

2023 Annual Report to the School Community

School Name: Heathmont East Primary School (4819)



- 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 21 March 2024 at 07:56 AM by Anita Elliott (Principal)

- This 2023 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 22 March 2024 at 01:44 PM by Ben Gordon (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).

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 2023 Annual Report

Reporting on the following measures has been updated in the 2023 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 data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

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, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Heathmont East Primary School is located in the leafy, green eastern Melbourne suburb of Heathmont. In the reporting year of 2023, the student population is 580 students, with 28% of students identifying as having English as an additional language. The learning of the students' was supported across 26 classes, with specialist subject areas of Physical Education, Art, STEAM (Science, Technology, Engineering, Arts and Maths), Japanese and Performing Arts. The school also provided a tutoring program, a High Ability program and an English as an additional language teacher.

Our staffing included three members of the principal class; one principal, and two assistant principals with key responsibilities of curriculum and wellbeing. Heathmont East P.S had 37 teaching staff inclusive of 3 Learning Specialists. Our Education Support staff included 13 staff members working directly with students, and 3 office staff.

At HEPS, we strive to provide an engaging environment that underpins the development of learning and understanding for our students, with the vision for all students to be empowered to learn and achieve success; to be curious, engaged, collaborative, empathetic and critical thinkers. We believe that learning is a lifelong journey of growing knowledge and skills. Behaviours that demonstrate our values of respect, teamwork, growth and resilience are explicitly taught across all year levels.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2023, our specific area of focus in improving student learning was in the area of Numeracy. We focused on embedding our Numeracy instructional model across the school ensuring rich, authentic, and highly engaging activities were planned and implemented. This was supported with professional learning for staff and an information evening for parents. We worked with external professionals Aylie Davidson (Deakin University) and Kathy Epstein (Math's Association Victoria). One area of staff learning was in developing the Maths proficiencies, to ensure students are provided opportunity to form deep understanding of mathematical concepts.

All teaching staff engaged in weekly team meetings, using data to identify individual and cohort areas of focus to ensure students were taught at their point of need. The use of data drove conversation regarding school improvement and has become a regular part of the practice of leadership and teaching staff. The level team planning was supported by the attendance of Assistant Principals to ensure whole school practices were implemented. Through the use of data, we identified students who were not achieving expected growth and provided tutoring to support accelerated growth. Students who were identified as having English as an Additional Language were also provided with small group-focused teaching to enable the development of language to support learning in their class.

There has been a continued approach to developing a culture of thinking, growth mindset, and active staff engagement in their own learning. All staff consistently take part in peer observations and learning walks to improve their professional practice. The leadership team provide professional learning for staff to support their growth and enable increased student outcomes.

Results from the NAPLAN assessment showing students in the Exceeding or Strong category.

	HEPS Level 3	STATE Level 3	HEPS Level 5	STATE Level 5
Reading	85%	70%	94%	77%
Writing	86%	78%	83%	75%
Spelling	70%	61%	79%	70%
Numeracy	82%	67%	84%	68%
Grammar & Punctuation	74%	56%	87%	64%

Wellbeing

2023 was a year of significant success with respect to our wellbeing targets at Heathmont East Primary School. As a result of Covid, Australian schools had experienced large increases to absenteeism, post pandemic. Our school was no different and in

2022 we recorded 10143 approved days of absence which, although high was still lower than the average in our region and state. We put in place protocols and processes that focused on reducing that number. Our teachers focussed on creating strong connections with their students and the leadership team provided lots of information to the school community regarding the importance of regular attendance to children's academic, social and emotional wellbeing. We are really proud to have seen a drop in approved absenteeism of 20%. Even more pleasing was the drop in unexplained absence from 1675 days to 679 days, representing a 60% drop. We know that the data is unequivocal with regard to the link between attendance and academic, social and emotional outcomes for our students, so we are satisfied that we have made a significant difference to our cohorts wellbeing with our efforts.

