

2023 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 26 March 2024 at 10:22 PM by Carolyn Crowther (Principal)

- This 2023 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 14 May 2024 at 11:41 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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

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.

In 2023, the staff consisted of a principal, 1.0 business manager, 0.4 administration support, 3 fulltime classroom teachers, 4 part time job share classroom teachers, 4 part time specialist teachers and 7 part time Education Support staff. The school enrolment in 2023 was 125 students and enrolments continued to steadily grow throughout the year. Current projections indicate the school will continue this growth pattern over the coming years. At the beginning of 2023 the Student Family Occupation (SFO) index was .5885 and the Student Family Occupation and Education (SFOE) was .4973.

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 was organised into two team teaching units. In 2023, the school had six classrooms - F-1, 1/2 x2, 3/4, 4/5 and 5/6. These year level combinations were implemented to accommodate year level numbers and new students entering throughout the year. The teaching and learning programs were 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 the learning environment.

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.

The following values are central to the philosophy of the 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

In 2023, staff continued to follow the Heathcote PS Assessment Schedule to gather formative and summative assessment information to inform teaching and learning. A data wall was updated frequently to monitor and track student learning growth. Staff were released at the same time as colleagues in their Junior/Senior team to provide opportunities for collaborative planning. A numeracy leader was released from classroom teaching responsibilities to coach and mentor colleagues, including in the use of the instructional model.

English continues to be a learning strength of Heathcote PS with teacher judgement data identifying 79.7% of students working at or above age expected standards in English which is above Similar Schools (74.3%) although below the State average (87.2%). 73.4% of students were identified as working at or above age expected levels in the area of Mathematics, slightly below Similar Schools (73.7%). NAPLAN results for Year 3 and 5 students indicate there are fewer students working in the Strong or Exceeding levels in

Reading and Numeracy when compared with students at Similar Schools. Year 3 and 5 Numeracy results show the smallest gap between the achievements of students at Heathcote PS, with 40% of Year 5 students categorised as Strong or Exceeding with the Similar Schools average of 50.6%. A larger difference exists in Reading, for both Year 3 and Year 5 students.

In Term 3 2023, Heathcote Primary School participated in a School Review. School Reviews occur every four years and provide an opportunity for schools to reflect on their achievements in relation to the School Strategic Plan (SSP) and identify future priority areas.

The panel found enablers for achieving the goal included:

- Consistency of practice in instructional models aligned with consistent planning templates and timetabling to facilitate flexible student groupings. Joint planning time allowed teacher collaboration using PLC methodology.
- A major focus on reading that included developing instructional reading practices and implementing reading program benchmark assessment and data walls across F-6 and new reading material in the Year 3-6 classrooms in consultation with students.
- Creation of a maths specialist position to support the development of mathematics in the school through data analysis, coaching, presenting regular staff PD and communicating with families through regular maths articles in the school newsletter.
- Development and trial of maths rotations to enable students to learn in groups with similar learning needs which was met positively by students.
- Small Group Learning (SmGL) implemented through the tutoring initiative.
- Employment of a speech pathologist to support language acquisition needs in F-2.
- Development of effective roles and clear responsibilities and professional support for the team of ES staff which included appointing an experienced ES leader to provide high level support to teachers.

The school was categorised as a 'Transform' school overall and 'Transform' in the areas of Reading and Numeracy in the 2023 School Performance Report. 2024 will provide future opportunities to continue to focus on differentiation to both scaffold and extend student learning, maximising learning outcomes for all students.

Whilst the overall Domain performance for Student Attitude (consisting of three parts) is Transform, the area connected to Stimulated Learning increased. Students in Grades 4, 5 and 6 responded to the survey with 82.1% of students responding positively, an increase from 2022 and showing that performance is improving in this area. A goal for 2024 will be to increase the number of students who complete the survey from 73.3% in order to capture all student voices.

A learning highlight from the School Staff Survey results in 2023 is 90.8% positive endorsement for collective efficacy and 99.2% positive responses for instructional leadership. 82.4% of staff completed the survey. A challenge in 2024 will be to increase the percentage of staff who complete the survey to hear all staff voices.

Wellbeing

In 2023, students in Grades 4, 5 and 6 completed the Student Attitude to School survey. 74.4% of students identified a positive response for Sense of Connectedness. This result matched that of Similar Schools.

The school continued to employ a Wellbeing Worker who provided support to students, staff and families. The Wellbeing Worker worked 1:1 with students and families, supported staff to build social skills and self regulation strategies of students whilst also teaching strategies for students to engage in school life successfully.

