

2018 Annual Report to The School Community



School Name: Heany Park Primary School (5345)



- 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 Regulation 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 2018 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 13 March 2019 at 12:36 PM by Janet Evison
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 18 March 2019 at 10:11 AM by Chris Parker
(School Council President)

Heany Park Primary School (5345)

About Our School

School context

Heany Park Primary School is an authorized International Baccalaureate World School offering the Primary Years Programme. Our school's vision and purpose is embedded in our mission statement:

Heany Park Primary School is a child centred community, empowering students to be inquiring, responsible, compassionate and globally minded citizens.

Our teaching and learning embodies our school values and drives the development of challenging and engaging programmes.

This enables our students to become lifelong learners, who take action to promote a peaceful and sustainable world through respect and understanding.

Our core school values are:

Respect, Integrity, Acceptance and Life-long learning

The aim of our program is to develop students who strive to be internationally minded and are:

Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-Takers, Balanced and Reflective

Our high quality, comprehensive educational program develops students' knowledge and understandings, skills and attitudes encouraging a culture of optimism and resilience. We support life-long learning using exemplary teaching practice.

Our comprehensive, balanced curriculum prioritises literacy and numeracy. We develop students' understanding of the world in which we live using an inquiry approach that guides students to explore, wonder, question, experiment, make connections and solve problems. This is enhanced by quality specialist programs in Indonesian, Visual Arts, Performing Arts and Physical Education and an 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.

Our school is located in the outer east suburb of Rowville and was established in 1993. In 2018 the school had 368 students enrolled with 28.4 equivalent full-time staff; 2 Principal class, 20.4 teachers and 6 Education Support Staff. The school community enjoys a large library and all classrooms are in permanent brick buildings - the Prep building, Junior School, Middle School and Senior School. A major science project is the atrium that hosts a desert and a rainforest environment where students observe and care for a number of reptiles. Expansive outdoor spaces include passive and active areas, hard and grassed surfaces and areas with playground equipment. Our sporting grounds support the active participation of students in a healthy lifestyle.

Framework for Improving Student Outcomes (FISO)

Our improvement initiatives in 2018 were centred on excellence in teaching and learning and positive climate for learning. Our key strategies were to focus on building practice excellence and developing intellectual engagement and self-awareness. Our focus on the International Baccalaureate Primary Years Programme deepened students' engagement and further developed pedagogies of inquiry. Strategies to develop learner agency were employed and students developed more open mindedness and confidence in themselves as learners.

The students in the senior school participated in an Exhibition, an in-depth transdisciplinary, collaborative inquiry conducted in the spirit of personal and shared responsibility. This was a true celebration of the culmination of their learning.

The school continued to focus on the critical skills of literacy and numeracy focussing on a whole school approach to the use of consistent data collection on student achievement to inform curriculum planning in order to cater for

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students at their point of need. Building teacher knowledge and consistency of practice has been a focus using peer observations and feedback to further professional collaboration on instructional practice.

In 2018 the school embarked on a two year commitment as part of the DET Primary Mathematics and Science Specialists initiative facilitating deep, high quality professional learning for two staff members to lead and coach in Mathematics. The school also participated in the Bastow Professional Learning Communities course, building the capacity of leadership across the school.

Achievement

Student Outcomes Data from teacher assessment of student performance against the Victorian Curriculum in English and Mathematics Prep to Year 6 indicates that the school is consistently performing similar to the Victorian state median and similar to other like schools. Our National Assessment Program in Literacy and Numeracy results in Year 3 and 5 indicate that in 2018 we performed above the median of Victorian Government Schools in the domains of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The learning gain in Numeracy from year 3 to 5 was identified as an area for improvement in 2018 and the data surpassed all expectations showing 41% students with high gain for years 3 to 5. The staff opinion survey indicates a high percentage of positive endorsement from staff across all areas, specifically school climate. The parent opinion survey indicates an area of improvement could be communication. This is being addressed by the introduction of Compass, a whole school system that will progressively report on student progress.

Engagement

A goal for the current strategic plan is to deepen student engagement, collaboration and motivation within a rich, stimulating learning community. The key improvement strategy for 2018 was to develop students' agency in their own learning. The Exhibition held early in term 4 demonstrated the students' capabilities in voice, choice and leadership.

We are proud of the Year 4, 5 and 6 'Student Attitudes to School Survey' that indicates students have a strong sense of inclusion and high expectations for success. The use of learning intentions and success criteria has become embedded across the school as part of the work on making learning visible. This work in conjunction with the use of continuums further developed learner agency.

Student attendance is high and strategies are in place to monitor absences and encourage maximum attendance opportunities. Some known absences occurred where families chose to travel for an extended period of time.

Wellbeing

There has been a continued focus on wellbeing by channeling all energies of staff and students into the learning tasks within the school community. Students reported feeling connected to school and staff rate the school climate highly. The staff survey indicated a high level of trust between colleagues, a collective focus on student learning and collective responsibility.

The Programme of Inquiry is designed to develop and sustain our students' sense of who they are and how they learn. Students and staff support each other to maintain a caring, stimulating learning environment that maximises learning opportunities. Parents work in the school across many domains supporting the learning community in a valued partnership.

