

2014 Annual Report to the School Community

Heathmont East Primary School

School Number: 4819



Name of School Principal: Catharina Allard

Name of School Council President: Andrew Philp

Date of Endorsement: 23rd March, 2015

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 framework for schools - languages program' minimum standards until 31 December 2014.



Department of
Education & Training

About Our School

School Context

The staff at Heathmont East Primary School in partnership with its community continues to AIM HIGH. We consistently work at optimizing the potential of each student whilst promoting a safe and supportive school culture where students feel a sense of belonging. We are pleased that our results, yet again, are reflected as the strongest across the government schools in the Maroondah Network.

Acknowledging that our students are children and should enjoy constructive and active play we work on maintaining an aesthetic and appealing playground incorporating extensive areas of greenery and asphalt. The nurturing and quality learning environment is supported by 30 teaching staff, 12 Education Support Staff, 4 Administration staff and two Principal Class Officers. The 12 integration aides support teachers with students on the Program for Students with Disabilities (PSD); all 11 students have progressed as satisfactory or above in achieving their individualized goals. Our Assistant Principal secured a position commencing Term 2 as Principal at a neighboring network which meant we needed to find a quality person to fulfill the role of Assistant Principal. HEPS was chosen to support two Deakin teachers in a 10 week internship; this suggests that the school provides a healthy working environment which supports staff extending professional and personal growth assisting them to secure positions of greater responsibility, as well as the universities highlighting this school as a rich learning environment for future teachers. In this same light Deakin University in partnership with the government and 9 other schools in the Maroondah Network have signed up with HEPS to become part of the Deakin Alliance which is part of an innovative and futuristic program to better prepare the teachers of tomorrow.

The staff is to be commended in the way they work as a supportive team ensuring that they instill the skills, behaviors and knowledge that will prepare our students for success in a world which is progressively more complex, rapidly changing, rich in information and communications technology, one which demands high order thinking, problem solving and understanding; a world which is increasingly global in its outlook and influences. We appreciate that for young people to succeed in this world they will 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. As such we implemented two significant programs this year: the Bring Your Own Device (BYOD) iPad program into Level 5 which would move into Level 6 in 2015; this is so our students strengthen their skills in using digital devices responsibly as a tool for learning and to reinforce the appropriate use of cyber media. We also undertook a profound change in the integrated subjects formally known as The World in Which we Live. This program has been audited and subjects/concepts developed to become the school's Inquiry Based Learning program which will have the whole school, Foundation to Level 6 work on 'throughlines', topics consistent throughout the school whereby after explicit teaching, students will pursue their own challenge based problems. This should promote student engagement, research skills and problem solving.

Each year we work at providing our students more opportunities to lead and contribute in active and meaningful roles; this year we invited students to host at the Maroondah Festival and assist at Education Night. Our students are becoming more and more a constructive voice and face in their influence on the wellbeing of the school.

Literacy and Numeracy remain a major focus at HEPS, even though our school has a strong commitment to a balanced education that supports a well-rounded curriculum including visual and the performing arts, physical education and sport as well as LOTE/Japanese, whilst integrating the use of modern technologies to assist learning. Extra-curricular programs include the instrumental band, a rock band, a string group, visual arts, an organic and self-sustaining kitchen garden, and a sister school in Okinawa in Japan. As well, the dedicated staff provides lunchtime clubs such as: Computer, Chess, running, skipping, knitting, Kitchen Garden, Art/Craft, Book/Library, Japanese and Choir. Our senior students are based in the BER building designed to cater for self-motivated and independent learners who can manipulate this flexible learning space to pursue their inquiry based learning projects, as well as practise for musical productions etc. The 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. Last year we acquired a mod. 5 (two classroom module) which became a new learning space for our Level 2 students and freed up a classroom in the main building to become our computer lab.

