

2022 Annual Report to the School Community

School Name: Heathcote Primary School (0300)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 March 2023 at 04:15 PM by Kate Ballantyne (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 March 2023 at 08:44 AM by Kirstylee Shields (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

About Our School

School context

Heathcote is a small rural community of around 3000 people, some 100 kilometres north of Melbourne and is part of the City of Greater Bendigo. The past few years have seen new arrivals to Heathcote from Melbourne as people seek a tree change along with the ongoing transition to small towns experienced in the past five years. The staff consists of a Principal, .9 Business Manager, .2 Administration support, 6 fulltime classroom teachers, 3 part time specialist teachers, 6 part time Education Support staff. The school enrolment at the beginning of 2022 was 117.6 students, our enrolment has continued to steadily grow, at the start of 2016 there were 70 students enrolled. Our current projections indicate we will continue this growth pattern over the coming years which encompasses our Strategic Plan, 2019 - 2023. At the beginning of 2022 the Student Family Occupation (SFO) index was .6566 and the Student Family Occupation and Education (SFOE) is .5597

The values of Respect, Learning, Teamwork and Responsibility are central to the philosophy of our school. These values are explicitly taught and modelled throughout the school and reinforced through our behaviour management policy and the implementation of the Respectful Relationships and The Resilience Project curriculum. The school is organised into two team teaching units. In 2022 the school had six classrooms - Foundation, Year 1-2 x 2, Year 3-4, Year 4-5 and Year 5-6. These year level combinations were implemented to accommodate year level numbers and new students entering throughout the year. Our teaching and learning programs are based on the Victorian Curriculum. The school has developed and implements Instructional Models in Maths, Reading and Writing, these models support continuity in teaching and learning across core aspects of curriculum in years Foundation to Year 6.

The Stephanie Alexander Kitchen Garden Program complements the inquiry curriculum and has been significant in adding diversity to our learning environment. The program has proven to be beneficial for the physical, social and emotional growth of our students. At Heathcote Primary School, our mission is to provide a safe and inclusive learning environment in which each and every student can achieve their personal best in a secure, caring environment. We celebrate individual differences and respect and acknowledge the diverse range of interests, skills, and experiences reflected in our school community. We support our students and staff to maximise individual and collective success, both in and out of the classroom.

Heathcote Primary School promotes respectful relationships amongst all students, parents/carers, staff and the wider community. Our school fosters the development of self-esteem, cooperation, personal growth and a positive attitude to teaching and learning and the value of education. Heathcote Primary School believes students, staff, parents/carers and the wider community are responsible for and expected to, model respectful relationships in their daily interactions with each other. The following values are central to the philosophy of our school and express how all members of the school community are expected to conduct themselves and interact with others:

- Respect— treating people well, recognising and accepting individual differences, valuing other students, our environment and belongings
- Learning – developing the skills, values and attitudes to become a lifelong learner
- Teamwork – learning together to achieve the best possible outcomes for all
- Responsibility – being accountable for our own actions, what we say and what we do and accepting the consequences for our behaviour

Progress towards strategic goals, student outcomes and student engagement

Learning

Students and staff continue to strive to improve academic, personal and wellbeing outcomes. Teachers continue to use assessment data to plan and develop relevant and differentiated teaching and learning for our students. A range of assessment data is gathered and utilised by staff, this is reflected on a data wall in Reading, Writing and Maths. Teacher judgement of student performance has been supported through additional Maths assessment, the use of PAT M, paper copy, has been used in conjunction with Essential Assessment to inform staff of student knowledge. NAPLAN was not used this year but will be included in 2024 in order to triangulate data. Mid year teacher judgement data indicated many students, up to 50% in some areas, were below expected level. Term 2 was a difficult term with many absences.

Our Maths instructional model was used across F-6 classrooms, in 2022 we started to review our Maths model and the way Maths is taught, research evidence is now exploring the differences between teaching Maths and English, we will continue to explore this work in 2023. Our Maths Learning Specialist will continue to drive our work in Maths in 2023, working on staff development, teaching and learning and policy. The implementation of Maths coaching in semester 2 has enabled a more consistent understanding of the way we teach Maths. Along with Maths coaching, staff have had attended PL sessions run by our Maths Learning Specialist, topics such as Maths anxiety, updating our scope and sequence, unpacking assessment data and problem solving etc have been implemented. Our Maths Learning Specialist has been instrumental in supporting Maths understanding, policy development, teaching and learning and unpacking data.