Student ATTENDANCE - Week 12 - Term 4

PAN

Absences	% of students			No of absence days	
	2022 Full Year	2023 YTD	2024 YTD	2022 Full Year	2023 YTD
Approved absences	97%	96%		10143.5	8318.0
Unapproved absences	77%	70%		2951.0	1765.5
Refusal	0%	0%		0.0	54.0
Suspensions	0%	0%		2.0	0.0
Unexplained	43%	34%		1675.0	679.5

In 2023 we implemented Friendology at HEPS. This is a program that focuses on teaching students the skills to develop and maintain their own relationships. We chose this path as we had lots of anecdotal data from students, parents and teachers that our students were struggling to engage socially with each other. After much research and exploration we committed to upskilling our staff with rigorous professional development that focussed on how to teach the integral skills that related to friendship. We also endeavoured to inform our parent community as much as possible through regular newsletter articles and parent information sessions. This program complimented our existing wellbeing program that uses the School Wide Positive Behaviour Framework as its base. We also took the opportunity to re-evaluate the HEPS expected behaviours by asking for input from every HEPS student and every teacher. You can see the results on the signage around the school and in the classrooms. As you can see in the table below last year was a very successful year with respect to our students' wellbeing and something, as a school community, to feel very proud of.

Student HEALTH & WELLBEING



% Positive Endorsement

	2021	2022	2023
Sense of connectedness	78%	81%	86%
Advocate at school	86%	89%	93%
School stage transitions (Y7 and New Students)	68%	94%	82%
Not Experiencing Bullying	83%	92%	96%
Managing bullying	74%	78%	88%
Student voice and agency	66%	72%	82%
Respect for diversity	77%	82%	89%

% of students

Engagement

Heathmont East P.S has concentrated on creating connection as a major focus area in 2023. Staff undertook professional learning, individually researching appropriate strategies to create strong connections and adapted practice accordingly.

To facilitate greater connection with the wider community, and directly affect student learning, a Learning Specialist was employed to focus on community engagement. We significantly altered our information sharing processes with our community; including our newsletter which now has a much larger focus on celebrating student learning.

Our school assemblies became more responsive to the interests of students. These are now led by student leaders and showcase all students' learning. The use of social media was reviewed and has shifted focus, with a stronger focus on family engagement with increased communication and celebration of student learning.

We have provided many opportunities for families to engage with HEPS. Some examples include, The Start Up Program showcase, information nights, three-way conferences, open night, grandparents' day, parent helper training, class expo's, connect groups etc

Attitude to School Survey

	Positive endorsement Heathmont East P.S.	Positive endorsement State
Sense of connectedness	86%	77%
Sense of inclusion	94%	88%
Student voice & agency	82%	66%
Peer relationships	90%	84%
Help seeking	75%	67%

Absence data

	Heathmont East P.S.	State
Students with 20 or more absence days.	28%	36%

Other highlights from the school year

In 2023, our students' learning was enhanced through camping programs in Year3 – 6. This included visits to Mt Evelyn, Healesville, Melbourne city and a surfing camp at Waratah Bay. Students were also offered many opportunities to explore real life learning beyond the classroom with many excursions and sporting events. Some of these included visits to Como house, the local shops, the local creek, hoop time, athletics' day and many others. A highlight for the senior students was playing sport against local teams in gala days. Our student leaders were supported in developing skills through attendance at the Hallogen leadership conference. The school also provided the opportunity for students to learn to swim and develop understanding of water safety. This skill was practiced in open water surfing at the Year 6 camp.

Students were provided opportunity to apply their learning in new and competitive situations including Maths Olympiads, the Bebras challenge and Science Talent Search. Reading beyond the classroom was encouraged and supported through the Premier's reading challenge.

All students were provided opportunity to show case their learning and perform for their families in our whole school events; Open night, Christmas Concert and in our annual whole school production. Students were also provided with opportunity to participate in learning of musical instruments, engagement with the Gifted Insights program. A small group of students engaged with Heathmont College students to explore and extend mathematical understandings.

Financial performance

We continue to Aim High at HEPS by ensuring that budget management and oversight of our financial performance is driven by the education policies and priorities outlined in the school's strategic plan. We have been able to maintain a healthy surplus by strong

workforce planning, stringent budget management and variance analysis undertaken by our Principal, Business Manager and Finance sub-committee.

This surplus has been retained to support future years expenditure including:

- supplementing the capital funding required to implement our master plan;
- the delivery of school-based programs to improve student outcomes; and
- ensure that we can meet the operational needs of the school.

Capital expenditure in 2023 included:

- refurbishment of our aging gym;
- asphalt the staff carpark; and
- installation of a powder coated internal fence on the Louis Street boundary.

