

2022 Annual Report to the School Community

School Name: Heidelberg Primary School (0294)



- 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 of the previous calendar year 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 23 March 2023 at 10:19 AM by Brett Mackenzie (Principal)

- This 2022 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 11 May 2023 at 06:43 PM by Emma-Jane Stabb (School Council President)

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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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.

'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 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').

About Our School

School context

Heidelberg Primary School is in a well-established residential area 14 km northeast from the Melbourne CBD. Our school's excellent reputation is built on a proud tradition of providing education to the residents of Heidelberg since 1854. Our mission is to inspire and educate all students to achieve their potential. This is reflected in our vision that students are highly engaged learners in a safe, stimulating environment. To achieve our mission and vision our school values strongly underpin all aspects of school life. We demonstrate our values of Care, Respect, Integrity, and cooperation through our strong sense of connectedness, developed through threads of inclusion and joint high expectations between staff, students, and parents. Our school community lives the school values while working together for continuous improvement

In 2022 our enrolment comprised of 580 students, of which 52% were male and 48% female students. Our students come from a diverse range of cultural backgrounds, with 19 percent of students having English as Additional Language. The Overall Socio-Economic Profile is low. There is a strong team culture as evidenced by our high Staff Opinion survey results. This ensures a consistent approach to curriculum development, delivery and assessment. In 2022 the school operated 25 classes across the school within a structure of straight grades and one 3/4 composite class. Our school has 40.6 equivalent full-time staff: The staffing profile is made up of 1 principal, 2 assistant principal, three Learning Specialists, 35.4 teachers and 5.2 education support staff.

We understand that students reach their full potential when they are happy, healthy, and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. At the end of Term 1 2022, schools across Victoria recognised this as the first complete term the students had remained onsite for 2 years. This fact was a constant consideration for all strategic and short-term planning, with the impact on all stakeholders at the centre of the thought process. Supporting student wellbeing and engagement remained a primary area of focus. Major components of our student wellbeing program are the Start Up Learning Program, our Teaching and Learning Protocols and a comprehensive delivery of the Rights, Resilience and Respectful Relationships program. Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. Literacy programs are well supported by vibrant, multi-dimensional resources. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs. This is reinforced by a range of specialist programs: Physical Education, The Arts, Japanese and Science, as well as extracurricular activities that enhance our teaching and learning programs.

ICT plays a significant role in all curricula, from Foundation to Year 6, and includes a 1:1 iPad program in Years 3 to 6. It was recognised and acknowledged by the school that some students would face challenges regarding their dependence on digital resources after the extended period of remote learning. Google Classroom continued as a resource to support home learning, while in the Foundation-Year 2 areas continued to utilise Seesaw as an online portfolio.

Our partnership with parents in the education of their children is a priority at our school. We have a proactive School Council supported by the work of our subcommittees. Parents are engaged in a wide variety of school activities and classroom programs, with training provided to support them in their roles. Each class has a classroom representative who liaise with the class teacher. The school operates a vibrant Before and After School Aged Care program, that is very well attended. The strong support from our school community enhances our school programs and cultural events. The school was able to reengage with the school community through a number of school events, including father's day breakfast and the Family Christmas carols.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 our FISO (Framework for Improving Outcomes) initiatives continued to be based on our Strategic Plan (2020-2023) and Annual Implementation Plan. Our key initiatives were focused on Assessment and Engagement for students and the school community after the post-pandemic.

Our goal of excellence in teaching and Learning had an emphasis on optimising literacy outcomes for all students. This was achieved by building teacher capacity in data literacy and extending staff curriculum knowledge of English modes. One of the highlights of 2022 was building a culture of assessment to plan and aid teachers in differentiating learning in Literacy and Numeracy practices.

