**2023 Annual Report to the School Community**

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| * all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching (VIT)](http://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 Act 2006 (Vic)](https://www.legislation.vic.gov.au/in-force/acts/education-and-training-reform-act-2006) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
* the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools (PDF)](https://www.education.vic.gov.au/Documents/about/programs/health/protect/Ministerial_Order.pdf).
 |
| Attested on 19 April 2024 at 01:06 PM by Amanda McLean (Principal) |

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| * This 2023 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community
 |
| Attested on 03 May 2024 at 10:35 AM by Bart Firus (School Council President) |

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School Name: Heatherhill Primary School (4802)

How to read the Annual Report

What does the *‘About Our School’* commentary section of this report refer to?

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

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

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

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

The Performance Summary includes the following:

**School Profile**

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

**Learning**

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

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

**Engagement**

* Student attendance at school

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

Key terms used in the Performance Summary are defined below:

**Similar Schools**

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.

**NDP and NDA**

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.

**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’).

Updates to the ‘*Performance Summary’* in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

**NAPLAN**

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ‘[Results and Reports](https://nap.edu.au/naplan/results-and-reports)’ page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years’ worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

**Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey**

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the ‘General School Satisfaction’ factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

**About Our School**

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| **School context** |
| Heatherhill Primary 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 is committed to providing a safe and inclusive learning environment and developing the whole child academically, socially, emotionally and physically. The school embraces and celebrates diversity, and our families speak over thirty languages. Some families move in and out of the area due to housing affordability. Students are welcomed into the school community, and learning is continuous through a seamless whole-school transition program. In 2023, the school had 16.29 full-time staff: 2 principal class officers, 10.4 teachers and 3.89 education support staff. The Victorian Curriculum is implemented with a strong focus on developing literacy and numeracy skills to improve student learning and achievement. Students also develop their capabilities through the Visual Arts, Library, Italian, STEM and Physical Education. Heatherhill Primary School has a whole-school instructional model underpinned by highly effective learning and teaching in best practice. Our highly skilled teachers are committed to building student capabilities to grow and thrive in an ever-changing global world. Students participate in the Department of Education's Respectful Behaviours and School-wide Positive Behaviours Programs. As a school community, we agree to use the school's values: Respect, Trust and Doing Your Best in all interactions with staff, students, parents, and carers. The school has well-maintained grounds and buildings. Two BER buildings house our junior, middle and senior students. Our foundation students are housed in the school's main building. The school has a library, a STEM room, an Italian room, an art room, and a hall for physical education, including the Perceptual Motor Program. There are three playground areas, two basketball courts, an outdoor table tennis table, cricket nets, a large oval, two sandpits, a jumps pit and several play areas. The school offers a Breakfast Club each morning during the term to support families. |
| **Progress towards strategic goals, student outcomes and student engagement** |
| Learning |
| The school implemented the Department of Education's two priorities: Learning and Wellbeing. Teachers participated in reading and viewing professional learning facilitated by educational consultant Anny Lawrence. Regular Learning Walks were implemented to improve teachers' practices. Graduate teachers received extensive support from mentor teachers, educational consultants, and leadership. The Induction Program provided guidance and support to teachers new to the school, who met fortnightly with the assistant principal. Individual Education Plans (IEPs) were created to monitor and assess students working above or below grade level and those students on the Program for students with disabilities. The school implemented Student Learning Contracts to challenge and extend students working 12 months or more above grade level. Eligibility for the Tutor Learning Initiative was determined based on student data for those working below or above grade level. The school used student reading and viewing data to provide extra support through Repeated Reading and the Tutor Program. To cater to students with varying levels of math abilities, assessment data was utilised to determine the appropriate Maths homework books. Speech assessments determine student eligibility to participate in the Language Support Program. The format of reporting students' NAPLAN results changed from ten proficiency bands in 2022 to four levels of achievement in 2023. Therefore, the data cannot be compared. |
