

2022 Annual Report to the School Community

School Name: Heatherhill Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 16 March 2023 at 05:20 PM by Amanda McLean (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 April 2023 at 03:10 PM by Bart Firus (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Learning

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 2022 the school had the equivalent of 17.87 full-time staff: 2 Principal Class Officers, 10.4 teachers and 5.47 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. 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 and Training'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. There are two BER buildings housing our junior, middle and senior students. Our foundation students are housed in the school's main building. The school has a library, STEM room, Italian room, art room, and a hall for physical education and the Perceptual Motor Program. There are three playground equipment areas, two basketball courts, an outdoor table tennis table, cricket nets, a large oval, two large sandpits, a jumps pit and several play areas. The school hosts a Breakfast Club that operates each morning during the school term to support families.

Progress towards strategic goals, student outcomes and student engagement

Learning

The school implemented the Department of Education and Training's two priorities: Learning and Wellbeing. Teachers participated in research facilitated by educational consultant Anny Lawrence to build their understanding of teaching for perseverance in mathematical problem-solving. The school was accredited for their participation in the Professional Learning Community initiative. The school facilitated the Department's School Review process. The panel commended the school's commitment to improving student learning, leadership and community engagement. The year three NAPLAN reading data shows increased students in the top two bands at 55% compared to 47% in 2021. Year three NAPLAN reading data was below the state at 58%, above similar schools at 39% and network schools at 43%. The year five NAPLAN reading data shows increased students in the top two bands at 29% compared to 25% in 2021. Year five NAPLAN reading data was below the state at 44%, above similar schools at 29%, and just below network schools at 32%. The year three NAPLAN writing data shows a decrease from 63% to 30% in 2021. The year three cohort is the smallest in the school. The year five NAPLAN writing data shows students in the top two bands were similar for 2022 and 2021 at 24% and 23%, respectively; this is below the state at 29%, similar to similar schools at 24%, and below network schools at 30%. Individual Education Plans were developed, monitored and evaluated for students working below and above level and for students on the Program for Students with Disabilities. The school continued implementing Student Learning Contracts to challenge and extend students working 12 months above the expected level. Student data determined eligibility for students working below and above the level for the Tutor Learning Initiative. Teachers analysed student reading and viewing data to provide additional support for students through Repeated Reading and the Tutor Program. Student data and formative assessment informed differentiated student learning and the sourcing of homework books for Mathematics. Speech assessments were used to determine student eligibility for the Language Support Program.

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 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. The Student Attitudes to School survey data show Respect for Diversity: positive responses at 87%, similar schools at 80% and the state at 79%. Management of Bullying: positive responses at 88%, similar schools at 78% and the state average at 76%. Not experiencing Bullying: 93% of students were positive regarding how concerns and issues are managed and are above both similar schools at 84% and the state average at 82%. Staff participated in CPR, first aid and anaphylaxis training at the start of the school year. Senior and middle school students completed a first aid session as part of Learn to Learn. The school employs a speech pathologist who works directly with students and oversees the Language Support Program delivered by education support staff.