In Semester One, the critical component of this goal was auditing our practices around assessment. Remote Learning had affected the consistency of practices due to staff working onsite and offsite with interrupted Learning and professional Learning. HPS implemented privileged time for professional learning on key benchmark assessments. We were also able to introduce privileged time for collaborative planning to take place across the school; this time allowed teams the opportunity to discuss differentiation in the classroom. The school had nine staff members trained in the Professional Learning Community approach to assist with collaborative planning time and discussing the data practices. Moderation was reintroduced in Writing and Numeracy and professional learning for staff in these areas to support horizontal and vertical moderation for the school and our students.

We implemented an Intervention program with each year level receiving literacy and Numeracy support across Terms 2, 3 and 4. Even though it was greatly affected by staff shortage and restructuring based on staff leave in Term 1.

Heidelberg Primary School maintains a high level of student achievement as depicted by the teacher judgement and NAPLAN results brewing well above State in Literacy and Numeracy and comparable to similar schools.

Wellbeing

Heidelberg Primary School continues to promote a culture of inclusion, diversity and respect for all. During 2022, Our Start Up Learning Program enabled students to build positive relationships with classmates and foster student input into classroom processes and practices.

In 2022 we continued to implement the Respectful Relationships classroom program. The collaborative pedagogies underpinning the Respectful Relationships classroom program also further enabled us to enhance our value of Respect, giving us another avenue to strengthen our wellbeing foundations.

The development of a school wide overview of student needs across the school has resulted in a thorough understanding of where the supports and adjustments need to be made to support student learning and wellbeing with a strong link to the Nationally Consistent Collection of Data (NCCD).

We recruited two additional Education Support staff members to be trained in working with small student focus groups in the area of Personal and Social Capability. We also partnered with Dogs Connect to introduce a wellbeing dog to the school. Involving all stakeholders in this new initiative, updating our policies and completing other documents. We worked with our community to educate them on the benefits of having a wellbeing dog at school. We trained 8 staff members in the Dogs Connect Mentorship and developed a core group to lead this in the school.

Our Student Attitudes to School data in particular in the area of Sense of Connectedness shows 69.3 % of students indicated positive responses, whilst lower than similar schools, the four year average was 80.6% with similar schools at

80.8%. In the Management of Bullying it shows 69.7% of students indicated positive responses, whilst lower than similar school in 2022, the four year average of 81.8% was higher than similar schools at 79.1%

School transition and pathway programs are strong. Our Foundation transition program is extensive with Information Nights, orientation sessions offering a range of activities and educational opportunities and this is further supported by our Grade 6 Buddy Program. Our intra-school transition assists students to move readily between the different stages of schooling. We continue to use an electronic platform to create our classes and students continue to nominate peers for the following year. We reviewed and improved the handover processes for students moving into the next year level.

Engagement

Engagement and Wellbeing are integrally linked at Heidelberg Primary School. Teachers have continued to support students with goal setting introduced into the parent interview process at the school in Term 1. Students were also part of this process in collaborating on authentic learning goals with their classroom teachers. This work was continued with the reporting to parents having an element of student future learning goals in Literacy and Numeracy.

With the teachers focusing on data and assessment practices, HPS introduced data examining protocols for staff to target student support and our intervention program having clear benchmarks on reading assessment, Fountas and Pinnell and Numeracy assessments, Maths Online Interview or Essential Assessments.

Another element was the transition back for our students to onsite learning. The school applied and successfully gained regional support to implement the School Wide Positive Behaviour Support Program (SWPBS). In Semester 2, eight Wellbeing Professional Learning Team members were involved in the SWPBS Universal Prevention Training Part A (UPA). Our Learning Specialist (Positive Climate) and the PLT completed preliminary work around developing the Behaviour Flowchart and the HPS Behaviour Matrix. Before this work was undertaken, a review of our school values took place with input from all stakeholders. We also developed values statements to match our new values.

The school also supported an enrichment program focused on students' engagement with at-risk students. We had lunchtime clubs to assist our students in reconnecting with each other and support students with structured play. We offered extension with Maths Olympiad and ICAS testing to extend our students in areas of academics. Heidelberg Primary School also worked with external organisations to provide GATEWAYS onsite- a gifted and talented program for our students in Mathematics, Science and Critical and Creative Thinking.