Student enrolments - The school continues to expand which defies the trend of falling enrolments in the Maroondah Local Government Area. The school population in 2014 was 462 students of which 226 were males and 236 were females. Foundation enrolments have stabilized around 75; I believe a consequence of a fine reputation and our parents spreading the positive word. The Foundation transition program is excellent and children are familiar and comfortable in the school setting when commencing. Our school community upholds the values: Respect, Teamwork, Responsibility, Acceptance and Confidence; many of our wellbeing programs complement these values reinforcing the immersion in our school culture. They also provide a firm foundation for the positive and productive relationships between students, teachers, support staff and parents. It continues to be our goal that HEPS students leave primary school resilient and prepared for the exciting challenges that life presents as adolescents and beyond, and to instill the passion for lifelong learning. We can proudly look back and reflect that collectively the hard work resulted in a successful year at HEPS! Thank you to all: School Council, Parents' Association, staff, students and the many, many parent helpers.

Achievement

HEPS continues to achieve great results as a consequence of a dedicated staff who work diligently and collectively for the wellbeing and improvement of all our students. The Year 3 NAPLAN Performance Summary indicates that our grade three students have performed well and generally beyond the middle 60% of Victorian government schools; this is lower than in past years but indicative of this cohort of students. We strongly believe in the Early Years' Program and its philosophy and are confident that it provides the important foundations of learning; we will continue to consolidate this program throughout the school so that consistency of style and delivery continue to benefit our students in their learning. We support our students performing 'below' the expected level with intervention programs such as Reading Recovery, Individual Learning Plans and the Fitzroy Readers.

Students in Year 5 have improved significantly with results generally above the middle 60% of Victorian government schools. The NAPLAN learning gain for this cohort of students is particularly pleasing as most students have achieved medium to high gain, an improvement from previous years. This may be attributed to the school's goal and commitment to more informative assessment and to more effective differentiation of the curriculum to better cater for every student's instructional level. Teachers have worked collaboratively to improve attention to those students performing 'above' the expected level. In our Annual Implementation Plan 2015 we will continue to focus on delivering a differentiated curriculum that provides every student with relevant education at their instructional level, again with a particular focus on those students performing 'above' the expected level. We expect that student motivation and engagement in learning will continue to improve with the consolidation of digital devices as a tool for learning and that skills developed throughout the inquiry based learning projects will also promote engagement, a lust for learning and continued improvement in student performance. Those students demonstrating difficulties in reading and spelling eg. Dyslexia will continue to be supported by valuable programs such as Toe by Toe, Word Shark and Fitzroy Readers.

Engagement

Engagement is represented in this report as Student Attendance even though I believe there is a collection of information which is much more reliable and is sourced from the students themselves in the Attitudes to School Survey and the feedback from our parents in the Parent Opinion Survey. Historically HEPS registers below those schools with a similar Student Family Occupation in Student Attendance, however in most cases it is because many of our families enjoy time together in overseas and/or interstate holidays; this impacts significantly on the data. We have continued to promote the importance of school attendance with the 'It's Not Okay to be Away' information and have followed closely the Department of Education and Training (DET) protocol on following up on absences and families seeking approval before embarking on a holiday. We will continue to educate our parents and students on the importance of regular attendance as it is associated with educational success and adult wellbeing. Improvements have been noted in average attendance in most Year Levels: Prep: improvement +2%, Year 1: constant, Year 2: +2%, Year 3: constant, Year 4: +3%, Year 5: +3% and Year 6: -1%. Generally the school does not experience issues of school refusal and if so it is because of family circumstance/influences; again the Student Opinion to School survey has revealed positive results with rankings that have surpassed the Annual Implementation Plan (AIP) for 2014 and the School Strategic Goals (SSG): Students in Years 5 and 6 ranked the following out of 5: School Connectedness 4.55; Stimulating Learning 4.47, Student Motivation 4.62, Teacher Effectiveness 4.66 and Teacher Empathy 4.68. Students ranked their school in all areas in the third and fourth quartile; this speaks volumes. Parents too generally expressed a satisfaction in the school and results confirmed their faith in the school and approval that the school is providing an engaging and stimulating education environment for their children. From a possible 7: School Improvement: 6.07, Stimulating Learning: 6.34, Learning Focus: 6.06, General Satisfaction: 6.29, Connectedness to Peers: 6.11, Student Motivation: 6.11, School Connectedness: 6.22; again most responses registering in the 3rd or 4th quartile. We endeavor each year to provide fulfilling leadership roles for our students and promote opportunities for them to have a voice in the management of their school. Again Kate Wilde was employed to provide our year 5 and 6 leaders professional development in the qualities of leadership and how it can be demonstrated and modeled to others. Junior School Council is another excellent opportunity that allows students to discuss suggestions/recommendations on how to improve their learning and playing environment; these students can also attend School Council and share their ideas and requests with the committee.

