

2019 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 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 2019 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 16 March 2020 at 04:40 PM by Janet Evison (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 15 April 2020 at 07:51 PM by Alan McKinlay (School Council President)

About Our School

School context

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 2019 the school had 360 students enrolled with 27.2 equivalent full-time staff; 2 Principal class, 20.2 teachers and 5 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 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)

The school performed a School Self Evaluation during 2017 leading to a two day School Review process in term 3. This was followed by a two day International Baccalaureate Authorisation process where the school was evaluated by external auditors against the required Standards and Practices. This deeply reflective process involved the whole school and set the goals and targets for the current School Strategic Plan 2018 – 2021. Each year a new Annual Implementation Plan is developed as a result of a whole staff collaborative process that evaluates data and evidence of student development and growth.

Our two school goals for the period 2018 – 2021 are:

1. To maximise the learning growth of every student across Literacy and Numeracy

2. Deepen student engagement, collaboration and motivation within a rich, stimulating learning community
 The FISO Improvement initiatives for our first goal in 2019 were centred on excellence in teaching and learning. Our focus areas were curriculum planning and assessment, and building practice excellence.
 Our first key strategy was to develop and implement an agreed, whole school approach to curriculum planning, teaching and assessment.
 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 students at their point of need. Building teacher knowledge and consistency of practice has been a focus using peer observations to further professional collaboration on instructional practice.
 Our second key improvement strategy was to enhance the capacity of staff to plan, teach and reflect in collaborative teams with a focus on high-impact, evidence based pedagogical and assessment practices. Deepening the implementation of the International Baccalaureate Primary Years Programme further supported these strategies.
 The FISO Improvement initiative for our second goal in 2019 was centred on the school climate domain. Our key improvement strategy was to develop students' own agency in their learning. Strategies to develop learner agency were employed and students developed more open mindedness and confidence in themselves as learners.

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 at or above the Victorian state. Our National Assessment Program in Literacy and Numeracy (NAPLAN) results in Year 3 and 5 indicate that in 2019 Heany Park Primary School students performed above the median of Victorian Government Schools in all the domains of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The Numeracy data shows gains over time sustained with high growth and is an area to be celebrated as this was one of the main foci. The staff opinion survey indicates strong positive endorsement from staff across all areas, specifically school climate. The parent opinion survey though not as strong as staff is indicating strong positive endorsement for all areas. The introduction of Compass in 2019 has supported regular communication.

Engagement

The implementation of the International Baccalaureate Primary Years Programme provides a balanced, consistent and coherent curriculum plan for learning. The full 42 units of inquiry have now been taught and reflected in a two cycle, twice. An evaluation each time has resulted in some minor changes to reflect improvements in the next cycle 2020 and 2021. As part of the school self-evaluation we determined the need to continue to promote learner agency and increase the recruitment of student voice. Enhanced opportunity for multi-sensory hands on learning has been identified to deepen engagement and science based concepts. This will be a focus in 2020.

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. There has been an embedded use of learning intentions and success criteria as part of the work on making learning visible to further develop learner agency. The survey also indicates an increase in stimulating learning.

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 channelling 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. A Peer Mediation program has begun in 2017 and has expanded to have all senior students trained in the key concepts of conflict resolution. Many students actively supported others during lunch times to problem solve solutions in conflict situations. The student attitude to school survey identifies respect between students is an area for future focus. This will be addressed in 2020 by the further development of student voice and the introduction of 'The Thrive Approach'.

Whole school events included the celebration of Harmony Day, Cross Country, Athletics Carnival, A Performing Arts Years 5-6 Concert held at Rowville Secondary College, A Performing Arts Prep – 2 Concert, A Performing Arts Movie Night Production Years 3-4, 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 \$22,443 in 2019. Fundraising expenditure supported the budget plans and refurbishment of the bathrooms, building of a new path outside the BER and installation of new Interactive Televisions in all learning spaces.

Revenue and expenditure items that stand out include Revenue Received in Advance at \$83,592 which was reflective of school camps and parent contributions for 2020.

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

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 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

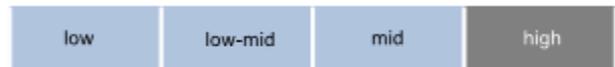
Enrolment Profile

A total of 353 students were enrolled at this school in 2019, 176 female and 177 male.

15 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

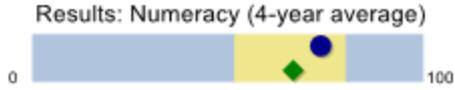
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Above </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>Below </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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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-top: 10px;"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29%</td> <td>63%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>42%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>55%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>51%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	63%	8%	Numeracy	17%	48%	35%	Writing	27%	42%	31%	Spelling	28%	55%	17%	Grammar and Punctuation	26%	51%	23%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	93 %	93 %	93 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,865,526	High Yield Investment Account	\$317,547
Government Provided DET Grants	\$334,185	Official Account	\$52,969
Government Grants Commonwealth	\$13,268	Other Accounts	\$13,078
Government Grants State	\$1,063	Total Funds Available	\$383,594
Revenue Other	\$29,335		
Locally Raised Funds	\$317,505		
Total Operating Revenue	\$3,560,881		
Equity¹			
Equity (Social Disadvantage)	\$13,724		
Equity Total	\$13,724		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,753,947	Operating Reserve	\$121,999
Books & Publications	\$6,705	Funds Received in Advance	\$89,344
Communication Costs	\$12,772	School Based Programs	\$29,500
Consumables	\$53,494	Capital - Buildings/Grounds < 12 months	\$49,050
Miscellaneous Expense ³	\$261,937	Maintenance - Buildings/Grounds < 12 months	\$62,000
Professional Development	\$22,678	Asset/Equipment Replacement > 12 months	\$12,000
Property and Equipment Services	\$264,594	Total Financial Commitments	\$363,893
Salaries & Allowances ⁴	\$160,520		
Trading & Fundraising	\$17,945		
Utilities	\$47,265		
Total Operating Expenditure	\$3,601,859		
Net Operating Surplus/-Deficit	(\$40,978)		
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 26 February 2020 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').