

2016 Annual Report to the School Community

School Name: Heatherhill Primary School

School Number: 4802



Learning to Excel Together

Name of School Principal:

Mary Verwey

Name of School Council President:

Keith Browning

Date of Endorsement:

March 20, 2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



About Our School

School Context

The school opened in 1958 and has served the Springvale, Springvale South and Noble Park communities as a centre of educational excellence to the present day. The school staff are highly trained educators, well equipped to provide high level instruction, with high expectations for academic, physical, social and emotional achievement. The school is an integral part of the community and the student population is culturally and linguistically diverse. More than thirty different languages are spoken by school families. In 2016 Heatherhill Primary School had an enrolment of 191, ensuring that all staff, students and families are well known to each other, working and learning together. Up to 25% of students transfer in or out of the school in any given year, which equates to a high level of transience. Staff and students manage the changes well quickly absorbing new students into Learning Centre communities, making them feel welcome, accepted and ready for learning.

In 2016 the school had 19 equivalent full-time staff: 2 Principal Class Officers, 12.15 teachers and 4.85 Education Support Staff. Many staff members are multilingual; languages other than English spoken by staff include: Vietnamese, Khmer, Chinese, Greek, Italian, and Malaysian.

The school underwent significant staffing changes in 2016. An experienced teacher retired in June, and her teaching load was undertaken by Miss Harris, Assistant Principal and Miss Fran, Literacy leader. A contracted Senior School teacher left at the end of Term 2 and was replaced by a Graduate Teacher. The Teaching and Learning Coach Leading Teacher left in May to a senior position at the SEVR Regional Office and the school principal required six months sick leave. A Junior School teacher also had long term sick leave. She was replaced by an experienced teacher. These upheavals were handled well by the staff in general under the guidance of Gillian Harris, Assistant Principal and Fran Hermann, Literacy Leader. Both Gillian and Fran assumed greater responsibilities for leading the school and were supported by an Acting Principal in Term 4.

The school implements the priorities of the Victorian education system, emphasising the importance of providing all students with strong foundations in literacy and numeracy learning. The development of Personalising Learning through Inquiry, Investigations and Thinking enables students to be well equipped for their futures in a 21st Century world.

The school developed four pedagogical principles that underpin teaching, learning and all aspects of school life. The four principles are:

- Relationships form the basis of all learning. Learning partnerships are formed to enable students to drive their own learning.
- Learning starts from the point of need, extending and challenging learners to achieve growth and success.
- Learners' engagement needs are met through rich and authentic learning experiences.
- Evidence of learning is made visible within the learning partnership. Assessment and learning continua are used to match the curriculum to the learning needs of individual students.

The school is well maintained and has expansive, well-kept grounds, three sets of playground equipment, passive and active play areas. The school has a large hall, Breakfast Club, a Library, and Art Room.

We have developed highly engaging learning programs based on the Walker Learning model in the Junior School and high level Inquiry in the Middle and Senior schools. There are three Learning Centres:

- The students in Years 4, 5 and 6 are housed in the Senior School. In the Senior School learning is personalised. Teachers work with students to set learning goals and success criteria, and evaluate their learning. The Senior School participates in a weekly sport program, competing against students from local schools in football, soccer, netball, Volleystars, SofCrosse, Athletics, bat tennis and a range of other sports. Students in Year 6 participate in extensive transition programs in preparation for secondary school.
- The students in Years 2 and 3 are housed in the Middle School. In the Middle School learning is



structured to be personalised and students are encouraged to take responsibility for their learning. Students collaborate with teachers to devise personal learning agreements, set goals and success criteria and reflect on their learning.

- The Middle and Senior School students have created amazing culminating events this, showcasing their learning in Personal Learning, Communication, Technology, ICT and Science.
- The Prep and Year 1 students are housed in the Junior School. The Walker Learning Approach is undertaken in the Junior School. The Walker model has ensured that our youngest students are developing excellent skills in oral language, numeracy and literacy. They are becoming more independent and taking “ownership” of their learning, making decisions that enhance their engagement, with the guidance of their teachers. The Walker Learning Approach enables students to develop:
 - Higher levels of engagement and motivation
 - Higher oral language skills
 - Increased writing
 - Increased pro social skills
 - Decreased behavioural problems
 - Greater level of personal learning opportunities
 - Improved problem solving and creative thinking
 - Increased independence and interdependence

There is a strong focus on developing Literacy and Numeracy skills in the Junior School.