Engagement

Students from foundation to year six participated in incursions and excursions linked to units of inquiry. Junior school students participated in the Teddy Bear's picnic, one hundred days of school and the extended day activities. The foundation teacher and principal visited the local kindergartens to ensure a seamless transition from kindergarten to school. Future students attended three transition sessions and stayed for half a day on the statewide Orientation Day in December. Students from years three, four and five participated in a two-day camp at 'Wombat Corner' to further develop their independence and leadership skills. Students from foundation to year six participated in an eight-day swimming program at Monash University's Doug Ellis pool. The swimming program aimed to improve students' swimming ability and water safety awareness. In years one to six, students attended the Life Saving Victoria Inclusion excursion at Bonbeach. Eligible students in senior school participated in the Victorian Highly Able Program in English and Mathematics and completed modules with support from teachers. The Hon. Clare O'Neil MP presented senior school leaders with their leadership badges. Year Six Graduation was held onsite and attended by families. The Student Council comprising students in years three to six, met throughout the year, organised a fundraising event, and donated proceeds to the Australian Red Cross. As part of their unit of inquiry, junior school students organised a 'Market Day' with the proceeds being donated to the Australian Red Cross. The Student Attitudes to School Survey (ATOS) data indicates that 64% of students were positive regarding student voice and agency, and 90% were positive for School Stage Transitions. The Parent Opinion Survey data shows 98% positive response to School Communication and 94% for Parent Participation and involvement. Student Attendance data shows the average number of absence days for 2022 is 18.7, an increase from 12.9 days in 2021. Students absent for 20 days or more is 34%, lower than similar schools at 43%, network schools at 38%, and the state at 44%. One factor attributing to high absenteeism is the resumption of overseas family holidays post lockdowns.

Financial performance

Careful management of the school's funding ensured the school was in surplus, all financial commitments were met, school programs were appropriately resourced, and planning was in place to meet future needs. The school received a grant from the Department to install two shade sails to create outdoor learning spaces. The school replaced concrete steps near the oval, repainted the hall, installed concrete under the outdoor tables to create an outdoor learning space and replaced the carpet in Building A. The school received Equity Funding, which was used to employ teaching and education support staff and a part-time speech pathologist to ensure students were supported. Equity Funding was also used to provide professional learning for teaching and education support staff, pay for student specialists programs; Visual Arts and STEM, and purchase teacher resource materials for teaching literacy and numeracy. The Department of Education and Training used some of the school's 2021 surplus to fund the 2022 Tutoring Program initiative.

For more detailed information regarding our school please visit our website at
<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 161 students were enrolled at this school in 2022, 89 female and 72 male.

85 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).

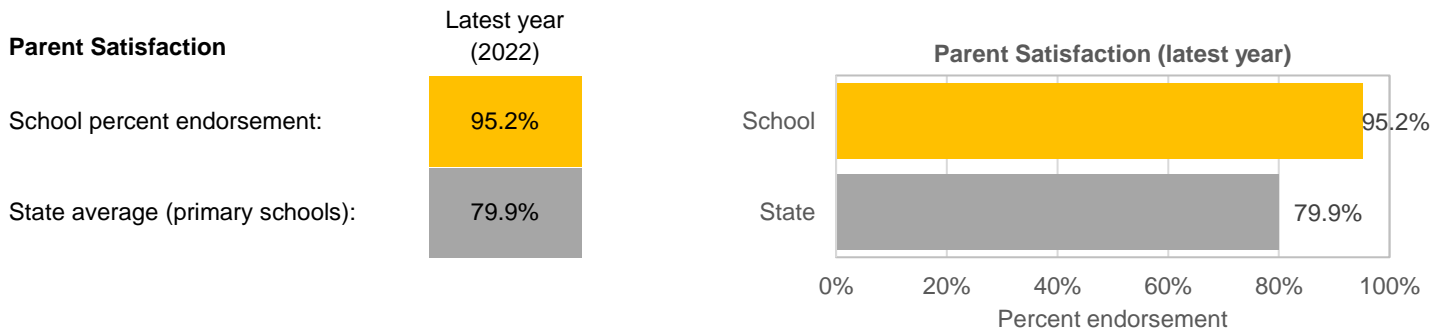
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

