

**Heathcote Primary School
No. 300**

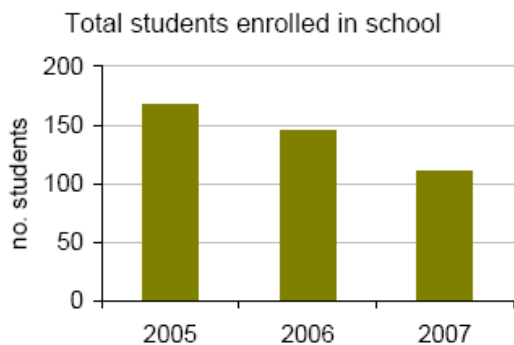
**2007 Annual Report to the
School Community**



School Overview

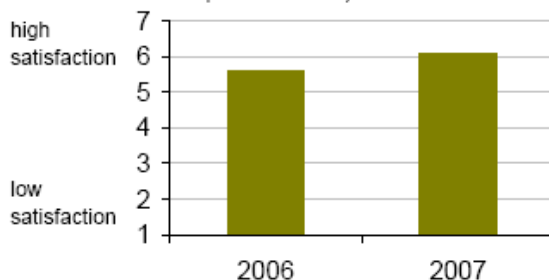
Heathcote Primary School is situated 100kms north of Melbourne and is one of two primary schools that service the town. The demographics of Heathcote have changed dramatically over the past 6 years, with this having a significant impact on enrolments. The last four years have seen 140 children exit the school at the end of Grade 6. Prep enrolments over the same time have been 54. Future projections indicate that this trend will continue until 2008 as pre school enrolments continue to be low. The enrolment at the end of 2007 was 113 with a predicted enrolment for 2008 of 100. The City of Greater Bendigo has planned a subdivision of 35 building sites adjacent to the school which may have an impact in the future.

At the end of 2007, planning for the following year indicated a projected staffing deficit of \$52,000 so it was decided to name a 0.6 teacher in excess in an attempt to reduce this. In the interim it may also be necessary to apply for workforce bridging finance from the DEECD.



Parent Satisfaction – The average score using the General Satisfaction variable from the Parent Opinion Survey was 6.08 on a scale of 1-7, where 7 is the best score. The state mean was 5.88. All variables were above the state mean apart from student safety and classroom behaviour. These variables were just below.

Parents' satisfaction with this school
 (average score on scale of 1 to 7, where 7 is best possible score)



Commonwealth Requirements

- **Teacher Satisfaction** – The school mean for teacher satisfaction (morale) at this school was 83.5 with the state mean 79.2. This is an increase on the 2006 school score of 72.9.
- **Teacher Absence** – The average number of days absent per staff member was 4.26 with the state mean at 5.61. This is a significant decrease on 2006.
- **Teacher Retention** – Of the 10 ongoing teaching service staff at June 2006 (including those on leave without pay), 9 or 90% were still at the school in June 2007. The figure across all Government Schools was also 90%.
- **Teacher participation in professional learning** – All teaching staff have participated in ongoing professional learning throughout the year. This included school based and personal learning linked to performance & development plans.
- **Teacher Qualifications** – All teachers in Victorian Government schools are registered with the Victorian Institute of Teaching. The requirements for registration with the Victorian Institute of Teaching can be found at; http://www.vit.vic.edu.au/content.asp?Document_ID=241.

Student Progress & Achievements

Student Learning

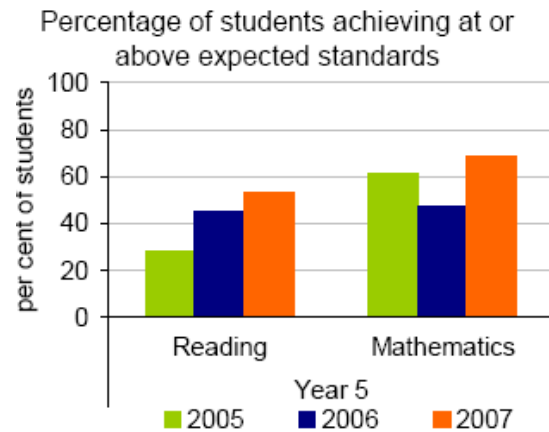
Analysis of the 2007 AIM Data and Core Performance Indicators show a number of trends.

