

# 2022 Annual Report to the School Community

School Name: Healesville Primary School (0849)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 April 2023 at 09:18 AM by Tracey Robertson Smith (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 05 May 2023 at 04:31 PM by Lisa Hodgson (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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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. Our motto is 'Together we make a difference' as we highly value the school home partnership. Healesville Primary have extremely strong ties to the community and believe in the importance of school / parent / guardian partnerships.

The school has now maintained an enrolment of around 200 students for the past three years. 2022 saw a prep intake of 43, our strongest in recent years, so we were able to have two straight prep classes. Our Prep to Two students are located in the BER building. The grade three and four students are located on the bottom level of the main classroom block and the grade five and six students are located on the top level. There were nine classes in 2022. There were two prep two grade one/two classes, one grade three/ four class, a straight grade four class and three classes of five/six students. 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. 2022 saw three new teachers join our staff. The staffing profile in 2022 was, one principal class, nine classes taught by eight full time staff and one job share. Specialist programs consisted of S.T.E.M, Creative Arts, P.E. and Cultural Education. Cultural Education 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. We had two part time teachers involved in the Tutor Learning Initiative. 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. We also implemented Quick Smart Maths which is a Maths intervention program for students in grade Four – Six. We were fortunate to be successful with our application for the Primary School Maths in 2021 and 2022 saw the second year of this program, Two of our teachers undertook the training as well as implementing the program across the school. We also employed a Learning Specialist 0.4 for coaching and mentoring in best practice for Literacy. Her role was a dual role as she is also the PSD co-ordinator 0.1 of her time fraction. Currently we have one Aboriginal staff member employed. Approximately 10% of our students are also Koori and we have no overseas students enrolled.

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. Last year saw the installation of four new shade sails. All of the playgrounds now have shade and there is another shaded outdoor learning space where the original school building was.

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. Our motto is : Together we make a difference. This vision and motto underpin everything we do. School Wide Positive Behaviour continued to be one of our primary focuses. We have created five rules which are at the core of our behaviour management plans. These are : I come prepared for class. I am actively listening when others are speaking. I follow adult instructions at all times. I respect the school's, others' and my own property. I include others and accept other's differences. We use tokens for SWPBS that relate to our values and when students are seen displaying positive behaviours they are rewarded with appropriate, learning, confidence, respect or community tokens. When we reach set targets the whole school has a reward. This may be a colour dress day, extra time in the yard at lunchtime or even a movie afternoon. The implementation of this program is successfully creating positive changes in student behaviour. As a school we are extremely proud of our calm and orderly environment. 2022 finally saw the end of remote learning, however this has had a lasting effect on many of our students for their academic achievement and their mental health.

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### Progress towards strategic goals, student outcomes and student engagement

#### Learning

2022 saw the school undertake a review and create a new strategic plan for the next four years. Our goals for the AIP were the department priorities goal.

#### 2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

This was further broken down to optimise learning growth of every student in literacy and numeracy. With a second part that focuses on building staff data literacy, confidence and capabilities through the effective embedding of PLCs and the FISO improvement cycle.

The SIT team consisted of the principal and the leaders of Literacy, Numeracy and Wellbeing. We had a very strong focus on our SWPBS program as well as Numeracy. The teachers who undertook the Primary Maths training implemented Professional Learning for all class teachers and Professional Reading. They worked across the school mentoring, modelling and team teaching best practice numeracy.

In the school performance report for 2022, HPS was rated as Stretch in the Achievement Numeracy Domain, this measures performance on NAPLAN assessments in Numeracy; which includes achievement in top two bands, lifting low performers and positive change in benchmark growth. We were rated as Renew for achievement in the Reading Domain which includes achievement in top two bands, lifting low performers and positive change in benchmark growth. Both are improvements from 2021. The school continues to develop a culture of continuous teacher improvement based upon high expectations for all - leaders, teachers and students. 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. All of the teachers also undertook professional learning based upon the 6 + 1 Traits of Writing which was an online self paced program. They were then able to implement this learning into their classroom practice.

PLC's continue to drive improved learning outcomes for our students. Being a smaller school there were two PLC teams: prep - two and three - six. Teachers met regularly to review student work / data to determine the necessary learning sprints for student improvement.

## 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. In semester one we had a provisional psychologist working one day a week to complete assessments for students with learning difficulties as well as assist with students suffering from anxiety. HPS supports the needs of our students and families as best we can, we have an open door policy and our families know that we will always assist in anyway we can.