Average number of student absence days continued to be below State figures.

Financial performance

Heidelberg Primary School has maintained a sound financial position through vigilant and strategic spending. The 2022 school year saw the appointment of two assistant principals and an additional learning specialist, making 3 in total. Although this has some impact of the staffing budget, an ample credit surplus supported these appointments. With the resumption of onsite school council and finance sub-committee meetings, the school was able to ensure continued careful planning and monitoring of revenue and expenditure. During 2022 the library was relocated to the BER, with the old library established as a classroom for

the 2023 school year. An upgrade of classroom furniture was also carried out, including conferencing tables for all classrooms. The school engaged in negotiations with the VSBA regarding significant repairs to major retaining walls within the school, with an initial cost of \$50,000 to be paid in early 2023 for the VSBA to determine the scope of works and more accurate costings of what will be a VSBA managed, but school funded project. This project will remain a significant element of school financial planning in the coming years. As post COVID19 recovery plans continue, the school has continue to focus on additional student welfare programs, which includes a commitment to extend the provision of the Tutor learning initiative for the entire 2022 school year. The school has also engaged with the Professional Learning Communities initiative (PLC) and the School Wide Positive Behaviour Support framework (SWPBS) as key school goals. Appropriate funding has been directed towards staff training and capacity building. Our school can confirm that all funds have been committed to projects and operational needs in subsequent years. The school has maintained and will continue to maintain excellent financial accountability measures.

Total operating surplus funds available as at December 2022 were \$ 1,097,098

For more detailed information regarding our school please visit our website at
<https://www.heidelbergps.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 578 students were enrolled at this school in 2022, 277 female and 301 male.

20 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).

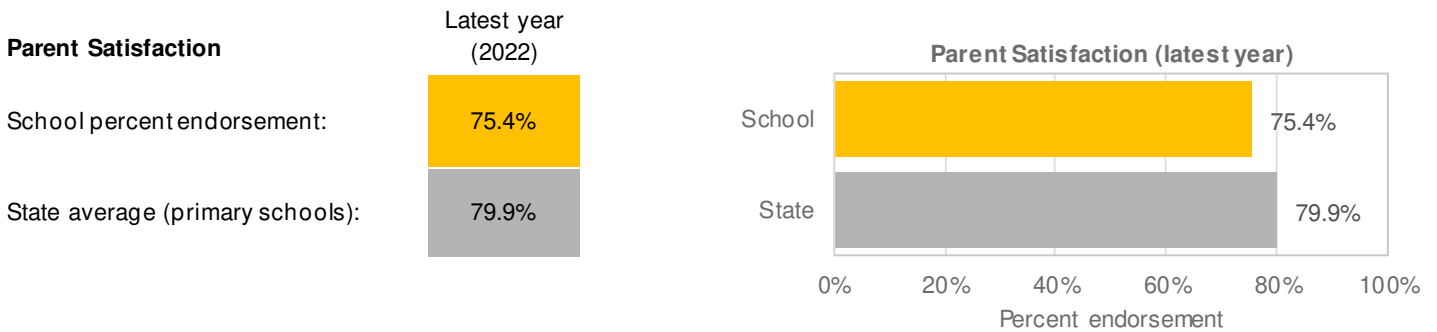
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

