Department of Education and
Early Childhood Development

2013 Annual Report to
the School Community

Heatherhill Primary School

School Number: 4802

Name of School Principal: **Mary Verwey**

Name of School Council President: **Mr Keith Browning**

Date of Endorsement: **March 17, 2013**

State Government Victoria

Department of Education and
Early Childhood Development

About Our School

Heatherhill PS, in Springvale, a southeastern suburb of Melbourne, had an enrolment of 223 in 2013. The school had 20.72 equivalent full-time staff: 2 Principal Class Officers, 13.55 teachers and 5.17 Education Support Staff. The school is an integral part of the community and the student population is culturally and linguistically diverse. The school receives National Partnerships funding.

In 2013 the School was organised into three sub-schools: Junior School –Years Prep and 1; Middle School – Years 2 and 3; and Senior School – Years 4, 5 and 6.

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.

A Pedagogical Master Plan, outlining the future directions of the school, was developed in 2011. The Plan is led by four driving principles:

- 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 start of the school year commenced with "Learning to Learn" in Prep –Year 4 and The "Challenge" Program in Years 5 and 6.The focus of this program is to establish our school and our learning centres as learning partnerships between students and teachers and support staff; to develop in each of the students a strong sense of belonging and to encourage achievement for success. During the Learning to Learn program "regular" curriculum sessions are not undertaken, however curriculum areas are covered informally and appropriate to the level of the students. Teachers made many observations of students' abilities and interests. Students cooperated and collaborated to build the positive learning environment that best suits them and the best opportunity of achieving our school motto: *Learning to Excel Together*.

In 2013 "The Leader in Me" based on the 7 Habits of Highly Successful People (Covey) was used as a starting point for staff and students to develop individual leadership skills. Across the school staff and students have embraced the Habits: Be Proactive; Begin with the end in mind; Put first things first; Think win-win; Seek first to understand and then be understood; Synergise; Sharpen the Saw, and developed the strategies to put them into practice.

Various enrichment and enhancement programs were undertaken in 2013, including:

- Student leaders participated in "Leading the Way", a student leadership program developed at Heatherhill PS. Three local schools also attended and this initiative is offered again in 2014, with the participation of six other schools.
- A selected group of student leaders and teaching staff participated in a reciprocal school camp to Lismore PS in Western Victoria. This camp enabled students to visit a rural school, experience life in a farming community and rekindle acquaintances made when Lismore PS visited Heatherhill in 2012.
- Eight highly creative students participated in the AgIdeas Forum at the National Gallery of Victoria in April.
- In Term 3, two professional musicians worked with all students, teaching singing and music appreciation, culminating in a very entertaining and enjoyable concert at the local SDS Hall.
- Sports clinics in AFL, Netball, Hockey and Basketball were run by elite athletes for our students

National Partnerships funding is used to support teacher professional learning through pedagogical coaching. The Assistant Principal supports staff with Numeracy leadership and coaching. A Literacy Leader works with teachers during planning to ensure there is a consistent approach in literacy teaching and learning across the school. A Teaching and Learning Coach works with all teaching teams linking pedagogy to planning. The Teaching and Learning Coach runs fortnightly professional learning sessions for all teaching staff linking the theory and practice of the Pedagogical Principles, Inquiry Based Learning, Visible Learning and other education innovations.

Department of Education and Early Childhood Development

Achievement	Engagement	Wellbeing
While literacy and numeracy results compare favourably with other schools, we are determined to advance further. Improvements in numeracy teaching and learning will be a major focus in 2014, and staff are developing a whole school numeracy plan. The Assistant Principal trained as a Numeracy coach in 2011 will be supporting effective Numeracy teaching and learning in 2014. A part-time Teaching and Learning Coach is employed to work with individual and teams of teachers to improve pedagogical practice. The Pedagogical Master Plan guides all staff in developing highly effective teaching and learning practices. Our results in Years 3 reading in 2013 are of concern, as the lower results "go against the trend" of previous years. Numeracy results in national testing (NAPLAN) are similar to or higher than expected given the background and characteristics of our students. Evidence demonstrates that students who remain at Heatherhill from Year 3 to Year 5 achieve growth results of more than a VELS level. It appears that the longer students remain at Heatherhill PS, the better they perform. To enhance personalised learning the Walker Learning Approach was implemented in the Junior School (Prep/1) and Inquiry Based Learning in the Middle School (Years 2, 3, 4) and the Senior School (Years 5,6).	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 centred • Learning is social Results as indicated in student Attitudes to School Survey show a trend of improvement in all areas. The greatest growth is shown in the areas of *Teaching and Learning*: Learning Confidence; School Connectedness; Stimulating Learning; Student Motivation; Teacher Effectiveness and Teacher Empathy. These results validate the significant focus placed on developing teacher pedagogy through coaching and professional learning in 2012-2013. 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 school has a strong emphasis on Student Well Being, and there is a range of support programs operating at the school: daily Breakfast Club, Boys on the Bounce and Girls on the Go to enhance student relationships and resilience; Student Council; Peer Mediation; You Can Do It!; and well defined discipline procedures across the school. For the first two weeks of the school year Challenge and Learning to Learn programs operate, designed to develop positive learning environments and strong interpersonal relationships. The student Attitudes to School Survey results, indicate that the students are well connected to their school, their teachers sand 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, Active After 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.

