. The rings also represent years of growth, each inner ring represents a year level with the protective outer ring representing our Teachers, Support Staff, Parents, Carers and Community.

The lower half represents Merri Creek, as a water reflection and has been designed to incorporate 2xS's representing Spensley Street.





# Principal's Report

## Our School

Spensley Street Primary School is a vibrant, inclusive, and diverse school located in the inner northern suburb of Clifton Hill, on the edge of Merri Creek and Yarra Bend Park. Our school community is made up of 312 students from Foundation to Grade 6, with a stable workforce consisting of a combination of 19 experienced, accomplished and graduate teachers, as well as seven Education Support staff in administration, maintenance, library and integration aide roles.

Our vision is to develop highly-skilled, knowledgeable, and caring young people who are inclusive, innovative and inspired lifelong learners, and who will become active, engaged and thoughtful citizens. Our mission is to provide students with the best possible educational, social and emotional foundations that empower and support them to be successful learners.



We believe that successful learners are open-minded and creative thinkers, resilient and reflective self-managers, empathetic and reliable collaborators, responsive and respectful communicators, curious and persistent researchers, and courageous and responsible contributors. These values underpin our approach to teaching and learning. We strive to provide stimulating, targeted and challenging learning opportunities to ensure that our students become successful, confident learners with a strong sense of self.

Our multiage environment promotes a strong sense of community and of taking responsibility for oneself and others. Students are grouped in multiage home groups, located in four large open-plan learning areas, which give students of different ages many opportunities to know each other and work together. The integrated curriculum is both broad-ranging and developmentally appropriate and focuses on developing students' personal and social skills and understandings so that they become caring, socially responsible and active participants in the world.

We are proud of our strong, supportive community and value our staff and recognise their importance, in partnership with families, in supporting students to realise their learning potential. Collaborative planning and team teaching is a strong feature of the school, and in 2022, students participated in Art, Music, and Italian specialist classes. A 0.4 EFT literacy teacher worked with students with additional literacy learning needs alongside our Tutors as part of the DET tutoring initiative.

At Spensley Street Primary School, we strive to provide a positive, nurturing and inclusive learning environment that fosters academic excellence, social justice, and personal growth and development for all of our students.

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

### Learning

Spensley Street Primary School offers a well-organised teaching and learning program with high levels of student engagement and achievement across all learning areas. Using a range of standardised assessments the school has well-established data analysis processes in place with active Professional Learning Communities (PLCs). Teachers routinely identify, analyse and provide support for students who require intervention, extension and enrichment. Students are assessed according to rigorous school assessment and moderation processes.

A particular highlight for learning achievement throughout 2022 was our student Reading performance. We track student learning growth in Reading in a number of ways. One of those is our DIBELS assessments. DIBELS are measures that help teachers and schools determine how students are performing on important reading skills. DIBELS stands for Dynamic Indicators of Basic Early Literacy Skills. The critical skills necessary for successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. The DIBELS measures assess students on four of these five critical skills, which are often referred to as the “Big Ideas” of reading. DIBELS only takes a short time and we conduct these assessments three times a year to track student performance and growth. In early 2022 our DIBELS Assessment indicated that we had 67% of students achieving at or above the benchmark level for the assessment, students not achieving the benchmark were provided with ongoing intervention through our Literacy Support program. Our most recent results from this assessment indicate that we now have 83% of students achieving at or above the expected benchmark for their grade level.

These results are not only a testament to the work of our Literacy Support team but the ongoing work and dedication of each and every staff member implementing our high expectations for academic excellence and literacy achievement across the school. These results are further evidenced through other summative assessments including the ACER Progressive Achievement Testing (PAT) with 91% of students at or above the expected level in Reading and 90% in Spelling, also evidenced in our NAPLAN results with 90% at or above the expected standard in Reading and 83% for Spelling. High student achievement in Mathematics is stable with results well above State levels, this is evidenced by 83% of students achieving at or above the expected standards in both the Progressive Achievement Testing and NAPLAN testing.

## Wellbeing

At Spensley Street Primary School, we are proud of our whole-child approach with wellbeing being integral to the success of our students both academically and personally. As a community, we have worked collaboratively to develop a fair and respectful approach to behaviour management, which has been implemented across the entire school.

In addition, our curriculum includes teaching pro-social values and behaviour to promote diversity and build a culture of learning, community, and engagement. We believe that this approach helps our students to develop a strong sense of self, as well as an understanding and appreciation of others.

We have a whole school focus on supporting and developing our students' wellbeing from Prep to Year 6. This includes a commitment to safety and wellbeing as an integral part of our Annual Implementation Plan. We recognise our responsibility to ensure that our school is a safe, supportive, and enriching environment that fosters the dignity and self-esteem of our students, enabling them to thrive in their learning and development.

Our multiaged learning environment nurtures the development of positive and respectful relationships between all members of the school community. We value the voice of our students and encourage them to be active participants in the life of the school, which helps them to develop independence and leadership skills.



