



2017 Annual Report to the School Community

School Name: Heathmont East Primary School

School Number: 4819



Principal:

Kitty Allard

School Council President:

Andrew Philp

Date of Endorsement:

19/03/2018



Education
and Training

School Context

Heathmont East Primary school is situated in the leafy environs of Heathmont in the Outer Eastern suburbs of Melbourne; it is a vibrant and increasingly diverse student population of 581 during this reporting year, 2017. In 2016 10% of our student enrolments were EAL (English as an Additional Language), this year 13%, with the expectation that this will continue to increase over the next years. Our student population has increased significantly over the past three years, with growth from 463 in 2014 to the current 581. In 2017 we provided 24 classes and four specialist subjects, Japanese, Visual Arts, Performing Arts and Physical Education. There were 35 teaching staff, effective full time 28.6 and non-teaching or Education Support staff of 15, which include our Business Manager, 3 Admin staff, 2 Reading Intervention staff and 10 Integration aides as well as a Student Wellbeing Officer. This year we secured two talented Assistant Principals, Dale Blythman as our Curriculum Leader and Instructional Coach to replace Cameron Agars who in Term Two secured a Principal position, and later commencing term three, Christine Pillot as our Student Wellbeing Leader. HEPS is blessed with a strong team who are collectively dedicated to lead our students in their learning. This is the first year of our new Strategic Plan and as such the start of changes designed to better prepare our students for the world in which they will live.

HEPS believes that students need to develop knowledge, skills and behaviours which will prepare them for success in a world which is complex, rapidly and constantly changing, immersed in digital technologies, demanding innovative and high order thinking and understanding, and increasingly global in its outlook and influences. We believe that for students to succeed in their challenging, yet exciting world, they need to develop the capacities to manage themselves as individuals and in relation to others, understand the world in which they live and act effectively and responsibly in that world. With that in mind Literacy and Numeracy remain a major focus whilst still committing to a balanced education supporting a well-rounded curriculum that differentiates to our students' point of need; we continue to integrate the use of modern technologies and open ended teaching and learning.

During Term Two we were identified by DET as a 'high performing school' and asked to participate in a pilot program, Schools in Partnership (SIP), whereby we would partner with another school, Wilmott Road Primary School in Shepparton, to share expertise and successful practices to support the improvement of student learning outcomes within a system rather than just within a school. We have since engaged in developing an Action Plan to involve our teaching staff in professional development across the schools to support teacher efficacy and build teacher capacity to successfully implement Writing.

Challenges for HEPS will be to maintain the high standard of teaching and learning ensuring that our students continue to benefit from high quality education including the new directions required to address an increasingly multi-cultural and EAL population, this whilst preserving the positive HEPS community spirit. We are aware that the increasing enrolments will impact on our physical resources and playground space and therefore have become more strategic in budgeting for specific projects particularly the quality of our playground.

Other challenges include improving our student outcomes which are starting to trend downwards with a focus on greater 'relative gain'. We continue to develop our teacher capacity and foster middle leadership.

Framework for Improving Student Outcomes (FISO)

Our School Framework for Improving Student Outcomes (FISO) Annual Implementation Plan (AIP) priorities are:

1. Excellence in teaching and learning
2. Professional Leadership
3. Positive Climate for learning

These are refined in the Improvement Initiatives:

- building practice excellence
- planning curriculum and assessment with consistency
- building leadership teams
- empowering students and building school pride

Professional Development was strategic in identifying and supporting staff to become Teaching and Learning 'Leaders' as opposed to 'Coordinators' at each levels, Foundation, one/two, three/four, five/six and specialists. These leaders were empowered to facilitate their meetings with greater attention to student learning, data, best practice and peer observation feedback.

The Teaching and Learning Leaders were supported in developing their leadership skills by fortnightly coaching sessions with an external educational coach. Curriculum Leaders were provided more time to work with their teams and were coached supporting their growth as leaders by our Instructional coach.

Our Literacy and Numeracy Leaders respectively, benefitted from Professional Development, six sessions throughout the year at the Bastow Institute, Leading Literacy and Leading Mathematics. Both leaders shared the learning with their respective teams and this has contributed to greater confidence and competence to lead the school in Literacy, 6 + 1 Traits of Writing (implementation commenced) and Numeracy, The Four Proficiencies of Understanding, Fluency, Problem Solving and Reasoning implementation to commence in semester two, 2018. These programs/strategies promote higher order thinking, innovation and problem solving; important 21st century competencies.



As part of our FISO cluster of five schools in Maroondah, Principal Class officers engaged in Instructional Rounds, observing teaching in our respective schools to a differentiated classroom, providing feedback that helped to identify a 'problem of practice' which could be addressed via the AIP and its strategies for improvement.