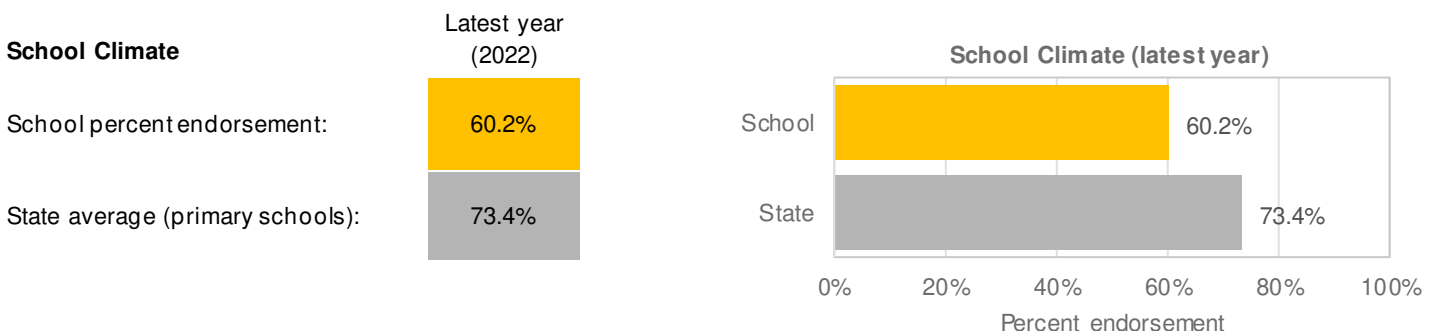


School Staff Survey

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.



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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

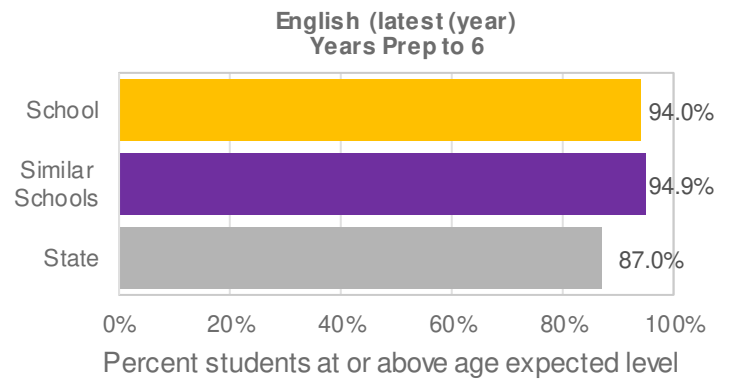
94.0%

Similar Schools average:

94.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

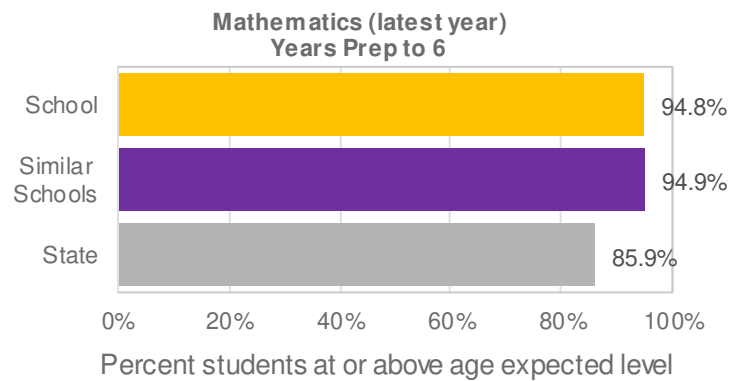
94.8%

Similar Schools average:

94.9%

State average:

85.9%



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.

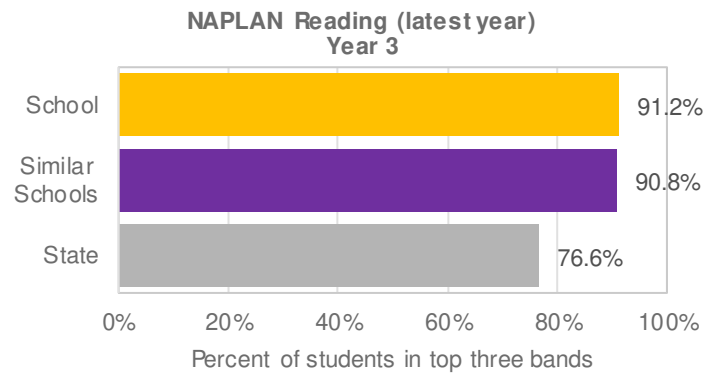
NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

