

2024 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 \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 04 March 2025 at 11:12 AM by Janet Evison (Principal)

- As executive officer of the school council, I attest that this 2024 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 28 March 2025 at 01:51 PM by Janet Evison (Principal)

HOW TO READ THE ANNUAL REPORT

What does the *'About Our School'* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

Key terms used in the Performance Summary are defined below:

Similar Schools

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

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

NDP and NDA

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

The Victorian Curriculum

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

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

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

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

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

Updates to the '*Performance Summary*' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

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

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Our school community, nestled in Rowville since 1993, boasts a large library, permanent brick classrooms, and expansive outdoor spaces conducive to learning and play. Heany Park Primary School, an authorized International Baccalaureate World School offering the Primary Years Programme, embodies a vision deeply rooted in our mission statement: *"We are a child-centered community, empowering students to be inquiring, responsible, compassionate, and globally minded citizens. Our teaching and learning, driven by respect, integrity, acceptance, and lifelong learning, fosters the development of challenging and engaging programs. We strive to cultivate lifelong learners who take action to promote a peaceful and sustainable world through respect and understanding".* Our educational program aims to develop internationally minded students who embody attributes such as caring, curiosity, critical thinking, effective communication, and empathy. Through a concept-based guided inquiry approach and exemplary teaching practices, we nurture a culture of optimism and resilience. We prioritize learning English and Mathematical skills through explicit instruction. Our curriculum is complemented by specialist programs in Visual Arts, Performing Arts, Physical Education, Science and Chinese. We nurture students' well-being through The Thrive Approach, leveraging neuroscience and child development theory, to provide early identification and differentiated support for emotional and developmental needs. We foster strong partnerships between parents and staff, with active involvement in School Council, classroom assistance, student mentoring, excursions, sporting events, fundraising, and social activities. Our commitment extends to supporting seamless transitions to and from primary school, fostering excellent relationships with local kindergartens, Rowville Secondary College, and neighboring schools. Heany Park Primary School remains dedicated to nurturing well-rounded individuals equipped to thrive in an ever-changing world, driven by our shared values and commitment to excellence in education. In 2024 we had 305 students enrolled, 80% of our student population speak English as their first language. There are 30 different mother tongues spoken in our school community. These languages and dialects include Afrikaans, Arabic, Bahasa Malay, Bosnian, Bulgarian, Cantonese, Chinese, Dari, Farsi, Fijian, Filipino, Greek, Gujarah, Gujarati, Hindi, Hungarian, Indo-Aryan, Italian, Kannada, Khmer, Korean, Malayalam, Mandarin, Polish, Serbian, Sinhalese, Spanish, Tagalog, Tamil, Thai, Turkish and Urdu. We employed 23 teaching staff and 8 education support staff in 2024.

Progress towards strategic goals, student outcomes and student engagement

Learning

Heany Park's International Baccalaureate Primary Years Programme (PYP) Action Plan focused on strengthening teacher collaboration in both curriculum design and instructional practices. Professional collaboration was centered on analyzing student data, building upon students' prior knowledge, and using evidence of learning to inform the next instructional steps. A key priority

was enhancing teachers' expertise in formative assessment strategies to effectively differentiate teaching and learning.

Empowering students through metacognitive strategies remained a central focus, encouraging them to take ownership of their learning and set meaningful goals. This approach proved to be a strong motivator for student engagement. To support consistency and build capacity across teaching teams, staff participated in learning walks throughout the year.

Professional learning also emphasized deepening teachers' questioning techniques to develop greater self-awareness of the types and quality of questions posed to students. This initiative aimed to enhance students' ability to generate and apply different question types, including literal, inferential, and evaluative questions.

A dedicated team refined the HPPS Literacy Guidelines in Term 2, establishing clear expectations for teaching practices. Additionally, staff began unpacking the Victorian Curriculum English 2.0, the Victorian Teaching and Learning Model, and the Guide to Teaching Reading in P-2 to ensure alignment with updated frameworks. The Smart Spelling Program (F-6) continued to be implemented consistently across all year levels.