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

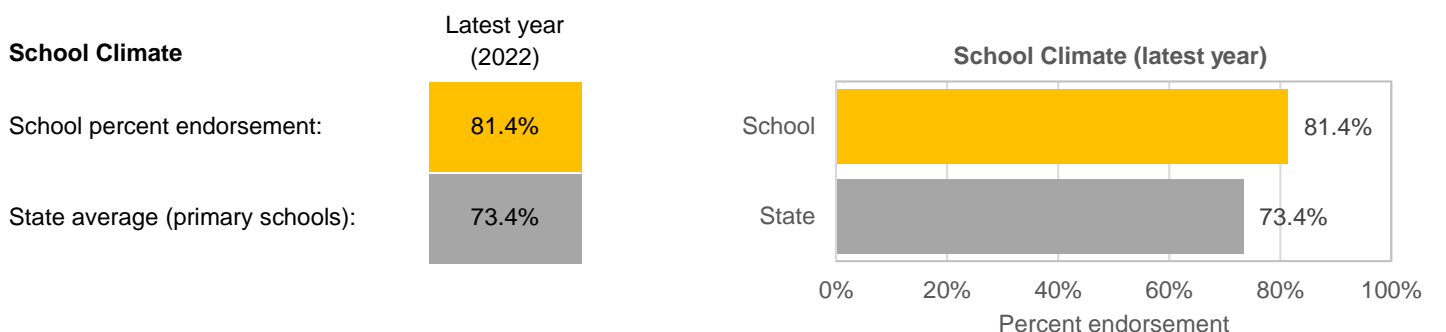


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

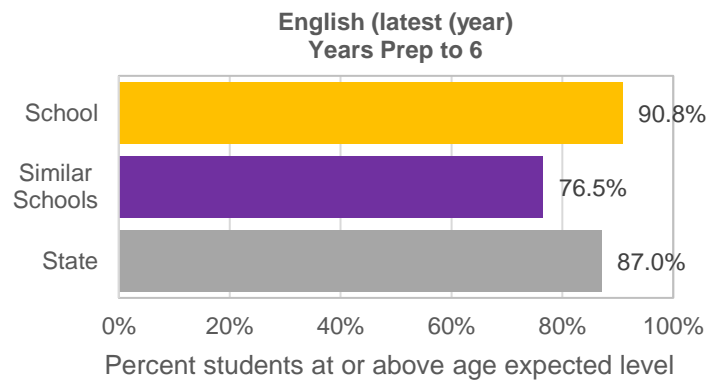
90.8%

Similar Schools average:

76.5%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

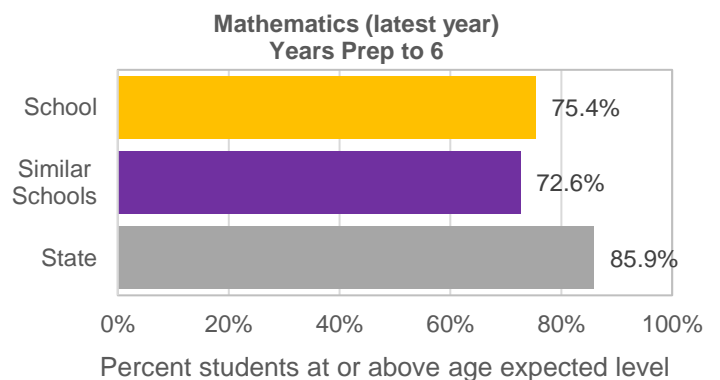
75.4%

Similar Schools average:

72.6%

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.

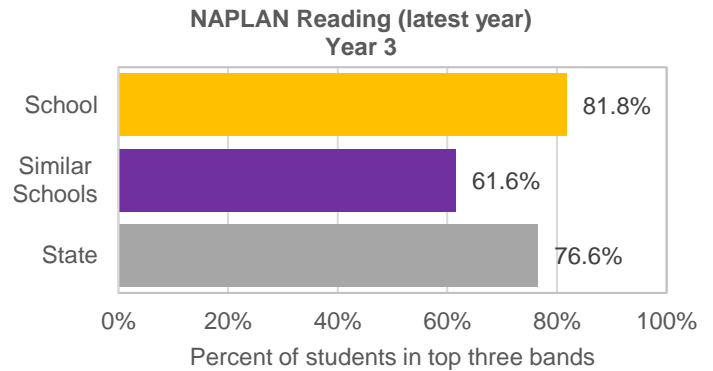
NAPLAN

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.