School Council undertook an EOI for the delivery of an OSHC service and entered into another two year term with our existing provider Team Kids.

Our PA worked very hard to facilitate events that were inclusive of students, parents and our community. The highlight of the fundraising calendar was the Colour Run, the success of this and all our fundraising events enabled us to implement aspects of our landscape master plan including; the boundary fence, additional planter boxes and garden seats. Previously raised funds have been retained to support the establishment of a natural play space which supports the development of creative and collaborative play.

For more detailed information regarding our school please visit our website at
<https://heathmonteastps.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 580 students were enrolled at this school in 2023, 284 female and 296 male.

29 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).

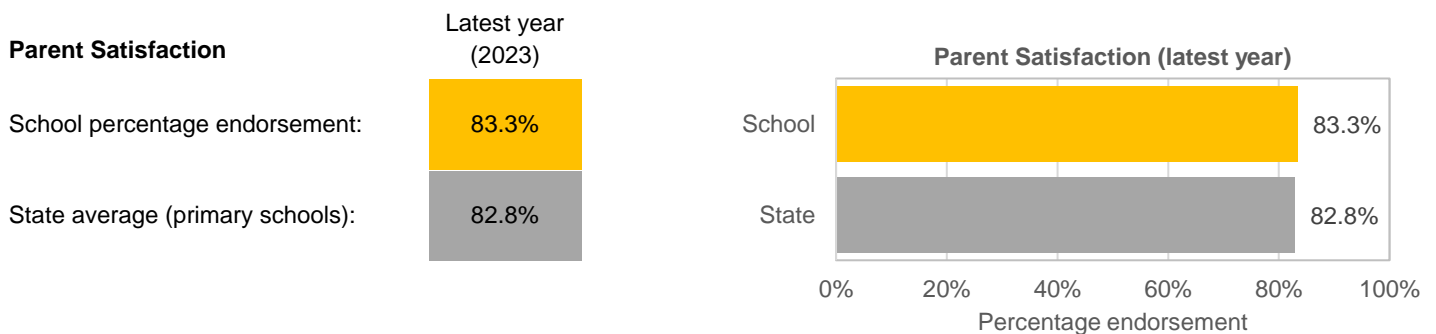
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

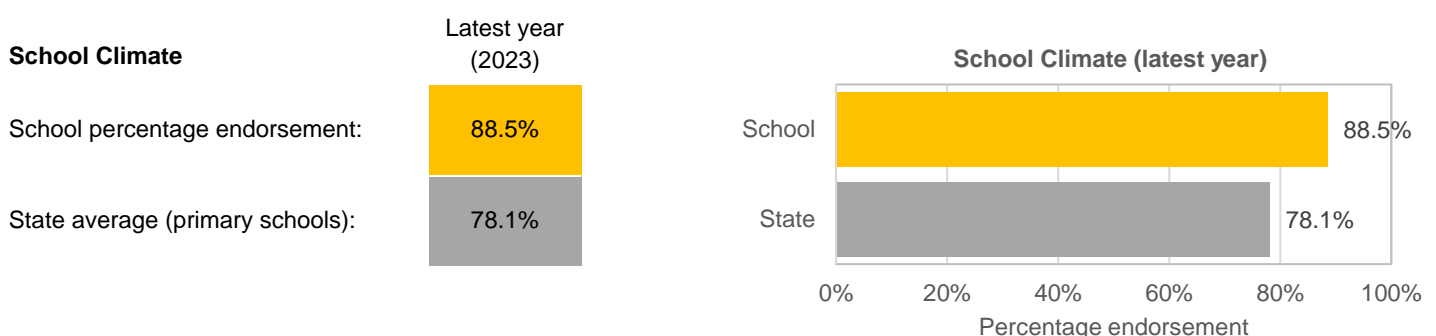


School Staff Survey

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

Latest year
(2023)

School percentage of students at or above age expected standards:

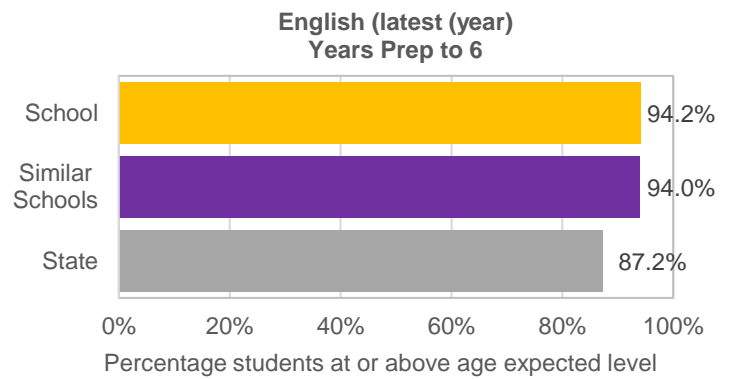
94.2%

Similar Schools average:

94.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

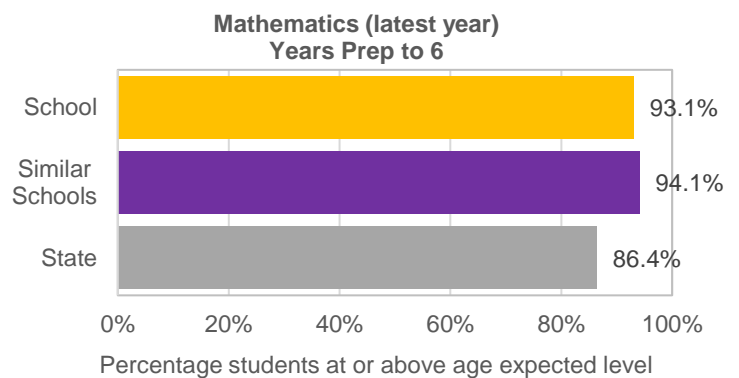
93.1%

Similar Schools average:

94.1%

State average:

86.4%



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 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.7%

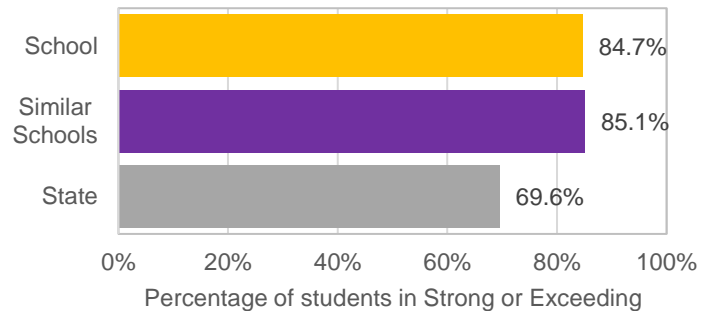
Similar Schools average:

85.1%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.7%

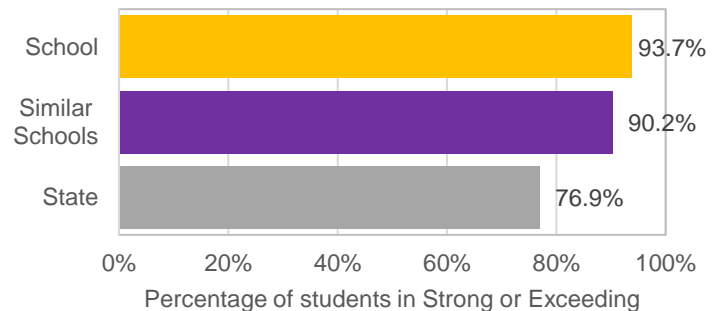
Similar Schools average:

90.2%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

82.2%

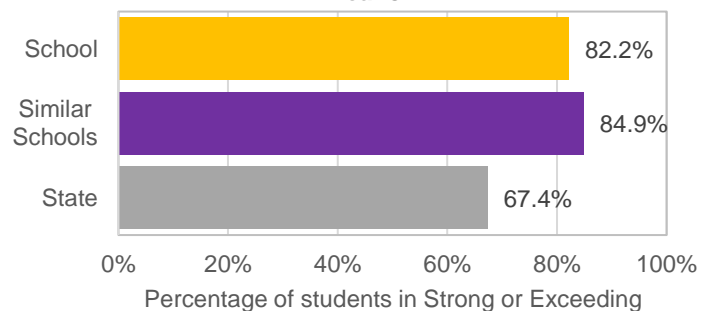
Similar Schools average:

84.9%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

84.4%

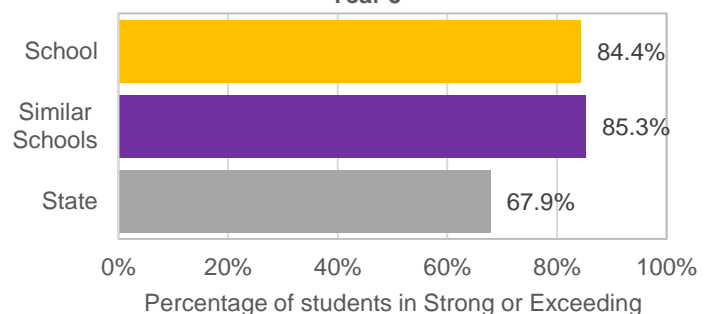
Similar Schools average:

85.3%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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.