Our Professional Learning Community (PLC) structure has been implemented through our planning teams, Junior and Senior. Essential Assessment data in Maths has been utilised to find a crumb/pre test/develop lessons and allocate groups across the school. Students have commented favourably re Maths rotations, from their comments it appears those needing challenge/support feel this occurs via these sessions. This has been our first attempt at a PLC type cycle and teachers responded well. We will continue with this format in 2023, however the allocated PLC session during planning time will be more structured to ensure collaborative work continues.

SmGL (tutoring program) was interrupted in second semester due to staffing issues. We had to move one tutor out of tutoring to work in a classroom, it took some time before we could replace the tutor due to CRT shortages. Students enjoyed participating in small groups working on Maths and Literacy, Tutors worked in collaboration with classroom teachers and have reported academic gains along with increased confidence from all participating students.

In our Annual Implementation Plan (AIP) we had a range of targets. Please see some of these below.

Target 1B - School to ensure the AToSS survey is given to 100 per cent of students

Variables in the AToSS to reflect the following percentage of positive responses:

Student voice and agency from 74% in 2021 to 90% in 2022

In 2022 AToSS our Student Voice and Agency was 77%, in hindsight the target was unachievable. According to data, similar schools were 67%, our network 68% and the state 65%. We have continued to provide increased opportunities for student choice in 2022 and will continue to do so in 2023, developing staff understanding will be key to driving this work along with students understanding what is meant by the terms and how teachers can facilitate this in the classroom. Students will continue to work on developing their understanding of choice, tolerance and accepting difference.

Stimulated Learning from 76% in 2021 to 86% in 2022

Stimulated learning was slightly up at 79% in 2022, this will remain a body of work in 2023. The Year 5 boys and Year 6 girls were the cohort who had the lowest results, this will be further unpacked by staff to support our work in 2023 as we continue to look at Student Voice and incorporating it into our classrooms, particularly in the senior levels.

Wellbeing

In 2022, we welcomed a new School Community Worker to our school. The core of the work completed during 2022 was with individual students and in our senior classroom around Respectful Relationships and what that looked like in practice. Post covid referrals have been very strong, resulting in our workers continued engagement with a high percentage of students. A small congregation from a local church continued to provide food items to our school on a regular basis, this was packaged up for families and available for pick up by anyone who felt they may benefit. Respectful Relationships Curriculum was implemented across our school, we encouraged and expected students/staff and parents to model respectful interactions in our school community and in the broader Heathcote community. In 2022 we continued implementing 'The Resilience Project' in our classrooms and school community, it was felt by staff that post covid there was much we could do to support our students and families in dealing with the way we navigate relationships at school and home. Gratitude, Empathy and Mindfulness are valuable traits for our school community, particularly after the impact of Covid. Anecdotal data has indicated a decline in 2021 in the tolerance and acceptance of others, in 2022 we saw a slight improvement by the end of the year in the way students were engaging with each other in the classroom and yard.

In 2022 we continued to employ the services of a private Speech Pathologist, the visits onsite were three-four times per term, the work involved assessing and 1:1 work with students. The one on one student work provided a model for our Education Support staff to follow up with individual students between visits. Speech is a valuable component of our approach to student wellbeing and supports our English outcomes particularly in the early years. Our DET Psychologist was available to support staff with assessments, student observations and responses to staff queries.

Through the implementation of Respectful Relationships and The Resilience Project curriculum, we continued to work on the way students interacted with each other and for students to clearly understand the difference between bullying and inappropriate/unkind comments. The majority of our students are quite clear on this distinction, however we continue to work on students having a range of 'tools in their toolbox' to equip them with strategies when working/playing with others. Teacher support is always available for students and was further enriched through the inclusion of 'The Resilience Project' in 2022.