Many leadership opportunities were afforded to students promoting student action to enhance the lives of others. The Peer Mediation program was extended to give conflict resolution education and training to all senior school students. 35 students chose to engage in further training in Peer Mediation conflict resolution and actively supported others during lunch times to problem solve solutions for conflict situations.

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Whole school events included the celebration of Harmony Day, Cross Country, Athletics Carnival, A Performing Arts Years 3-6 Concert held at Rowville Secondary College, A Performing Arts Prep – 2 Concert, Christmas Concert, ANZAC Day Assembly and many Celebration of Learning Assemblies.

Financial performance and position

Heany Park has established strong budgetary processes that comply with DET financial requirements. All financial and budgeting processes are overseen by the Principal, Business Manager, and School Council. Sound financial processes, linked to the School's Strategic Plan, budgets and expenditure supported teaching and learning programs to achieve improved student learning outcomes.

As well as operating effectively within the Student Resource Package provided by DET, the school was also well supported by locally raised funds. A dedicated Parent Group, along with the wider school community, raised a total of \$18,149.60 in 2018. Fundraising expenditure supported the budget plans and the purchase of notebook computers and iPads for the specialist programs.

Revenue and expenditure items that stand out include Revenue Received in Advance at \$81,148 which was reflective of school camps and parent contributions for 2019.

Equity funding was used to support improving the student learning outcomes for literacy.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

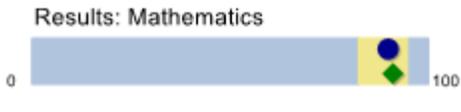
Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| School Profile | |
|---|--|
| <p>Enrolment Profile</p> <p>A total of 368 students were enrolled at this school in 2018, 183 female and 185 male.</p> <p>13 percent were EAL (English as an Additional Language) students and 1 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement 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 Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

| 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> Similar</p> <p> Lower</p> <p> Similar</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>49%</td> <td>27%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>54%</td> <td>27%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 21% | 57% | 21% | Numeracy | 12% | 47% | 41% | Writing | 24% | 49% | 27% | Spelling | 25% | 50% | 25% | Grammar and Punctuation | 19% | 54% | 27% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 21% | 57% | 21% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 12% | 47% | 41% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 24% | 49% | 27% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 25% | 50% | 25% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 19% | 54% | 27% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| 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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 95 % | 95 % | 95 % | 93 % | 93 % | 94 % | 90 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 95 % | 95 % | 95 % | 93 % | 93 % | 94 % | 90 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|---|---------------------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</p> <p> Similar</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | <p>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p> | <p> Similar</p> <p> Similar</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$2,671,462 | High Yield Investment Account | \$201,014 |
| Government Provided DET Grants | \$222,043 | Official Account | \$25,494 |
| Government Grants Commonwealth | \$14,345 | Other Accounts | \$307,871 |
| Government Grants State | \$1,450 | Total Funds Available | \$534,379 |
| Revenue Other | \$23,777 | | |
| Locally Raised Funds | \$351,583 | | |
| Total Operating Revenue | \$3,284,661 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$13,082 | | |
| Equity Total | \$13,082 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$2,593,968 | Operating Reserve | \$93,029 |
| Books & Publications | \$6,284 | Funds Received in Advance | \$81,148 |
| Communication Costs | \$6,323 | School Based Programs | \$21,293 |
| Consumables | \$56,225 | Asset/Equipment Replacement < 12 months | \$150,500 |
| Miscellaneous Expense ³ | \$191,035 | Maintenance - Buildings/Grounds < 12 months | \$25,000 |
| Professional Development | \$8,285 | Asset/Equipment Replacement > 12 months | \$120,000 |
| Property and Equipment Services | \$172,413 | Maintenance - Buildings/Grounds > 12 months | \$43,000 |
| Salaries & Allowances ⁴ | \$117,913 | Total Financial Commitments | \$533,970 |
| Trading & Fundraising | \$14,751 | | |
| Travel & Subsistence | \$3,760 | | |
| Utilities | \$48,682 | | |
| Total Operating Expenditure | \$3,219,638 | | |
| Net Operating Surplus/-Deficit | \$65,023 | | |
| Asset Acquisitions | \$0 | | |

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) 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.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

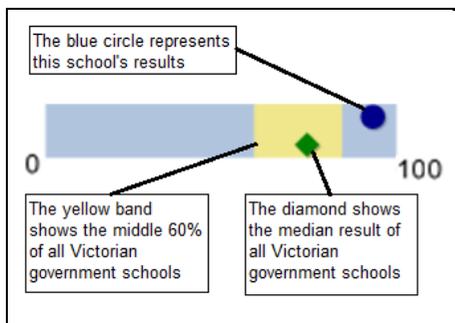
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

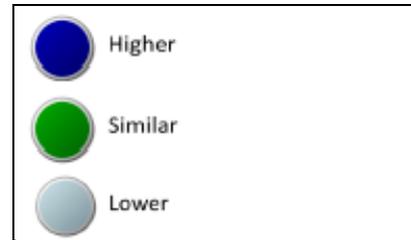


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').