We use Restorative Practice to build relationships and resolve conflict, and we complemented this with our Term 1 Big idea 'Connection' to ensure that staff could build relationships with students in their home groups and areas. In Term 2, we established a clear focus on wellbeing professional learning for staff through our Strategic Action Teams, with a focus on Trauma-informed Practice, Restorative Practice, Circle Time, and the implementation of the Respectful Relationships curriculum.

Our staff also undertook Cultural Awareness and Safety Training delivered by DET Koorie Education Support Officer. We have established a Student Support Referral Process and launched the 'Students at Risk' tool, which was used to help us identify where extra student supports are required and allocate resources and strategies most effectively to support overall student wellbeing across the school.

At Spensley Street we are committed to providing a safe, supportive, and inclusive learning environment that promotes student wellbeing and encourages students to reach their full potential both academically and personally.

## Engagement

Spensley Street Primary School is dedicated to providing a safe school environment that fosters high staff and student morale, and a strong sense of connectedness throughout the school community.

We are proud to have continued building strong relationships and active partnerships between the school and families/carers since returning to school after a disrupted 2020 and 2021. Our efforts have been aimed at supporting students' participation and engagement in school.

We ensure that absences are recorded accurately, and we address student absences at a whole school level through our School Bulletin, as well as personalised follow-up with individual students' families to offer support and strategies as needed. Common reasons for non-attendance include illness and extended family holidays. Unfortunately, we have a significantly higher number of absences compared to both the State and similar school averages. Absence from school can impact on students' learning.

A particular focus recently has been to improve the number of children arriving late to school. This is still a challenge, and we will continue this focus in 2023.

Our school operates a number of well-established transition programs for children moving from Kindergarten to Prep, as well as internal transition supports for students changing homegroups and areas, moving from Year 1 to 2 and Year 3 to 4.

For students moving from Year 6 to secondary school, we offered a fortnightly transition and homework program aimed at building students' skills, confidence and resilience. Our focus was to activate student voice, agency, leadership and learning to strengthen students' participation and engagement in school. Year 6 students also participated in a range of leadership opportunities, including hosting our school assemblies, leading prospective enrolment tours, and an additional camping program in Term 4.

For students and their families entering the school in 2022, we provided school tours and induction visits, and information sessions for families, with comprehensive information supplied in written formats and on the school's website.

We are proud of our efforts to support students' engagement in school, and we look forward to working closely with families and carers to continue this work throughout 2023.

## Other highlights from the school year

At Spensley Street we are proud of our strong and positive school culture. There are a number of significant highlights from 2022 that have positively impacted our school, students and the local community. This year, our camping program was a success with all 2-3 homegroups attending our famous Glen Forbes Camp for one night and our 4-6 students for two nights. It was a great opportunity for our students to explore and experience the outdoors while building strong bonds with their peers and teachers.

Our fundraising committee worked wonders this year, bringing back whole school events like the Harvest Festival and Tempting Fete. Not only did these events provide excellent fundraising opportunities, but they also helped support our strong sense of community and connection. They were amazing events for our whole school to be proud of.

Thanks to a grant received from the VSBA, we were able to install some shade sails, and we look forward to continuing our landscaping masterplan work this year, ensuring that our school is a comfortable and safe environment for our students.

Lastly, we are incredibly proud of our new logo and would like to thank everyone who was involved in the design process, from our students and staff to our former and current parent community. It is a reflection of our school's identity and values and one that will stand the test of time.

Overall, 2022 was a positive year for our school, and we are grateful for the continued support of our community. Thank you for being a part of our school's journey.

## Financial Performance

Ongoing and agile budget management during 2022 has meant that our financial position remains stable, despite the fundraising loss we experienced throughout 2020 and 2021.

Spensley Street Primary School receives little additional funding available to schools in some other areas. Consequently, the school is always reliant on locally raised funds to achieve our full range of programs and resourcing needs. The School is very fortunate in the amount of support it receives from the parent and carer community, at many levels, including financial. The OSHC programs and the Canteen also contribute valuable funds to the school community, in addition to providing great programs and services to the school.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.



# President's Report

~ Katie Brown

It was so lovely to spend 2022 back in classrooms and at the school. The return of face-to-face learning has been wonderful, but not without its challenges. Led by Bec and Andrew, our teachers and support staff have continued to demonstrate incredible commitment to ensuring the children's health and wellbeing remain at the centre of the learning program.

In true Spensley Street style, our resilient community has reconnected at the Harvest festival, gathered at morning assemblies (now open again to parents and carers!), and staged an incredible Tempting Fete.

The final report from the 2021 Department of Education School Review process, carried out every 4 years, was received by the school. The school review was very complimentary about the SSPS learning community, and they loved hearing from our engaged students, staff and community. The school leadership team and staff are incredibly proud of the positive feedback from the report.