Students know when they report an issue to staff it is always followed up, some students are not good at reporting and we will continue to work on this. Not being a 'by stander' is an important part of our work with students, the behaviour observed or heard and not followed up or commented on is considered behaviour they accept. We have been very pleased at the increase in the number of students who feel comfortable to report things they know are inappropriate, we will continue to work on this in 2023. Management of Bullying Years 4 to 6 Latest year (2022) data indicated 90% of our students felt safe at our school, 88% felt we dealt fairly with bullying problems and 95% felt they knew where to get help if they were upset.

Engagement

In 2022 our students completed the Student Attitudes to School survey. Students Attitudes Towards School Survey (ATOSS) 2022, Year 4-6, 87% felt they had a sense of inclusion, 83% felt they had a sense of connectedness to our school, 77% felt they had student voice and agency. 87% felt classroom behaviour was effective, 79% reported a stimulating learning environment 91% felt that 'bullying' was managed in the school 98% felt that teachers expected them to do their best. In general, the data was slightly higher than in previous years. In 2023 we will endeavour to ensure that 100% of our students complete the Attitudes to School survey to enable all voices to be heard. The two targets we have moving towards 2023 will be - Student voice and agency from - 77% in 2022 to 80% in 2023 Stimulating Learning from - 79% in 2022 to 81% in 2023.

Absences continued to be of concern in 2022, however it was very difficult to establish engagement and attendance during our remote learning and due to the high incidence of the flu in term 2. Our results reflect families choosing to take days off for family events such as days off for birthdays, family trips or just having a day at home. Due to our location and the lack of some health services in our town, many families also have early pick departures to attend appointments in Bendigo or Seymour. Our absences remain higher than other schools similar to us and one we continue to work on. As a school we send out a text via SENTRAL to families regarding student absences that have not been reported to the Office. Families are expected to ring, email or log onto SENTRAL the reason why their child is away prior to 9.00am on the day of absence. Teachers log absences on SENTRAL, our school administrative system and data is sent to DET each week. Teachers continue to work on the provision of student voice in the classroom as a strategy to engage some of our high absence students. In 2023 we will need to continue our efforts regarding student absences and continue to stress the importance of being at school, all day, every day.

Other highlights from the school year

- * Passions and Pathways
- * Swan Hill camp
- * Music Extravaganza
- * Stephanie Alexander
- * Bike Education F-6
- * Girls in STEM
- * Gym program onsite
- * Art, Library and STEM

Financial performance

We continue to have a positive surplus, some of this will be used to facilitate maintenance projects around the school and ensure appropriate staffing SLP. We are aware of the need to have plans in place to accommodate continued future growth in student numbers which will impact on the amount of our surplus, provision is being made for this. The school continues to be efficiently financially managed endeavouring to take into account all possible outcomes. Financial performance - Operating statement summary for the year ending 31st December, 2022. Revenue Actual Student Resource Package \$1,734,504, Government Provided DET Grants \$283,940, Government Grants Commonwealth \$0, Government Grants State \$43,644, Revenue Other and Locally raised funds \$32,323, Capital Grants \$0

For more detailed information regarding our school please visit our website at
www.heathcote.ps@education.vic.gov.au

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 118 students were enrolled at this school in 2022, 56 female and 62 male.

NDP percent of students had English as an additional language and 3 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

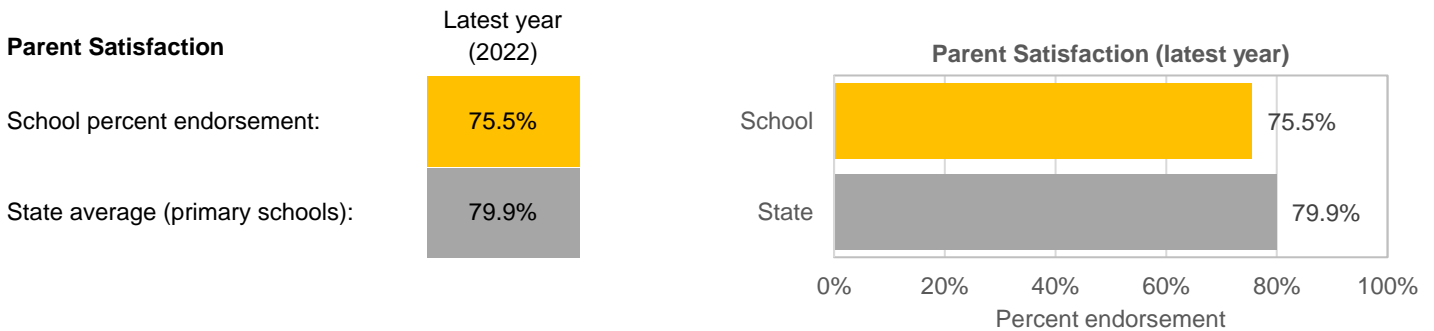
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

