

2017 Annual Report to the School Community



School Name: Heatherhill Primary School

School Number: 4802



- 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 Regulation 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 2017 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 20 April 2018 at 12:31 PM by Mary Verwey (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 15 May 2018 at 10:57 PM by Keith Browning (School Council President)



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 2017 Heatherhill Primary School had an enrolment of 207, ensuring that all staff, students and families are well known to each other, working and learning together. Up to 30% 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 2017 the school had the equivalent of 22.68 full-time staff: 2 Principal Class Officers, 14.15 teachers and 6.53 Education Support Staff. Many members are multilingual; languages other than English spoken by staff include: Vietnamese, Khmer, Chinese, Greek, Italian, Malaysian and Teluga.

There were several staffing changes during the year, with 2 staff leaving to have babies, one staff member having extended sick leave and another requiring extended personal leave.

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 school has 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 has well maintained grounds and buildings. Due to potentially expensive and difficult maintenance problems identified through a playground audit, School Council decided to replace our oldest playground. There are 2 other playground equipment areas, 2 large sandpits and a jumps pit. Our cricket net is used every break time. The school has a Breakfast Club, a library and art room. The school's large hall ensures that our physical education and Perceptual Motor Programs can continue despite poor weather conditions.

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, 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, 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 Foundation 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 the 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. This approach helps students to develop:

- Higher levels of engagement and motivation
- Oral language skills
- Writing skills
- Pro social skills
- Decreased behaviour problems
- A great level of personal learning opportunities and student choice
- Improved problem solving and creative thinking skills
- Independence, ability to make choices and interdependence.



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

Specialist programs in Italian, Physical Education and Library were implemented across the school in 2017 for all students. Protective Behaviours, a safety program focusing on anti-bullying and awareness of abuse, was undertaken with the Year 4 students by Miss Harris, the Assistant Principal. The Year 5 and 6 students, having already completed the Protective Behaviours course, completed work from the DET Respectful Behaviours program.

Felix Meagher provided a weekly Performing Arts program across the school during Term 3. At the end of the program, the students performed in a concert that included a mixture of drama, singing and dancing. It was an excellent evening that also provided opportunities for parent participation.

The annual swimming program was unable to go ahead due to structural problems at the NPAC swimming pool. However, the Middle School students participated in an LSV Beach program.

This was a camp year with 2 camps held. Early in the year, the Senior School children had the opportunity to attend the camp at Ballarat. The Middle School students had the option to attend the Mount Morton camp during Term 4.

The main focus of professional learning in 2017 was on vocabulary, reading and writing. The VCOP program was introduced in classes, after staff completed training during Curriculum Days. The first day was at the beginning of Term 2, followed by an assessment day later in the year after they had been teaching the program for a term.

We also opted into a Regional Initiative called the Southern Melbourne Project. This is a mentoring program, the aim of which was to improve student performance by better coordinating teaching, learning and assessment. Initially, the focus was instructional vocabulary. This was followed by the introduction of a rigorous approach to teaching writing text types and finally 'The Big 3' reading strategies.

Through VCOP and the Southern Melbourne Project the literacy program has been re-invigorated and has become more focussed and purposeful.

Framework for Improving Student Outcomes (FISO)

The FISO priorities for 2017 were Excellence in Teaching and Learning: Building Practice Excellence and Curriculum Planning and Assessment. Our goal was to develop and maintain a consistent pedagogical approach in teaching literacy. The major focus for professional learning for teachers was increased efficacy in teaching writing in a range of text types. Staff participated in professional development in VCOP and leadership worked with mentors as part of the Southern Melbourne Project to develop:

- greater consistency in strategies for teaching writing, particularly structures for text types,
- strategies for developing student vocabulary
- developing schedules for consistent teaching strategies F-6
- a focus on teaching the "Big 3" Reading comprehension strategies – The Main Idea, Inferring and Finding Direct Information and the "Big 3: strategies for Writing – The Big Idea, Persuasive Devices and Structures (Text and Sentences)
- developing stringent assessment schedules to track student progress and plan for targeted teaching and learning

There is now in place, a schedule for teaching the text types across the school, a consistent approach and model for teaching the text types, support and resources for teachers and a developing schedule for rigorous and appropriate assessment and analysis of student achievement.

Achievement

The Literacy and Numeracy NAPLAN results of Year 3 students in all areas compared as "similar" to other schools in our demographic – low socio economic/high Language Background Other Than English. This has been fairly consistent over the last 4 years.

The Literacy results in Year 5 NAPLAN are lower than expected when compared to similar schools. Though there is considerable room for improvement, the Year 5 NAPLAN Numeracy results are 'similar' to school in our demographic. Measures have been undertaken since the administration of the NAPLAN testing to improve these results and develop greater consistence in teacher practice, assessment and planning for improvement.



