

2020 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 2020 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 15 March 2021 at 10:07 AM by Janet Evison (Principal)

The 2020 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 29 March 2021 at 07:05 AM by Alan McKinlay (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

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

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

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

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

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 a concept based inquiry approach and 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 Visual Arts, Performing Arts, Physical Education and Indonesian, 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 2020 the school had 353 students enrolled with 27.2 equivalent full-time staff; comprising of 2 Principal class, 20.2 teachers and 5 Education Support equivalent full-time 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. Short term overseas students that were planned for 2020 did not eventuate due to Covid 19 restrictions.

Framework for Improving Student Outcomes (FISO)

The school performed a two day DET School Review process in 2017. This was followed by a two day International Baccalaureate Authorisation process where the school was evaluated against the required IB PYP 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 has been 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 2020 was centred on excellence in teaching and learning and positive climate for learning. Our focus area was curriculum planning and assessment and intellectual engagement and self awareness. The key improvement strategies were to increase teacher skill in formative assessment to identify student area of need and to plan for differentiation and empower students to be metacognitive and have agency in 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 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.

The key improvement strategy to empower students to be metacognitive and have agency in their learning intended to deepen the implementation of the International Baccalaureate Primary Years Programme approaches to learning. The focus took on a very different look when remote learning depending on digital devices commenced.

In term three of 2020 the school commenced work on the IB PYP evaluation process that is planned for 28 May 2021. The school will also undertake a DET school review in term 3 2021.

Achievement

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 upon in a two year cycle twice. We are currently teaching the third cycle. An evaluation each time has resulted in some minor changes to reflect improvements in the next cycle. Student voice was recruited in this process when onsite learning allowed. As part of the school self-evaluation self evaluation process in preparation for the review next year 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 was to be a focus in 2020 but due to remote learning this was challenging.

All staff engaged in NEVR DET facilitated professional learning on formative assessment increasing knowledge and strategies to use. This was held online and was also recorded which facilitated all staff being able to participate.

The Professional Learning Community (PLC) initiative was embedded across the school. Teaching teams at the conclusion of each inquiry cycle have increasingly focused on evidence of student learning in the form of numerical data and the examination of student work provoking teacher discussion and judgement. Whole school processes for the collection of daily formative assessment in reading were formalised and teacher knowledge and school expectations developed.

Teacher capacity to plan daily word work using the SMART spelling program has improved significantly. This program was introduced last year and is now embedded across all classrooms. Teachers are now more confident teaching spelling following this program. This was successfully maintained during remote learning.

Data from the Mathematics Online Interview and fractions and decimals interview was used to drive teaching practice. Lesson sequences were developed and implemented to teach concepts and skills aligned to Counting, Place Value, Addition & Subtraction, Multiplication & Division.

Numeracy coaching was provided to increase teacher skill in maintaining and using formative assessment. During remote learning explicit teaching videos were developed and made available on Compass for our community.

Document cameras were provided for all classroom teachers to support their ability to explicitly teach concepts.

Remote learning gave an opportunity for students to develop agency. Some students evidenced creative and independent work over and above expectations. Remote learning proved to be a barrier for some other students.

Engagement

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. Increasingly students are being involved in developing the success criteria with teacher support.

A whole school understanding and use of the language of the IB PYP approaches to learning (self-management skills) has been established with staff and used for reporting purposes.

A whole school understanding and use of the language of the IB PYP approaches to learning (social skills) is developing with students and teachers. Consistent displays across the school support this work. Leadership training for selected student school leaders was provided in Term 1. Student leadership roles were significantly inhibited due to remote learning and restrictions placed due to Covid19, in term 4.

An IB PYP workshop leader was engaged to develop the pedagogy of inquiry with a focus on Science as a discipline and hands-on learning with staff. The timing of this at the end of term one impacted on transfer of knowledge and concepts developed in this workshop. This work was intended to further develop hands on opportunities to engage with the curriculum, specifically science concepts. This work will be continued.

Peer observations between teachers took the form of the 'Lesson Study' approach and was introduced and trialled in Term 1. 'Lesson study' leads to more consistent teaching practice. A proforma was developed and used by teachers to take anecdotal notes, share and discuss practice.

