

2022 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 (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 28 March 2023 at 10:46 AM by Anita Elliott (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 30 March 2023 at 08:13 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).

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

Heathmont East Primary School is located in the leafy, green in the outer eastern Melbourne suburb of Heathmont. In the reporting year of 2022, the student population is 606 students, with 30% of students identifying as having English as an additional language. The learning of the students' was supported across 27 classes, with specialist subject areas of Physical Education, Art, STEAM (Science, Technology, Engineering, Arts and Maths), Japanese and Performing Arts.

Our staffing included three members of the principal class; one principal, and two assistant principals with key responsibilities of curriculum and wellbeing. Teaching staff included 2 Learning Specialists, and 33.3 full time equivalent staff, inclusive of teachers supporting students through EAL and Tutor Learning Initiative funding. 8.83 full time equivalent Education support staff support the implementation of all aspects of the school with the Office having 3 staff, and 6.03 FTE staff working directly with students.

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 2022, HEPS continued to work toward the Strategic Plan goal to attain high achievement and maximise learning growth in Literacy and Numeracy. Key improvement areas were in the development and embedding of an agreed instructional model, incorporating high impact teaching strategies, to enable consistent, high-quality instruction in every classroom.

In working toward achievement of the goal, staff engaged in high quality professional learning and research in Numeracy. This culminated in the creation of a whole school Numeracy Instructional Model. The model provides for planning and provision of learning experiences that enable students to engage with explicit teaching, explore their mathematical understandings, summarise and evaluate their learning. A critical element of the HEPS model is in developing students' ability to understand and articulate strategies they are using when working mathematically.

Throughout the 2022 school year, our staff focussed on improving pedagogical practice and knowledge in the areas Numeracy and Engagement, thereby addressing both aspects of the centre of the Framework for Improving Student Outcomes. This included engaging in both whole school and individual professional learning. As a whole school we worked with education consultant Glen Pearsall to support better understanding of students point of need of learning during class sessions. The staff also engaged with The Victorian Gifted Learning Association, Transform Us, and collaborated across schools. The impact of this learning has directly related to improved student learning outcomes.

Results from the NAPLAN assessment showed our students in the top 2 bands as:

	HEPS Yr 3	State Yr 3	HEPS Yr 5	State Yr 5
Reading	75%	58%	57%	44%
Writing	69%	51%	34%	29%
Spelling	62%	49%	42%	37%
Numeracy	59%	39%	34%	27%

Grammar & Punctuation	77%	54%	41%	32%
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Wellbeing

Heathmont East implemented the Disability Inclusion model in 2022. The model replaces the old PSD (Program for Students with Disabilities). Through this program we have been able to build on the significant strengths of all students while making the necessary adjustments in order that they may have success. This program and the resulting funding allow Heathmont East Primary to support and extend students in wide range of methods including; one-on-one intervention, additional technology and social groups.

We have continued to implement the SWPBS framework (school wide positive behaviour) this year. This framework was designed with the input of students, parents as well as teachers and leadership. Heathmont East Primary implement consistent behaviour management strategies based on our Behaviour Management Flowchart. We also use the school's values of Respect, Resilience, Teamwork and Growth to describe what positive behaviours look like in the classroom and on the playground.

We have continued the successful Connect Groups in 2022, where students from all year levels join to focus on particular aspects of wellbeing such as; positive health, relationships and achievement. This has helped foster a sense of belonging and connection amongst our students, staff and parent community. Heathmont East Primary continue to implement the language of Positive Education. The whole staff have received training in PosEd and have implemented this strength-centred approach across the school. Positive Education teaches students what its like when things are going well rather than trying to fix mistakes. Heathmont East Primary implement the Respectful Relationships curriculum which teaches students how to demonstrate respect for themselves as well as others.

We implemented the Start-Up program again this year with great results. A team of teachers and leadership staff designed a week's worth of activities for all teachers to teach at the start of the school year. The activities were aimed at promoting the wellbeing of all students through engagement. This promoted a high level of consistency throughout the school resulted in a very smooth start to the year.

Engagement

In 2022 a strategic focus was to empower students to be more actively engaged in their learning. Staff continued to build collective and individual professional practice in providing opportunity for student voice and engagement in the classroom. A range of data collection systems were used to identify student engagement in learning including the PIVOT survey, Attitude to School Survey, and across student focus groups. During term 4, Year 5 & 6 students engaged with a school created survey to enable teachers to monitor engagement and alter teaching practice for best effect.

