2016 Annual Report to the School Community

School Name: Heathcote Primary School

School Number: 300

Name of School Principal:	Kate Ballantyne
Name of School Council President:	Glenn Wilson
Date of Endorsement:	15/3/17

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framwork for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Heathcote Primary School is situated in an attractive rural setting in the township of Heathcote, approximately 100 kilometres north of Melbourne, it is part of the City of Greater Bendigo local council area.

The school enrolment at the beginning of 2016 was 70 students. The school has a transient population with an average of 10 to 12 students coming and going throughout each year. The 2016 Student Family Occupation (SFO) index was 0.75 and the Student Family and Occupation and Education 0.66.

The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of the school. These values were explicitly taught and modelled throughout the school and reinforced through the School Wide Positive Behaviour Support philosophy.

The school was organised into two leaning communities: the Junior Learning Community operated as two Foundation – Year 2 classrooms   and the Senior Learning Community operated as one Year 3-4 class and one Year 5-6 class. In 2016, there were four full time classroom teachers, three part time teachers, five Education Support workers in addition to the Principal and Business Manager.

The school worked strongly in implementing the English and Mathematics Victorian Curriculum, reflected in improving NAPLAN results over the past few years. The school operated a whole school Humanities curriculum planned and implemented over a three year cycle, currently working in the 2016 – 2019 cycle. The Stephanie Alexander Kitchen Garden Program, established in 2012, complements our school curriculum and has been significant in adding diversity to our learning environment and enriching the physical, social and emotional growth of our students.

Framework for Improving Student Outcomes (FISO)

Despite the ambitious plan outlined at the beginning of 2016 all stated priorities have had significant work achieved. In consultation with the Senior Education Improvement Leader adjustments were made midway through Term Three, these adjustments have been achieved. Priorities for 2017 were identified through our data analysis and reflection on planning documents aligned with the goals of the Strategic Plan 2016- 2019.

The FISO Improvement Priorities for 2016 were;
- Excellence in teaching and learning
- Professional Leadership
- Positive Climate for learning
- Community engagement in learning

The FISO components will continue to be a priority for 2017 as we continue to develop and improve our planning for teaching and learning and analysis of data to inform differentiated practice.

Achievement

The results indicated in the School Performance summary indicated our school had mixed results in the 2016 NAPLAN tests. The Year 3 and 5 Reading result for 2016 was slightly behind the median for all government schools however the four year trend indicated the result was well above the median of all Victorian schools. Numeracy results for the same year reflected a similar result. On reflection a significant positive factor was that the four year average for both Reading and Numeracy demonstrated a positive trend.

Key strategies that supported ongoing improvement:
- Classroom teachers analyzed data with the Principal to inform teaching and learning.
- Reading and Writing workshop time became more structured across all classrooms and included explicit teaching.
- Individual Learning Plans continued to be implemented for eligible students.

  .

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework ☐ AusVELS ☒ Victorian Curriculum ☐ A Combination of these

Engagement

The school continued to prioritise the engagement of students in their learning through explicit and differentiated planning, teaching and learning. A calm classroom has been a priority for all students, this has been achieved through the consistent implementation of recognizing positive behavior and following through with consequences if negative behavior was chosen. This consistency of implementation had a positive impact on the learning time and engagement of our students.

As a school we continued to work on student absence. If students were away longer than one day a phone call was made to ascertain why the student had been absent. We placed information regarding absences in the newsletter to inform parents of the impact this could have on their child's education. It has been positive to see an increase in the number of parents/carers contacting the office to inform us of their child's absence. We will be targeting absences again during 2017 to reduce the number and length of these occurrences.

Key Strategies that supported ongoing improvement:
- Consistent implementation by all staff of the Heathcote PS Behaviour Management plan.
- Calling families to enquire about absences on the day of a second absence.
- Incidental communication with families such as yard conversations, emails, phone calls were documented on SENTRAL.
- The posting of information in newsletters regarding the importance of attending school every day, using the "Every Day Counts' DET initiative.

Wellbeing

All staff worked strongly to support the wellbeing of our students and their families. The consistent implementation of our Behaviour Management plan supported positive growth in our students, allowing them the opportunity to engage in classroom and social activities in a more positive framework. The 2016 Attitudes to School Survey results were not positive, the timing of the survey coincided with a strong enforcement of our Behaviour Management strategy. We are eagerly looking forward to the 2017 data to provide us with how students are currently feeling about their school. To assist with parent engagement and student support, the school has employed a School Community Worker who works two days a week. It is anticipated this will play an important role in our school community as we implement a variety of activities.