## School Building Works

In 2022 we continued work on the Landscaping masterplan. We were successful in receiving a grant to install shading on the site of the old storage containers, now installed, and we are in the process of final plans for an outdoor amphitheatre to be constructed in this area.

The huge effort in first term to de-weed and prepare the front of the school for planting was instrumental in enabling a very fun working bee where hundreds of natives were planted under the watchful eye of our environment team. Steady watering has ensured that many of these plants are now thriving and providing a welcoming entrance to the school.

In 2023 we are well advanced in the quotes and planning for the wet spaces in the areas and are hopeful that we will start building in later in the year. Thanks to all the families for their voluntary, tax-deductible, building fund donations that are being used for this work.

## School Council Sub-Committees

All sub-committees operated in 2022, returning to almost full strength after a tough couple of years.

The fundraising team rose to the challenge of hosting events that some of them had never even seen, culminating in an amazing Tempting Fete that brought our community together and raised a substantial amount of money. We also ran two election barbeques, a harvest festival (my favourite) and a couple of other fundraising ideas during the year. Thanks to Rachele and Gena for leading the team and the ability to recruit new members for this dynamic group.

The Out Of School Hours Care program and the canteen were again a pivotal part of Spensley Street. We are fortunate to have Lisa and Jane. Numbers in the before and aftercare programs remain high due to ongoing demand from the parent and carer community. The revenue raised from running these in-house services contributes to other services and benefits we experience at SSPS. Thank you to Martin Musiatowicz and Cara Nicholson for their support across these programs.

Rob Smith stepped into the Treasurer role in 2022 and has done a fantastic job. He has spent many hours working with Jane Lydiate and Bec Spink to update the school budget and prepare a 5 year look ahead. Our budget situation is a constant balancing act as many of the unique SSPS programs over and above the standard school curriculum, such as the edible garden program, are not funded by standard revenue sources.

In 2022 the Strategic Outlook sub-committee reviewed school policy documents and also facilitated an important discussion about changes to learning area class structures for 2023. Thanks to Squirrel Main, who stepped down during her term, and Ned Martin who took on the role after her departure.

Glen Forbes camp and the school grounds are cared for by the Environment committee, ably led by Liam Brown again in 2022. This committed group of parents and carers have continued working on the landscaping master plan and run many successful working bees.

Thank you to Andy Vance for her work in communications and engagement, particularly coordinating the parent representatives and What's App groups.

I would like to thank all school council members for their time and efforts this year, supporting me as President. Special thanks to teachers Georgia, Tanaya, Emily and Andrew for attending meetings and playing such an important role and providing an invaluable perspective in school council discussions. I am looking forward to working with Bec and Andrew, and the rest of school council, continuing to rebuild our strong community post-COVID.

Finally, I would also like to thank Katie Ridsdale for her great work as Vice-President of the school council for the past two years. She has dedicated a great deal of time to the strategic outlook committee and we will miss her contribution and great questions.







# Community Report

~ Andy Vance

## *The role of the Community Committee*

Discuss and make recommendations to the SSPS School Council on issues that foster productive and cooperative community engagement across the school and local community by:

- Encouraging school-family partnerships and communication, the Family Information Book, Class Parent Liaisons Program
- Promoting ongoing school and parent two-way communication
- Supporting the organisation of community events such as Welcome & Farewell Picnics, Prep parents morning teas and holiday play sessions, class level get-togethers and social events.

## *2022 Community Committee report*

The past 12 months have seen a lovely re-establishment of some of the community events that Spensley Street PS is famous for. The community came out of the gates slowly, as everyone adjusted to being in the same spaces, but as the year went on we were able to resume many of our much-loved Spensley Street traditions and celebrations. The number of coffee drinkers grew outside the canteen each morning, parents started to come together at assemblies on Mondays, the masks started to disappear and people began to get to know each other again (other than via a screen!).

The two main community events, the first since the beginning of the pandemic, provided great opportunities for parents, teachers and the wider Spensley Street community, both past and present, to come together again. The Harvest festival in May featured wine, cheese, pumpkin soup and lots of lanterns! The school fete in October was extremely well attended and resumed its position as the pinnacle event in the annual Spensley Street community calendar.

The WhatsApp groups have continued to work well as a means of communication between the school and parents. I would like to thank the hardworking class representatives of 2022 for their ongoing support in this initiative - the class gatherings they have organised and the constant stream of communication has been vital in keeping parents informed and fostering a strong sense of Spensley Street community.

# Strategic Outlook

## Report

~ Ned Martin

The Strategic Outlook committee (formerly Ed Pol) provides an opportunity for parents and carers to participate in discussions relating to the school's vision, values and strategic plan.