In 2022, the average days of student absence increased to 21.6 days an increase on previous years. This was in response to the Covid pandemic. Many families undertook extensive holidays; visiting family overseas or undertaking postponed holidays. Unwell students were more regularly kept away from school and a proportion of students contracted Covid and had absence in accordance with State requirement. Students who presented at school and were unwell were sent home to recover and for the lessen the risk of wide spread illness in our community.

An increased focus was placed on supporting students to connect with their learning within the classroom. As a staff we worked with external consultants from Transform Us to support the use of physical movement in lessons. Through professional learning with Glen Pearsall, staff developed their practice in formative assessment whilst teaching. The impact of flexibility of pedagogy supported the engagement of students. Our focus on Numeracy demonstrated greater impact on student growth through the provision of rich learning tasks, enabling students to engage and feel success at their own zone of proximal development. Students were supported to understand their own growth areas through sharing of data and celebration of individual growth.

Positive evidence of student connection and engagement was indicated within the Year 4 – 6 Attitude to School survey. Student sense of connectedness was 81% positive, Sense of Inclusion 91% positive and Student Voice and Agency 72%, which respectively compares to State figures of 78%, 87% and 65%.

The Junior School Council continued to have an active role in the school. They contributed to a number of school events including; a cake stall during Open Night, Fund raising events for local charities, responding to and taking a proactive approach to rubbish within the school ground. Members of the JSC regularly attend and report to school council.

Other highlights from the school year

In 2022, our students learning was enhanced through our Years 3 - 6 camping program, to Mt Evelyn, The Grampians and Healesville. Students were also offered many opportunities to learn beyond the classroom with many excursions and sporting events. Some of these rich experiences included Interschool Sport, Athletics Days, Cross Country events, Swimming, visits to the Melbourne Museum, the local train park, the Gould League and others. Our open t-ball team were successful in becoming state champions.

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 our first whole school production.

Students were also provided with opportunity to participate in learning of musical instruments, engagement with the Gifted Insights program and selected students in the Maths Olympiad and Explorers program. A small group of students engaged with Heathmont College students to explore and extend mathematical understandings.

Our school purchased and began the implementation of virtual reality to support inquiry learning and student understanding of the world beyond their local area.

Financial performance

Strong workforce management and the close and ongoing monitoring of cash budgets via our program budget coordinators, Principal, Business Manager, and the school Finance Subcommittee have contributed to the provision of a healthy surplus. We continue to Aim High at HEPS by ensuring that our financial activity is driven by the goals and objectives outlined in our school's strategic plan.

The surplus has enabled the school to retain committed funds for capital works projects deferred in 2022, pending the outcome of the 2023 state budget. These works include the upgrade of the P-2 playground, asphaltting of the staff carpark, gym improvements, painting and cottage roof works.

Capital works undertaken in 2023 include the refurbishment of the school foyer, replacement of the BER retaining wall and the installation of a shade sail between the Cottage and Villa.

We had a very successful year of fundraising facilitated by our PA including a mixture of student and whole community events. These funds contributed to the development of our landscape master plan and new shade sail. Previously raised funds will be used to support the ongoing implementation of our landscape master plan in a phased approach.

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 604 students were enrolled at this school in 2022, 300 female and 304 male.

27 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).

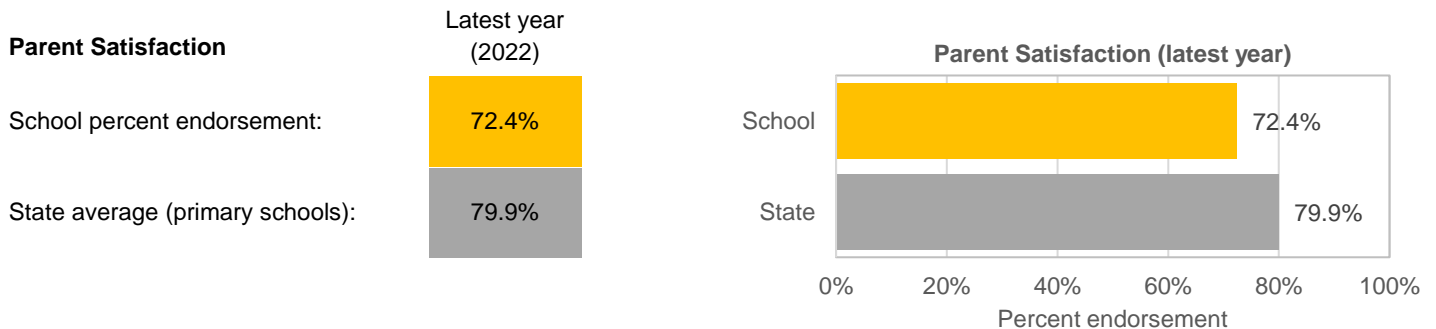
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The 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.