For more detailed information regarding our school please visit our website at
[enter web address here]

Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: ▢
Result for this school: ● Median of all Victorian government primary year levels: ◆

School Profile

Enrolment Profile

A total of 70 students were enrolled at this school in 2016, 34 female and 36 male.
There were < 10% of EAL (English as an Additional Language) students and 4% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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

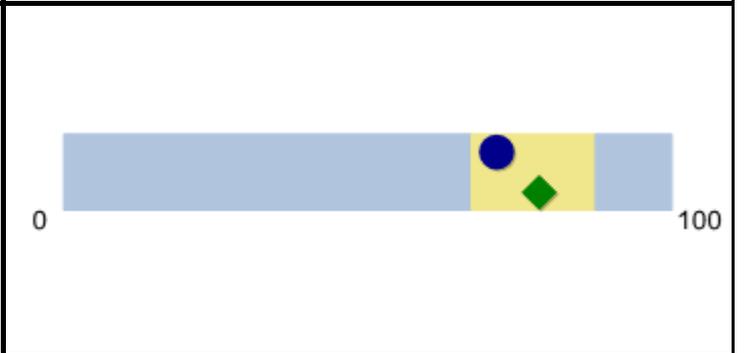| low | low-mid | mid | high |

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.
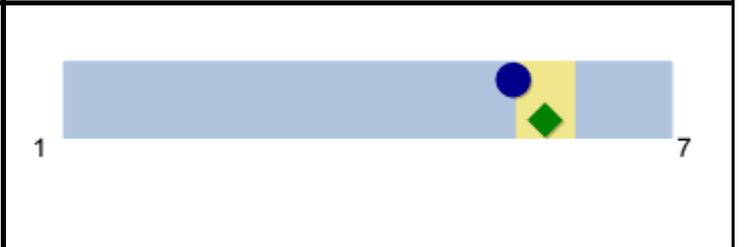
School Staff Survey

Measures the percent endorsement by staff on School Climate derived from the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher judgment of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Performance Summary.*	Results: English 0 100 Results: Mathematics 0 100	● Higher ● Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Higher Similar Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.	**Reading** Low 50 % Medium 38 % High 13 % **Numeracy** Low 63 % Medium 38 % **Writing** Low 22 % Medium 67 % High 11 % **Spelling** Low 63 % Medium 13 % High 25 % **Grammar and Punctuation** Low 63 % Medium 38 %	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students. Average 2016 attendance rate by year level:	Results: 2016 0 ◆ ● 50 Low absences <------> high absences Results: 2013 - 2016 (4-year average) 0 ◆ ● 50 Low absences <------> high absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	91 %	90 %	95 %	88 %	92 %	84 %

Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels: 🟨
Result for this school: 🔵   Median of all Victorian government primary year levels: 🔷

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Connectedness to School Measures the Connectedness to School factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	⚪ Lower 🟢 Similar
Students Attitudes to School - Student Perceptions of Safety Measures the Student Perceptions of Safety factor derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.	Results: 2016 Results: 2013 - 2016 (4-year average)	⚪ Lower 🟢 Similar

How to read the Performance Summary

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, P-12 and specialist schools, 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).
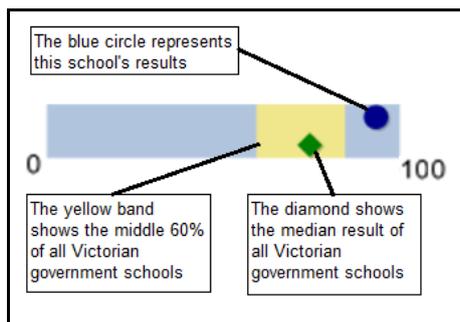
What is a *School Comparison*?

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 Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* 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
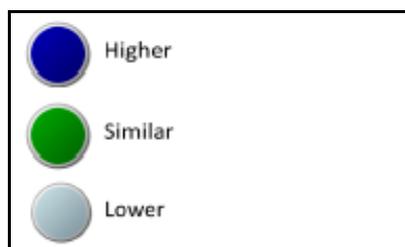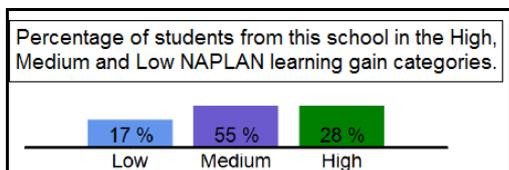
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

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 learning gain 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 gain 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 learning gain categories.

| 17 % | 55 % | 28 % |
| Low | Medium | High |

What are the changes in student achievement?
The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

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

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.

Financial Performance and Position

Financial performance and position commentary

Midway through the school year the school found itself in an undesirable financial position. A clear financial strategy was developed as the school reviewed its financial commitments. This strategy resulted in the early termination of some contracts and adjustment to other resources. The overall result was a much improved position as described below.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	$746,237
Government Provided DET Grants	$224,532
Government Grants State	$6,000
Revenue Other	$7,952
Locally Raised Funds	$44,989
Total Operating Revenue	**$1,029,709**

Expenditure	
Student Resource Package	$855,091
Books & Publications	$939
Communication Costs	$2,724
Consumables	$19,738
Miscellaneous Expense	$42,145
Professional Development	$5,469
Property and Equipment Services	$36,554
Salaries & Allowances	$32,482
Trading & Fundraising	$14,755
Utilities	$13,009
Total Operating Expenditure	**$1,022,906**
Net Operating Surplus/-Deficit	**$6,803**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	$153,969
Official Account	$17,164
Other Accounts	$5,256
Total Funds Available	**$176,389**

Financial Commitments	
Operating Reserve	$26,013
Asset/Equipment Replacement < 12 months	$13,985
Maintenance - Buildings/Grounds incl SMS<12 months	$18,058
School Based Programs	$5,620
Repayable to DET	$112,713
Total Financial Commitments	**$176,389**

Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.