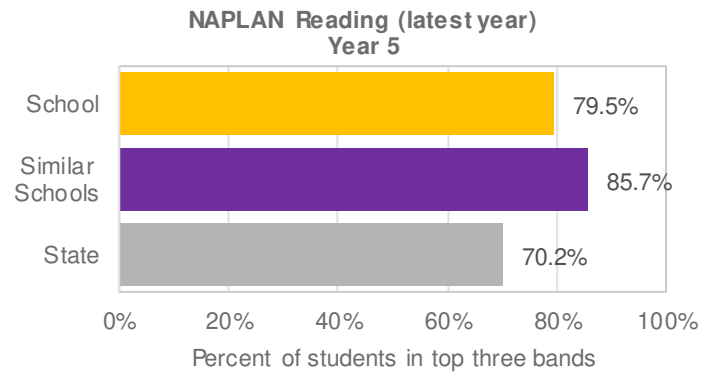
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	91.2%	90.0%
Similar Schools average:	90.8%	90.2%
State average:	76.6%	76.6%



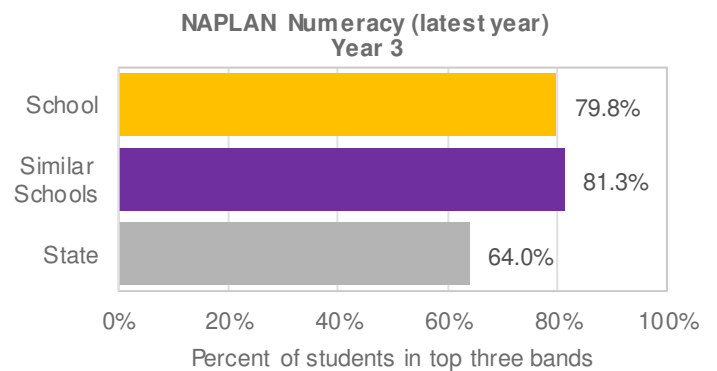
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.5%	84.0%
Similar Schools average:	85.7%	85.1%
State average:	70.2%	69.5%



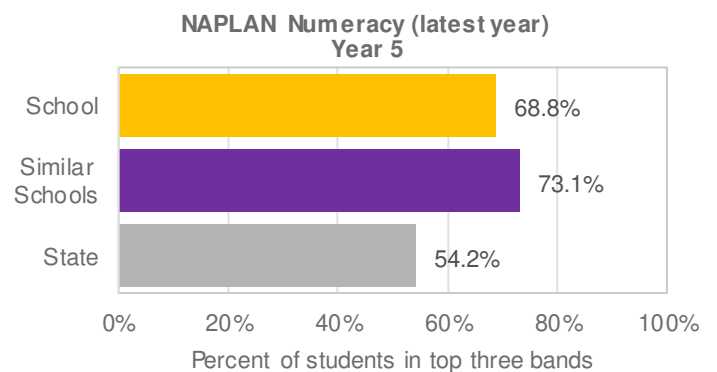
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	79.8%	85.8%
Similar Schools average:	81.3%	83.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	74.7%
Similar Schools average:	73.1%	77.5%
State average:	54.2%	58.8%



WELLBEING

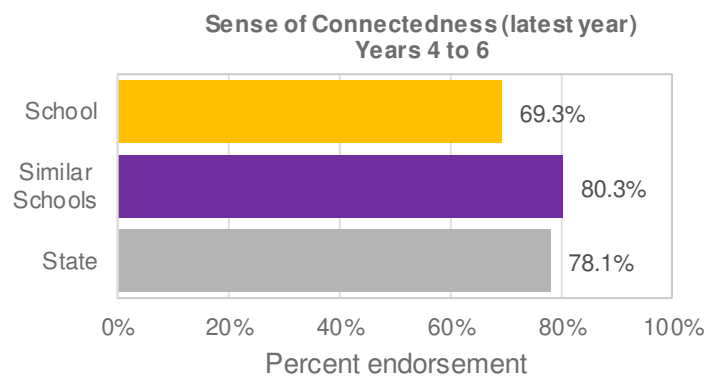
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.3%	80.6%
Similar Schools average:	80.3%	80.8%
State average:	78.1%	79.5%