Professional Learning was provided on 'Brain Breaks' and benefits of neuro-science learning. Regular short physical activities, similar to 'Huff and Puff', were implemented.

Student attendance was high and strategies were in place to monitor absences and encourage maximum attendance opportunities. Some known absences occurred where families were challenged with home circumstances.

Wellbeing

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 usually work in the school across many domains supporting the learning community in a valued partnership. This was only possible in term one in 2020.

Many leadership opportunities are usually afforded to students promoting student action to enhance the lives of others. A Peer Mediation program began in 2017 and senior students are trained in the key concepts of conflict resolution. Peer mediators were trained but had very limited time to put this into action before restrictions inhibited it. The student attitude to school survey in 2019 identified respect between students is an area for future focus. This will be continue to be addressed in 2021 by the further development of student voice and the implementation of 'The Thrive Approach' and the Respectful Relationships Program.

The school began its journey employing The Thrive Approach in 2020. The nominated Thrive Practitioner completed a full week of training in February 2020. Professional learning in the Thrive Approach was provided to all staff over five one hour sessions in term two and three. The approach is a work in progress and further work will be required to embed understanding and practice. During remote learning each day a Thrive activity was provided for students and for many this was very popular. The need for this type of activity was high and the Thrive work became familiar across our community.

Respectful Relationships professional learning has been provided to staff and a survey was conducted with staff to make an action plan for 2021. This work will be further developed and actioned.

All professional learning in terms two and three was provided via an online platform. It is recognised that this approach has its limitations and does not meet all learning styles.

Attendance of students was monitored during remote learning and some children were given extra support from a staff member other than their class teacher.

Staff wellbeing was supported through teams and regular on line forums.

Planned whole school events including 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, ANZAC Day Assembly and many Celebration of Learning Assemblies were cancelled due to Covid19. The Christmas Concert and Year 6 Graduation were recorded and are live on the school website.

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. School Council, along with the wider school community, raised a total of \$1,859.32

in 2020. Fundraising this year was limited due to Covid19 restrictions. Expenditure supported the budget plans and the leasing of 86 new computers for use in 2021.

Revenue and expenditure items that stand out include Revenue of \$110,242.50 Received in Advance which was reflective of parent contributions for 2021.

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 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.

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 356 students were enrolled at this school in 2020, 184 female and 172 male.

19 percent of students had English as an additional language and NDP 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) which takes into account parents' occupations and education.

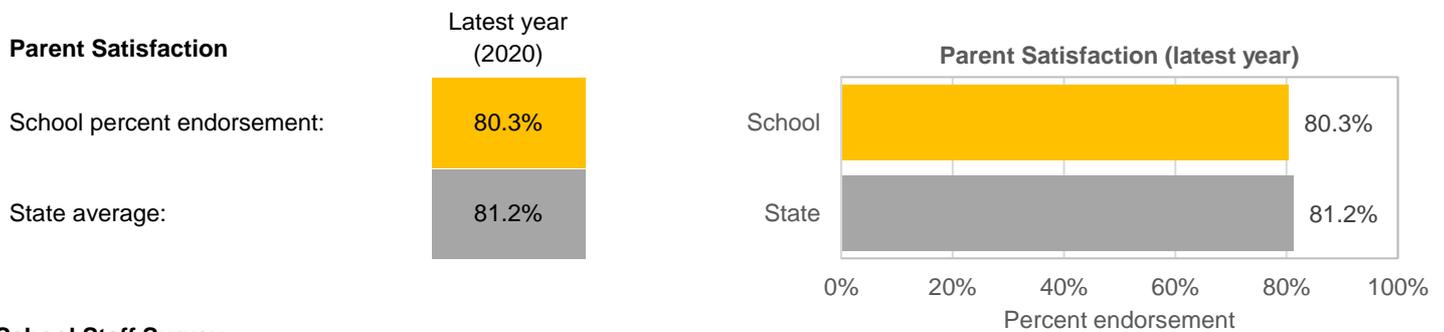
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