A key activity of the committee is the endorsement of the Annual Implementation Plan, which sets out the strategic education goals for the year ahead. The 2023 AIP has been shaped by the unique events of the past few years and carries a clear focus on overall student wellbeing within the learning environment. The school-specific goals of 2023 AIP can be summarised as:

- To maximise learning growth for all students in literacy and numeracy
- To improve student wellbeing and engagement through increased student agency

The AIP sets out targets for student and teachers to achieve these goals, as well as means to measure success and support all the participants in the process. At SSPS in 2023 this will include providing teachers and students with adequate time and resources to increase student agency through the Student Led Conferences, which will return in 2023 alongside the traditional Parent Teacher Interviews. The school will also be developing a whole-school numeracy plan, to assist teachers in implementing differentiation practice "to identify and meet students' individual learning needs", and the intention is to provide each student with a clear pathway to progress their numeracy learning.

A significant development the past year has been the adjustment of the school's Areas structure. While maintaining a multi-age learning environment remains a major cornerstone of the school's philosophy, it was decided that physical arrangement of the four Areas needed to be adjusted to better balance the needs of the students and teachers and assist in the delivery of the goals set out in the AIP. The decision to move to the Area 1&2 P-3 and Area 3&4 4-6 arrangement followed discussions with the school community, including teachers, students and parents & carers, including a very well-attended open session held in November 2022. The anecdotal feedback in relation to the change from the school community so far has been overwhelmingly positive.

Throughout the year the SoC will continue to meet regularly, and all members of the school community are welcome to attend. Topics to be covered in coming meetings include analysis of student and parent feedback data, digital technologies and homework policy, and ongoing revisiting and reflection on the AIP and Areas layout. Feel free to come along to listen and contribute!

# Environment Report

~ Liam Brown

## *Role of the Committee:*

The Environment Committee is responsible for canvassing ideas for the maintenance and development of the built and natural environment at SSPS, including its remote enclave at Glen Forbes. We also assist in the implementation of these ideas through working bees and other special project development events. Every month we report progress to School Council and seek its approval for any projects, working bees and other ideas.

## *Membership:*

All SSPS parents and carers are welcome to join the Environment Committee and contribute to its meetings and projects. We have a fluid membership of about ten, including our ex-officio leader, Andrew Williamson. (A direct line to the top is indispensable to achieving our goals). In addition to this core membership, a multitude of parents regularly volunteer their time and expertise on projects across the school and at Glen Forbes. Indeed, a large section of the SSPS community takes a keen interest in the activities of the Environment Committee whether that be assisting at working bees or having an opinion on the quantity of tanbark on the playground.

## *Meetings:*

Meetings are convened approximately monthly at the Committee's unofficial headquarters — the Terminus Hotel.

## **2022 ACTIVITIES:**

After a difficult couple of pandemic-riddled years, 2022 saw the Committee rebound with vigour.

Highlights of our activities included:

- A well-attended working bee to spruce up the school at the start of the year;
- Further development of a concept plan for the school site with the delivery of two priority projects:
  - A set of shade sails for the old container site (to be followed by some banked seating);
  - Replanting the front of the school with local indigenous plants as part of an effort to connect the school natural environment with the Merri Creek corridor;
- Advancing other priority projects including:
  - A refresh of the school entrance and ramp;
  - A refresh of the courtyard; and
  - A sensory garden on the western boundary;
- The best attended Glen Forbes working bee in living memory with all maintenance items ticked off ready for the camping program to recommence;
- The development of a maintenance and projects schedule for Glen Forbes.

2023 promises to be equally busy — more projects, more working bees, and more coffee. Watch the Bulletin for exciting opportunities to participate in the mindfulness of manual labour.



# Fundraising Report

~ Rachelle Madden & Gena Kolin

## *Role of the Committee:*

The Fundraising Committee is responsible for raising additional funds to assist the school in offering various programs that otherwise would not exist with current government funding levels alone. In a typical year, these funds enable us to deal with things like school resources, unexpected maintenance and repairs and building up a reserve to cover major expenses in the future.

## *2022 Fundraising Activities:*

2022 saw the return of many of our traditional fundraising events which was a welcome change after two years of Covid-restricted fundraising. We were able to bring back our beloved Harvest Festival in June and our Tempting Fete in October raising profits of \$16,182 and \$87,632 respectively. In addition, we held two election day sausage sizzles for a total of \$7,284, plus a Hot Cross Buns fundraiser in April and a Mango fundraiser in November adding another \$1,983 to our fundraising.

## *2022 Fundraising Expenditures:*

Each year, we spend the funds raised from the previous years fundraising activities. In 2022, our 2021 funds were spent on the following items:

- New Locker trolleys and tubs for Areas
- STEAM software and equipment
- Landscape Architects
- Extra contribution towards shade sails (this was partially covered by a grant)
- Oven & freezer for the canteen
- Painting

In 2023 we look forward to utilising our 2022 funds raised towards landscape upgrades among other things.

## *2023 Events:*

We are looking forward to another great year of fundraising events - we kicked off with our Welcome BBQ and are also planning Harvest Festival on June 4th and Tempting Fete on October 28th. In addition, we are hoping to do the Hot Cross Buns and Mango fundraisers again.

