

2016 Annual Report to the School Community



School Name: Heany Park Primary School

School Number: 5345

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	Janet Evison _____
Name of School Council President:	Chris Parker _____
Date of Endorsement:	26 April 2017 _____

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



About Our School

School Context

Heany Park PS is an engaging and stimulating learning environment where students are challenged and supported to achieve their full potential. Our community proudly demonstrates our school values of Acceptance, Life-long learning, Integrity and Respect. We are a candidate International Baccalaureate School seeking authorization for the Primary Years Programme in 2017. We provide a high quality, comprehensive educational program, encouraging a culture of open mindedness, curiosity and confidence. We develop students' knowledge, understandings, skills and attitudes to support and develop life-long learning using exemplary teaching practice.

A comprehensive, balanced curriculum prioritises literacy and numeracy. We develop students' understanding of the world in which we live using a transdisciplinary, inquiry approach that guides students to explore, wonder, question, experiment, make connections and solve problems. This is enhanced by quality specialist programs in Visual Arts, Performing Arts, Indonesian and Physical Education and an impressive array of co-curricular and extra-curricular activities. Students with special needs are supported through a range of strategies and programs. Our children achieve significant results in academic, sporting and creative activities. We work as a strong partnership with our school community. An exemplary Out of Hours School Care program operates in the gymnasium.

Heany Park Primary School is located in the outer east suburb of Rowville and was established in 1993. The school has 28.3 equivalent full-time teaching staff: 2 Principal class, 22.12 teachers and 6.18 Education Support Staff. Our classrooms, with Interactive Whiteboards, notebook and iPad technology, complement the extensive grounds and modern facilities our school community enjoys. A major science project is the atrium that hosts a desert and a rainforest environment where students care for a number of reptiles. Expansive outdoor spaces include passive and active areas, hard and grassed surfaces and also three areas with playground equipment. Our sporting grounds support the active participation of students in a healthy lifestyle.

Framework for Improving Student Outcomes (FISO)

[200 words]

Our improvement initiative is centred around excellence in teaching and learning. Our key strategies are to focus on curriculum planning and assessment, and building practice excellence.

To engage and challenge students in their learning and further develop their natural curiosity about the world in which we live we achieved candidate status as an International Baccalaureate school in March 2016. We have developed our Primary Years concept driven Programme of inquiry which is proving to stimulate our students and develop open mindedness and confidence.

To ensure our students are equipped with critical life skills of literacy and numeracy our other goal has been to develop a whole school approach to the use of consistent data collection of student achievement to inform curriculum development in order to cater for students at their point of need. To build practice excellence we have worked on developing deeper teacher knowledge to embed high quality instructional practice. A focus on making learning visible to students through the use of learning intentions and success criteria, and developmental continuums is being used across the school to scaffold students to self and peer assess and formulate future learning goals.

Achievement

Heany Park Primary School is proud that the Year 5 and 6 'Student Attitudes to School survey' on teaching and learning indicates students rated all areas surveyed highly. The area rated the highest by students was 'student motivation' with 77% of students responding positively and 23% neutrally, no students responded in the negative. Students also rated teacher effectiveness highly, above state and region.

Our Student Outcomes Data from teacher assessment of student performance in English and Mathematics P-6 indicates that the school is consistently performing above the Victorian median and similar to other like schools.

Our National Assessment Program in Literacy and Numeracy results in Year 3 indicate that last year we performed significantly above the median of Victorian Government Schools in the domains of Reading, Writing, Grammar and Punctuation and Spelling. The growth from Year 3 to 5 improved significantly in 2016 in Reading, Writing and Grammar and Punctuation.

The School Strategic Plan focuses on achievement of high quality learning outcomes in literacy and numeracy for all students within a broad curriculum that fosters self-motivated learners. We will continue to improve learning outcomes for all students by implementing a consistent, coherent whole school approach to teaching and learning that makes learning explicit and differentiates the curriculum to cater for all students. The introduction of the International Baccalaureate Primary Years Programme is further supporting an engaging, challenging, relevant and significant curriculum.

Support Programs were provided in Literacy and Numeracy for students identified at risk. Mathematics Olympiad was offered to students for extension of Mathematics. Differentiation and individual learning plans catered for the diversity of students' capabilities.

Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

- Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these



Engagement

A goal in our School Strategic Plan is to develop a concept driven inquiry approach. Heany Park PS achieved candidate status of the International Baccalaureate Primary Years Programme on 1st March 2016. The staff, students and parents have been very enthusiastic along the journey so far. Parent Information sessions have been conducted and assemblies and opportunities to connect with student learning have been facilitated throughout the year to share the learning that is occurring for students.

The school's Programme of Inquiry, comprising of 42 units of inquiry was developed and 24 units of inquiry were taught in 2016. This was carefully planned to form a balanced, consistent and coherent programme with the aim of developing our students to be internationally minded, global citizens.

Student-initiated, personalised, inquiry based learning fosters students' natural curiosity and develops their deeper levels of questioning skills. This learning process is leading to student motivation and greater engagement at school. Staff members planned provocations and tasks to find out students' prior knowledge and misconceptions. Staff worked hard to ensure that students have the capacity and understanding to transfer their skills and understanding within, across and beyond disciplines.

Heany Park teachers contributed to the development, and documentation of, a whole school instructional model for the teaching of reading, writing and numeracy ensuring a consistent approach. This has provided the school with a greater capacity to authentically differentiate the teaching and learning program. The Fountas and Pinnell Literacy Assessment tool is facilitating close monitoring of students' reading skills and comprehension. The Fountas and Pinnell Literacy continuum is facilitating a shared language and tool for the explicit planning, teaching and assessing of reading. A writing continuum was developed and used across the school to scaffold student's self and peer assessment and support future goal planning. The Numeration for Whole Numbers learning continuum has been trialed for the teaching of place value and counting to make learning more visible and enable more personalizing of learning. The school will continue to recruit students into the learning process, ensuring they are more clearly able to articulate how, what and why they are learning – leading to further engagement and improvement. Staff adopted ways to make learning visible and further support students to self-monitor with the use of learning intentions and success criteria.