In Numeracy, Heany Park Primary School utilised its Maths Continuums (Foundation to Year 8) to guide lesson sequencing and differentiation. Maths planning emphasized detailed lesson structures, incorporating enabling and extending tasks to support all learners. A continued focus was placed on teaching key concepts assessed in the Maths Online Interview, which also formed the foundation of the school's tutoring program. The use of learning continuums empowered students to engage in self-monitoring and goal setting, fostering greater independence in their mathematical development. Additionally, Number Talks remained a core practice for promoting mental mathematical reasoning across all year levels.

Wellbeing

At Heany Park Primary School, we prioritize student well-being through The Thrive Approach, which is grounded in neuroscience, attachment theory, and child development principles. With two trained Thrive Practitioners working alongside class teachers, we implemented class action plans and weekly Thrive activities to support social-emotional growth. Additionally, targeted small-group and one-on-one support ensured that individual student needs were met.

Our Program of Inquiry fostered students' identity, self-worth, and learning strategies, while our high expectations for behavior were upheld through a comprehensive Behaviour Management Plan. Essential Agreements, co-created by students, empowered them to make responsible choices, while restorative justice practices promoted conflict resolution and empathy. Our Peer Mediation Program further equipped students with conflict resolution skills, which they applied during playground duties.

Student leadership and voice were amplified through the Student Representative Council, which spearheaded initiatives such as the Book Bonanza Readathon and Rock Your Crocs Silly Sox Day. Parents also played a key role in community engagement, organizing the Slime-tastic Colour Run—the final fundraising event for the new playground.

The Respectful Relationships program promoted social understanding, with parents invited to an information session to explore Gender and Identity and Positive Gender Relations. This was followed by classroom visits, offering insight into the program in action.

In Term 4, Senior students showcased their achievements in an Exhibition, reflecting on their growth and skills developed over their seven years at Heany Park. The year concluded with an outdoor Christmas concert and the Year 6 Graduation Ceremony, celebrating community spirit, student accomplishments, and a commitment to quality education.

At Heany Park Primary School, we remain dedicated to nurturing holistic development, fostering a supportive community, and celebrating academic and personal achievements.

Engagement

Throughout the year, specialist teachers delivered a dynamic weekly program for all students, covering Visual Arts, Performing Arts, Physical Education, Science, and Indonesian in Semester 1. Following community consultation, the second language learning program transitioned to Chinese Mandarin in Semester 2 to better align with community interests and educational objectives.

A strong emphasis was placed on learner agency, with students actively engaging in the use of learning intentions and success criteria to set personal learning goals. This approach fostered greater independence and ownership of their academic progress.

Student attendance remained consistently high, supported by proactive monitoring strategies to encourage maximum participation. While some absences were unavoidable, unnecessary ones were promptly followed up to maintain student engagement.

Our comprehensive student leadership program played a vital role in nurturing key skills such as organization, initiative, confidence, and responsibility. Leadership roles were student-selected, resulting in a well-rounded and fully appointed leadership team. Senior students took the initiative to engage younger peers in various extracurricular activities, including gardening, art, coding, and library clubs, all of which were highly popular and well-attended.

Sustainability emerged as a central focus of student leadership, inspired by participation in the Dolphin Research Institute's ISea ICare program and the Resource Smart Schools initiative. As a result, student-led initiatives significantly contributed to a noticeable reduction in litter across the school.

Demonstrating strong community spirit, the entire school community came together in a year-long fundraising effort, successfully working towards funding a new playground. These collective efforts reflect the dedication of our students, staff, and families in creating a vibrant, engaged, and environmentally responsible school environment.

Other highlights from the school year

All staff participated in an inspiring professional learning workshop led by an experienced IB educator. The two-day workshop, focused on Agency, Action, and Engagement, provided valuable

insights and strategies to further embed student-centered learning across the school. Key areas of exploration included:

- Enhancing student engagement throughout the school ecosystem.
- Fostering meaningful discussions within the learning community in response to local and global challenges.
- Balancing knowledge acquisition with the development of skills, attitudes, and values that empower students to take meaningful, responsible action.

In 2024, the school proudly achieved its second star in the Resource Smart Schools Program, recognizing its commitment to biodiversity and sustainability. The introduction of Eco-Warriors in each class further strengthened the work of The Green Team, leading to impactful projects such as the creation of a butterfly garden and a lizard lounge.