Lastly a huge thank you to Gena Kolin who has committed to another year of coordinating the Fundraising Committee. She did an amazing job last year keeping it all running smoothly and with lots of laughs along the way. We are always looking for people to help out in ways big and small. It's fun and a great way to give back to the school. If you're interested, please reach out to one of us. Thank you!



# Canteen Report

~ Cara Nicholson

It has been delightful to see many families enjoying a morning coffee from the SSPS canteen as families were welcomed back on site after lockdowns. Seeing families share a morning coffee and a chat in the courtyard before the working day begins is a special part of the community at Spensley Street.

For the 2022 year, the canteen ran at a loss of \$31,872. This is due to the lasting impacts of COVID, and the purchase of new equipment; this is an improvement from the previous year. Supply issues impacted some of the menu throughout the year due to ongoing issues from our previous supplier, COVID and the recent floods. We are pleased that this is behind us and we have a full menu back on offer.

The canteen was without an oven for a significant part of the year, which also impacted sales. We are pleased to say we have a new oven which was recently installed. It is ready for the increase in hot food orders as we head into the cooler months.

A big thanks to all of our volunteers, who come in and assist in the canteen to ensure all orders are completed in time for lunch. We welcome new volunteers, please sign up on Flexischools if you would like to join in the fun.

Lastly, we couldn't run the canteen without Jane. Thank you Jane for all of your passion in ensuring our kids and staff have delicious lunches on offer.

# OSHC Report

~ Martin Musiatowicz

The Spensley Street OSHC program is a school-run extension of many of our students' school days and aims to provide the highest quality care in the safest possible environment in support of the school's philosophy. In doing so, the service has a flexible approach that assists parents and carers in balancing work and family commitments. Being school-run, the OSCH program provides a vital source of revenue and extends the overall teaching and learning activities of the school.

## *2022 Program*

After reaching record enrolments in the 2019 school year with the program at capacity, the last three years presented ongoing challenges for OSHC as it was reduced to essential care for long periods in response to Covid lockdowns and restrictions and enrolments took time to rebound as students came returned to full-time schooling and many parents established new working routines.

By the second half of 2022, most days of aftercare have returned to close to full capacity on all days but Friday and as at March 2023 are sitting between 100-110 per day, Monday to Thursday and 45-50 on Fridays. Before care numbers are slowly growing with attendance averaging in the teens for most mornings but are still significantly lower than pre-pandemic numbers which were peaked at 40-45 students.

In May 2022 the program had its Reconciliation Action Plan approved and Lisa has begun making arrangements to start the process for a second iteration of the RAP and its implementation. Last September the program was visited by the DET to conduct an Assessment and Rating visit. This process reviewed all of our governance and professional practices – the officer carrying out the review was very impressed with the program and it was awarded an overall 'Exceeding Rating'.

## *Staffing*

Staffing in the OSHC program has been very steady through 2022. Lisa has again maintained a great team of dedicated, high energy staff that focus on providing quality care for the students – many of whom are also studying education.

## *Budget*

In 2022, pandemic support grants were phased out and there were limited subsidy payments still paid through government rebates. With growing enrolments and careful management of the running and staff costs, OSHC managed to return a profit of over \$153,000 to the school budget for the 2022 school year (up from \$83,000 in the previous year). This was after paying for all expenses, including contributing to building and canteen rental and grounds maintenance.

Fees for the program were reviewed in 2022 and have been increased to align with increased operating costs and inflation. School Council has confirmed an annual review cycle to ensure the program is sustainable and fees reflect ongoing changes in overheads and costs and as part of the overall school budget. In July 2023, the federal government will introduce new CCS subsidies which will begin added support for families by increasing the eligibility for a 90% childcare rebates.

## *Summary*

As an in-house program, SSPS continues to set the standard with its quality OSHC program that children enjoy attending and extends their school experience. Lisa has done a fantastic job in weathering the many unexpected moments over the last few years and with her management she and her team have ensured that the SSPS program remains a vibrant and essential component of the school experience for students and families.



# Finance Report

~ Rob Smith

## *The Committee*

The role of the Finance Committee is to oversee the school's internal controls, financial management and planning of income and expenses. The committee meets monthly on Friday mornings and reviews expenditure and income against budget, signs off on key reconciliations and reviews other financial reports. The committee reviews and develops policies regarding financial matters considers the financial position of the school and discusses major expenditure items. The Finance Committee reports to and makes recommendations to School Council each meeting.

The Finance Committee members for 2022 were Bec Spink, Andrew Williamson, Jane Lydiate, Katie Brown and Rob Smith.

This was my first year as Treasurer and I would like to acknowledge and thank Jane, Bec and Andrew for their maintenance of a strong internal control environment, improvements in processes in this (and prior) years and the good financial health of the school. Jane in particular does an outstanding job in preparing materials for the Finance Committee's review.