Specialists programs in Italian, Physical Education and Library were implemented across the school in 2016. Italian was introduced in the Junior School in 2015 and in all year levels in 2016, complying with and exceeding DET Languages implementation. The school was able to utilise the expertise of an Italian speaking teacher in the school to teach Italian. *The Song Room* provided a Performing Arts (Music) program in Terms 1 and 2. Students from Years 2- 6 learnt to play the ukulele. At the end of the program, the students performed in an entertaining concert. *The Song Room* also provided high quality Arts professional learning for staff in Term 1.

The Swimming Program in Term 4 was very successful with almost 95% attendance. *Protective Behaviours*, a safety program focusing on anti-bullying and awareness of abuse, was undertaken with Year 4 - 6 students by Miss Harris, Assistant Principal.

Professional learning in 2016 targeted developing teacher capacity in teaching Writing. Throughout the year, professional learning was undertaken through regularly scheduled meetings on the school site. The school received a grant of \$20,000 from *The CASS Foundation* to support the professional learning in teaching Writing. The school engaged the services of *The 100 Story Building*, to deliver high quality teacher development to:

- Engage teachers in exploring best practice in the area of teaching writing effectively.
- Develop teacher ability to model Literacy in a creative way.
- Increase collaboration between teachers
- Increase teacher led learning
- Creatively embed best teacher practice in planning, delivery and evaluation

As a school community, the educational learning related to this project has been vast. Teachers at Heatherhill Primary School have been aware of the need to teach writing in an explicit way. There has always been an emphasis placed on language structure, spelling and the mechanics of writing. Teachers have been often focused on the secretarial aspects of writing (such as punctuation and grammar) because this has been seen, and is, a very real need within our linguistically diverse school. It was felt, however, that writing had become dry and lacking in creativity and for that reason we wanted to ‘hook’ students and teachers into increasing the students’ interest in writing through imaginative ideas. We wanted to develop the understanding of writing being a rich, personal and creative process. Our partnership with *The 100 Story Building* provided that ‘hook’.



The Writing Project culminated with the Heatherhill Writing Festival, *Bringing Writing to Life* in late Term 3. Student work was showcased; students demonstrated and explained their writing processes. The festival was very well attended by families and other community members.

The school introduced *Sentral*, a reporting package in 2016. Student attendance is recorded daily, as well as, reporting on student achievement to parents in June and December.

2016 was the second year of the 2015-2018 Strategic Plan.

Framework for Improving Student Outcomes (FISO)

The FISO priority in 2016 was *Excellence in Teaching and Learning: Building Practice Excellence*.

A major focus for professional learning for teachers in 2016 was to develop greater skills in teaching writing. We utilised the 2015 professional learning in teaching Philosophy, with increased efficacy in teaching Writing, in order for students to write with depth, passion, creativity and with critical thinking. Teacher assessed student outcomes in showed a greater breadth, with more students being assessed at 6- 12 months ahead of expectations.

The *100 Story Building* undertook professional learning with all teaching staff, providing ongoing support , mentoring and guidance throughout the year.

Achievement

While literacy and numeracy results compare favourably with other schools, we are determined to advance further. In all areas of NAPLAN testing, Year 3 results compare as “similar” to other schools in our “demographic” – low socio-economic/high Language Background Other Than English. Literacy and Numeracy results in national testing (NAPLAN) Year 3 are similar to or higher than expected given the background and characteristics of our students.

Literacy and Numeracy results in national testing (NAPLAN) Year 5 are lower than expected given the background and characteristics of our students. This is a cause for concern and will be a major focus for improvement in 2017.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

<input type="checkbox"/> Victorian Early Years Learning and Development Framework	<input checked="" type="checkbox"/> AusVELS	<input type="checkbox"/> Victorian Curriculum	<input type="checkbox"/> A Combination of these
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Engagement

The 2011 Heatherhill PS Pedagogical Master Plan detailed a commitment to Personalised Learning replacing the traditional model of learning with a customised curriculum to meet the needs of individual learners.

This means that:

- Learning is personalised and differentiated
- Learning is student centered
- Learning is social

Student attendance at Heatherhill is higher than expected given the background of our students. Student attendance has been a priority, with classes and students being acknowledged and rewarded for excellent attendance Information about the importance of attendance is regularly included in newsletters and at school assemblies. The average attendance from Prep – Year 6 is 94%.

20 students (10%) attended every day.