Wellbeing

We continued to be involved with the School Wide Positive Behaviours Project whereby we were able to share the benefits of programs across the state that promote student connectedness and a sense of confidence and safety. We were fortunate to have 5 of our students supported by the Kid's Hope program; these students loved and appreciated the time they spent with these volunteers. Our Chaplain, Libby, continued to be paramount in contributing to the orderly stability of our school as students with issues of confidence, friendships, self-esteem, grief and family crises were able to spend time and participate in supportive activities. As students were supported in their wellbeing, teachers could more readily focus on effective teaching and learning. Libby also supported families and staff. It was disappointing to hear that federal funding was thwarted in the last days of 2014; this program is so important to the wellbeing of our students and school community that school council has supported the employment of a Student Wellbeing Officer to commence in Term 2, 2015.

The school's social worker, Fiona, works with students troubled by deeper issues and she provides qualified advice and strategies to parents, teachers and students in the goal of improving the behaviours/challenges that the child is facing. Emma, our speech pathologist works with students displaying more serious language deficiencies. All these specialists and the committed staff together work towards promoting a caring environment conducive to learning. The Transition variable on the Parent Opinion Survey has easily achieved the AIP goal of 5.9 registering 6.28.

The Orientation/Transition programs which are designed to assist our students with the familiarization of the year ahead, thus supporting the smooth transition of pre-school to Foundation, Level 6 to Secondary College and then internally from year to year delivers! In 2014 we continued to:

- Promote strong links with the local preschools ensuring we had the information to best understand the needs of our youngest

students

- Provide a transition/orientation program for preschool children including orientation into Foundation classrooms and specialist activities
- Provide new families the information to support their child's movement into the school and ensure confidence in HEPS as their school of choice
- Provide our current students experiences that will initiate confidence and enthusiasm in their movement to a new grade in the new year
- Promote strong links/relationships with our local secondary colleges so as to support our level 6 students with their transition into secondary college

This program is highly successful and every year we implement it better as will be the case in 2015.

Productivity




School Council approved our local budget which was developed in line with the goals of the school's Annual Implementation Plan (AIP) so as to effectively allocate resources to support student learning outcomes. Teachers in Foundation to Level 2 were provided up to three days in Term 1 whereby they could spend time one-on-one with their students, testing their Numeracy knowledge; this provided them clear direction in their teaching. All teachers were given one day per term, usually the last week in term, to work within their professional teams to plan for the term ahead; this ensures consistency in the delivery of an effective program including the organization of excursions and incursions. The Professional Development budget allowed us to employ Kim Blackmore, an educational consultant, to help teachers audit the integrated program, 'The World in Which we Live' and develop the new Inquiry Based Learning focusing on 'throughlines'. These concepts/topics will be implemented consistency across all levels in 2015 with the goal of promoting higher order thinking skills and a negotiated curriculum which should better equip our students for the skills required for the challenging world in which they will be adults. The budget was developed to ensure that all domains could be implemented with the resources necessary for a strong program. Staffing was at a premium in that we facilitated 22 classrooms thus most benefited with a smaller number of students: Foundation up to 18 students, most others 22 to 23 students. Staff was provided the professional development they required to support their professional and personal goals. The School Staff Survey 2014 indicated that the School Climate for HEPS is 88% endorsed which is 10% higher than the mean. Staff endorsed the school 92% in that 'they believe that they have the necessary skills, expertise and resources to successfully educate students'. I thank our school community, in particular the supportive parents, our Parents' Association who work diligently to raise funds and provide important services, the fund raising subcommittee who work tirelessly throughout the year in finding successful and innovative ways to raise money so that we can provide our students great programs and resources to promote their learning.

