

## 2013 Annual Report to the School Community

Heathmont East Primary School

School Number: 4819



PRIMARY  
SCHOOL



Name of School Principal: Kitty Allard

Name of School Council President: Mark Granland

Date of Endorsement: March 24<sup>th</sup>, 2014

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

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.



Department of Education and  
Early Childhood Development

Heathmont East Primary School

## About Our School

Heathmont East Primary School in partnership with its community continues to ‘AIM HIGH’. We work at optimizing the potential of each individual whilst promoting a friendly, safe and healthy school culture. Our students benefit from an aesthetic and appealing environment with extensive play areas and gardens that support active and happy play. Our nurturing, safe and high quality learning environment is supported by 29 teaching staff, 14 Education Support staff and two Principal Class Officers. Our staff continue to focus on those skills, behaviours and knowledge that will prepare students for success in a world which is complex, rapidly changing, rich in information and communications technology, demanding high order thinking and understanding; a world which is increasingly global in its outlook and influences. We appreciate that for students to succeed in this world they need the ability to manage themselves as individuals and in relation to others, to understand the world in which they live, and to act effectively in that world.

An array of student leadership activities across the school provides authentic opportunities for students to contribute in active and meaningful roles and projects.

Literacy and Numeracy are a major focus, and our school has a strong commitment to the development of a balanced education supporting a well-rounded curriculum whilst integrating the use of modern technologies to assist learning. Other exciting programs include the instrumental Band, a Rock Band, String Group, a stand-alone architecturally designed Visual Arts facility, a Kitchen Garden and, sister schools in Japan. We are proud of our newly constructed 21<sup>st</sup> Century Library and six modern classrooms which encompass a flexible/adaptable learning space ideal for independent and inquiry based learning. The ‘state of the art’ Food Technology and Science facility enables our students to bring the fruits and vegetables cultivated in our organic garden to the plate in the form of healthy and nutritious meals.

The school community continues to acknowledge the agreed values: Respect, Teamwork, Responsibility, Acceptance and Confidence which reinforces these principles becoming immersed in our school culture. They also provide a firm foundation for the positive and productive relationships between students, teachers, support staff and parents. It is our goal that HEPS students leave primary school resilient and prepared for the exciting challenges that life presents as adolescents and beyond and to instil the passion for lifelong learning.

Achievement	Engagement	Wellbeing
<p>Our student enrolment continues to grow as the community recognizes that HEPS is a great school with dedicated staff who work diligently as a collaborative team for the wellbeing of all our students. The Grade 3 NAPLAN Performance Summary again shows that our grade three students perform at an exemplary level in Reading and Numeracy; our student perform better than predicted for this cohort, thus HEPS makes a positive and significant impact on improving student performance.</p> <p>This can be attributed to:</p> <ul style="list-style-type: none"> <li>• the Early Years Program which is implemented consistently across the junior school</li> <li>• Numeracy interviews are performed at the commencement of the year with teachers working one on one with their students to ascertain their instructional levels</li> <li>• Literacy continues to be closely monitored through English on line in Preps and Running Records throughout the junior classes</li> <li>• Student support meetings for students with special needs</li> <li>• Individual learning plans for those students performing 'above' or 'below' the expected levels</li> </ul> <p>Those students struggling with reading at the commencement of grade one will be supported by the Reading Recovery program.</p> <p>Although our grade 5 students are still out performing their Victorian counterparts generally in Reading and Numeracy, the margin of excellence is narrowing and the relative growth slows. This may be attributed to our teachers focusing on students mastering topics and concepts by reinforcing and consolidating rather than prematurely extending them, in addition to the priority of providing a well-balanced education. Our School Strategic Plan and Annual Implementation Plan have addressed this by incorporating goals and strategies that will support those students performing 'above the expected level'. Staff have analyzed 2013 data and provided recommendations that will promote improving the gradient illustrating learning gain. Professional Development of teaching staff will focus on identifying and supporting gifted and talented students as well as the continued focus on differentiating the curriculum.</p>	<p>Engagement is only represented within this report as Student Attendance. HEPS has a history whereby numerous families enjoy time together in overseas and/or interstate holidays; this impacts significantly on our data. Generally the school does not experience issues of school refusal; the Student Opinion to School survey has revealed positive results with rankings that have surpassed the Annual Implementation Plan for 2013 and the School Strategic goals.</p> <p>Our students generally display a positive connection to the school which is supported by the affirmative and endearing manner in which they express their happiness of being a member of the school community.</p> <p>The school is proactive and purposeful with the implementation of programs such as:</p> <ul style="list-style-type: none"> <li>• Program Achieve: You Can Do It! Which promotes the attributes of: Getting Along, Confidence, Persistence, Organization and Resilience</li> <li>• Reflection and consolidation of the community agreed values: Respect, Acceptance, Confidence, Responsibility and Teamwork</li> <li>• Student Voice whereby students meet as young leaders, experience workshops with cluster schools to develop qualities of leadership working on authentic projects to better the school</li> <li>• A Junior School Council with elected representatives that speak on behalf of their peers</li> <li>• A variety of leadership roles and responsibilities allowing a greater number of students to take on responsibilities rather than keeping it in the hands of 'the few'</li> <li>• The implementation of Restorative Practices across the school which is a program developing personal responsibility and conflict resolution</li> </ul> <p>All students on the Program for Students with a Disability demonstrated progress at 'satisfactory or above' in achieving their individual goals.</p> <p>The staff work hard at keeping HEPS dynamic and engaging by including relevant excursions and incursions, a multi age day per term, whole school special dress days, a wealth of extra-curricular activities and numerous 'clubs' available during lunchtimes and before and after school.</p>	<p>This year we have become a member of the School Wide Positive Behaviors Project whereby we reap the benefits of 'tried and true' programs across the state being modelled and shared; it is pleasing to see that our school already practices many of these behaviors and programs. This year 5 students will benefit from the World Vision, Kid's Hope project which provides these children with an adult mentor/role model; someone who will devote an hour a week solely to supporting and caring.</p> <p>Our Chaplain, Libby, provides valuable pastoral care to those students who need support with self-esteem, positive relationships and grief counselling. Libby admirably supports all levels of the school's community.</p> <p>We will continue to educate our parents and students that 'It is Not Okay to be Away' and that regular school attendance is associated with educational success. Information will be presented each term providing research evidence of the correlation between attendance and success.</p> <p>We will promote the department's latest enrolment initiative.</p> <p>Our Orientation programs assist with the familiarization of the year ahead, a program supporting the smooth transition of pre-school to prep, year 6 to secondary college and from year to year.</p> <p>In 2014 we will continue to:</p> <ul style="list-style-type: none"> <li>• Promote strong links with the local preschools ensuring we have the information to best understand the needs of our youngest students</li> <li>• Provide a transition/orientation program for pre-school children including orientation into classrooms and specialist activities</li> <li>• Provide our students opportunities in understanding the expectations for the grade level they will be entering the following year</li> <li>• Promote stronger links/relationships with our local secondary colleges with the goal of supporting our year 6 students' exposure/experiences that should promote confidence and enthusiasm for their secondary years of learning.</li> </ul>