A standout event of the year was Heany Park's Got Talent, a student-led initiative spearheaded by the Performing Arts Captains and supported by staff. Throughout Term 3, students participated in auditions and competition rounds, culminating in a Grand Finale that showcased a diverse range of artistic performances—delighting the entire school community.

A major milestone was successfully reaching the school's fundraising goal, enabling the installation of a brand-new playground over the summer holidays. This exciting addition was ready for students to enjoy in 2025, reflecting the collective efforts and dedication of our school community.

Financial performance

All funds received from the Department of Education or raised by the school have been expended, allocated for future commitments, or directed towards the playground fundraising project. These funds have been managed in accordance with Department policies, School Council approvals, and the intended purposes for which they were provided, ensuring they support educational outcomes and operational needs.

As part of our ongoing commitment to sustainability, the school installed compost bins to further our participation in the Resource Smart Schools program, which commenced in 2023. This initiative reinforces our dedication to environmentally responsible practices and reducing waste within the school community.

A major infrastructure improvement this year was the installation of a new playground at the front of the school, designed to promote active play, exercise, and social interaction during recess and lunch. Additionally, new shade sails were added over the existing playground behind the gym, expanding shaded areas and enhancing outdoor comfort for students.

For more detailed information regarding our school please visit our website at <https://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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 307 students were enrolled at this school in 2024, 151 female and 156 male.

18 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

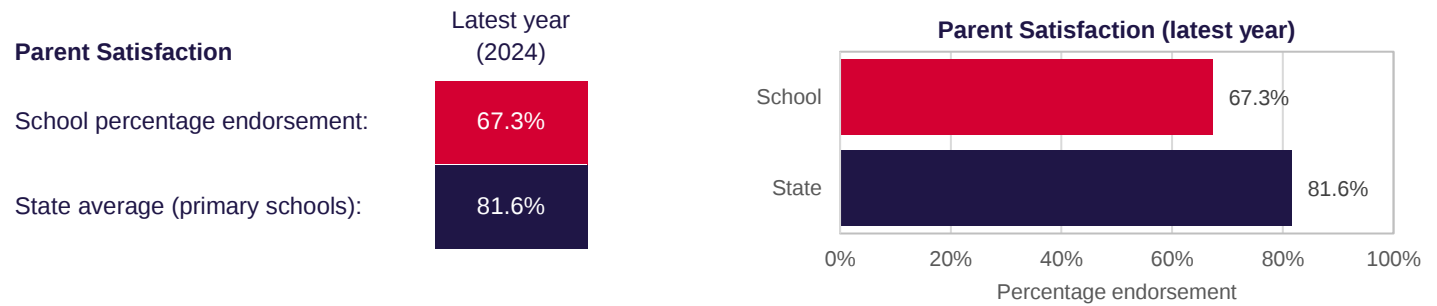
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