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

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

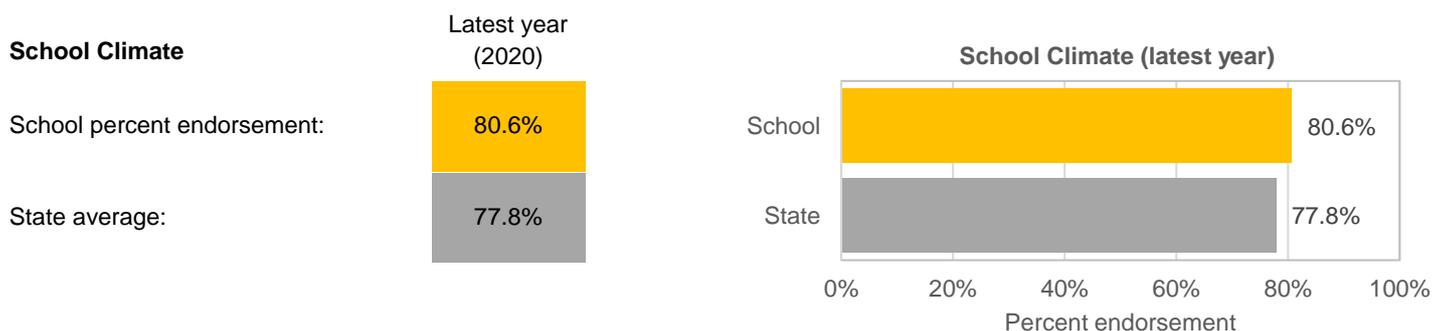


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

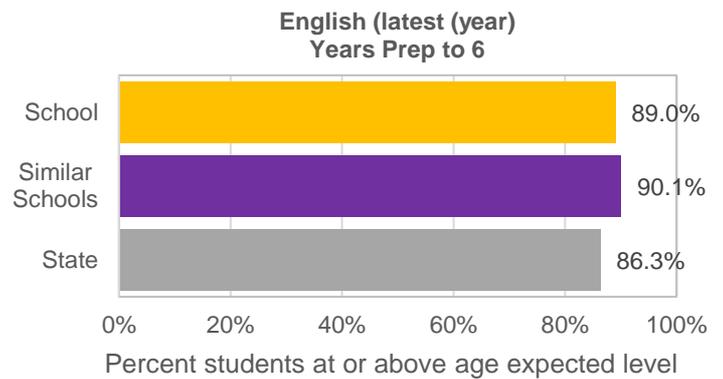
89.0%

Similar Schools average:

90.1%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

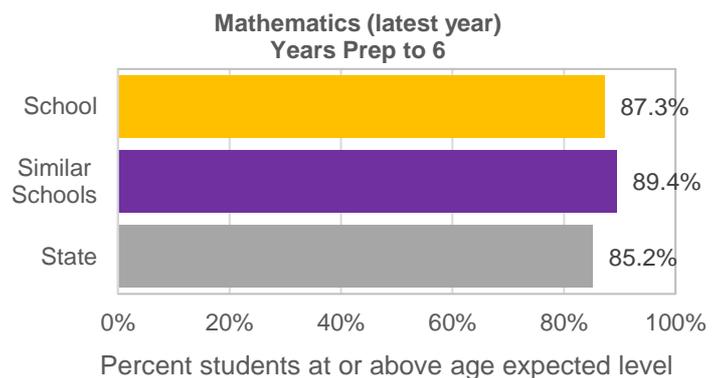
87.3%

Similar Schools average:

89.4%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

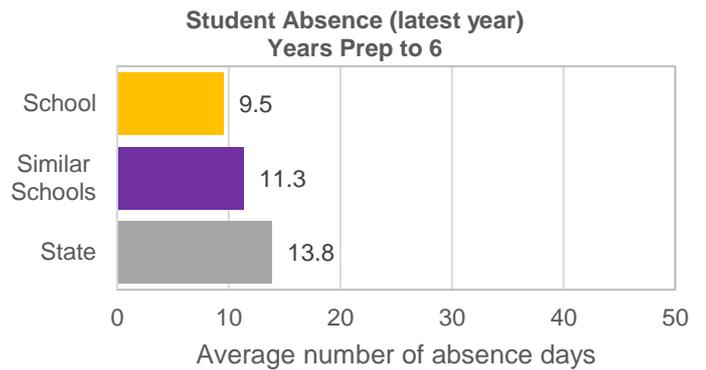
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	9.5	12.5
Similar Schools average:	11.3	13.9
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	95%	96%	95%	97%	96%	95%