## 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 460 students were enrolled at this school in 2013, 225 female and 235 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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.



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

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Relative Growth Year 3 - Year 5</b></p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>59%</td> <td>15%</td> </tr> <tr> <td>Numeracy</td> <td>28%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>61%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>58%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	59%	15%	Numeracy	28%	53%	20%	Writing	24%	61%	16%	Spelling	28%	48%	25%	Grammar and Punctuation	18%	58%	25%	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	27%	59%	15%																							
Numeracy	28%	53%	20%																							
Writing	24%	61%	16%																							
Spelling	28%	48%	25%																							
Grammar and Punctuation	18%	58%	25%																							

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="560 792 1035 891"> <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>93 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	94 %	91 %	90 %	91 %	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	94 %	91 %	90 %	91 %										

## Performance Summary

Key: Range of results for the middle 80% of Victorian government schools:   
Result for this school:  Median of all Victorian government schools: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Derived from the <i>Attitudes to School</i> 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.</p>	<p><b>Results: 2013</b></p>  <p><b>Results: 2010 - 2013 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary 2013

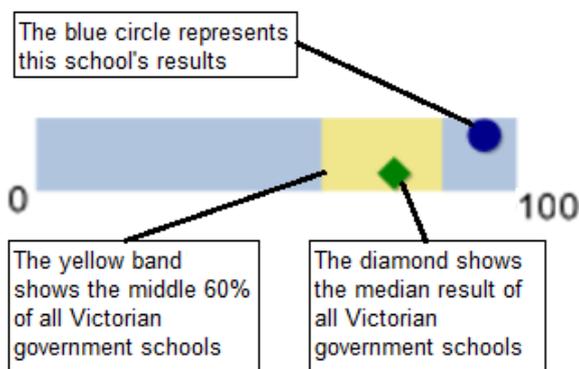
## What are student outcomes?

*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).

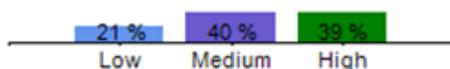
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



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.



## 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.



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 - Operating Statement Summary for the year ending 31st December, 2013

### Financial Position as at 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$320,491
Government Grants Commonwealth	\$16,146
Government Grants State	\$400
Revenue Other	\$14,669
Locally Raised Funds	\$405,876
Capital Works Grant	\$12,002
<b>Total Operating Revenue</b>	<b>\$769,584</b>

Funds Available	Actual
High Yield Investment Account	\$57,867
Official Account	\$60,098
Other Accounts	\$162,531
<b>Total Funds Available</b>	<b>\$280,495</b>

Expenditure	
Books & Publications	\$24,610
Communication Costs	\$9,185
Consumables	\$62,891
Miscellaneous Expense	\$190,878
Professional Development	\$16,738
Property Maintenance	\$207,342
Salaries & Allowances	\$114,897
Trading & Fundraising	\$77,575
Travel & Subsistence	\$1,779
Utilities	\$26,798
<b>Total Operating Expenditure</b>	<b>\$732,694</b>

Financial Commitments	
Operating Reserve	\$119,134
Asset/Equipment Replacement < 12 months	\$2,000
Capital - Buildings/Grounds incl SMS<12 months	\$19,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$47,280
Revenue Receipted in Advance	\$87,997
School Based Programs	\$5,085
<b>Total Financial Commitments</b>	<b>\$280,495</b>

**Net Operating Surplus/-Deficit** **\$36,890**

**Asset Acquisitions** **\$27,171**

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

This year the school generated a surplus of \$36,890, of which \$27,171 was spent on asset acquisitions. Cash reserves, therefore, increased slightly and remain at a level that allows both flexibility and provision for unforeseen contingencies. As is expected, we face increasing utility, maintenance and equipment replacement costs. It remains of critical importance that we maintain strong levels of discretionary income such as subject contributions and net fundraising costs. We will continue to closely manage expenditure and available funds to benefit the students and the school community.



Department of Education and  
Early Childhood Development

Heathmont East Primary School