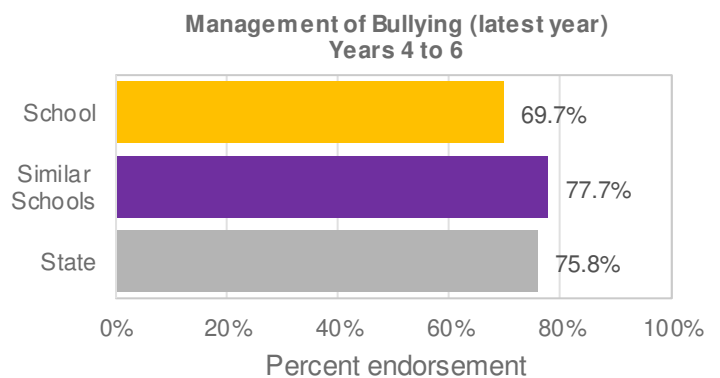


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.7%	81.8%
Similar Schools average:	77.7%	79.1%
State average:	75.8%	78.3%



ENGAGEMENT

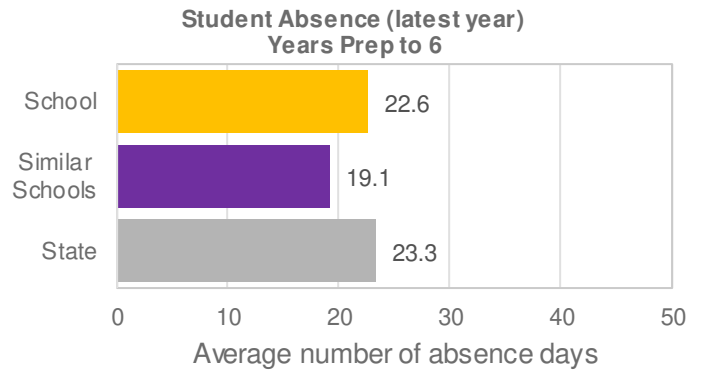
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.6	13.3
Similar Schools average:	19.1	13.0
State average:	23.3	17.0



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 (2022):	90%	89%	89%	88%	88%	88%	89%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,497,388
Government Provided DET Grants	\$496,781
Government Grants Commonwealth	\$269,363
Government Grants State	\$1,713
Revenue Other	\$18,896
Locally Raised Funds	\$772,975
Capital Grants	\$0
Total Operating Revenue	\$7,057,117

Equity ¹	Actual
Equity (Social Disadvantage)	\$34,308
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$34,308

Expenditure	Actual
Student Resource Package ²	\$4,704,376
Adjustments	\$0
Books & Publications	\$4,691
Camps/Excursions/Activities	\$203,199
Communication Costs	\$15,081
Consumables	\$174,610
Miscellaneous Expense ³	\$38,568
Professional Development	\$42,323
Equipment/Maintenance/Hire	\$175,532
Property Services	\$140,781
Salaries & Allowances ⁴	\$615,866
Support Services	\$115,478
Trading & Fundraising	\$8,940
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$48,239
Total Operating Expenditure	\$6,287,683
Net Operating Surplus/-Deficit	\$769,434
Asset Acquisitions	\$68,902

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$825,123
Official Account	\$55,191
Other Accounts	\$19,197
Total Funds Available	\$899,511

Financial Commitments	Actual
Operating Reserve	\$247,727
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,705
Funds Received in Advance	\$0
School Based Programs	\$1,800
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	\$223,204
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	\$478,437

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.