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

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

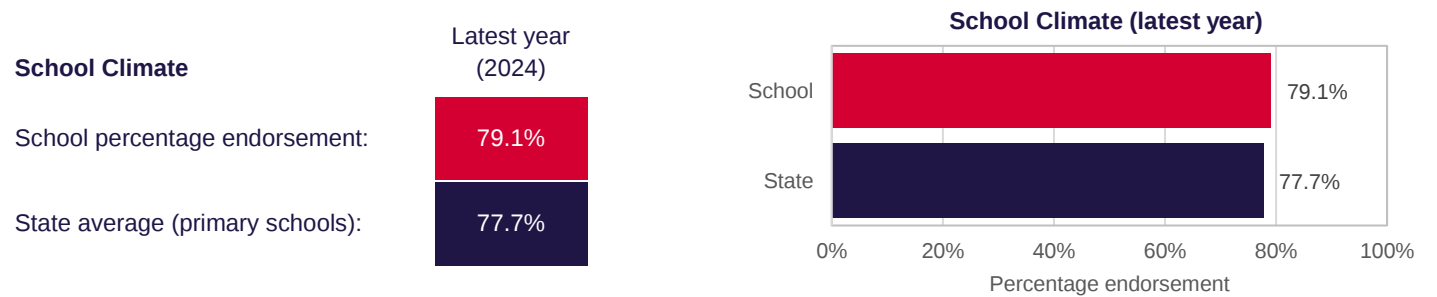


School Staff Survey

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

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

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



LEARNING

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

Teacher Judgement of student achievement against the Victorian Curriculum

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

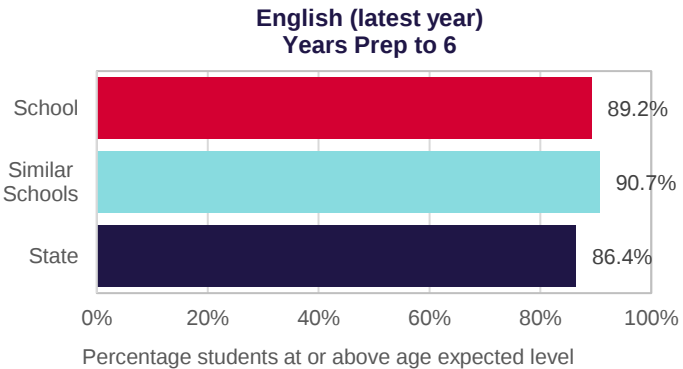
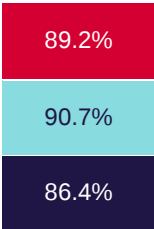
English
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



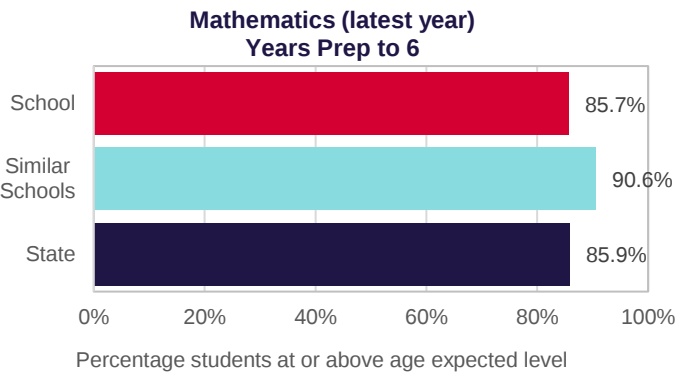
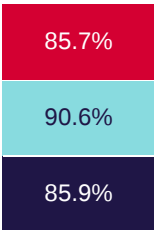
Mathematics
Years Prep to 6

School percentage of students at or above age expected standards:

Similar Schools average:

State average:

Latest year
(2024)



LEARNING (continued)

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

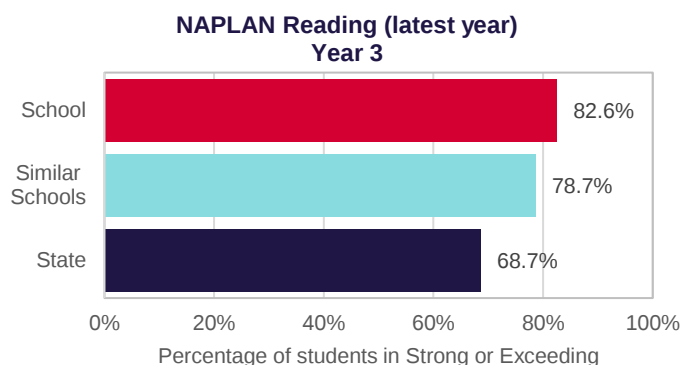
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

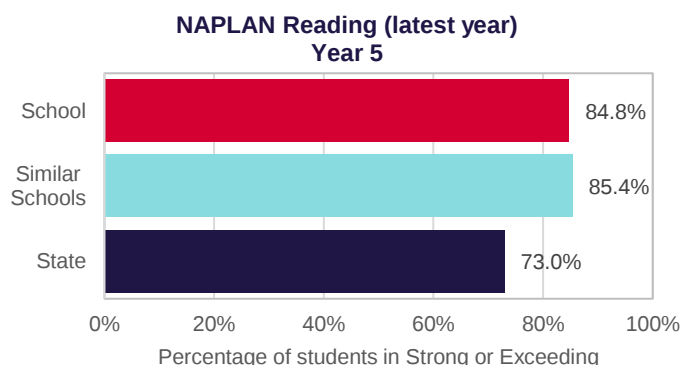
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	82.6%	80.6%
Similar Schools average:	78.7%	78.6%
State average:	68.7%	69.2%



