

2015 Annual Report to the School Community

Heathcote Primary School

School Number: 300



Name of School Principal:

Cindi Bruechert

Name of School Council President:

Glenn Wilson

Date of Endorsement:

16.03.16

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 2015.

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 and is part of the City of Greater Bendigo.

The school enrolment at the beginning of 2015 was 80 students. The school has a transient population with an average of 10 to 12 students coming and going throughout each year. The 2015 Student Family Occupation (SFO) index was 0.74.

The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of the school. These values are explicitly taught throughout the school and reinforced through the School Wide Positive Behaviour Support philosophy, the Bounce Back wellbeing program and some Restorative Practices strategies.

The school is organised into two team teaching units: the Junior Learning Community – two Year F-2 classes - and the Senior Learning Community – one Year 3-4 class and one Year 5-6 class. In 2015, there were four full time teachers (all working at the Highly Accomplished level) and two part time teachers (one at Graduate level and one at Highly Accomplished level), in addition to the Principal, who had a 0.35 teaching load.

In addition to an emphasis on Literacy and Numeracy, reflected in the strong improvement in NAPLAN results in 2015, the school operates a whole school inquiry curriculum planned over a two-year cycle. The Stephanie Alexander Kitchen Garden Program, established in 2012, complements the inquiry curriculum and has been significant in adding diversity to the learning environment. It has also proven to be beneficial for the physical, social and emotional growth of the students.

Achievement

The Student Learning component of the Government School Performance Summary (GSPS) shows that in 2015, Heathcote Primary School students achieved NAPLAN results that were higher than those achieved in like schools on adjusted school performance in Year 3 Reading, Year 3 Numeracy, Year 5 Reading and Year 5 Numeracy. The learning gain of students from Year 3 to Year 5 was pleasing in all areas, especially Numeracy where all students achieved high levels gains.

All Program for Students with a Disability (PSD) students showed progress at satisfactory or above in achieving their individual goals.

Key strategies to support continual improvement include:

- Principal and Leadership Team lead school literacy and numeracy improvement and supported the work of professional learning teams.
- Provision of recognised intervention programs for students at risk, and for whole school priority areas, including Writing.
- Teachers developing the ability to articulate and implement exemplary Literacy and Numeracy practice across the school.
- Use of data to track student learning and to influence and inform teaching practice.

Engagement

The school has worked hard to improve the engagement of students in their learning, through the continued implementation of effective teaching approaches across the school. The provision of supportive, engaging and productive learning environments has helped facilitate this process.

Parent - teacher partnerships have been strengthened to ensure the effective monitoring and follow up of behavior management and student absences. Attendance rates improved in 2015, and were similar to like schools. Further improvement of student attendance practices will continue to be a priority.

Key strategies to support continual improvement include

- Supporting consistent approaches in student engagement and behaviour management strategies, through the implementation of the School Wide Positive Behaviour Support program
- Implementation of additional communication strategies with parents to gain their support in managing student behaviour issues more effectively
- School –wide use of the strategies from the *Every Day Counts* initiative

Wellbeing

Shared values and a strong commitment by all staff to ensure the safety and wellbeing of our students has supported the achievement of our Student Wellbeing goals over the last year.

The Student Attitude to School Survey results show that our Connectedness to School results were similar to like schools and our Perceptions of Safety results were higher than like schools. For continued success in this area, the embedding and maintaining of a culture of respect and responsibility will remain a priority

Key strategies to support continual improvement include:

- Further promotion of our Community Behaviour Management Partnership Agreement and School Wide Positive Behaviour Support Program.
- The continued use of programs that promote positive behaviours, social competencies and resilience.
- Explicit promotion of school values across the school community.
- Enhancement of the student leadership program

Productivity

Heathcote Primary School effectively uses its resources - people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to support improved student outcomes and to achieve its goals and targets.

Key strategies to support continual improvement include:

- Wise financial management and allocation of resources to ensure the provision of a safe and productive learning environment
- High quality professional learning opportunities for all staff
- A continued focus on applying for community and government funding grants

For more detailed information regarding our school please visit our website at
<http://www.heathcoteps.vic.edu.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 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.

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 80 students were enrolled at this school in 2015, 36 female and 44 male. There were < 10% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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.




