

2017 Annual Report to the School Community



School Name: Heidelberg Primary School

School Number: 294





About Our School

School Context

Heidelberg Primary School's excellent reputation is built on a proud tradition of providing education since 1854. Our students come from a diverse range of cultural backgrounds, which provides a rich environment for learning. The overall socio-economic profile is high. In 2017, our SFOE was 0.2065. It was the third year of our School Strategic Plan. The school enrolment was 518 students, comprised of 21 classes. Our school staff included 30.2 EFT teaching staff made up of Teachers, Leading Teacher, Principal and Assistant Principal. There are 4.4 EFT Education Support staff.

The school is continuing to experience growth and this requires careful planning to cater for its future expansion.

There is a strong emphasis placed on the development of Literacy and Numeracy, Science and Information Technology, which is supported by extension and intervention programs including Reading Recovery, English as an Additional Language. Specialist classes in Science, The Arts, Physical Education, Japanese and e-Learning enrich a balanced curriculum. Weekly library lessons supplement our literacy programs. ICT plays a major role in our curriculum with an established 1:1 iPad program in Years 3-6.

The wellbeing of our students is seen as a high priority and the Heidelberg PS core values of Respect, Care, Integrity and Cooperation underpin all aspects of the school's operation. We continue to emphasize our school values through our School Code of Conduct and Classroom Learning Plans, which are complemented by our Start-Up Learning Program, (SULP) Habits of Mind and the Bounce Back program.

Effective links with local kindergartens and secondary schools ensure a smooth transition process into and beyond HPS. Our Foundation curriculum is enhanced by our play-based learning programs and the Perceptual Motor Program.

Our partnership with parents in the education of their children is a priority at our school. We are proud of our proactive School Council and its associated Subcommittees. Parents are engaged in a vast range of school activities and classroom programs, with training provided as appropriate. We enjoy strong support from our school community and this enhances our school programs and cultural events, which are a traditional part of our school year. These include Matsuri Day, Camping Program F-6, Carols Night, Choir, Book Week Activities, Wellbeing Week and a vast range of sporting activities. Various Information nights are conducted and the school uses class blogs and an online platform to communicate regularly with parents.

The staff recognises that students have different learning styles, talents and interests and the school provides many additional enrichment programs. These include: swimming programs, excursions, instrumental music, school productions, festivals, Bike Education, GATEways, Maths extension programs, clubs program, and inter-school sport.

The School Strategic plan is driven by four School Improvement teams, which implement and monitor the achievement of goals and targets. As part of our ongoing resource management, we have recently completed a major upgrade of the Infant Building (four classrooms and offices), ensuring a more flexible and optimum use of space.

Framework for Improving Student Outcomes (FISO)

Our FISO Initiatives for 2017 were Building Practice Excellence, Curriculum Planning and Assessment and Building Communities. To build practice excellence we continued the implementation of the Victorian Curriculum to ensure the whole school's planning and assessment practices were aligned. We developed a new report format for parents. In embedding our Instructional Model, all staff received professional development and our peer-observation program was expanded to align with these principles.

To further develop our curriculum and assessment in Literacy, we introduced the VCOP writing program, to set high expectations through differentiated practice and to promote consistency of program delivery. Our focus on the teaching and learning of Numeracy was maintained. A maths consultant mentored all Professional Learning teams to strengthen their use of student data and build teacher capacity using a range of teaching approaches. In strengthening our engagement with our parent community the school provided regular updates around curriculum initiatives.

Achievement

Students at Heidelberg Primary School continue to achieve at high levels in all areas of the Victoria Curriculum. Teacher judgement of student achievement in English and Mathematics indicate that the percentage of our students at or above the expected standard is higher than the Victorian average, and similar to like schools.

NAPLAN data at Year 3 shows that results in Reading and Numeracy were higher than the Victorian average and similar to like schools in both areas. At year 5 our NAPLAN data in Reading and Numeracy was particularly strong, with results much above state averages and similar to like schools.

Our relative growth Naplan Data Year 3 to 5 indicates in both Reading and Numeracy a larger percentage of our students made high gain, relative to similar schools.