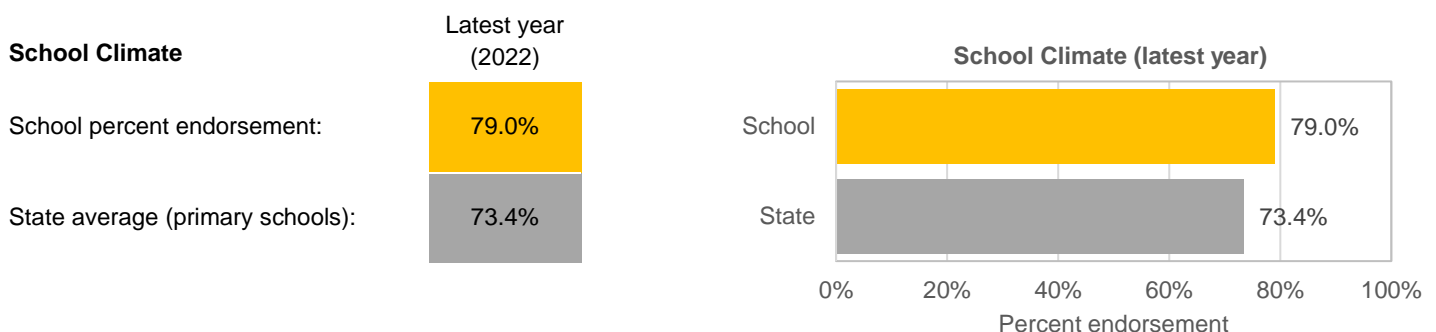


School Staff Survey

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:

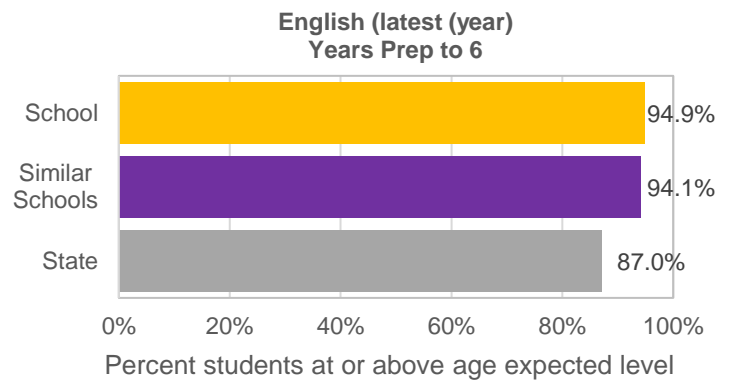
94.9%

Similar Schools average:

94.1%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

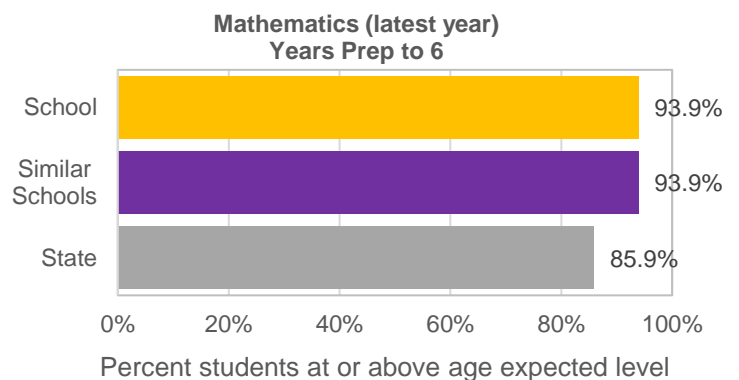
93.9%

Similar Schools average:

93.9%

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.