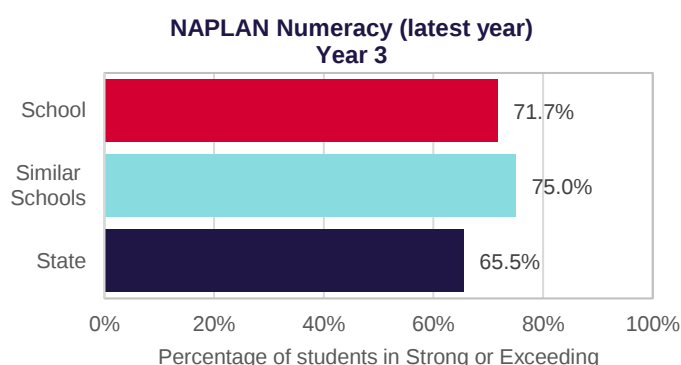
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	84.8%	88.6%
Similar Schools average:	85.4%	86.4%
State average:	73.0%	75.0%



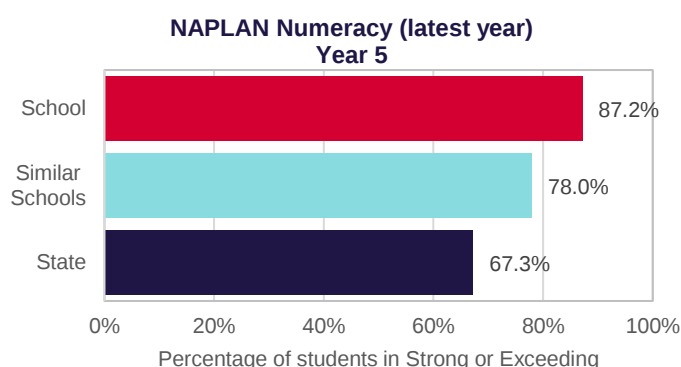
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	71.7%	75.3%
Similar Schools average:	75.0%	75.9%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	87.2%	87.6%
Similar Schools average:	78.0%	78.3%
State average:	67.3%	67.6%



LEARNING (continued)

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

NAPLAN 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

86.8%

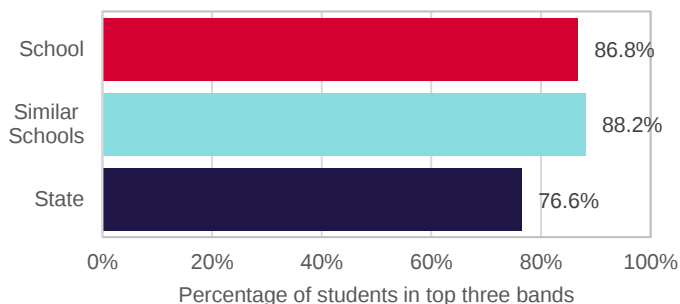
Similar Schools average:

88.2%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

74.2%

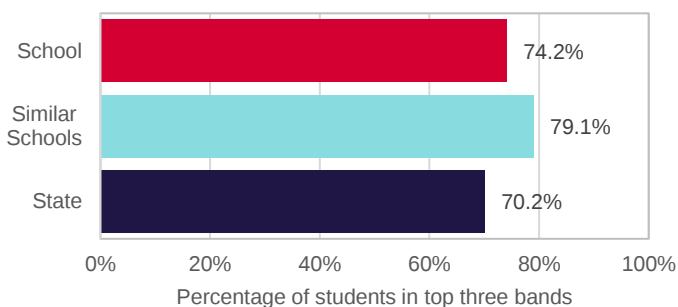
Similar Schools average:

79.1%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

73.6%

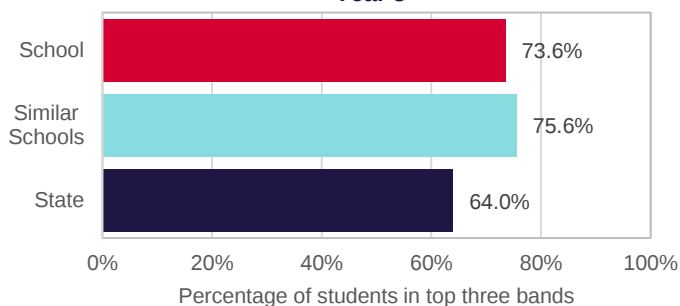
Similar Schools average:

75.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

67.7%

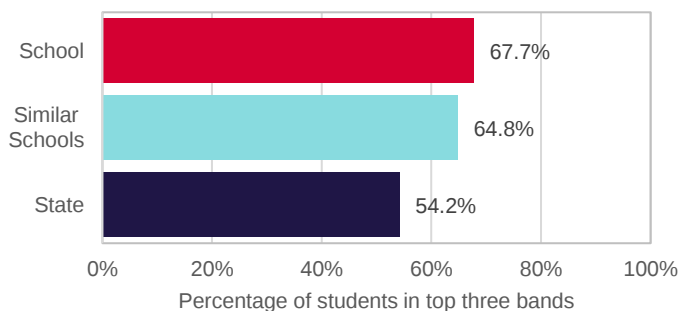
Similar Schools average:

64.8%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5

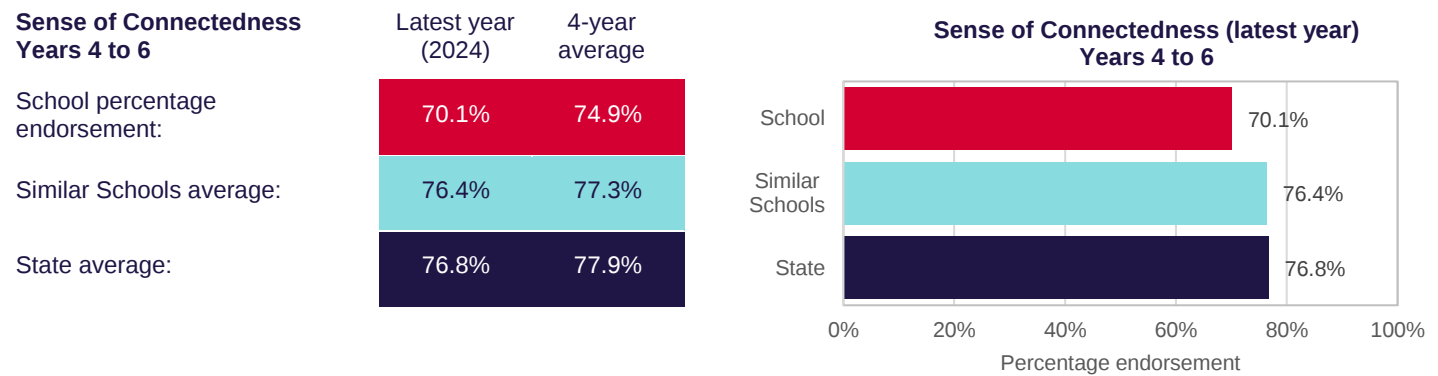


WELLBEING

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

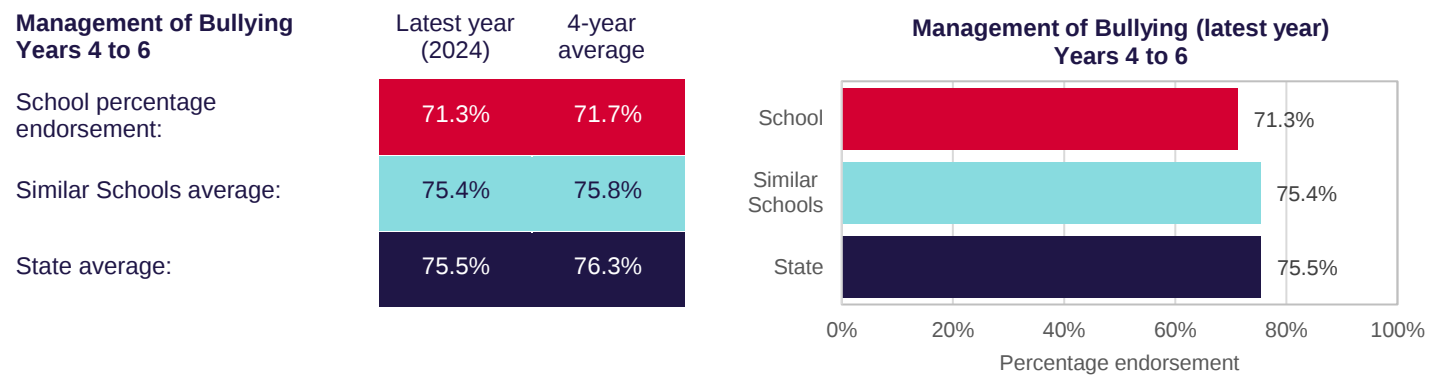
Student Attitudes to School – Sense of Connectedness

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



Student Attitudes to School – Management of Bullying

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

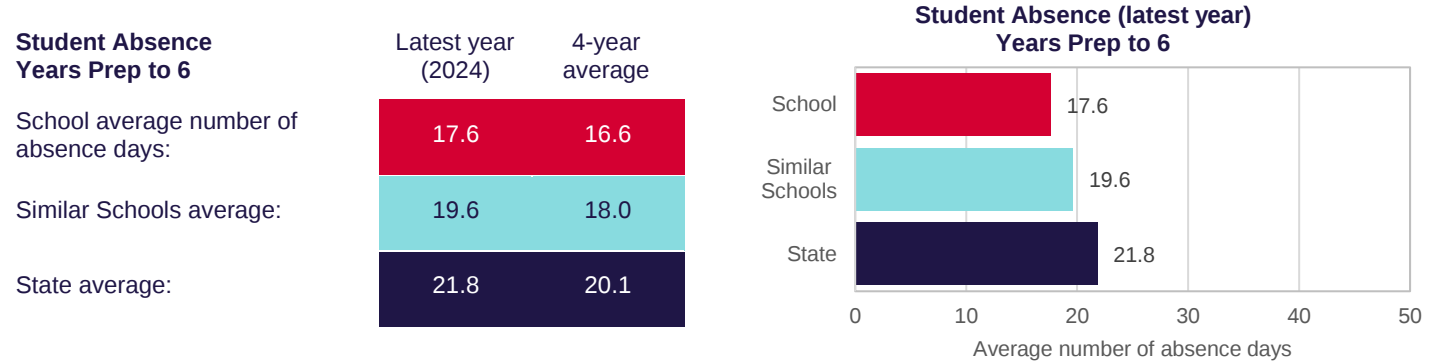


ENGAGEMENT

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.



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2024):	92%	92%	90%	92%	91%	91%	91%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$2,910,277
Government Provided DET Grants	\$337,152
Government Grants Commonwealth	\$9,388
Government Grants State	\$0
Revenue Other	\$36,901
Locally Raised Funds	\$368,925
Capital Grants	\$0
Total Operating Revenue	\$3,662,643

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,265
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$17,265

Expenditure	Actual
Student Resource Package ²	\$3,012,962
Adjustments	\$2,573
Books & Publications	\$7,716
Camps/Excursions/Activities	\$146,433
Communication Costs	\$5,799
Consumables	\$75,162
Miscellaneous Expense ³	\$35,466
Professional Development	\$29,361
Equipment/Maintenance/Hire	\$77,416
Property Services	\$95,402
Salaries & Allowances ⁴	\$126,323
Support Services	\$48,060
Trading & Fundraising	\$15,138
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$41,941
Total Operating Expenditure	\$3,719,749
Net Operating Surplus/-Deficit	(\$57,106)
Asset Acquisitions	\$65,000

- (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 17 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$400,562
Official Account	\$29,671
Other Accounts	\$13,939
Total Funds Available	\$444,171

Financial Commitments	Actual
Operating Reserve	\$117,369
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$320,592
School Based Programs	\$3,857
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$441,818

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.