**2020 Annual Report to**

**The School Community  
  
School Name: Healesville Primary School (0849)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 2020 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 01 June 2021 at 09:28 AM by Tracey Robertson Smith (Principal) |

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| The 2020 Annual Report to the school community:   * has been tabled and endorsed at a meeting of the school council * will be publicly shared with the school community. |
| To be attested by School Council President |

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How to read the Annual Report

What has changed for the 2020 Annual Report?

**Improved appearance**

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school’s data with state averages and similar school groups.

**School performance data**  
  
The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the *‘About Our School’* section refer to?

The About Our School section provides a brief background on the school, an outline of the school’s performance over the year and future directions.

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 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

**Achievement**

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

*Note: NAPLAN tests were not conducted in 2020*

**Engagement**

Student attendance at school

**Wellbeing**

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

* Sense of Connectedness
* Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by ‘NDP’ where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

‘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 a disability 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**

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| School context |
| Healesville Primary School is located in the township of Healesville, we are fortunate to have extensive grounds and excellent facilities. There are outdoor classroom spaces and beautiful artwork throughout the school in the form of murals. Our students have wide open play areas, multiple playgrounds, double classrooms, a gymnasium, Library, Art and Performing Art spaces as well as a canteen to provide healthy lunches. We provide a comprehensive curriculum, personalised learning, exceptional teaching and high expectations. We ensure that when students graduate, all opportunities in life are open to them. There are four main values at our core and these form the basis for all of our schooling. They are: Respect – we show respect, Community – we are part of a community, Confident – we are confident, Learning – we are always learning. We recently added a motto to our logo ‘Together we make a difference’. Healesville Primary have extremely strong ties to the community and believe in the importance of school / parent / guardian partnerships.  There are currently 196 students attending Healesville Primary. The school has seen a steady decline in enrolments over previous years. This trend has now stopped as the start of 2020 saw an increased enrolment from 16 preps in 2109 to 31 in 2020. Our Prep to Two students are located in the top level of our double story building. The grade three and four students are located on the bottom level of this building and the grade five and six students are located in the BER building. There were ten classes in 2020 many of them multi age. Inclusion has a strong focus at Healesville Primary and Yarra Ranges SDS have a double classroom located on our site. Their students participate in all our specialist areas, camps, sporting activities and excursions whilst completing their own literacy and numeracy focuses.    The school underwent significant staffing changes in 2019, staffing has settled resulting in minimal change in 2020. The staffing profile in 2020 was, one principal class, ten classes taught by nine full time staff and one job share. Specialist programs consisted of Visual Art, Performing Art, P.E. and Cultural Education which is taught by Brooke Wandin and supervised by the class teachers. Cultural Education which is the language and culture of the Indigenous People of Healesville – Woiwurrung Culture. This is a unique opportunity for our Healesville Primary students as no other local primary school offers this. There were five Educational Support staff working in classrooms. We have a Chaplin who works 0.4. Our business manager works 0.8 and an office manager who works 0.8. We have the Levelled Literacy Intervention and the Toe by Toe programs in place which are highly effective and popular with our students. In fourth term we introduced Quick Smart Maths which is a Maths intervention program for students in grade Four – Six.   Our grounds are extensive and there is a strong focus on sustainability with our vegetable gardens and chicken coup forming the base for the sustainability hub. Our students work in the garden growing and cultivating vegetables and then use them in our kitchen which is housed in the After School Care building.   HPS did not have a vision. Term one 2020 saw the creation of a school vision by the staff. Our vision has strong links to the school values of Respect, Community, Confidence and Learning. The vision for HPS is : At Healesville Primary School we inspire all students to be curious, creative and engaged lifelong learners. We develop resilient, confident and respectful students who have the necessary skills to be a valuable member of their community. As a staff we also created a motto which is : Together we make a difference. This vision and motto underpin everything we do.   2020 saw the emergence of the COCID 19 Global Pandemic. This had a major impact on teaching and learning at HPS. Staff switched to remote teaching. Parents facilitated the learning at home under the direction and guidance of the staff. Our vulnerable students attended onsite learning but only received the same opportunity as those learning from home. Staff worked on a roster to supervise students at school whilst maintaining the remote teaching via ICT. Approximately 40 + devices we loaned to the community to assist with remote learning, this consisted of laptops, iPads and dongles. As well as the impact on teaching and learning there has also been a significant impact of the mental health of many students. There has been a large increase of students with anxiety issues.   Brooke Wandin is the only Aboriginal staff member employed by our school. We have no overseas students currently enrolled at HPS. |
| Framework for Improving Student Outcomes (FISO) |