## *Overview*

Tight financial management, parent contributions, strong community fundraising, the success of the internally run OSHC and success in grant applications means that the school remains in a very healthy financial position. Please refer to the Financial Performance and Position for the year ended 31 December 2022 which shows that the school ended the year with just over \$1.0m in the bank account. A significant portion of these funds (\$450,000) has been set aside to deliver the first elements of the Master Plan's capita works over the next few years.

School Council and the Finance Committee thank the school community for its ongoing financial, fundraising and other support that enables this good financial position.

Of particular note this year were the successful applications for government grants, including \$25,000 for the shade sails and \$200,000 for an inclusive playground (to be built over coming years). Well done Bec and team!





### *Parent contributions*

All Victorian schools are funded by the Department of Education and Training based on the number of students that attend the school. This funding has two main components – core funding and additional funding assessed according to socio-economic criteria (the Index of Community Socio-Educational Advantage, or ICSEA). Spensley Street ranks very high on the ICSEA index, which directly affects our school funding as the higher the ranking, the less government funding we receive.

In order for Spensley Street to provide students with a wider variety of programs and resources along with ensuring that our school facilities are up to date and well maintained, locally raised funds are critical to our school. The voluntary parent contributions are an essential way that we raise those funds. If you cannot pay some or all of the parent payment amount requested then we ask that you speak to Bec (confidentially) about your situation.

### *Outlook*

Maintaining our healthy financial position in 2023 and beyond relies on the school continuing to manage costs conservatively as well as the ongoing support from parent contributions (note there was no increase in 2023 compared to 2022), fundraising, OSHC and other community support.

Importantly, upon further approvals from School Council, we hope to commence allocation of accumulated funds to delivery of the first phases of the master plan in 2023.

## 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).

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)

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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').

# 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 339 students were enrolled at this school in 2022, 154 female and 185 male.

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

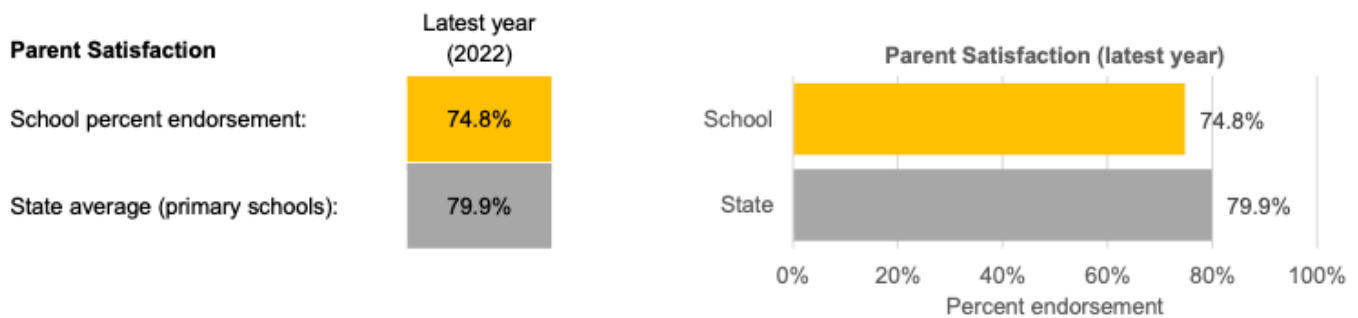
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

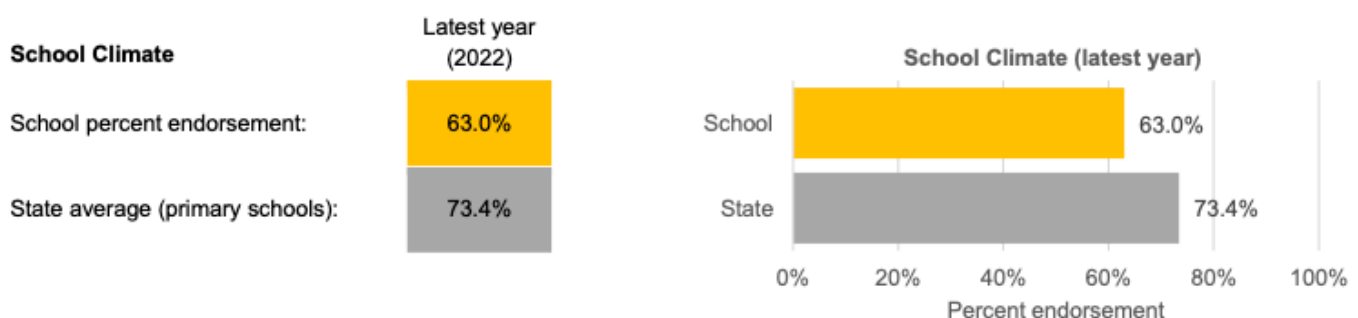


### School Staff Survey

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

School percent of students at or above age expected standards:

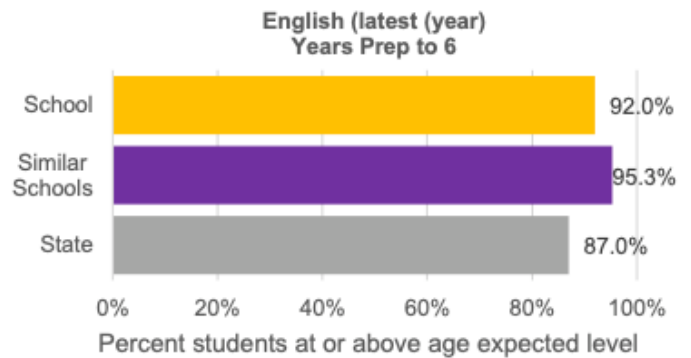
Latest year  
(2022)  
**92.0%**

Similar Schools average:

**95.3%**

State average:

**87.0%**



#### Mathematics Years Prep to 6

School percent of students at or above age expected standards:

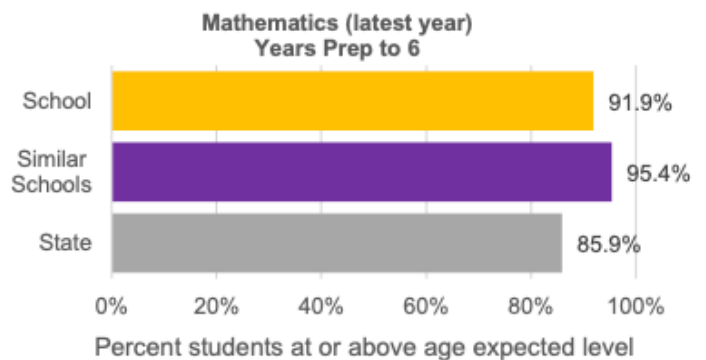
Latest year  
(2022)  
**91.9%**

Similar Schools average:

**95.4%**

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.

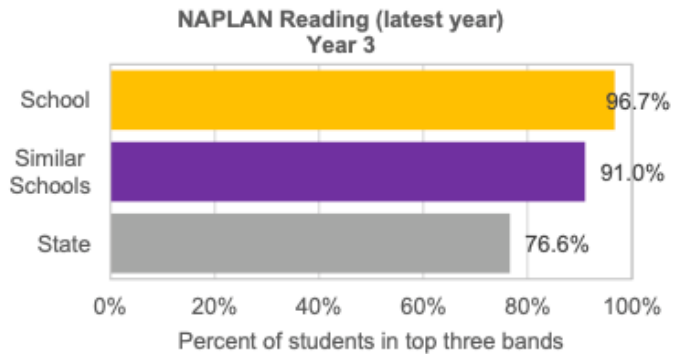
### NAPLAN

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.

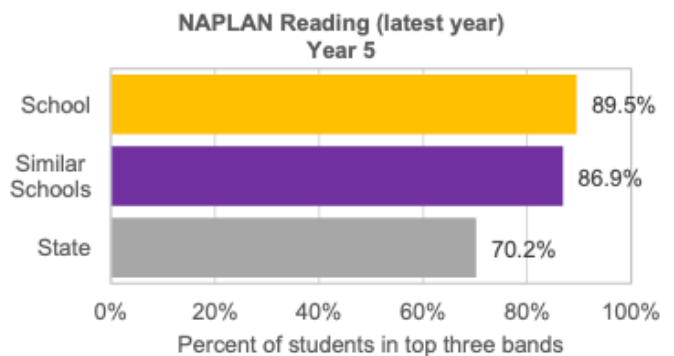
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.7%	97.3%
Similar Schools average:	91.0%	90.3%
State average:	76.6%	76.6%



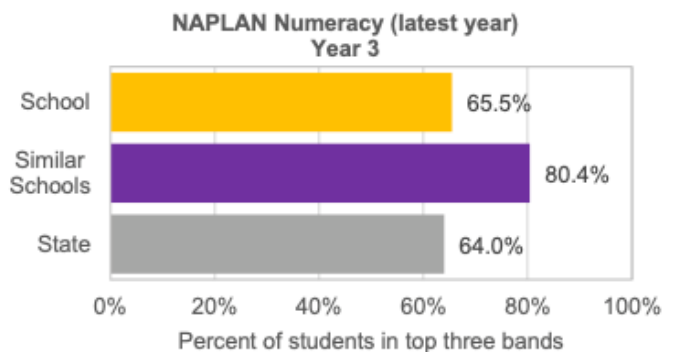
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	89.5%	89.7%
Similar Schools average:	86.9%	86.1%
State average:	70.2%	69.5%