Wellbeing

The school has a strong emphasis on Student Well Being, and there is a range of support programs operating at the school to enhance student relationships and resilience : daily Breakfast Club, Student Council; Peer Mediation; You Can Do It! And School wide Positive Behaviour Programs. There are well defined discipline procedures across the school. For the first two weeks of the school year Learning to Learn programs operate, designed to develop positive learning environments and strong interpersonal relationships. The school introduced School Wide Positive Behaviours Program in 2015. A dedicated team has created a Positive Behaviour Matrix, which has been adopted across the school.

The Student Attitudes to School Survey results indicate that the students are well connected to their school, their teachers and their peers.

A Primary Welfare Officer (PWO) has added significantly to the support given to students and staff to improve engagement and wellbeing. The PWO runs the Breakfast Club as well as seeking various funding for projects such as the Artists in Schools, Cultural Diversity Week, Sporting Schools and camps.

All teaching staff participate in RAMP (Risk Assessment Management Program) which is conducted by the Assistant Principal. Students deemed "at risk" are monitored by teaching teams, and support strategies are enacted. The school employs a Speech Pathologist. A Guidance Officer (Psychologist) supports and counsels students, families and staff.

Student Attitudes to School Survey show that Heatherhill compares similarly in *Connectedness to School* and *Perceptions of Safety* with similar schools.

For more detailed information regarding our school please visit our website at
www.heatherhillps.vic.edu.au



Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.




Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.





Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 191 students were enrolled at this school in 2016, 90 female and 101 male. There were 85% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Higher</p> <p>◆ Similar</p> <p>● Higher</p> <p>◆ Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>● Lower</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</p>



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: ■
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>50%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>47%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>63%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>53%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>47%</td> <td>47%</td> <td>5%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	50%	11%	Numeracy	37%	47%	16%	Writing	21%	63%	16%	Spelling	26%	53%	21%	Grammar and Punctuation	47%	47%	5%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>90 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	90 %	96 %	95 %	95 %	96 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	90 %	96 %	95 %	95 %	96 %	94 %										



Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

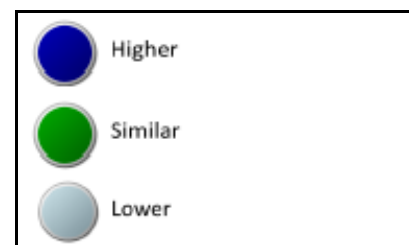
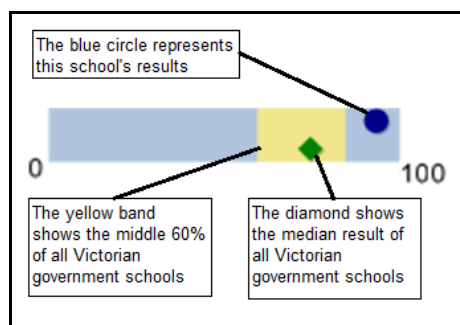
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

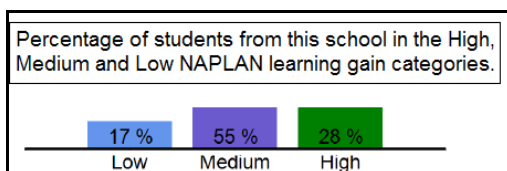
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. Some schools have '**lower**' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The '*About Our School*' statement provides a summary of this school's improvement plan.



Financial Performance and Position

Financial performance and position commentary

Careful management of school funding ensures that all financial commitments are met, school programs are appropriately resourced and planning is in place for future needs.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$1,953,448
Government Provided DET Grants	\$322,198
Government Grants Commonwealth	\$4,364
Revenue Other	\$9,217
Locally Raised Funds	\$103,023
Total Operating Revenue	\$2,392,250

Expenditure	
Student Resource Package	\$1,915,464
Books & Publications	\$4,093
Communication Costs	\$7,559
Consumables	\$29,802
Miscellaneous Expense	\$159,415
Professional Development	\$8,082
Property and Equipment Services	\$99,212
Salaries & Allowances	\$19,115
Trading & Fundraising	\$28,037
Utilities	\$18,230
Adjustments	(\$673)
Total Operating Expenditure	\$2,288,336

Net Operating Surplus/-Deficit	\$103,913
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$31,024
Official Account	\$18,842
Other Accounts	\$79,006
Total Funds Available	\$128,871

Financial Commitments	
Operating Reserve	\$61,016
Asset/Equipment Replacement < 12 months	\$7,174
Maintenance - Buildings/Grounds incl SMS<12 months	\$20,000
Cooperative Bank Account	\$14,000
School Based Programs	\$26,140
Provision Accounts	\$540
Total Financial Commitments	\$128,871

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.