| The FISO Improvement Priorities for Healesville Primary School in 2020 were: Excellence in Teaching and Learning and Building Practice Excellence. This has been the focus for the past few years and relates directly to our School Strategic Plan and the Annual Implementation Plan.   HPS was fortunate to be selected to work with the DSSI (Differentiated Support for School Improvement) Team for 2019. We carried the work around reading into 2020 and introduced learning walks and professional reading around best practice Literacy teaching. Our use of formative assessment to teach students at their point of need remains a high priority as does the teaching of comprehension. Obviously, the switch to remote learning for term two and three impacted upon the staff’s face to face professional learning.  The school is continuing to develop a culture of continuous teacher improvement based upon high expectations for all - leaders, teachers and students. All teaching staff undertook the Bastow, Local Leaders in Literacy Course throughout term three and four. This was an online course and teachers were able to learn further about Literacy Instruction. Teachers also undertook many of the regions Community of Practice seminars that were provided online. In this way they were able to continue to develop their professional knowledge and continue with initiatives that were started in 2019 such as PLC (Professional Learning Communities), SWPBS (School Wide Positive Behaviour) and Respectful Relationships. |
| Achievement |
| In 2020 our school performance report labelled us as a renew school. Our overall rating for NAPLAN reading has moved from Transform to Stretch which has been due to growth in teacher capacity of the teaching of reading. This has not changed from 2019 as there was no NAPLAN undertaken last year due to the pandemic. HPS chose not to participate in the Attitude to Schools survey, however the staff and parent opinion surveys were completed.  As a school, we continue to build a culture that expects instructional leadership and continuous teaching improvement; using targeted professional learning and reading, coaching, peer observation and learning walks. In term one and four when we were face to face. The principal was able to fulfil the role of coach and be involved in collaborative planning. Collaborative planning is based upon PLC processes and it enables our teachers and students to have access to the latest research regarding best practice in the classroom.   In term one and four teachers consistently moderated student work and have implemented accountabilities and robust formative and summative assessments to ensure that our teacher judgements are not giving parents a false impression on student abilities. Teachers continue to use Data Walls to assist in targeting students for improvement at their point of need.   Term Four saw a prioritised focus on Literacy, Numeracy and Wellbeing. Our staff believed that our students needed a sharp and narrow focus for their learning. Rather that try to go over all areas that would normally have been taught we focused on what was important and what was the greatest need of our students.   A focus for the 2020 PDP discussions held in term four was to take all of the areas that had worked well during remote learning and see what we could continue to implement in a ‘normal’ year. The strengthened partnership between home and school was itemised as a priority to build upon.   Professional Learning will be focus for 2020, with three staff undertaking the Bastow - Literacy Leaders Program, the leadership team undertaking Bastow - Leading Curriculum and Assessment and the Literacy Leader undertaking Literacy, Data and Assessment Practice also at Bastow. Both our Literacy and Numeracy Leaders will be attending all Regional Capability days.   HPS will also be involved in a number of Communities’ of Practice at a network level – PLC, Respectful Relationships, SWPBS, Literacy and Numeracy CoPS.  Our PSD funding was used to employ education support staff to work specially with these students. One of our PSD students also attends the Good Life Farm. |
| Engagement |
| There has been some slight improvements with our attendance data although this is a continued focus for improvement. We have been working as a network to improve attendance data overall within the Yarra Valley. There are ongoing issues with particular families who choose to keep their children at home for a number of reasons. We will continue to engage these parents with our welfare team and continue to send the message to parents 'that it's not ok to be away'. This proved to be a challenging focus during the pandemic as many students missed a great deal of school as they struggled to learn from home. However teachers were able to monitor students’ online attendance and submitting of work.   Once school resumed face to face we were able to offer the full range of opportunities to engage with the school such as Sustainability, our lunchtime clubs and JSC. At HPS we are innovative in that we offer a range of activities each day at lunch time through our clubs that are developed through our Junior School Council. We have our sustainability hub which provides opportunities to care and nurture our vegetable gardens and our chickens.   We at Healesville believe that students who receive point of need teaching and have success with their personal learning goals, will be engaged and connected to their school. Creating an environment where all students are connected to the school is a prime objective for all staff. |
| Wellbeing |
| Healesville Primary School has comprehensive approach to wellbeing. We have a Wellbeing Leader as part of our SIT and there is a Wellbeing team comprising of teachers from all levels and specialists. We also have a Chaplain that works two days a week. We run Peaceful Minds and Drum beat programs for students to help with issues such as anxiety. There is a SSS support phycologist attached to the school and she works here one day a fortnight. All of this ensures that we are supporting the needs of our students and families as best we can.   The start of term four saw the introduction of our Positive Education Program. All staff have a multi age group of students from prep to six. We meet three or four times per term and the focus is positive education based upon our school values. As we introduced it after remote learning the focus was on developing each group into a community. Students now have many others that they can turn to in the yard and within class as well as another trusted adult.   2020 also saw the reintroduction of both Respectful Relationships and School Wide Positive Behaviours. ( both of these programs suffered with multiple staff changes over a two year period) |
| Financial performance and position |
| Due to declining enrolments, small class sizes, over staffing and many teachers that are at the top of the pay scale we began the school year with a deficit of $15,801. This was paid back in term four of 2020.   At the end of 2020 HPS began the process of In Excess for teaching staff. Due to the reasons stated above we had one full time teacher more than was required. One of our staff members nominated herself to be in excess.   Equity funding was used for the Levelled Intervention Program which focused on improving Literacy. Equity funding was also used for resources to support learning.   In the last week of school for 2020, HPS was advised that it had received the PMSSI, this may mean that the school will no longer need to undertake the in excess process. HPS will also be receiving funding for the teacher /tutor program in 2021 and we will need to employ a teacher for this role.   It is envisioned that our financial position will be quite strong due the funding stated above. |