As an outcome of the SIP program, Dale and I visited Wilmott Road Primary School to acquire an understanding of the context of the school, build relationships and commence the planning for an Action Plan in 2018. Jenny (Principal) and Sharon (AP) visited HEPS in term 4 to reciprocate the learning. Now with the addition of another Partner School, Kialla West Primary School we have collaboratively developed an Action Plan whereby our teaching staff should benefit from shared professional development, observational rounds and robust educational dialogue, all designed to benefit our student learning outcomes.

Achievement

The data following is taken from the HEPS Panorama Supplementary School Level Report. It compares HEPS to a group of similar schools (schools of similar size, type and student demographics) and the state average.

2017 PERCENTAGE OF STUDENTS IN TOP TWO BANDS		
NAPLAN	HEPS	SIMILAR SCHOOLS
Level 3 Numeracy	62%	56%
Level 5 Numeracy	49%	40%
Level 3 Reading	71%	66%
Level 5 Reading	63%	50%
Level 3 Writing	64%	67%
Level 5 Writing	27%	25%

The students at HEPS continue to perform well as is evident by this data and the pages that follow, however our 'relative gain' that is the learning gained by comparing the growth of our student's learning from Level 3 to Level 5 is lower than previous years.

In 2017, a teacher was appointed Data Leader to engage the teaching staff in establishing a Reporting and Assessment Scope and Sequence, developing an assessment schedule highlighting tests that must be administered consistently across the levels, tests that provide pertinent information to gauge students' progress. Our Data Leader, shares results with the staff and promotes analysis and feedback about future directions. The Data Leader with the Curriculum Leader are developing a Data Wall via Compass whereby teachers can gauge student progress at any given time to ensure that all students are being taught at their 'point of need' and to address the School Strategic Plan goal: to maximize learning potential so that all students show at least 12 months growth each year in all curriculum areas.

Other strategies to promote student learning have strengthened in:

- the implementation of HEPS Instructional Model of teaching
- peer feedback via observational and instructional rounds
- the appointment of an external Education Consultant and Instructional Coach to support Teaching and Learning leaders as well as Curriculum Leaders to promote 'best practice' amongst their teams
- the implementation of 6 + 1 Traits of Writing to ensure an inspirational writing program that will engage our students and sponsor consistency of quality across the school
- an audit of teachers against the AITSL (Australian Institute for Teaching and School Leadership) standards so they can monitor their growth in high quality teaching
- continued improvement in the integration of eLearning and inquiry thinking across the curriculum

This year we will continue the above initiatives as well as benefit our teaching staff with opportunities of professional development via the SIP program. We will also engage two Learning Specialists within the teaching staff to model, support and foster exemplary teaching.

We continue to support our students facing challenges with Reading, providing a Reading Recovery program in Year 1 and Toe by Toe for our students in Years 3 – 6; both schemes prove to greatly support students to progress towards greater mastery.

In Term Two we have planned to engage a teacher to provide extension and challenges for those students performing 'above the expected level' with greater focus on those students from levels 3 to 5 to ensure that they maintain or improve their rate of learning.

Engagement

At HEPS it is the expectation that all staff are collectively responsible for contributing to a positive learning and playing culture as we know only too well the importance that everyone, particularly our students, have a sense of belonging. We understand that mutual respect is a condition that will promote school connectedness and engagement. The 2017 Students Attitude to School Survey revealed that 89% of our students from Levels 4 – 6 feel connected to their school as opposed to 82% in primary schools across the state. Student attendance averages 92% indicating that families generally value education; we are also aware that most of our absences are due to family holidays, around Australia or overseas, some trekking for more than six months. We are only too conscious of the fact that unapproved absences are an indicator of low engagement and an early warning sign of students subsequently dropping out of education therefore we have in place a 'Request for Holidays' form, which requires approval by the Principal as well as the 'Reason for Absence' on Compass, our roll marking platform. Our Student Wellbeing Assistant Principal is diligent in pursuing those families who have children frequently absent or without approval notifications, working to reengage those students back into the school and effective learning.

In 2018 we at HEPS will continue to:

- improve and promote 'Student Voice' and student leadership opportunities
- investigate non approved absences early and provide the necessary support to families and students
- monitor all students' progress to ensure they are learning at their instructional levels, in particular those students performing 'above the expected level' and 'students at risk' stimulating positive engagement

Wellbeing

A SSP goal which has been reflected in the 2017 AIP is 'To empower students to be leaders of their own learning'. Strategies for this goal is to create a positive climate for learning by:

- empowering our students and building school pride
- stimulating intellectual engagement and self-awareness, and
- setting expectations and promoting inclusion.