WELLBEING

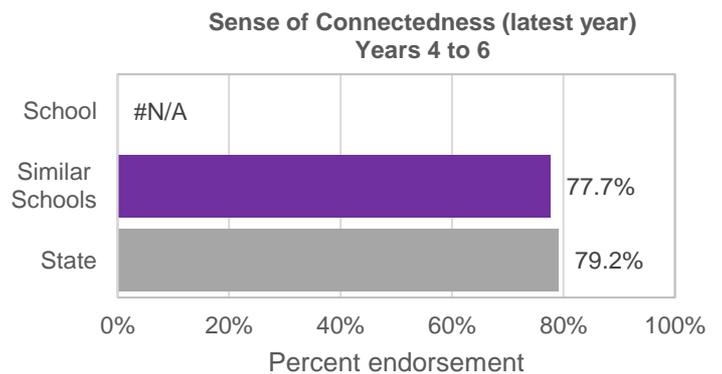
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	74.9%
Similar Schools average:	77.7%	79.4%
State average:	79.2%	81.0%



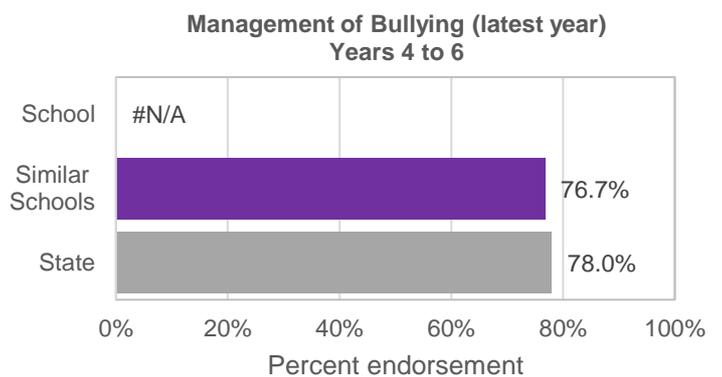
Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6	Latest year (2020)	4-year average
School percent endorsement:	NDA	76.9%
Similar Schools average:	76.7%	79.4%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$3,041,625
Government Provided DET Grants	\$385,075
Government Grants Commonwealth	\$830
Government Grants State	NDA
Revenue Other	\$21,758
Locally Raised Funds	\$178,210
Capital Grants	NDA
Total Operating Revenue	\$3,627,498

Equity ¹	Actual
Equity (Social Disadvantage)	\$15,372
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$15,372

Expenditure	Actual
Student Resource Package ²	\$2,940,440
Adjustments	NDA
Books & Publications	\$6,295
Camps/Excursions/Activities	\$19,340
Communication Costs	\$6,013
Consumables	\$52,953
Miscellaneous Expense ³	\$26,914
Professional Development	\$18,062
Equipment/Maintenance/Hire	\$51,806
Property Services	\$111,103
Salaries & Allowances ⁴	\$95,736
Support Services	\$42,561
Trading & Fundraising	\$1,360
Motor Vehicle Expenses	\$123
Travel & Subsistence	\$954
Utilities	\$47,313
Total Operating Expenditure	\$3,420,973
Net Operating Surplus/-Deficit	\$206,525
Asset Acquisitions	\$5,750

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$404,654
Official Account	\$57,903
Other Accounts	\$13,151
Total Funds Available	\$475,709

Financial Commitments	Actual
Operating Reserve	\$62,880
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	\$81,489
School Based Programs	NDA
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	\$32,000
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$152,300
Asset/Equipment Replacement > 12 months	\$25,000
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	\$70,000
Total Financial Commitments	\$423,669

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.