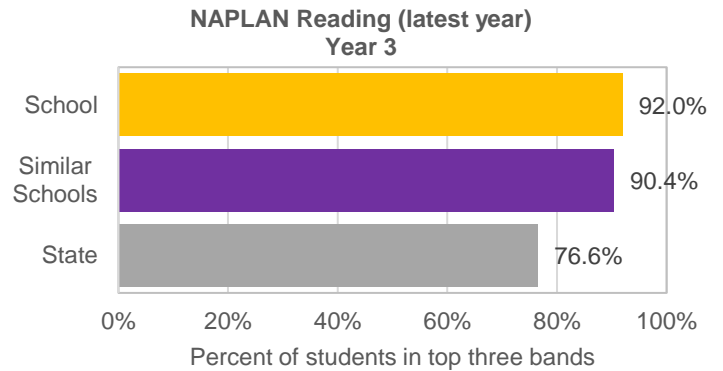
NAPLAN

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.

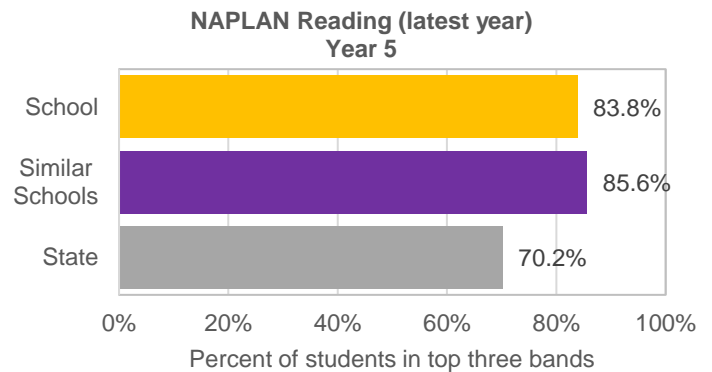
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	92.0%	91.2%
Similar Schools average:	90.4%	89.3%
State average:	76.6%	76.6%



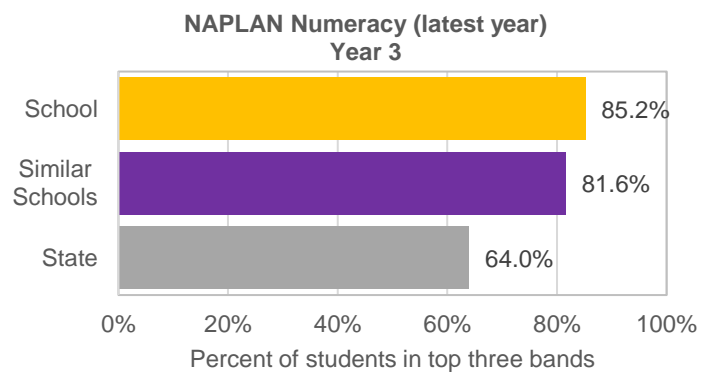
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.8%	84.1%
Similar Schools average:	85.6%	84.6%
State average:	70.2%	69.5%



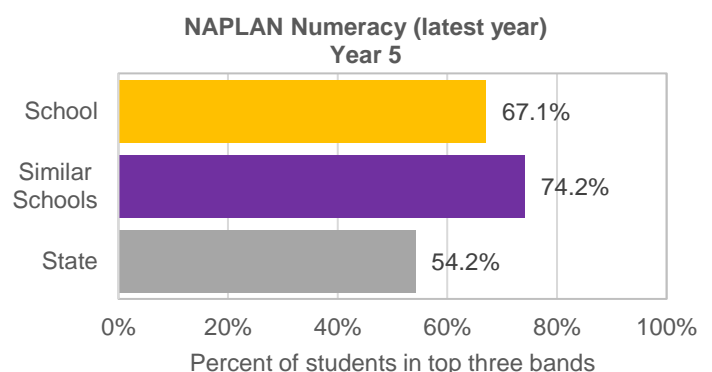
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	85.2%	83.3%
Similar Schools average:	81.6%	82.2%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.1%	74.3%
Similar Schools average:	74.2%	77.2%
State average:	54.2%	58.8%