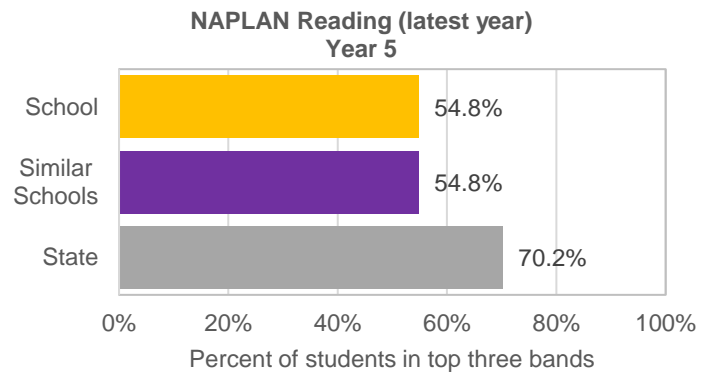
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.8%	71.4%
Similar Schools average:	61.6%	62.2%
State average:	76.6%	76.6%



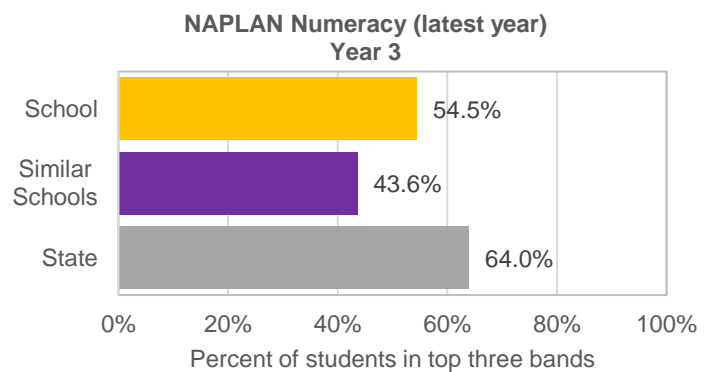
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.8%	58.9%
Similar Schools average:	54.8%	53.3%
State average:	70.2%	69.5%



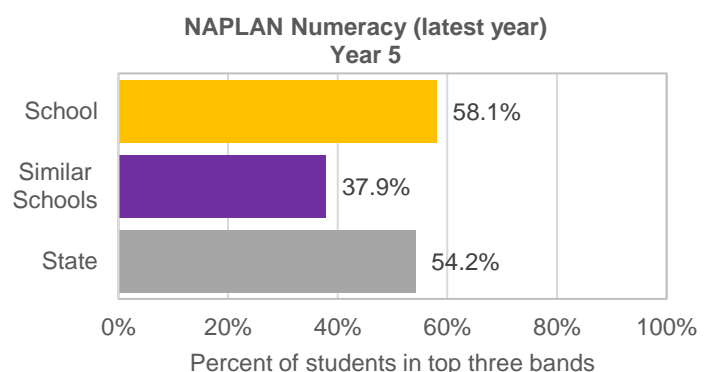
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	54.5%	50.0%
Similar Schools average:	43.6%	47.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	58.1%	58.3%
Similar Schools average:	37.9%	41.6%
State average:	54.2%	58.8%



WELLBEING

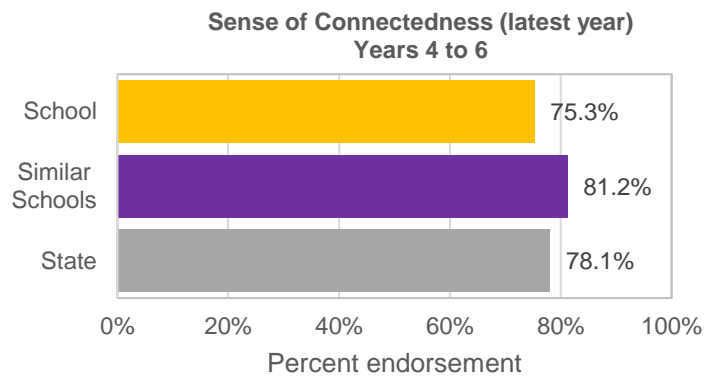
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	75.3%	84.3%
Similar Schools average:	81.2%	82.3%
State average:	78.1%	79.5%