As indicated in our Panorama School Level Report: Pride and Confidence in our School, 89% of our Levels 4 – 6 students feel a sense of connectedness which suggests our students feel personally accepted, respected, included and supported by others in the school social environment. Students who feel connected to their school are generally more engaged with their education, have greater wellbeing and higher achievement outcomes; it has also been identified as a lead indicator for the Education State student resilience target.

This doesn't just happen. At HEPS we provide an extensive support team for our students and their families: A Principal Class Officer who is the over-arching person responsible for student wellbeing, a Student Wellbeing Officer 0.4, a Social and Emotional Learning Leader, a School Nurse, DET Social Worker, Psychologist and Speech Pathologist as well as an elaborate community support group. This team works diligently and with much empathy at assisting students requiring access to physical, social and emotional supports. Throughout 2017 Student engagement and Wellbeing continued to be supported by:

- the new initiative of Social and Emotional Learning as part of the curriculum
- numerous leadership opportunities for our students empowering them to make decisions and influence their school of learning and playing eg. JSC, Environmental Monitors
- numerous clubs organised to address varying interests eg. Dance, reading, coding, Japanese, Art, gardening, Lego
- adherence to strict cyber safety rules to ensure students feel safe and behave responsibly on line
- improved playground equipment to encourage productive play and enjoyment
- Restorative Practices, a program to identify problems and support conflict resolution
- staff collective responsibility at managing student behaviour and wellbeing
- daily reflection on the school values of: Respect, Responsibility, Confidence, Teamwork, Acceptance and our school mantra, Aim High!

In 2018 we will continue to reflect on our practices and provide ways of engaging and supporting our students with innovative and challenging programs that may promote improvements and interest in learning and school connectedness such as the introduction of Inter Cultural Studies and higher order thinking as the method of teaching literacy, numeracy and the sciences/humanities. We will also engage in the Maroondah Schools' Positive Education initiative.

For more detailed information regarding our school please visit our website at
<https://www.heathmonteastps.vic.ed.au>

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 581 students were enrolled at this school in 2017, 290 female and 291 male.</p> <p>13 percent were EAL (English as an Additional Language) students and < 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>55%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>19%</td> <td>62%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>55%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>45%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>53%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	55%	20%	Numeracy	19%	62%	19%	Writing	22%	55%	22%	Spelling	29%	45%	26%	Grammar and Punctuation	38%	53%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="537 952 1024 1041"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	92 %	92 %	93 %	92 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	92 %	92 %	93 %	92 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p style="text-align: center;">● Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	<p style="text-align: center;">● Similar</p>

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

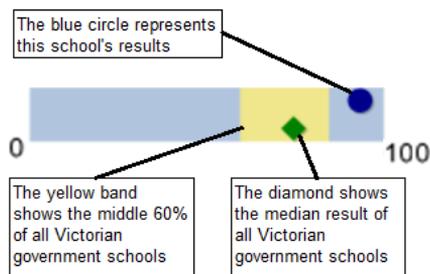
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

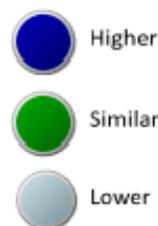
Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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



The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').



What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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.

Financial Performance and Position

Financial performance and position commentary

The School recorded an Operating Surplus of \$210,314 in 2017. This surplus was generated in the main through prudent management and allocation of staff. In the Operating Activities, as controlled by School Council, this year we always planned to incur a significant loss by re-investing previous cash surpluses in the new playground, furniture, technology and plant. As a result, our Funds Available have declined by about \$150,000 from 2016 but we still have very strong liquidity.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,147,116	High Yield Investment Account	\$216,585
Government Provided DET Grants	\$405,404	Official Account	\$1,030
Government Grants Commonwealth	\$11,610	Other Accounts	\$184,741
Government Grants State	\$847	Total Funds Available	\$402,356
Revenue Other	\$10,033		
Locally Raised Funds	\$524,772		
Total Operating Revenue	\$5,099,782		
Equity¹			
Equity (Social Disadvantage)	\$19,435		
Equity Total	\$19,435		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,836,066	Operating Reserve	\$161,948
Books & Publications	\$2,525	Asset/Equipment Replacement < 12 months	\$106,880
Communication Costs	\$8,273	Revenue Received in Advance	\$107,631
Consumables	\$114,610	School Based Programs	\$11,056
Miscellaneous Expense ³	\$359,091	Provision Accounts	\$14,841
Professional Development	\$27,538	Total Financial Commitments	\$402,356
Property and Equipment Services	\$334,274		
Salaries & Allowances ⁴	\$125,115		
Trading & Fundraising	\$44,109		
Utilities	\$37,867		
Total Operating Expenditure	\$4,889,468		
Net Operating Surplus/-Deficit	\$210,314		
Asset Acquisitions	\$0		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 05 March 2018 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) 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.