Engagement

Student attendance is higher than expected given the background of the students and has consistently been so over the past 4 years. There are fewer absences overall and fewer with 20 or more absences.

Student attendance has consistently been a priority. Classes and students are acknowledged and rewarded for excellent attendance and arriving on time. This is promoted at assemblies and via the newsletter. Parents are regularly contacted if absences and the reason for these are not reported to the school. Future targets will include also reducing unexplained absences.

Wellbeing

The school has a strong emphasis on Student Well Being. A range of programs operate to enhance student relationships, develop resilience and student safety including, but not limited to, daily Breakfast Club, Student Council, Peer Mediation, You Can Do It and School-wide Positive Behaviours. Well defined discipline procedures provide support for students and staff and work cohesively with the SWPBS program. The first two weeks of the year are dedicated to the Learn to Learn program, the aim of which is to develop positive learning environments and relationships.

The Primary Welfare officer offers significant support through preventative programs and Breakfast Club. Protective Behaviours for Year 4 and Responsible Relationships for Years 5 and 6 has added another support for students. All classroom teachers participate in RAMP (Risk Assessment Management Program), monitoring and supporting “at risk” students.

The school employs a Speech Pathologist and oversees a Language Support Program provided by aides for a large number of students. A Psychologist supports and counsels staff, students and families.

The Attitudes to School Survey results indicate that the students are well connected to the school, staff and other students. It also indicates that the students feel anti-bullying is well handled, though the Year 4 students felt a little less safe than their Year 5 and 6 peers within the Senior School Learning Centre.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 201 students were enrolled at this school in 2017, 103 female and 98 male.</p> <p>79 percent were EAL (English as an Additional Language) students and 0 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Higher</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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> Similar</p> <p> Lower</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>56%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>29%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>65%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>53%</td> <td>35%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	56%	11%	Numeracy	33%	44%	22%	Writing	65%	29%	6%	Spelling	24%	65%	12%	Grammar and Punctuation	53%	35%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>91 %</td> <td>92 %</td> <td>91 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	91 %	94 %	95 %	93 %	95 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	91 %	94 %	95 %	93 %	95 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

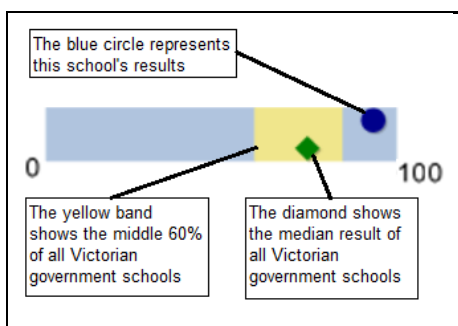
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

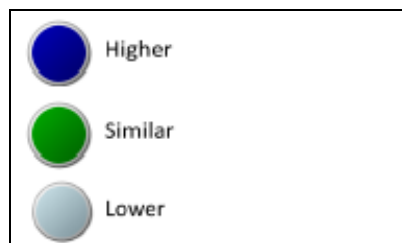


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').

Financial Performance and Position

Financial performance and position commentary

Careful management of school funding ensures that a moderate surplus is attained, all financial commitments are met, school programs are appropriately resourced and planning is in place for future needs. A new school playground, costing \$40,000 was purchased in 2017, using saved funds. Other significant purchases included the replacement of reverse cycle air conditioners in the school library, Languages Room and two classrooms.

The school received Equity Funding, which was used to employ teaching and support staff, ensuring small classes, and a part-time Speech Pathologist. Equity Funding was used to provide professional development for teaching and support staff, pay for student enhancement programs such as in the Performing Arts and purchase teacher resource materials for teaching Literacy.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,081,051	High Yield Investment Account	\$10,318
Government Provided DET Grants	\$382,152	Official Account	\$20,141
Government Grants Commonwealth	\$7,636	Other Accounts	\$93,730
Government Grants State	\$5,070	Total Funds Available	\$124,189
Revenue Other	\$33,512		
Locally Raised Funds	\$111,370		
Total Operating Revenue	\$2,620,791		
Equity¹			
Equity (Social Disadvantage)	\$343,042		
Equity Total	\$343,042		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,013,103	Operating Reserve	\$75,669
Books & Publications	\$6,974	Asset/Equipment Replacement < 12 months	\$10,589
Communication Costs	\$9,725	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,982
Consumables	\$40,584	Cooperative Bank Account	\$15,000
Miscellaneous Expense ³	\$197,248	Revenue Received in Advance	\$14,948
Professional Development	\$12,624	Total Financial Commitments	\$124,189
Property and Equipment Services	\$175,251		
Salaries & Allowances ⁴	\$286		
Trading & Fundraising	\$34,302		
Utilities	\$16,597		
Adjustments	(\$90)		
Total Operating Expenditure	\$2,506,602		
Net Operating Surplus/-Deficit	\$114,189		
Asset Acquisitions	\$31,788		



- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) 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.