| Wellbeing |
| The school has a strong emphasis on student wellbeing. A range of programs operates under the School-Wide Positive Behaviours (SWPBS) umbrella to enhance student relationships and develop resilience and safety. These include daily Breakfast Club, Respectful Relationships, Protective Behaviours and Peer Mediation. Well-defined discipline procedures support students and staff and work cohesively within the SWPBS program. The year's first two weeks are dedicated to the Learn-to-Learn program, which aims to develop positive learning communities and relationships. Students in year four participated in extensive Peer Mediation training in preparation for years five and six Peer Mediator roles. The teaching team's agendas have a student wellbeing focus each week. The agenda and the wellbeing team's monitoring and support of vulnerable students helped meet their emotional and social needs. Teachers used the suite of support resources to teach units from Respectful Relationships. Staff participated in CPR, first aid, asthma and anaphylaxis training at the start of the school year. The senior school students completed a first-aid session. As part of Victoria's Positive Start Program, students in years three to six attended a free four-day camp at Coonawarra Resort to boost their physical and emotional health and wellbeing. The school employs a speech pathologist who works directly with students and oversees the Language Support Program delivered by education support staff.  The Student Attitude to School survey data show Teacher Concern: positive responses at 89%, similar schools at 75% and the state at 73%. Sense of Confidence: positive responses at 79%, similar schools at 76% and the state average at 76%. The Parent Opinion Survey data show Promoting Positive Behaviours: positive responses at 87%, similar schools at 90% and the state average at 84%. Confidence and Resiliency: positive responses at 98%, similar schools at 89% and the state average at 84%.    |
| Engagement |
| Students participated in incursions and excursions linked to their units of inquiry. Junior school students participated in milestone events: the Teddy Bear's Picnic, one hundred days of school and the extended day activities. The school implemented a Buddy Program to build connectedness across the school. The Colour Fun Run was introduced and well-received by students and their families. Future students attended transition sessions and met their 2024 class and teacher on the statewide Orientation Day. Monash University's Doug Ellis pool hosted an eight-day swimming program for students. High-performing senior school students participated in the Victorian High Ability Program. The Student Council, comprising students aged three to six, met throughout the year to organise fundraising events. The Parent Opinion Survey data shows that the positive transition score is 97%, and student connectedness is 98%. This is also higher than the score for similar schools (91%), network (93%) and state (86%). In parent community engagement, parent participation and involvement scores are at 93%, school communication at 93%, and teacher communication at 92%. The scores are higher than similar (87%), network schools (88%) and state (78%). The 2023 Student Attitudes to School Survey (ATOS) results show that social engagement has increased from 76% to 84%, surpassing similar schools (80%), the network (82%), and the state (77%). Sense of inclusion score increased to 96%, from 87% (2022), which is above similar and network schools (89%) and state (88%). Student voice and agency have increased from 64% in 2022 to 82% in 2023. The improvement is higher than similar (67%), the network (69%), and the state (66%). Heatherhill Primary School was one of five schools that demonstrated significant growth in the Greater Dandenong Network. The school has seen a positive trend in student attendance rates. In 2022 the attendance rate was 90.5%, which improved to 91.5% in 2023. Additionally, absenteeism for 20 or more days decreased from 34% in 2022 to 28% in 2023. This rate is lower than that of similar schools (38%), network schools (33%), and the state (36%). |
| **Financial performance** |
| Careful financial management ensured the school had a surplus, met all commitments, resourced programs, and planned for the future. The school made several upgrades, including installing a digital data projector and screen in the hall, adding a window between the office and the first aid room, and upgrading the furniture in the office area. The school used Equity Funding to employ more staff, including a part-time speech pathologist, to support students. Equity funding was utilised to provide professional learning opportunities for teachers and support staff, fund specialised programs for students in visual arts and STEM, and purchase teaching resources for literacy and numeracy. The Department of Education funded the 2023 Tutoring Program initiative, which was supplemented by the surplus from the school's 2022 budget. |
| **For more detailed information regarding our school please visit our website at** [**http://www.heatherhillps.vic.edu.au/**](http://www.heatherhillps.vic.edu.au/) |

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the ‘How to read the Annual Report’ section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 180 students were enrolled at this school in 2023, 107 female and 73 male.

77 percent of students had English as an additional language and 0 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: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

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| **Parent Satisfaction** | Latest year (2023) |
| School percentage endorsement: | 100.0% |
| State average (primary schools): | 82.8% |

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.