We believe there are many reasons for our continued success. These include:

- agreed school teaching and learning protocols based on the Curiosity and Powerful Learning Instructional Model
- ongoing focus on data, which is used to differentiate planning and curriculum delivery



- teachers working collaboratively in professional learning teams, planning together and delivering consistent, high quality lessons
- ongoing moderation, within and across teams
- individual learning plans, intervention and extension programs to ensure point-of-need learning
- a consistent whole school approach to the teaching of Mathematics based on the work of Michael Ymer (Consultant)
- the implementation of VCOP and CAFÉ strategies within our literacy program

Engagement

The school has continued to create a learning environment that is relevant, stimulating and where students are given many opportunities to experience success. Empowering students was given a high priority in 2017. We redeveloped the leadership program for Year 5 students. We revised the House Competition creating many more opportunities for the student leaders to play an active role in whole school sporting events. We introduced a whole school Athletic Carnival expanded the range of sporting programs students experienced. Our incursion program provided the opportunity for students to participate in Chess Lessons and a subsequent tournament. Lunchtime Clubs saw the introduction of Garden, Chess and Dance clubs.

We have maintained our student attendance rate at 94% across the school. Common reasons for non-attendance at our school are illness and extended family holidays. The school will continue to monitor and inform parents of the need to ensure all absences are explained. In order to facilitate greater communication between our parent community and the school we ran several information nights on curriculum initiatives. Using the framework of School Council and its sub-committees, regular curriculum briefings were provided to strengthen community knowledge. We expanded the use of COMPASS (online portal), to streamline communications and payments.

The school continued to embed its Instructional Model (Curiosity and Powerful Learning) and developed Learning Protocols to underpin student learning throughout the school. In broadening our curriculum we expanded our Instrumental Music Program and provided more opportunities for students to perform at school events.

The school undertook a review of its reporting practices and developed a new comprehensive report format aligned to the Victorian Curriculum.

Our camping program was reviewed, and to meet the needs of our students we ran separate camps for year three and four students. .

Wellbeing

We continue to administer surveys to gauge student wellbeing across the school. Our very strong Year 4, 5 and 6 ATSS Student Opinion Our results from the 2017 (ATSS) Teaching and Learning data indicate that students are actively engaged in their learning and have a strong Sense of Belonging and Connectedness to the school. Our results for Sense of Connectedness are higher than our like schools.

Survey data related to the Management of Bullying category places our school higher than comparative government primary schools, indicating our students feel safe and enjoy coming to school.

With the growth of the school, we employed a First Aid Officer to be available during recess and lunchtimes and support the administration of medical plans and associated documents. In the lower years we reviewed our Buddy Program to support the transition process for our incoming Foundation students. The Buddy Program links the youngest and oldest students and meets wellbeing objectives. In addition, Year 6 teachers regularly communicate with year 7 transition coordinators from secondary feeder schools.

Our Bounce Back program is embedded across the school and provides the key components to teach students the coping skills that promote wellbeing and resilience. Other features of our approach to student wellbeing included promoting awareness of indigenous culture, inclusivity and diversity through Wellbeing and Harmony Weeks.

For more detailed information regarding our school please visit our website at
<http://www.heidelbergps.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 518 students were enrolled at this school in 2017, 263 female and 255 male.

18 percent were EAL (English as an Additional Language) students and 1 percent 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).



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

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> Similar</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> Lower</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: ◆

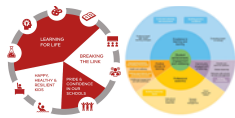
Achievement	Student Outcomes	School Comparison																														
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined 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>	<p>Reading</p> <table style="margin: auto;"> <tr> <td style="text-align: center;">23 %</td> <td style="text-align: center;">40 %</td> <td style="text-align: center;">37 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Numeracy</p> <table style="margin: auto;"> <tr> <td style="text-align: center;">23 %</td> <td style="text-align: center;">42 %</td> <td style="text-align: center;">35 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Writing</p> <table style="margin: auto;"> <tr> <td style="text-align: center;">13 %</td> <td style="text-align: center;">56 %</td> <td style="text-align: center;">31 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Spelling</p> <table style="margin: auto;"> <tr> <td style="text-align: center;">25 %</td> <td style="text-align: center;">38 %</td> <td style="text-align: center;">37 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table> <p>Grammar and Punctuation</p> <table style="margin: auto;"> <tr> <td style="text-align: center;">17 %</td> <td style="text-align: center;">38 %</td> <td style="text-align: center;">44 %</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">Medium</td> <td style="text-align: center;">High</td> </tr> </table>	23 %	40 %	37 %	Low	Medium	High	23 %	42 %	35 %	Low	Medium	High	13 %	56 %	31 %	Low	Medium	High	25 %	38 %	37 %	Low	Medium	High	17 %	38 %	44 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
23 %	40 %	37 %																														
Low	Medium	High																														
23 %	42 %	35 %																														
Low	Medium	High																														
13 %	56 %	31 %																														
Low	Medium	High																														
25 %	38 %	37 %																														
Low	Medium	High																														
17 %	38 %	44 %																														
Low	Medium	High																														