The school partnered with a local community group who provided donations of food for families requiring additional support. The school dog continued to provide wellbeing support for students both in the classroom, at the office and in the yard. A timetable ensured all classes could benefit from a canine companion to support both learning and wellbeing.

Engagement

In 2023, the average number of absence days per student was 25.1 days. This was slightly higher than the four year average (24.5 days) and above the state average of 20.5 days. The Year 3 cohort had the highest attendance rate of any year level with 92% of formal school days attended by students. All other year levels ranged from 84% (Foundation) to 89% (Year 6). Strategies put in place to increase attendance included contacting families when students were away to check in and offer support along with introducing the option to wear casual clothes for birthdays to reduce the amount of students who stayed home on their birthday. There is also a weekly Attendance Award presented at assembly to the class with the strongest attendance for the week. It is a much anticipated part of assembly with the winning class erupting in cheers as they then have the opportunity to choose a 30 minute reward as a grade.

Student engagement and participation in specialist subjects continued to be a highlight. 2024 will provide an opportunity to monitor the correlation between attendance on specialist and non-specialist days.

Financial performance

The school continued to have a positive surplus in 2023. The school is aware of the need to have plans in place to accommodate continued future growth in student numbers which will impact on the amount of the surplus and provision is being made for this future spending. The school continues to be efficiently financially managed endeavouring to take into account all possible outcomes. The school received \$173 259 in equity funding, \$96 250 in Tier 2 funding and the Mental Health Fund and Menu provided the school with \$30 467. Equity funding was used to staff and run the Stephanie Alexander Kitchen Garden program along with STEM, Art, Library and AUSLAN. A speech pathologist was also funded using Equity resourcing. The School Wellbeing Worker was fund through the School Mental Health Fund and Menu. Tier 2 funding provided Education Support Staff across the school.

For more detailed information regarding our school please visit our website at
<https://www.heathcoteps.vic.edu.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 124 students were enrolled at this school in 2023, 53 female and 71 male.

NDP percent of students had English as an additional language and 5 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).

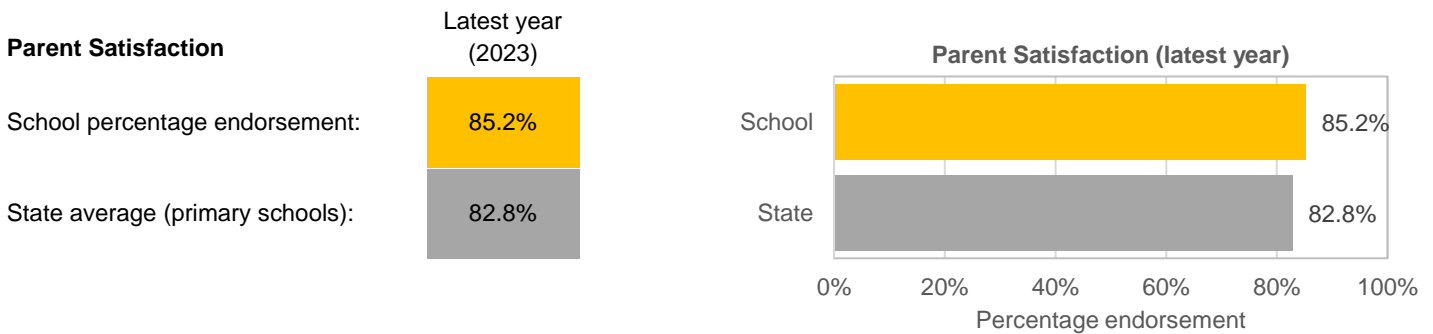
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