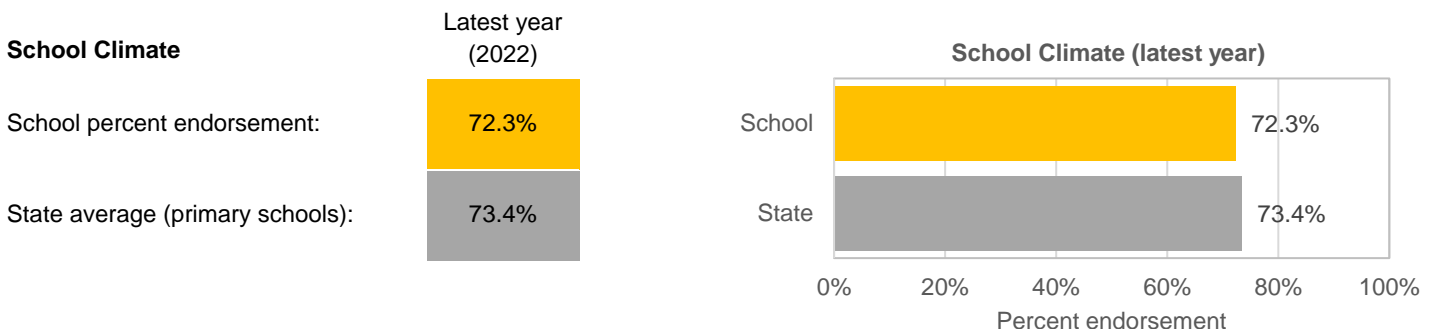


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

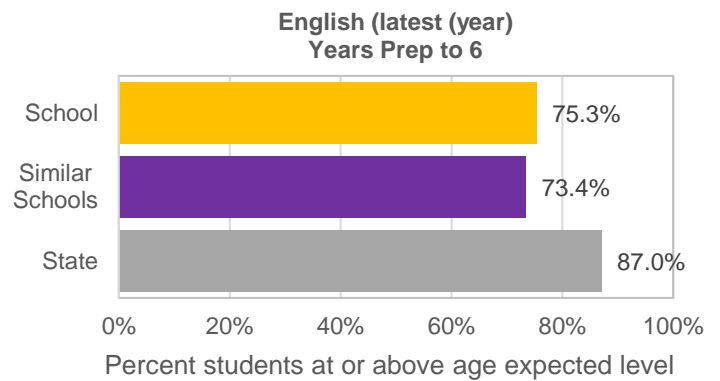
75.3%

Similar Schools average:

73.4%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

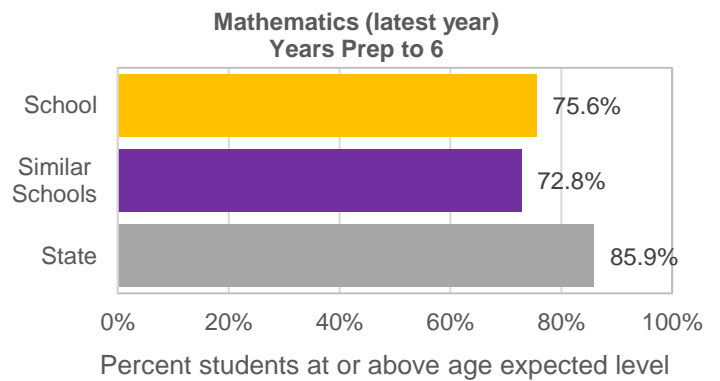
75.6%

Similar Schools average:

72.8%

State average:

85.9%



LEARNING (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

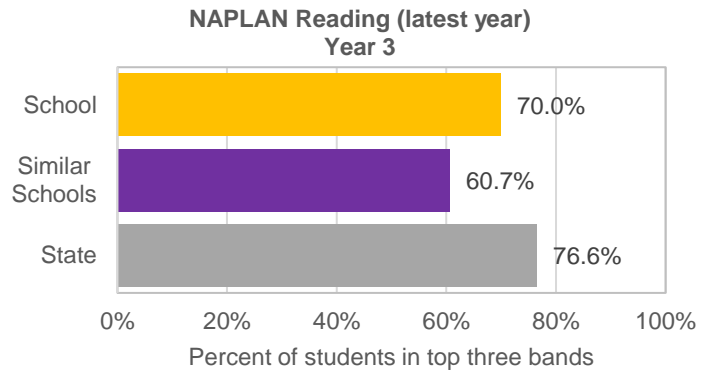
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

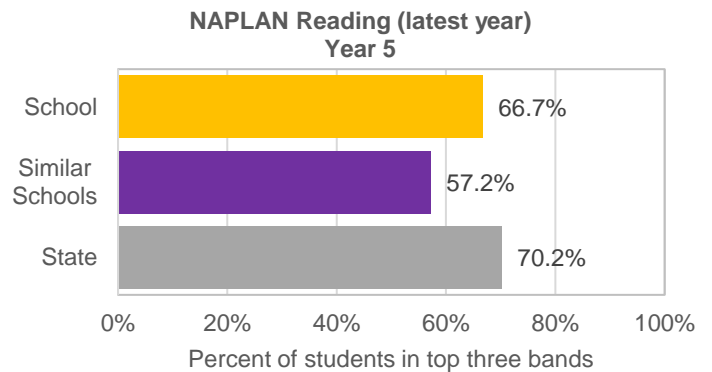
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.0%	61.5%
Similar Schools average:	60.7%	61.4%
State average:	76.6%	76.6%



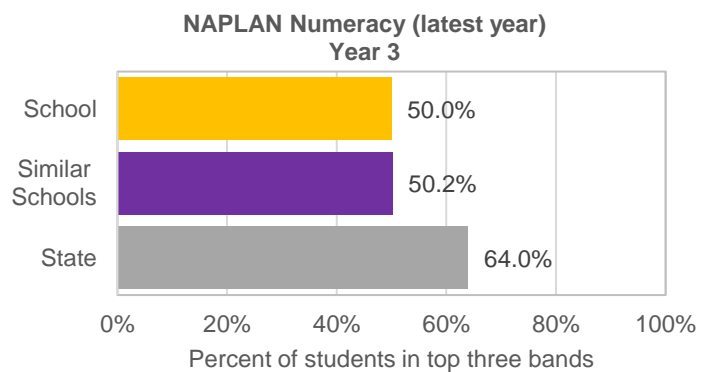
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.7%	67.4%
Similar Schools average:	57.2%	55.7%
State average:	70.2%	69.5%



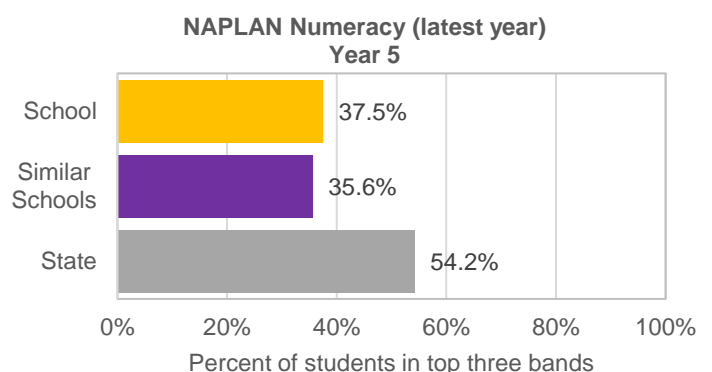
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	42.1%
Similar Schools average:	50.2%	49.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	37.5%	45.5%
Similar Schools average:	35.6%	40.8%
State average:	54.2%	58.8%