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

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Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

School Profile

School Enrolments

A total of 223 students were enrolled at this school in 2013, 104 female and 119 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.

| low | low-mid | mid | mid-high | high |

Proportion of students with English as a second language.

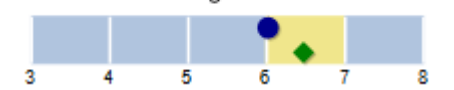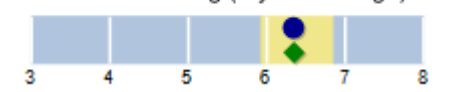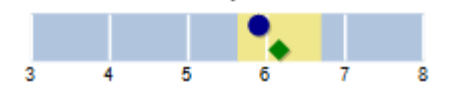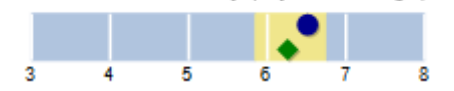| low | low-mid | mid | mid-high | high |

Parent Satisfaction Summary
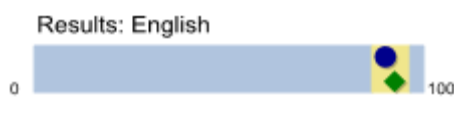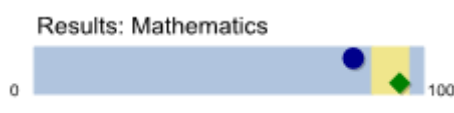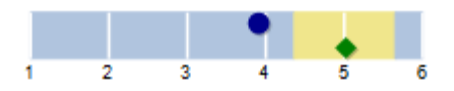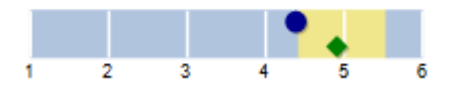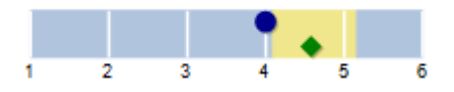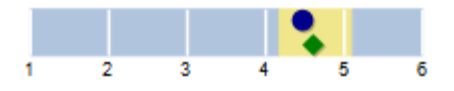
Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

1   7

Please note: The Staff Opinion Survey was not conducted in 2013.

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Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS) Percentage of students in Years Prep to 6 with a grade of C or above in: • English • Mathematics The grades are the same as those used in your child's end of year report. A 'C' rating means that a student is at the standard expected at the time of reporting.	Results: English 0 ——————————————— 100 Results: Mathematics 0 ——————————————— 100	● Higher ● Similar
NAPLAN Year 3 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 3 assessments are reported on a scale from Bands 1-6. Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.	Results: Reading 1 2 3 4 5 6 Results: Reading (4-year average) 1 2 3 4 5 6 Results: Numeracy 1 2 3 4 5 6 Results: Numeracy (4-year average) 1 2 3 4 5 6	● Lower ● Similar ● Similar ● Similar
NAPLAN Year 5 Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year. Year 5 assessments are reported on a scale from Bands 3-8. Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.	Results: Reading 3 4 5 6 7 8 Results: Reading (4-year average) 3 4 5 6 7 8 Results: Numeracy 3 4 5 6 7 8 Results: Numeracy (4-year average) 3 4 5 6 7 8	● Similar ● Higher ● Lower ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Relative Growth Year 3 - Year 5 Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** 19 % 37 % 44 % Low Medium High **Numeracy** 32 % 43 % 25 % Low Medium High **Writing** 39 % 43 % 18 % Low Medium High **Spelling** 18 % 43 % 39 % Low Medium High **Grammar and Punctuation** 11 % 64 % 25 % Low Medium High	NAPLAN Relative Growth does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison

Student Attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Results: 2013

0 ⬤◆ 100

Higher

Results: 2010 - 2013 (4-year average)

0 ⬤◆ 100

Higher

Average 2013 attendance rate by year level:

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
88 %	94 %	92 %	95 %	95 %	93 %	96 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2013 0 — 5 Results: 2010 - 2013 (4-year average) 0 — 5	Similar Similar

How to read the Performance Summary 2013

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 colleges, 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.

The blue circle represents this school's results

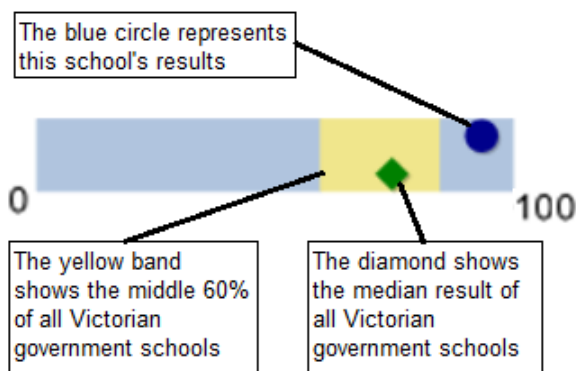The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.

21 % 40 % 39 %
Low   Medium High

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 Indigenous 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.

Higher
Similar
Lower

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.
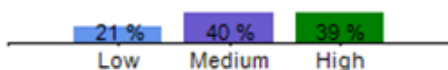
What is this school doing to improve?

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.

Department of Education and Early Childhood Development

State Government Victoria

Financial Performance and Position

Revenue	Actual
Government Provided DE&T Grants	$289,095
Government Grants Commonwealth	$6,776
Government Grants State	$2,000
Revenue Other	$12,991
Locally Raised Funds	$142,014
Total Operating Revenue	**$452,875**

Funds Available	Actual
High Yield Investment Account	$20,864
Official Account	$12,625
Other Accounts	$100,850
Total Funds Available	**$134,339**

Expenditure	
Books & Publications	$6,134
Communication Costs	$7,807
Consumables	$42,971
Miscellaneous Expense	$127,347
Professional Development	$7,462
Property Maintenance	$170,582
Salaries & Allowances	$23,600
Trading & Fundraising	$33,383
Travel & Subsistence	$2,124
Utilities	$21,810
Total Operating Expenditure	**$443,219**

Financial Commitments	
Operating Reserve	$70,573
Asset/Equipment Replacement < 12 months	$8,000
Maintenance - Buildings/Grounds incl SMS<12 months	$6,517
Cooperative Bank Account	$15,000
Revenue Receipted in Advance	$26,470
School Based Programs	$7,780
Total Financial Commitments	**$134,339**

Net Operating Surplus/-Deficit	**$9,656**
Asset Acquisitions	**$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

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.

National Partnerships
Annual Activity and Accountability Statement 2013

Funding provided through the Commonwealth National Partnerships is aligned with the state funding to support a system-wide approach to school improvement. This approach is designed to build the capacity of all Victorian Government schools to meet system expectations, while identifying high priority school improvement projects across the state. In addition to individual school participation in National Partnership initiatives, all schools benefit from a range of system and network funded initiatives.

National Partnership 2013 Allocation

Low SES School Communities	$137,904

School Co-investment

Victorian government schools participating in the National Partnership for Low Socio-Economic Status School Communities are required to contribute resources equivalent to 30% of the total dollars invested unless exempted due to financial circumstances.

Notes:
- National Partnership funding supports the achievement of the school's goals and targets for improved literacy and numeracy as outlined in its strategic plan and annual implementation plan.
- Expenditure at the school level may not have been spent in the year the direct support was received.

The school is participating in the following initiatives to support the achievement of its goals and targets:

National Partnership for Low Socio-Economic Status School Communities

Building leadership capacity (coaching, professional learning)

Building teacher capacity (in-school support/coaches)

Building teacher capacity (professional learning opportunities)

Enable and enhance the capacity of families to be engaged in learning

Improved monitoring of student performance information

Timely student intervention and support

National Partnership for Empowering Local Schools

Not Applicable