Reading:

Year 3 Data at 2.2 was very close to the state mean of 2.3. The implementation of online Ziptales, ensuring the matching of students to instructional texts, and the ongoing assessment of students to direct teaching has contributed to these results.

The Year 5 AIM Data shows that the school score has increased from 2.9 to 3.1 with the state mean at 3.2. The students are performing 10% better than the SFO percentile. The teachers are matching students to text using lexiles enabling reading growth to be carefully monitored and comprehension to be developed.

Prep to Year 2 Reading results are very pleasing with 100% of Prep students reaching the State wide Benchmark and 86.7% of Year 1 students. These scores were equal to or above the state mean. In Year 2 72.7% of students reached the Benchmark, but in a small cohort this is representative of 8 out of 11 students. The state mean in Year 2 was 94.8%.

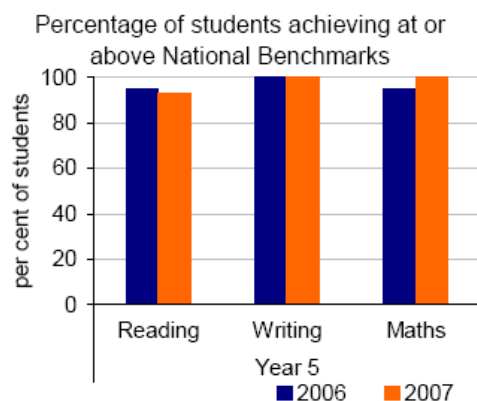
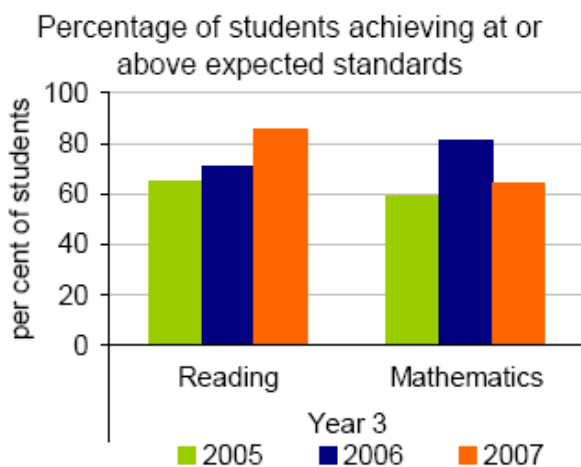


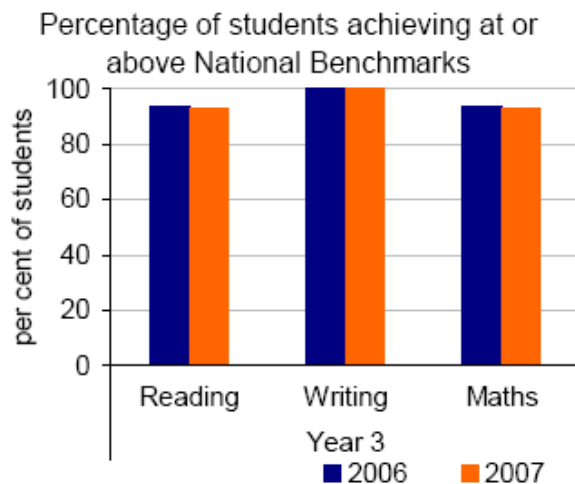
Mathematics:

Analysis of the Year 3 AIM data shows a score below both state and like school groups. There is a cohort of children in this group that are performing above expectation and these students need to be identified and individual learning plans put in place for them.

Year 5 AIM data shows scores equal to the state and above the like school group. The matched comparison report indicates growth above the state and like school group.

Teacher assessments against VELs shows that the percentage of children achieving C (expected level) or above for the following curriculum areas are: Reading 91%, Writing 85%, Speaking & Listening 91%, Number 87% and Measurement, Chance & Data 92%.





The Key Improvement Strategies & Projects implemented throughout the year were:

- Broadening the Performance & Development Culture throughout the school and gaining accreditation.
- Auditing the whole school curriculum program to ensure compliance with Victorian Essential Learning Standards.
- Continuing to implement THRASS pedagogy across the school.
- Implementing Ziptales on line reading for the middle school, and Lexile reading for senior school.
- Introducing Kahootz, Microsoft Word and Powerpoint to Years 2-4.
- Use of Bamzooki to create animated creatures.
- Further enhancement of the Assessment & Reporting package through the use of the Student Report Card and the development of a whole school assessment schedule.
- Successfully conducting the school self evaluation and the development of the Strategic Plan.
- Increased involvement with the preschool in the development of transition to school.