WELLBEING

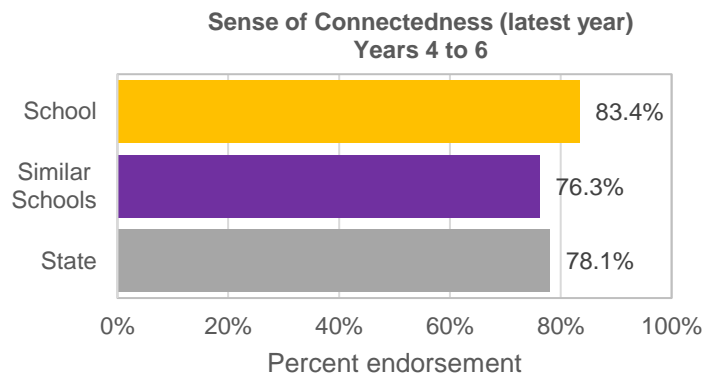
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	83.4%	86.4%
Similar Schools average:	76.3%	76.2%
State average:	78.1%	79.5%

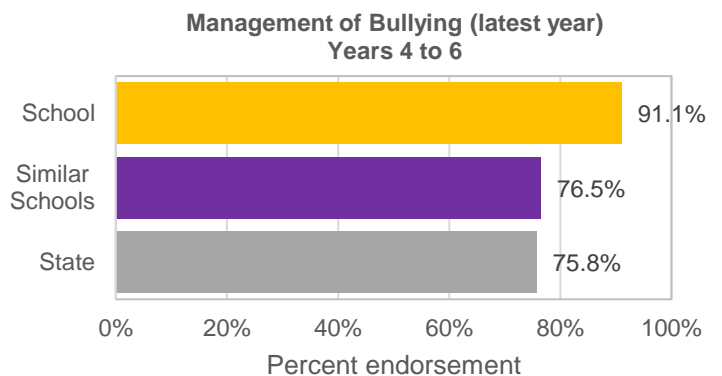


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.1%	89.9%
Similar Schools average:	76.5%	77.2%
State average:	75.8%	78.3%



ENGAGEMENT

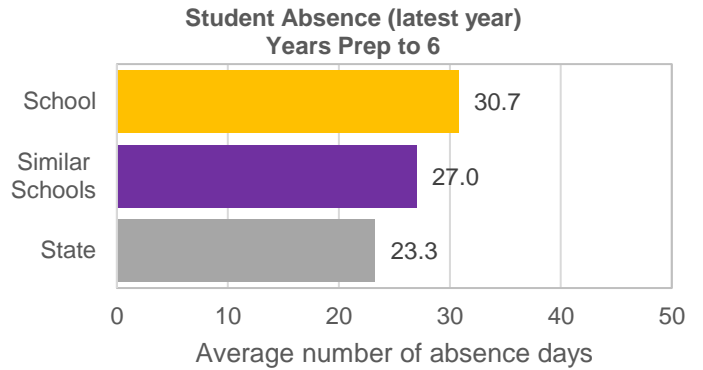
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	30.7	23.5
Similar Schools average:	27.0	21.0
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	85%	86%	86%	82%	83%	84%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,668,629
Government Provided DET Grants	\$287,136
Government Grants Commonwealth	\$0
Government Grants State	\$46,144
Revenue Other	\$3,262
Locally Raised Funds	\$32,367
Capital Grants	\$0
Total Operating Revenue	\$2,037,537

Equity ¹	Actual
Equity (Social Disadvantage)	\$202,256
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$202,256

Expenditure	Actual
Student Resource Package ²	\$1,293,442
Adjustments	\$0
Books & Publications	\$5,806
Camps/Excursions/Activities	\$16,924
Communication Costs	\$1,384
Consumables	\$50,419
Miscellaneous Expense ³	\$7,027
Professional Development	\$1,590
Equipment/Maintenance/Hire	\$30,389
Property Services	\$62,491
Salaries & Allowances ⁴	\$152,912
Support Services	\$16,612
Trading & Fundraising	\$8,241
Motor Vehicle Expenses	\$61
Travel & Subsistence	\$0
Utilities	\$14,853
Total Operating Expenditure	\$1,662,154
Net Operating Surplus/-Deficit	\$375,383
Asset Acquisitions	\$102,898

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$75,736
Official Account	\$16,494
Other Accounts	\$0
Total Funds Available	\$92,230

Financial Commitments	Actual
Operating Reserve	\$60,393
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$16,500
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$4,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$110,893

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.