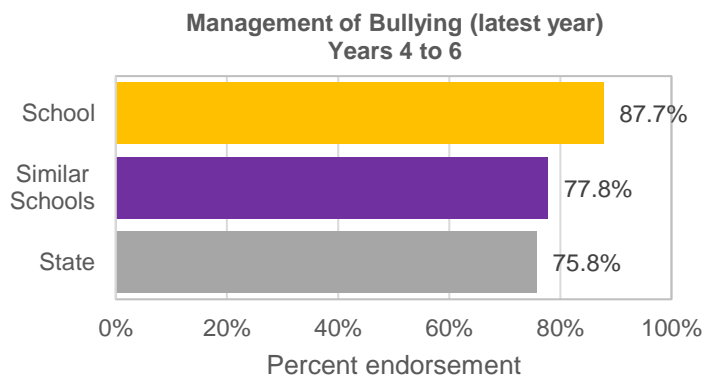


Student Attitudes to School – Management of Bullying

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:	87.7%	88.2%
Similar Schools average:	77.8%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

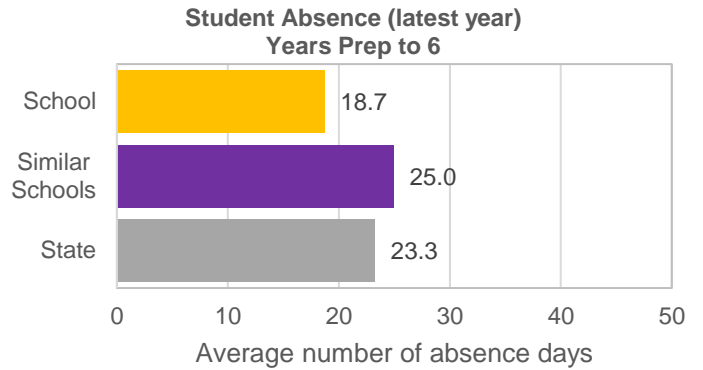
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	18.7	15.4
Similar Schools average:	25.0	20.2
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):	87%	89%	92%	92%	89%	92%	94%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,938,757
Government Provided DET Grants	\$1,004,449
Government Grants Commonwealth	\$0
Government Grants State	\$20,000
Revenue Other	\$10,881
Locally Raised Funds	\$86,679
Capital Grants	\$0
Total Operating Revenue	\$3,060,765

Equity ¹	Actual
Equity (Social Disadvantage)	\$368,900
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$368,900

Expenditure	Actual
Student Resource Package ²	\$1,794,319
Adjustments	\$0
Books & Publications	\$4,287
Camps/Excursions/Activities	\$39,822
Communication Costs	\$3,418
Consumables	\$32,571
Miscellaneous Expense ³	\$20,437
Professional Development	\$5,614
Equipment/Maintenance/Hire	\$83,898
Property Services	\$172,173
Salaries & Allowances ⁴	\$14,626
Support Services	\$185,525
Trading & Fundraising	\$23,914
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,267
Total Operating Expenditure	\$2,401,870
Net Operating Surplus/-Deficit	\$658,896
Asset Acquisitions	\$156,412

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$771,083
Official Account	\$14,257
Other Accounts	\$0
Total Funds Available	\$785,339

Financial Commitments	Actual
Operating Reserve	\$81,478
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$13,508
School Based Programs	\$11,054
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$71,300
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$339,896
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$517,236

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.