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| **School Climate** | Latest year (2023) |
| School percentage endorsement: | 86.0% |
| State average (primary schools): | 78.1% |

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 against the Victorian Curriculum

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

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| **English****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 93.4% |
| Similar Schools average: | 78.4% |
| State average: | 87.2% |

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| **Mathematics****Years Prep to 6** | Latest year (2023) |
| School percentage of students at or above age expected standards: | 77.0% |
| Similar Schools average: | 73.3% |
| State average: | 86.4% |

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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

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| **Reading****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 47.6% |
| Similar Schools average: | 52.3% |
| State average: | 69.6% |

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| **Reading****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 62.9% |
| Similar Schools average: | 62.0% |
| State average: | 76.9% |

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| **Numeracy****Year 3** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 42.9% |
| Similar Schools average: | 46.7% |
| State average: | 67.4% |

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| **Numeracy****Year 5** | Latest year (2023) |
| School percentage of students in Strong or Exceeding: | 60.0% |
| Similar Schools average: | 53.0% |
| State average: | 67.9% |

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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

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| **Reading****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 81.8% |
| Similar Schools average: | 61.6% |
| State average: | 76.6% |

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| **Reading****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 54.8% |
| Similar Schools average: | 54.8% |
| State average: | 70.2% |

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| **Numeracy****Year 3** | Latest year (2022) |
| School percentage of students in the top three bands: | 54.5% |
| Similar Schools average: | 43.6% |
| State average: | 64.0% |

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| **Numeracy****Year 5** | Latest year (2022) |
| School percentage of students in the top three bands: | 58.1% |
| Similar Schools average: | 37.9% |
| State average: | 54.2% |

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 percentage 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).

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| **Sense of Connectedness****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 83.8% | 81.8% |
| Similar Schools average: | 79.7% | 81.3% |
| State average: | 77.0% | 78.5% |

Student Attitudes to School – Management of Bullying

The percentage 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).

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| **Management of Bullying****Years 4 to 6** | Latest year (2023) | 4-year average |
| School percentage endorsement: | 83.1% | 84.6% |
| Similar Schools average: | 77.3% | 78.8% |
| State average: | 75.1% | 76.9% |

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.

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| **Student Absence****Years Prep to 6** | Latest year (2023) | 4-year average |
| School average number of absence days: | 16.8 | 15.7 |
| Similar Schools average: | 22.1 | 21.2 |
| State average: | 20.5 | 18.1 |

 **Attendance Rate (latest year)**

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

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|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2023): | 89% | 90% | 92% | 91% | 95% | 92% | 93% |

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2023

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $2,578,206 |
| Government Provided DET Grants | $382,941 |
| Government Grants Commonwealth | $8,100 |
| Government Grants State | $0 |
| Revenue Other | $35,013 |
| Locally Raised Funds | $89,223 |
| Capital Grants | $0 |
| Total Operating Revenue | **$3,093,484** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $300,645 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | **$300,645** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,969,257 |
| Adjustments | $0 |
| Books & Publications | $2,329 |
| Camps/Excursions/Activities | $38,881 |
| Communication Costs | $6,253 |
| Consumables | $32,788 |
| Miscellaneous Expense 3 | $11,352 |
| Professional Development | $13,510 |
| Equipment/Maintenance/Hire | $109,348 |
| Property Services | $169,240 |
| Salaries & Allowances 4 | $23,369 |
| Support Services | $166,459 |
| Trading & Fundraising | $31,959 |
| Motor Vehicle Expenses | $0 |
| Travel & Subsistence | $2,681 |
| Utilities | $20,896 |
| Total Operating Expenditure | **$2,598,321** |
| Net Operating Surplus/-Deficit | **$495,163** |
| Asset Acquisitions | **$43,590** |

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 17 Feb 2024 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 2023

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $617,614 |
| Official Account | $24,604 |
| Other Accounts | $0 |
| Total Funds Available | **$642,218** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $76,717 |
| Other Recurrent Expenditure | $6,589 |
| Provision Accounts | $0 |
| Funds Received in Advance | $0 |
| School Based Programs | $0 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $41,000 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $385,000 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | **$509,306** |

*All funds received from the Department of Education, 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.*