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

92.0%

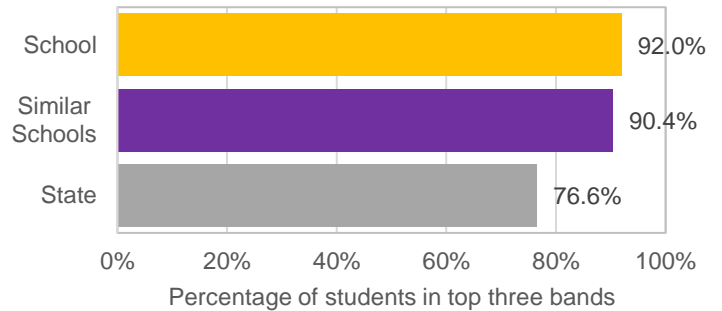
Similar Schools average:

90.4%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

83.8%

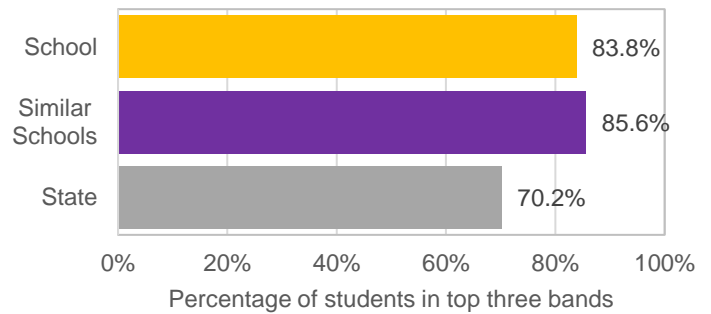
Similar Schools average:

85.6%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

85.2%

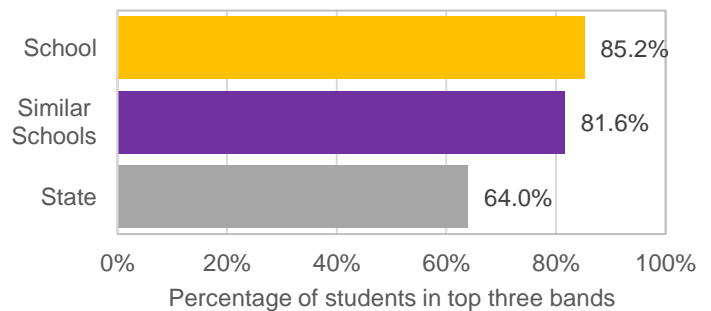
Similar Schools average:

81.6%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

67.1%

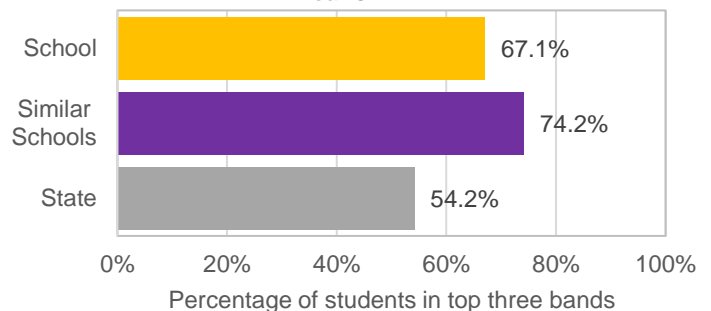
Similar Schools average:

74.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

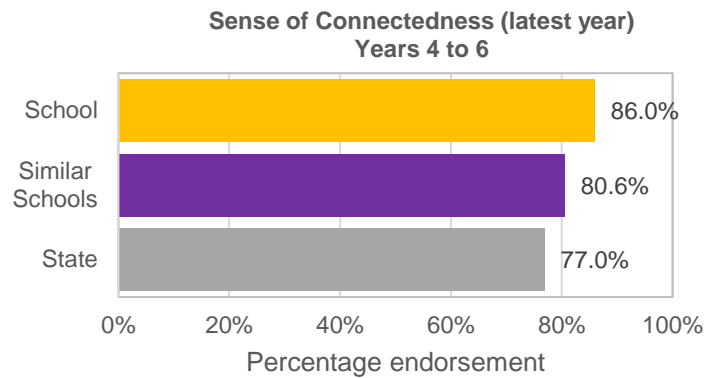
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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).