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.

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 212 students were enrolled at this school in 2020, 91 female and 121 male.

0 percent of students had English as an additional language and 10 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school’s socio-economic band value is: Medium

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.

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| **Parent Satisfaction** | Latest year (2020) |
| School percent endorsement: | 76.1% |
| State average: | 81.2% |

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.

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| **School Climate** | Latest year (2020) |
| School percent endorsement: | 54.8% |
| State average: | 77.8% |

ACHIEVEMENT

***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.

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| **English**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 76.1% |
| Similar Schools average: | 82.5% |
| State average: | 86.3% |

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| **Mathematics**  **Years Prep to 6** | Latest year (2020) |
| School percent of students at or above age expected standards: | 69.4% |
| Similar Schools average: | 81.5% |
| State average: | 85.2% |

NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

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| **Student Absence**  **Years Prep to 6** | Latest year (2020) | 4-year average |
| School average number of absence days: | 13.9 | 16.4 |
| Similar Schools average: | 15.3 | 15.7 |
| State average: | 13.8 | 15.3 |

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| **Attendance Rate (latest year)** |  |  |  |  |  |  |  |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Attendance Rate by year level (2020): | 95% | 94% | 92% | 94% | 93% | 89% | 93% |

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Sense of Connectedness**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 84.8% |
| Similar Schools average: | 76.3% | 78.3% |
| State average: | 79.2% | 81.0% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

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| **Management of Bullying**  **Years 4 to 6** | Latest year (2020) | 4-year average |
| School percent endorsement: | NDA | 90.5% |
| Similar Schools average: | 76.1% | 79.2% |
| State average: | 78.0% | 80.4% |

*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Financial Performance and Position**

Financial Performance - Operating Statement Summary for the year ending 31 December, 2020

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $1,817,020 |
| Government Provided DET Grants | $334,930 |
| Government Grants Commonwealth | NDA |
| Government Grants State | $20,697 |
| Revenue Other | NDA |
| Locally Raised Funds | $30,850 |
| Capital Grants | NDA |
| Total Operating Revenue | **$2,191,172** |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $131,453 |
| Equity (Catch Up) | NDA |
| Transition Funding | NDA |
| Equity (Social Disadvantage – Extraordinary Growth) | NDA |
| Equity Total | **$131,453** |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $1,787,977 |
| Adjustments | NDA |
| Books & Publications | NDA |
| Camps/Excursions/Activities | $15,431 |
| Communication Costs | $3,675 |
| Consumables | $36,128 |
| Miscellaneous Expense 3 | $6,117 |
| Professional Development | $1,127 |
| Equipment/Maintenance/Hire | $109,559 |
| Property Services | $87,078 |
| Salaries & Allowances 4 | $32,763 |
| Support Services | $88,477 |
| Trading & Fundraising | $3,478 |
| Motor Vehicle Expenses | NDA |
| Travel & Subsistence | NDA |
| Utilities | $35,818 |
| Total Operating Expenditure | **$2,207,629** |
| Net Operating Surplus/-Deficit | **NDA** |
| Asset Acquisitions | **NDA** |

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 01 Mar 2021 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 2020

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $46,561 |
| Official Account | $43,521 |
| Other Accounts | NDA |
| Total Funds Available | **$90,081** |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $61,654 |
| Other Recurrent Expenditure | NDA |
| Provision Accounts | NDA |
| Funds Received in Advance | $25,000 |
| School Based Programs | NDA |
| Beneficiary/Memorial Accounts | NDA |
| Cooperative Bank Account | NDA |
| Funds for Committees/Shared Arrangements | $13,000 |
| Repayable to the Department | NDA |
| Asset/Equipment Replacement < 12 months | $9,000 |
| Capital - Buildings/Grounds < 12 months | NDA |
| Maintenance - Buildings/Grounds < 12 months | $14,000 |
| Asset/Equipment Replacement > 12 months | NDA |
| Capital - Buildings/Grounds > 12 months | NDA |
| Maintenance - Buildings/Grounds > 12 months | NDA |
| Total Financial Commitments | **$122,654** |

*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.*