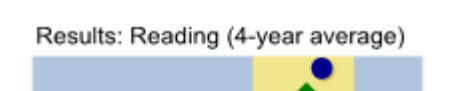







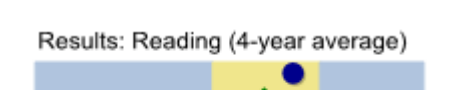
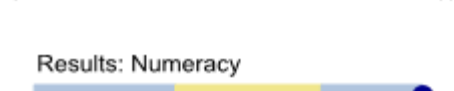





Performance Summary

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

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>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS was not used for the School Comparison, as less than 10 student assessments were conducted.</p>

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:




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> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>





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: ◆

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>	<p>Reading</p> <table border="1"> <tr> <td>Low</td> <td>13 %</td> <td>Medium</td> <td>63 %</td> <td>High</td> <td>25 %</td> </tr> </table> <p>Numeracy</p> <table border="1"> <tr> <td>Low</td> <td>0 %</td> <td>Medium</td> <td>100 %</td> <td>High</td> <td>0 %</td> </tr> </table> <p>Writing</p> <table border="1"> <tr> <td>Low</td> <td>33 %</td> <td>Medium</td> <td>44 %</td> <td>High</td> <td>22 %</td> </tr> </table> <p>Spelling</p> <table border="1"> <tr> <td>Low</td> <td>22 %</td> <td>Medium</td> <td>33 %</td> <td>High</td> <td>44 %</td> </tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr> <td>Low</td> <td>44 %</td> <td>High</td> <td>56 %</td> </tr> </table>	Low	13 %	Medium	63 %	High	25 %	Low	0 %	Medium	100 %	High	0 %	Low	33 %	Medium	44 %	High	22 %	Low	22 %	Medium	33 %	High	44 %	Low	44 %	High	56 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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Result for this school:  Median of all Victorian government primary year levels: 

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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>90 %</td> <td>91 %</td> <td>95 %</td> <td>88 %</td> <td>91 %</td> <td>81 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	95 %	88 %	91 %	81 %	88 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	95 %	88 %	91 %	81 %	88 %										

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
<p>Students Attitudes to School - Connectedness 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety 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: 2015</p> <p>Results: 2012 - 2015 (4-year average)</p>	<p> Higher</p> <p> Higher</p>

How to read the Performance Summary

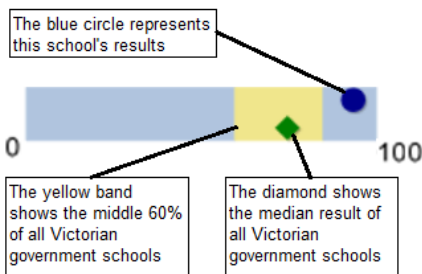
What are student outcomes?

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.

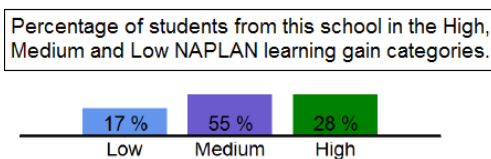
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

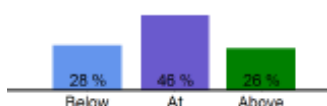


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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 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, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$788,749	High Yield Investment Account	\$47,104
Government Provided DE&T Grants	\$152,326	Official Account	\$3,626
Revenue Other	\$3,079	Other Accounts	\$5,253
Locally Raised Funds	\$33,924	Total Funds Available	\$55,983
Total Operating Revenue	\$978,078		
Expenditure		Financial Commitments	
Student Resource Package	\$787,616	Operating Reserve	\$26,194
Books & Publications	\$1,653	Maintenance - Buildings/Grounds incl SMS<12 months	\$6,043
Communication Costs	\$2,342	Revenue Received in Advance	\$3,293
Consumables	\$11,550	Asset/Equipment Replacement > 12 months	\$20,454
Miscellaneous Expense	\$41,918	Total Financial Commitments	\$55,983
Professional Development	\$2,532		
Property and Equipment Services	\$50,465		
Salaries & Allowances	\$37,590		
Trading & Fundraising	\$13,256		
Utilities	\$12,952		
Total Operating Expenditure	\$961,873		
Net Operating Surplus/-Deficit	\$16,205		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 01 March 2016 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.

Financial performance and position commentary

The Finance Committee of the School Council monitored all the school's financial matters and reported regularly to School Council. The financial situation of the school was well managed and allowed the school to provide funding and resources for programs which ensured that our school's physical resources were adequately maintained and that our teaching and learning priorities were supported. The school had a net operating surplus of \$16,205 at the end of 2015, which included a tracked balance for identified programs to the value of \$10,252.

A \$33,050 National Partnerships: Low Socio-Economic Status School Communities Grant helped contribute to the employment of a part-time teacher to support the implementation of strategies to improve student learning outcomes, to enhance leadership capacity, to build teacher capacity, and to improve the monitoring of student performance. The Heathcote Primary School Community Fair was our biggest fundraiser for the year, with takings of \$4,265 contributing to the \$13,256 total for Trading and Fundraising in 2015, and provided us the opportunity to purchase one new shade sail for our playground equipment and to refresh our linemarking on the basketball / netball court and other ball game areas.