Heathcote is in the unusual position with its exiting Year 6 students attending a number of different Secondary settings. These include: Weeroona College, Flora Hill Secondary College, Seymour Technical High School, Catholic College, Kalianna and Girton College. This wide range of settings has implications for transition programs as well as implications socially as students may become separated from their peer groups.

The Secondary Transition Program includes:

- Collaboration with all Secondary settings and attendance by students to the individual orientation days.
- Parent Information Evenings held at Heathcote Primary School by the Secondary Colleges.
- As all students travel by bus, information and familiarisation of bus arrangements is an integral part of the transition process.

The school works very closely with the local preschool and the transition program includes:

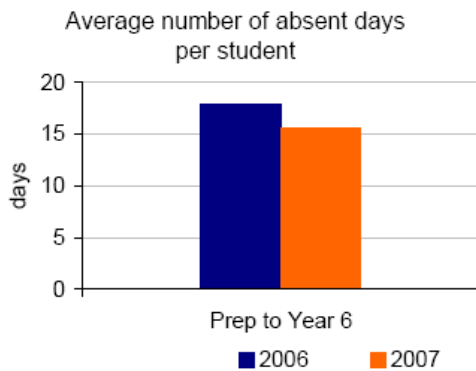
- Working in close collaboration with the Pre-School, professional interaction with staff, sharing of resources, combining for special events and allowing the pre-school staff and children access to the school library.
- Information sessions for prospective families
- Four orientation visits for children attending the school in the following year.

It is planned that further interaction with the pre-school will occur with the introduction of Student Support Groups for students at risk prior to their entry at school.

A program or structure within the school to cover transition between units is being developed. Currently a buddy system exists and these activities will be extended to include orientation activities to ensure a smooth transition to the following year's unit for students.

Student Pathways and Transitions

Student Engagement and Wellbeing



Student Attendance & Punctuality:

A priority of the school continues to be instilling in students and parents the importance of school attendance. The following initiatives have been introduced:

- Continuing development of strategies from “Its Not OK to be Away” and “Its Cool to be at School”.
- Regular attendance reports to parents and articles in the newsletter
- Communication with parents of students with a high absence rate.
- Monthly prizes for children that have not been absent during that month
- End of term prizes for students with absences lower than the state average.

2007 data has continued the trend of a reduction in student absences from an average of 17.8 to 15.6 days. The state mean is 13.2. The aim for 2008 is to be equal to the state mean.

Social Competencies & Welfare:

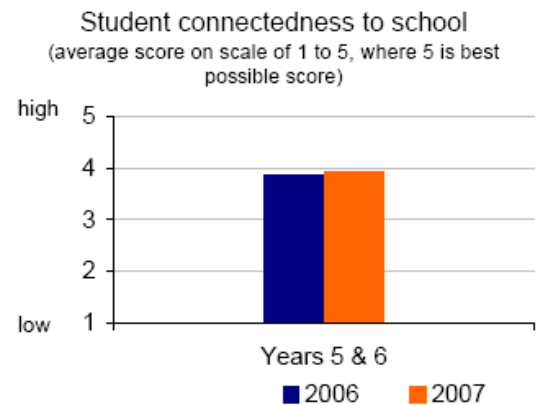
The emphasis the school places on the well being of our children is evident in the programs developed and the financial commitment that the school makes through staffing and professional learning.

Key improvement strategies and projects were:

- Implementation of “Seasons For Growth” programs through targeted small group withdrawal.
- Implementation of Level 1 Restorative Practice and involvement in the

Language Links professional learning program.

- Introduction of “You Can Do it!” across the school.
- Continuation of the “Preparation for Puberty”
- Further development of the DEEM program into classroom daily practice.



Student Connectedness to School:

The graph indicates a school mean of 3.91, an increase of 0.12 on 2006, out of a possible 5. This was below the state mean. Teaching and Learning, Connectedness to Peers and Student Safety were all in the first quartile and will need to be addressed during 2008. Staff have worked through the survey results with a sample of students to ascertain some strategies for consideration in 2008.