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

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 463 students were enrolled at this school in 2014, 237 female and 226 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.



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




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"> English Mathematics <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>NAPLAN Year 3</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> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</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




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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, 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>22%</td> <td>48%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>56%</td> <td>31%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>50%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>38%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	48%	30%	Numeracy	13%	56%	31%	Writing	9%	50%	41%	Spelling	24%	51%	24%	Grammar and Punctuation	27%	38%	36%	<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 schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</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. 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.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	93 %	94 %	93 %	94 %	93 %	90 %	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	93 %	94 %	93 %	94 %	93 %	90 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> 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.</p>	<p>Results: 2014</p>  <p>Results: 2011 - 2014 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

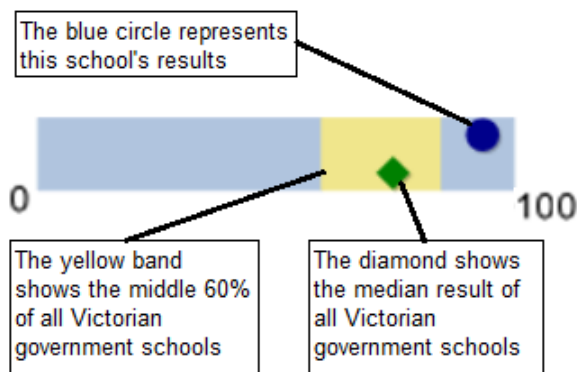
What are student outcomes?

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 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.

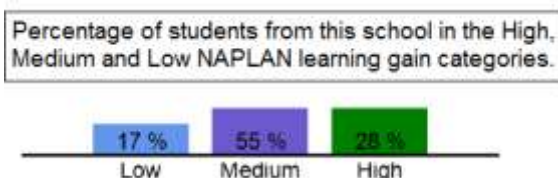
You can see these results for the latest year, as well as the average of the last four years (where available).

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 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'.



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 31 December, 2014

Financial Position as at 31 December, 2014

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,037,502	High Yield Investment Account	\$143,731
Government Provided DE&T Grants	\$332,336	Official Account	\$77,616
Government Grants Commonwealth	\$9,729	Other Accounts	\$170,604
Revenue Other	\$12,369	Total Funds Available	\$391,951
Locally Raised Funds	\$431,338		
Total Operating Revenue	\$3,823,273		
Expenditure		Financial Commitments	
Student Resource Package	\$3,036,457	Operating Reserve	\$104,310
Books & Publications	\$23,243	Asset/Equipment Replacement < 12 months	\$34,580
Communication Costs	\$6,497	Maintenance - Buildings/Grounds incl SMS<12 months	\$69,778
Consumables	\$56,699	Revenue Received in Advance	\$166,137
Miscellaneous Expense	\$201,806	School Based Programs	\$17,145
Professional Development	\$11,826	Total Financial Commitments	\$391,950
Property and Equipment Services	\$136,253		
Salaries & Allowances	\$127,043		
Trading & Fundraising	\$45,462		
Travel & Subsistence	\$1,471		
Utilities	\$35,656		
Total Operating Expenditure	\$3,682,412		
Net Operating Surplus/-Deficit	\$140,861		
Asset Acquisitions	\$31,508		

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.

Financial performance and position commentary

This year the school generated an operating reserve of \$104,310 of which \$31,508 was spent on asset acquisitions. Cash reserves, therefore, increased slightly and remain at a level that allows both flexibility and provision for unforeseen contingencies. Although all financial indicators currently appear healthy, cost pressures have made it extremely difficult to produce a balanced budget this year. 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' programs and the school community.