Sense of Connectedness Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	86.0%	82.1%
Similar Schools average:	80.6%	81.6%
State average:	77.0%	78.5%

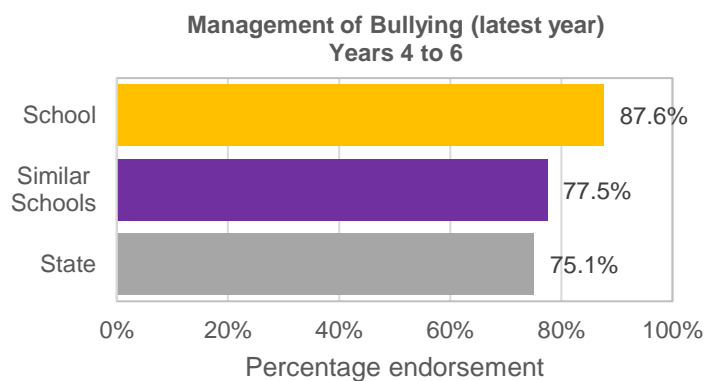


Student Attitudes to School – Management of Bullying

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).

Management of Bullying Years 4 to 6

	Latest year (2023)	4-year average
School percentage endorsement:	87.6%	80.1%
Similar Schools average:	77.5%	78.5%
State average:	75.1%	76.9%



ENGAGEMENT

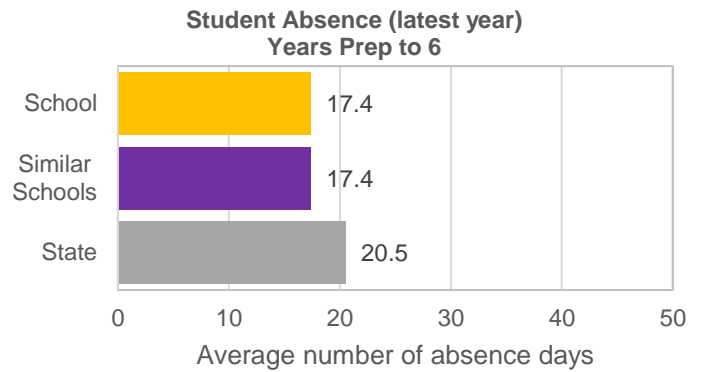
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.4	15.1
Similar Schools average:	17.4	14.2
State average:	20.5	18.1



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 (2023):	92%	91%	92%	92%	92%	90%	90%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,772,104
Government Provided DET Grants	\$583,201
Government Grants Commonwealth	\$22,937
Government Grants State	\$0
Revenue Other	\$57,452
Locally Raised Funds	\$598,732
Capital Grants	\$0
Total Operating Revenue	\$7,034,425

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,112
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,112

Expenditure	Actual
Student Resource Package ²	\$5,244,841
Adjustments	\$0
Books & Publications	\$5,925
Camps/Excursions/Activities	\$175,768
Communication Costs	\$5,084
Consumables	\$138,575
Miscellaneous Expense ³	\$26,990
Professional Development	\$18,675
Equipment/Maintenance/Hire	\$131,793
Property Services	\$95,328
Salaries & Allowances ⁴	\$309,595
Support Services	\$43,496
Trading & Fundraising	\$46,363
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$38,568
Total Operating Expenditure	\$6,281,002
Net Operating Surplus/-Deficit	\$753,424
Asset Acquisitions	\$116,235

- (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 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$947,910
Official Account	\$21,246
Other Accounts	\$38,395
Total Funds Available	\$1,007,551

Financial Commitments	Actual
Operating Reserve	\$158,849
Other Recurrent Expenditure	\$17,548
Provision Accounts	\$3,945
Funds Received in Advance	\$0
School Based Programs	\$267,788
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	\$300,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$748,130

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.