Future Directions

Continual School Improvement Planning is outlined in the strategic intent section of the Strategic Plan and Key Improvement Strategies of the Annual Implementation Plan.

The key improvement strategies for 2008 are:

Student Learning:

- To improve student learning around literacy for all students including Koorie
- Within program planning, provision made for extending students who are deemed capable of achieving above the expected level in identified areas of the curriculum

- Build upon and strengthen the use of ICT in literacy and numeracy and to develop staff capacity to utilise eLearning and the Ultranet
- Building on current assessment processes and trialing **VCAA Assessment Online**
- Embedding the principles of THRASS as a teaching tool in the daily literacy program
- Continue to develop a Whole School Curriculum using the Professional Learning Package Online Learning Tool
- As an accredited Performance & Development Culture school continue to apply the key elements
- Provision of parent information sessions to explain or clarify curriculum delivery

Student Engagement and Wellbeing:

- Promote student connectedness to school and peers and student motivation
- Promote feelings of safety for students
- Maintain or improve student attendance as per 2007 data.

Transition and Pathways:

- Develop a transition process for students moving through the school
- To formalise the transfer of student data from one year to the next.
- Introduce an induction program for new students

Financial Performance

The financial situation of the school has been well managed and allowed the school to:

- Provide funding and resources for programs which support the teaching and learning priorities of the school
- Continue to develop the grounds and facilities that will enhance school programs.
- Ensure a surplus of approximately \$11,000 at the end of the school year.

The major commitments for the year included:

- Professional learning budget that enabled all staff to participate in high quality learning in line with the Student Learning goals.
- The student requisite fee continues to be successful. Only two families were unable to contribute and this allowed the school to adequately resource programs
- The school was fortunate to be successful in obtaining a grant of \$37051.30 (including GST) from the Investing in Our Schools Program. A shaded learning area is to be erected as a result of this grant.
- Kirby Funding continued to enable the school to achieve the Social Competency priority through the implementation of various programs.

Future Expenditure Implications

- With declining enrolments the school currently has a projected staffing deficit. Strategies have been put in place to reduce this projected deficit and the school may have the apply to DEECD for work force bridging.
- The problem of termites in the administration area is yet to be resolved and it is currently unclear what the cost to the school will be in rectifying this problem.

The school currently has funds in the High Yield account for contingencies, such as those mentioned above.

The Finance Committee of the School Council oversees all financial matters of the school and reports to School Council.

This Financial Report is consistent with the audited financial statements of the school.

Financial Performance for the year ending 31st December, 2007	
Revenue	2007 Actual
DE&T Grants	\$111044
Commonwealth Government Grants	60726
State Government Grants	3221
Other	15975
Locally Raised Funds	56530
Total Operating Revenue	\$247496
Expenditure	
Salaries and Allowances	30704
Bank Charges	
Consumables	16301
Books and Publications	9194
Communication Costs	3783
Furniture and Equipment	20156
Utilities	9835
Property Services	116477
Travel and Subsistence	
Motor Vehicle Expenses	
Administration	2033
Health and Personal Development	24
Professional Development	2363
Trading and Fundraising	27175
Support/Service	
Miscellaneous	36381
Total Operating Expenditure	\$274427
Net Operating Surplus/- Deficit	-\$26931
Capital Expenditure (Cases 21 Finance Only)	3046
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	

Financial Position as at 31st December, 2007	
Funds Available	2007 Actual
High Yield Investment Account	\$110537.33
Official Account	1384.82
Other Bank Accounts(listed individually)	
<i>Bendigo Bank</i>	34902.71
Total Funds Available	\$146824.86
Financial Commitments	2007 Actual
Accounts Payable Control	\$29762.62
Camps/Excursions	
Building/Grounds including SMS	39934.91
Special Programs inc Student Services	
Region /Clusters Funds	4203.61
Professional Development	5000.00
Other (salaries, assets, office requirements, books, communications utilities,Parents Club, Trading & OHSC)	76306.34
School Operating Reserve	21380.00
Total Financial Commitments	\$125444.86

School Contact Information

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This report contains summary data extracted from the School Level Report. If you would like to access the School Level Report, please contact Kerry McGuffie Ph: 54333090.