Staff engaged in peer observations with a focus on feedback. This proved to be very beneficial and resulted in much self-reflection and changed practice. High impact strategies have been adopted and effect size taken into account when decision making and collaboratively planning and sharing practice.

Our students attend school more regularly than others across the state. The common reasons for non-attendance at Heany Park PS include illness and extended family holidays. Non-attendance is followed up with families and support is provided, where necessary.

Wellbeing

The Year 5 and 6 'Student Attitudes to School' survey indicates our school's results are commensurate with region and state in most areas. Student safety is strong, particularly in their connectedness to teaching and learning. There has been a continued focus to enhance wellbeing in 2016 by channelling all energies into teaching and learning. Student absences are lower than both state and region. Heany Park Primary School strives to offer a balanced program designed to improve and sustain our students' sense of wellbeing by being engaging and challenging. Students demonstrate a positive attitude towards school and a collective engagement in learning. Students and staff support each other to maintain a caring, stimulating learning environment that maximises teaching and learning opportunities. Student motivation and teacher effectiveness rating by students would support this. Parents work across all areas within the school in a valued partnership.

Leadership opportunities promote student action to enhance the lives of others. Students from Years 2-6 are involved in Junior School Council to promote student voice. There are many opportunities for students to participate in extension and intervention programs to support their further learning. They are able to engage in extra-curricular activities through a strong student leadership program, school camps and whole school sporting, musical and arts events such as Athletics day, Cross Country and Harmony Day. Students may choose to be involved in extra-curricular activities such as Choir, Band and Dance Club. Additional opportunities have been added this year on a user pays basis outside of class time in Coding, Keyboard, Drums, Wind instruments, Dance and Soccer. The school will continue to provide a warm, nurturing environment in which high level instruction engages and empowers students to be the best they can be.

Increased, consistent communication with school families was implemented to further build relational trust and a shared vision for our school. This included events and communication such as: Foundation parents' morning tea, weekly whole school assemblies, fortnightly whole school newsletters, alternate fortnightly curriculum news or students learning in action news, at each year level, Getting to Know You interviews, Foundation family picnic, Education Week Celebration of Learning Assemblies, culminating event opportunities at the end of unit of inquiries, three-way conferences, written reports, Speech Competition, A Night To Shine Performing Arts concert, Junior Music Performance, Athletics Carnival, Christmas Concert. The results in the student and staff surveys was not matched by the Parent Opinion Survey; though this survey showed significant improvement to last year.

For more detailed information regarding our school please visit our website at
[www.heanyparkps.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.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 415 students were enrolled at this school in 2016, 205 female and 210 male. There were 10% of EAL (English as an Additional Language) students and 1% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</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> Lower</p> <p> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>36%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>57%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>48%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	36%	38%	Numeracy	35%	49%	16%	Writing	15%	57%	28%	Spelling	20%	57%	24%	Grammar and Punctuation	15%	48%	37%	<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 primary year levels:
 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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	93 %	95 %	92 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	93 %	95 %	92 %										



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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

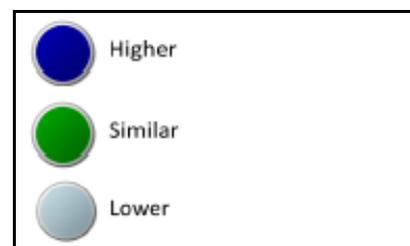
What are student outcomes?

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, P-12 and specialist schools, 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.

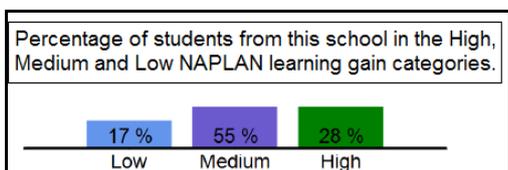
You can see these results for the latest year, as well as the average of the last four years (where available).

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 are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$3,008,267
Government Provided DET Grants	\$298,552
Government Grants Commonwealth	\$67,143
Revenue Other	\$19,764
Locally Raised Funds	\$438,583
Total Operating Revenue	\$3,832,309

Expenditure	
Student Resource Package	\$3,055,000
Books & Publications	\$3,138
Communication Costs	\$10,578
Consumables	\$65,236
Miscellaneous Expense	\$303,455
Professional Development	\$21,880
Property and Equipment Services	\$302,588
Salaries & Allowances	\$69,894
Trading & Fundraising	\$83,262
Travel & Subsistence	\$110
Utilities	\$33,686
Adjustments	(\$4,919)
Total Operating Expenditure	\$3,943,908
Net Operating Surplus/-Deficit	(\$111,599)
Asset Acquisitions	\$0

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$246,874
Official Account	\$20,907
Other Accounts	\$292,553
Total Funds Available	\$560,335

Financial Commitments	
Operating Reserve	\$123,665
Asset/Equipment Replacement < 12 months	\$52,232
Maintenance - Buildings/Grounds incl SMS<12 months	\$84,854
Revenue Received in Advance	\$93,480
Provision Accounts	\$3,316
Repayable to DET	\$46,521
Asset/Equipment Replacement > 12 months	\$101,266
Maintenance -Buildings/Grounds incl SMS>12 months	\$55,000
Total Financial Commitments	\$560,335

Student Resource Package Expenditure figures are as of 06 March 2017 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.