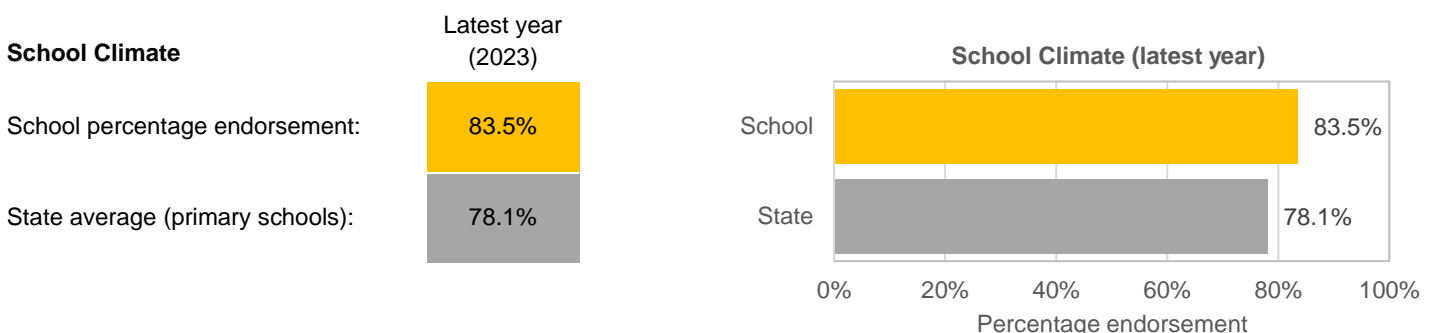


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

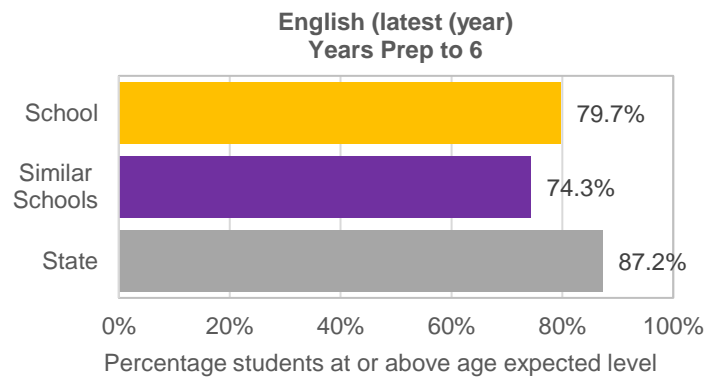
79.7%

Similar Schools average:

74.3%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

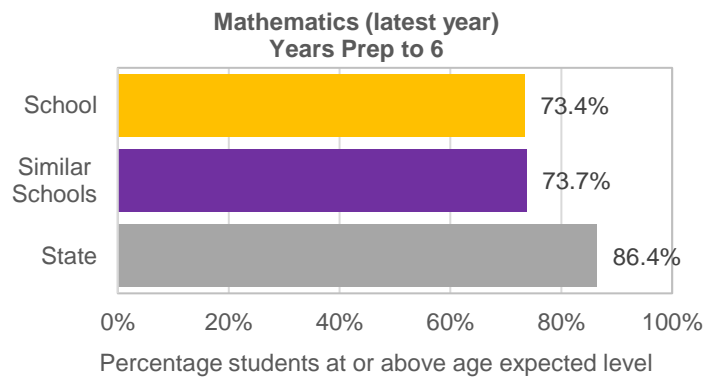
73.4%

Similar Schools average:

73.7%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

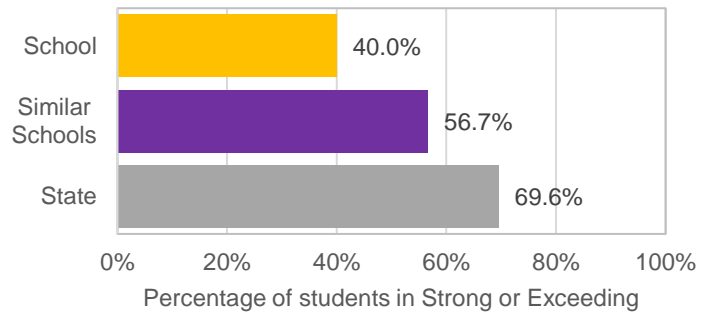
Similar Schools average:

56.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.1%

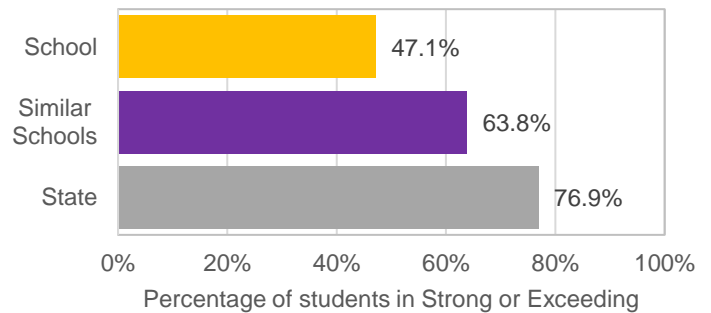
Similar Schools average:

63.8%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

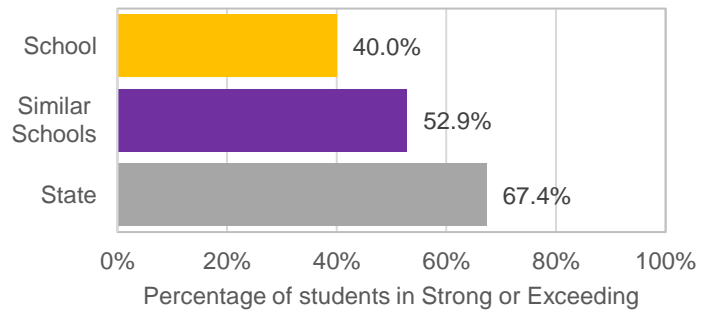
Similar Schools average:

52.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

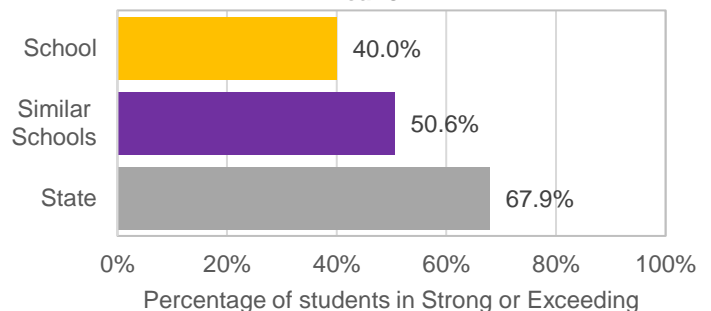
Similar Schools average:

50.6%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

70.0%

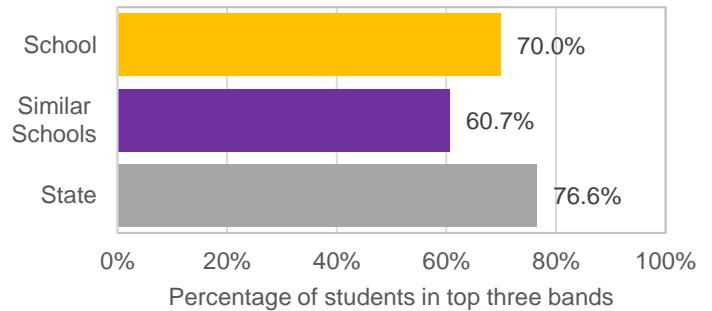
Similar Schools average:

60.7%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

66.7%

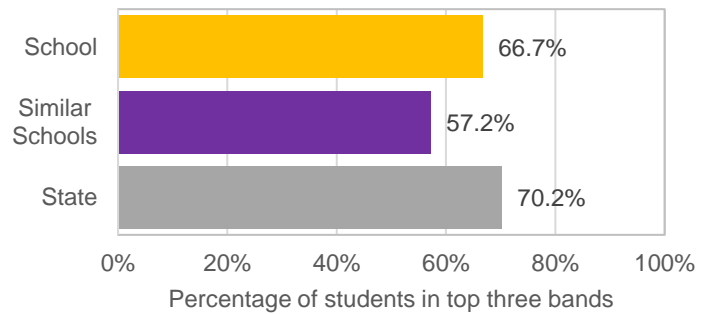
Similar Schools average:

57.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

50.0%

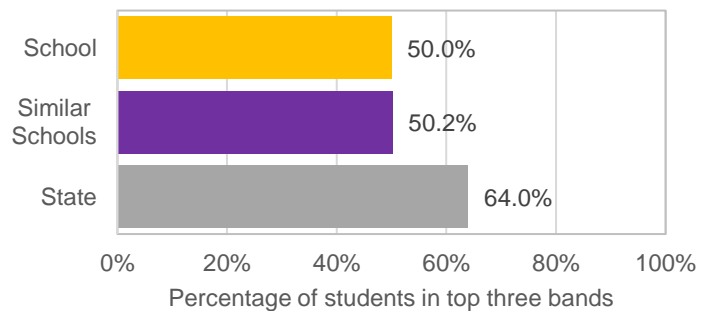
Similar Schools average:

50.2%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

37.5%

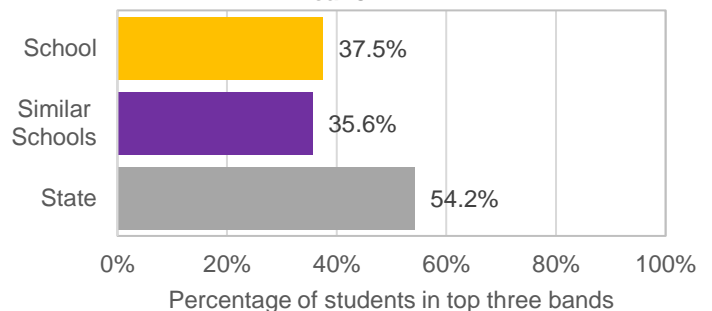
Similar Schools average:

35.6%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

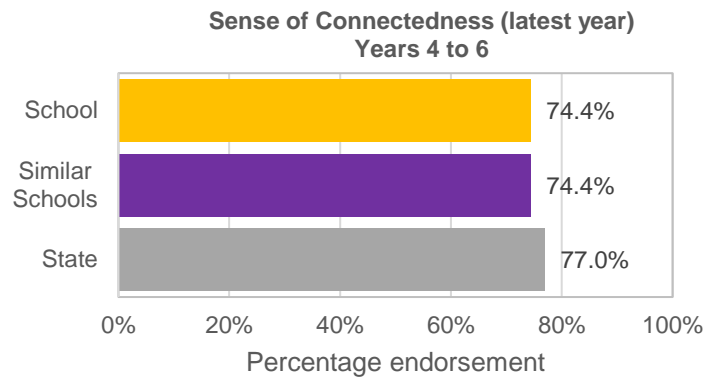
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	74.4%	79.9%
Similar Schools average:	74.4%	75.1%
State average:	77.0%	78.5%

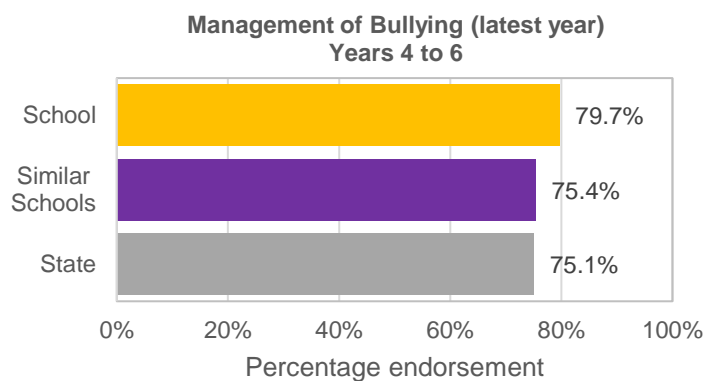


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	79.7%	85.1%
Similar Schools average:	75.4%	76.0%
State average:	75.1%	76.9%



ENGAGEMENT

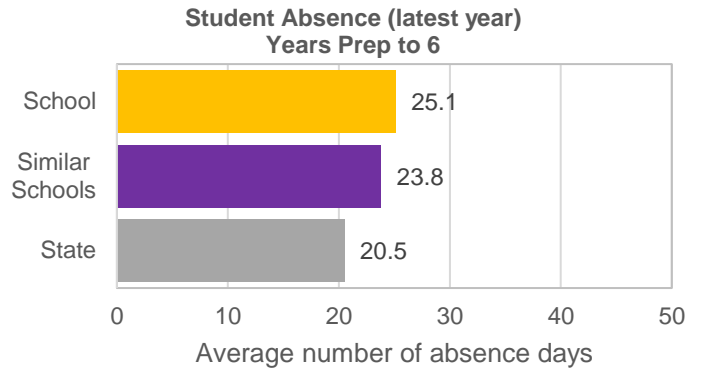
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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 (2023)	4-year average
School average number of absence days:	25.1	24.5
Similar Schools average:	23.8	22.3
State average:	20.5	18.1



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 (2023):	84%	86%	87%	92%	85%	87%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$1,881,245
Government Provided DET Grants	\$512,236
Government Grants Commonwealth	\$0
Government Grants State	\$22,923
Revenue Other	\$13,515
Locally Raised Funds	\$35,916
Capital Grants	\$0
Total Operating Revenue	\$2,465,834

Equity ¹	Actual
Equity (Social Disadvantage)	\$173,259
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$173,259

Expenditure	Actual
Student Resource Package ²	\$1,416,864
Adjustments	\$0
Books & Publications	\$590
Camps/Excursions/Activities	\$23,801
Communication Costs	\$2,175
Consumables	\$41,714
Miscellaneous Expense ³	\$8,551
Professional Development	\$408
Equipment/Maintenance/Hire	\$68,352
Property Services	\$52,527
Salaries & Allowances ⁴	\$171,265
Support Services	\$17,153
Trading & Fundraising	\$14,714
Motor Vehicle Expenses	\$57
Travel & Subsistence	\$0
Utilities	\$17,925
Total Operating Expenditure	\$1,836,096
Net Operating Surplus/-Deficit	\$629,738
Asset Acquisitions	\$39,639

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$172,322
Official Account	\$28,054
Other Accounts	\$0
Total Funds Available	\$200,376

Financial Commitments	Actual
Operating Reserve	\$69,863
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$180,000
Maintenance - Buildings/Grounds < 12 months	\$19,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$468,863

All funds received from the Department of Education, 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.