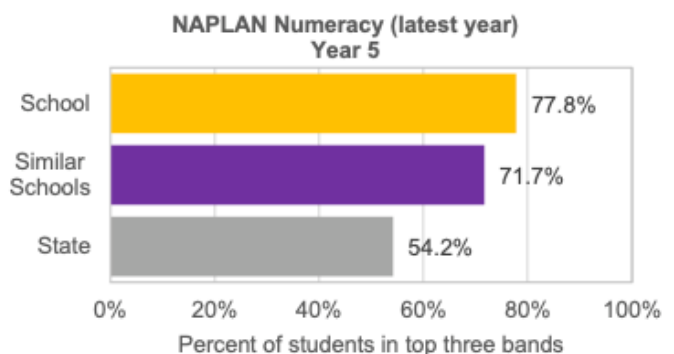
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	65.5%	80.6%
Similar Schools average:	80.4%	83.1%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.8%	79.7%
Similar Schools average:	71.7%	77.0%
State average:	54.2%	58.8%



## WELLBEING

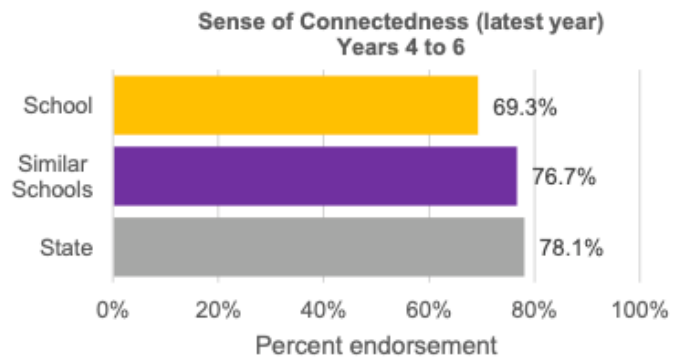
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	69.3%	75.2%
Similar Schools average:	76.7%	77.6%
State average:	78.1%	79.5%

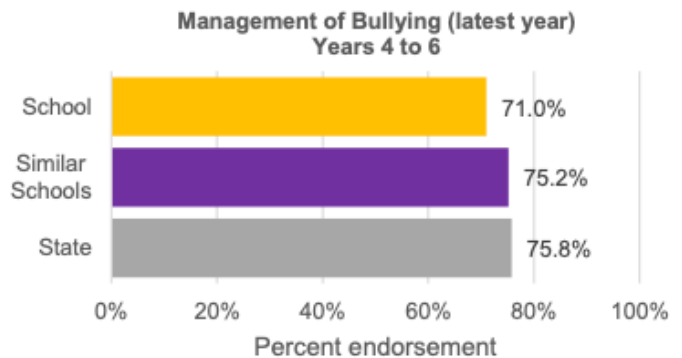


### Student Attitudes to School – Management of Bullying

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:	71.0%	75.4%
Similar Schools average:	75.2%	76.9%
State average:	75.8%	78.3%



## ENGAGEMENT

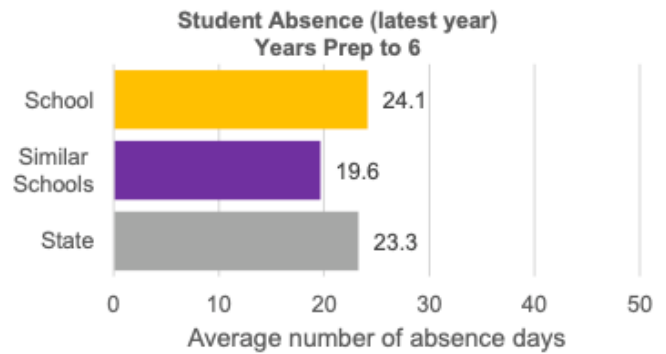
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	24.1	14.2
Similar Schools average:	19.6	12.9
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):	89%	88%	89%	88%	86%	86%	88%



# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$3,020,286
Government Provided DET Grants	\$72,639
Government Grants Commonwealth	\$7,797
Government Grants State	\$0
Revenue Other	\$18,152
Locally Raised Funds	\$1,128,452
Capital Grants	\$20,000
<b>Total Operating Revenue</b>	<b>\$4,267,327</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,219,028
Adjustments	\$0
Books & Publications	\$6,540
Camps/Excursions/Activities	\$84,820
Communication Costs	\$13,983
Consumables	\$76,275
Miscellaneous Expense <sup>3</sup>	\$68,084
Professional Development	\$27,459
Equipment/Maintenance/Hire	\$58,687
Property Services	\$131,791
Salaries & Allowances <sup>4</sup>	\$434,577
Support Services	\$150,551
Trading & Fundraising	\$138,970
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$19,599
<b>Total Operating Expenditure</b>	<b>\$4,430,363</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$183,036)</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 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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$892,169
Official Account	\$46,456
Other Accounts	\$74,177
<b>Total Funds Available</b>	<b>\$1,012,802</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$183,683
Other Recurrent Expenditure	\$20,178
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$238,437
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$147,270
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$450,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,039,567</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.*


**INCLUSIVE  
INNOVATIVE  
INSPIRED**



 @spensley\_street

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