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 2017 attendance rate by year level:</p> <table border="1" data-bbox="549 913 1037 1008"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	95 %	94 %	95 %	92 %	93 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	95 %	94 %	95 %	92 %	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:

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: 2017</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: 2017</p>	

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)

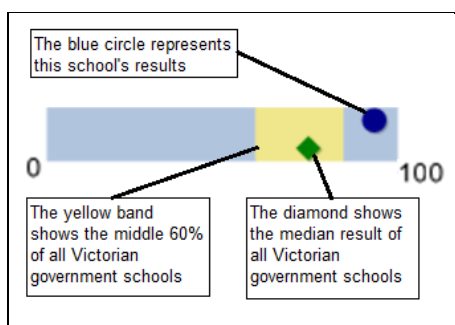
Engagement

- 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).

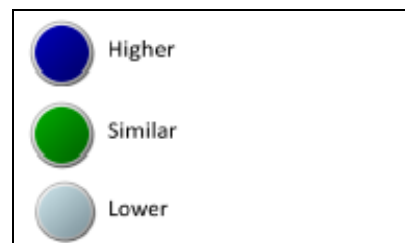


What does *School Comparison* refer to?

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*' 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.

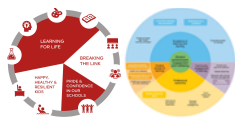
'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

Financial Performance and Position

Financial performance and position commentary

The financial position at the end of 2017 was sound with a surplus of \$461,262. This was enabled by careful planning and monitoring of revenue and expenditure, with regular Financial Committee meetings ensuring that scope has been made for our future needs and upgrade of facilities. Through this we have been able to undertake major renovation projects, fully rejuvenating our upper school classrooms (Rooms 6 and 7) and our Infant building (4 classrooms). It is anticipated that further significant projects will be targeted in 2018, notably an external shade system in our playground (COLA), installation of synthetic soft fall under our play equipment areas, and supply and/or replacement of school furniture in our new portable classrooms. In 2018 the school will be holding its biennial school fete, with anticipated revenue to be allocated to fund a project. Our school can confirm that all funds received from the Department, or raised by the school have either been expended, or committed to projects and operational needs in subsequent years. The school has maintained and will continue to maintain excellent financial accountability measures, with regard to financial management.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,710,101	High Yield Investment Account	\$501,834
Government Provided DET Grants	\$669,322	Official Account	\$48,626
Government Grants Commonwealth	\$168,836	Other Accounts	\$193,870
Government Grants State	\$10,539	Total Funds Available	\$744,330
Revenue Other	\$25,041		
Locally Raised Funds	\$630,780		
Total Operating Revenue	\$5,214,620		
Equity¹			
Equity (Social Disadvantage)	\$20,930		
Equity Total	\$20,930		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,397,259	Operating Reserve	\$173,487
Books & Publications	\$7,991	Asset/Equipment Replacement < 12 months	\$111,500
Communication Costs	\$8,592	Capital - Buildings/Grounds incl SMS<12 months	\$290,000
Consumables	\$145,217	Maintenance - Buildings/Grounds incl SMS<12 months	\$141,500
Miscellaneous Expense ³	\$195,476	Maintenance -Buildings/Grounds incl SMS>12 months	\$27,842
Professional Development	\$43,738	Total Financial Commitments	\$744,330
Property and Equipment Services	\$508,532		
Salaries & Allowances ⁴	\$322,286		
Trading & Fundraising	\$18,998		
Utilities	\$40,575		
Adjustments	\$64,694		
Total Operating Expenditure	\$4,753,358		
Net Operating Surplus/-Deficit	\$461,262		
Asset Acquisitions			



(\$14)

- (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 05 March 2018 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.