WELLBEING

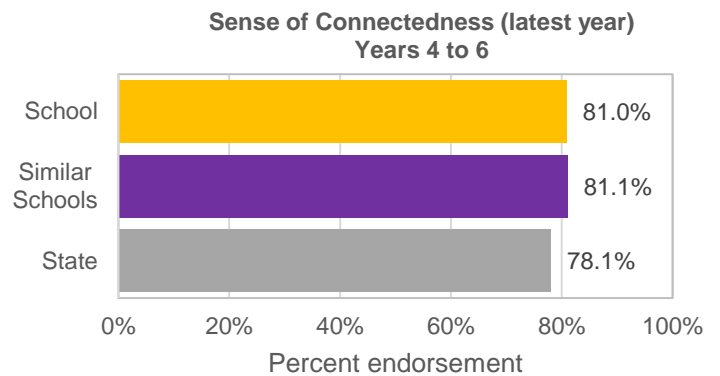
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	81.0%	79.1%
Similar Schools average:	81.1%	82.3%
State average:	78.1%	79.5%

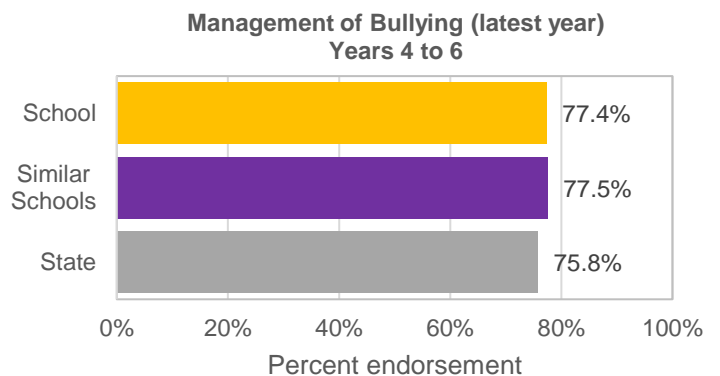


Student Attitudes to School – Management of Bullying

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:	77.4%	76.6%
Similar Schools average:	77.5%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

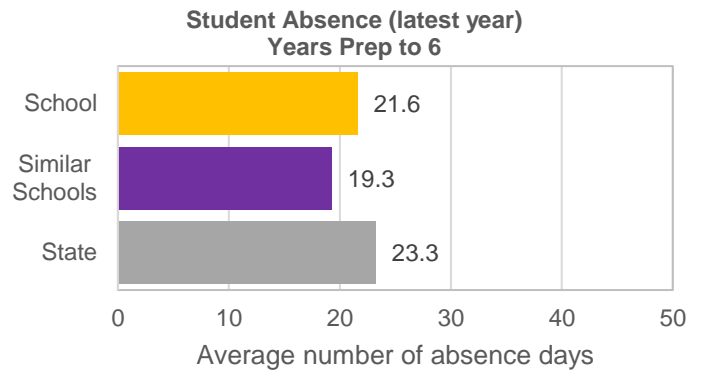
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	21.6	14.4
Similar Schools average:	19.3	13.4
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):	89%	90%	91%	89%	89%	90%	87%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,322,718
Government Provided DET Grants	\$605,769
Government Grants Commonwealth	\$18,144
Government Grants State	\$0
Revenue Other	\$29,632
Locally Raised Funds	\$565,630
Capital Grants	\$25,000
Total Operating Revenue	\$6,566,893

Equity ¹	Actual
Equity (Social Disadvantage)	\$27,891
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$27,891

Expenditure	Actual
Student Resource Package ²	\$5,069,306
Adjustments	\$0
Books & Publications	\$6,908
Camps/Excursions/Activities	\$197,784
Communication Costs	\$8,086
Consumables	\$125,323
Miscellaneous Expense ³	\$20,751
Professional Development	\$13,093
Equipment/Maintenance/Hire	\$81,581
Property Services	\$132,384
Salaries & Allowances ⁴	\$363,032
Support Services	\$62,347
Trading & Fundraising	\$29,792
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$322
Utilities	\$37,901
Total Operating Expenditure	\$6,148,611
Net Operating Surplus/-Deficit	\$393,282
Asset Acquisitions	\$205,040

- (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	\$815,421
Official Account	\$85,587
Other Accounts	\$25,404
Total Funds Available	\$926,412

Financial Commitments	Actual
Operating Reserve	\$163,915
Other Recurrent Expenditure	\$40,667
Provision Accounts	\$3,299
Funds Received in Advance	\$6,000
School Based Programs	\$194,146
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	\$450,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$858,027

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.