In 2021 we introduced our Positive Education Program, this has continued in 2022. 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. Students now have many other students that they can turn to in the yard and within class as well as another trusted adult. 2022 saw the continuation of both Respectful Relationships and School Wide Positive Behaviours. The school has had a focus on creating five main school rules which are: I come prepared for class. I am actively listening when others are speaking. I follow adult instructions at all times. I respect the school's, others' and my own property. I include others and accept others' differences. I come prepared for class. Staff have now finalised our behaviour matrix looking at the sequence of consequences as well as defining major and minor behaviours. All of the whole school rewards activities have been decided by our students and through the Junior School Council. To support the Wellbeing of our students and give them a range of activities at lunchtime that are not always in the school yard, we implement lunchtime clubs. Our JSC worked with the students in all classes to decide upon the clubs that students would like us to run. All of our captains are involved in running the clubs. We have a range of clubs such as gardening, library, art, STEM and games.

## Engagement

Teachers at HPS recognise the importance of school attendance. Staff follow up on any unexplained absences and as a result the percentage of student absence has decreased. We also understand that creating a sense of connectedness to school is extremely important for student wellbeing and engagement.

The Engagement domain focuses on students attendance. In the School Performance Report we were rated in the Influence Domain which is a significant improvement on previous years. 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'. Our students have a full range of opportunities to engage with the school such as Sustainability, 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.

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## Financial performance

Our financial position is quite strong with a reasonable surplus, enabling us to implement programs to support and extend our students. Equity funding was used for the Levelled Intervention Program which focused on improving Literacy, Quick Smart Maths and the TLI program. Equity funding was also used for resources to support learning. In 2021 we were successful in our application for the PMSSI and as a consequence we able to have two of our teachers undertake the training in 2021 and 2022. As well as their personal training they worked across the school mentoring and coaching staff to implement best practice based upon the latest research around the teaching of numeracy. Through our tier two funding we were able to employ a provisional psychologist to undertake assessments and small group support with a focus on student mental health. We were also success in obtaining grants to run the Let's Talk program which focused on positive strategies to engage students on how to talk to each other safely about mental health issues. All of our four playgrounds now have shade sails courtesy of grants and fundraising. We also have shaded outdoor learning spaces.

For more detailed information regarding our school please visit our website at [www.hps.vic.edu.au](http://www.hps.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 195 students were enrolled at this school in 2022, 83 female and 112 male.

2 percent of students had English as an additional language and 8 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).

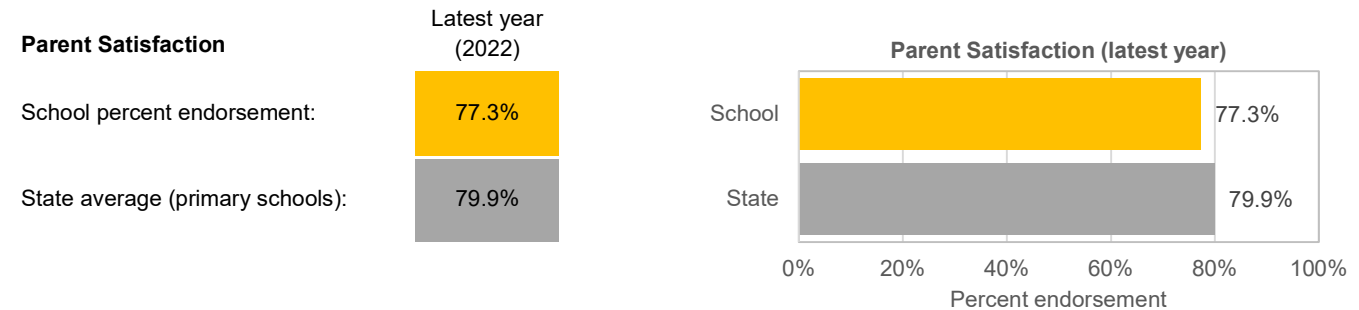
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

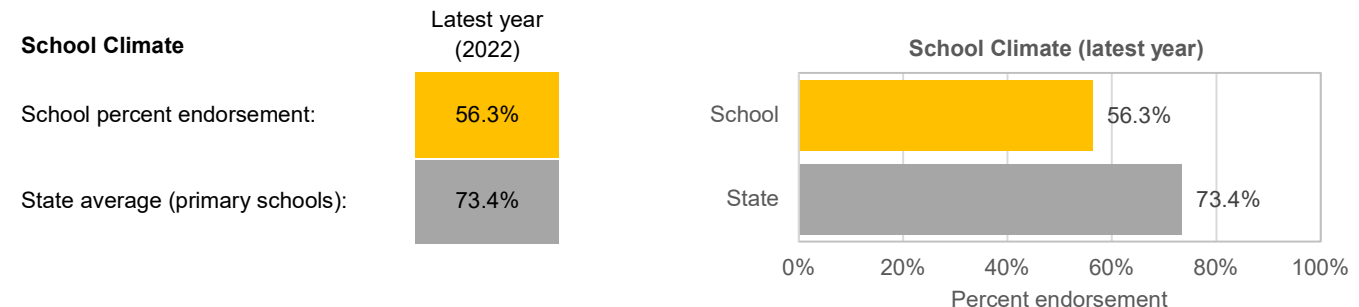


### School Staff Survey

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:

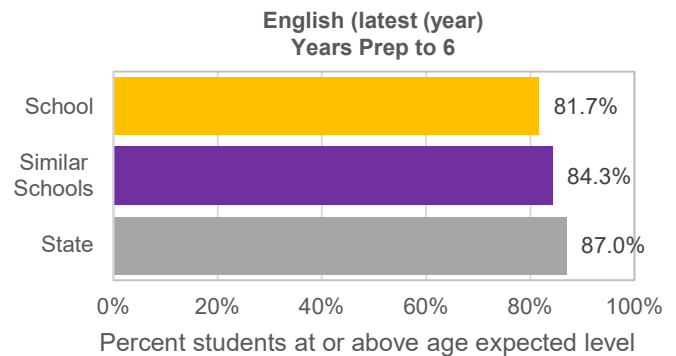
81.7%

Similar Schools average:

84.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

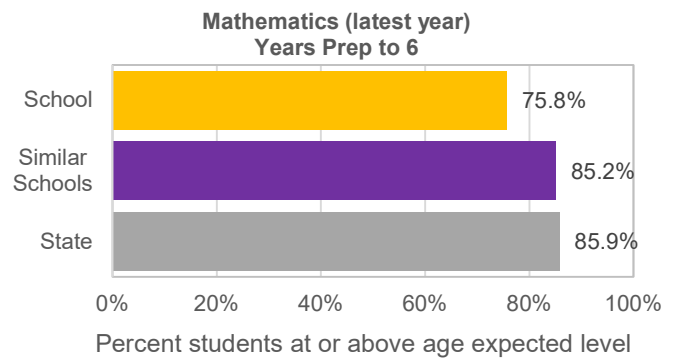
75.8%

Similar Schools average:

85.2%

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.*

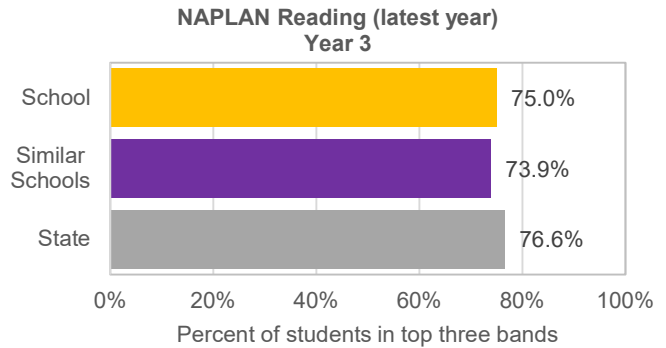
**NAPLAN**

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.

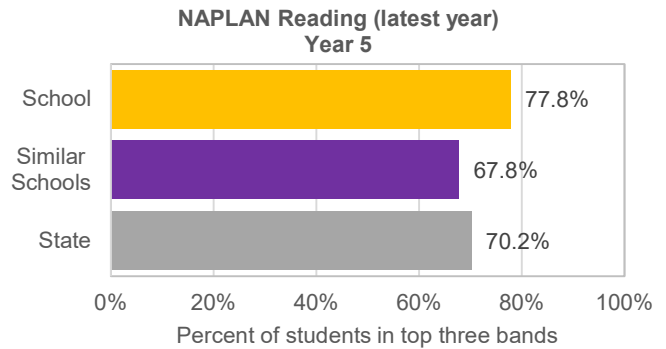
**Reading  
Year 3**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 75.0%              | 74.6%          |
| Similar Schools average:                       | 73.9%              | 72.1%          |
| State average:                                 | 76.6%              | 76.6%          |



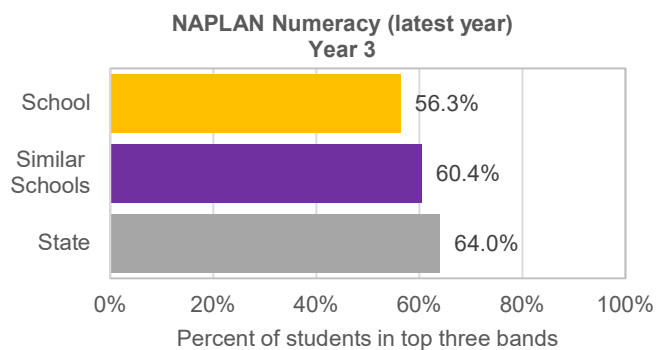
**Reading  
Year 5**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 77.8%              | 63.5%          |
| Similar Schools average:                       | 67.8%              | 66.1%          |
| State average:                                 | 70.2%              | 69.5%          |



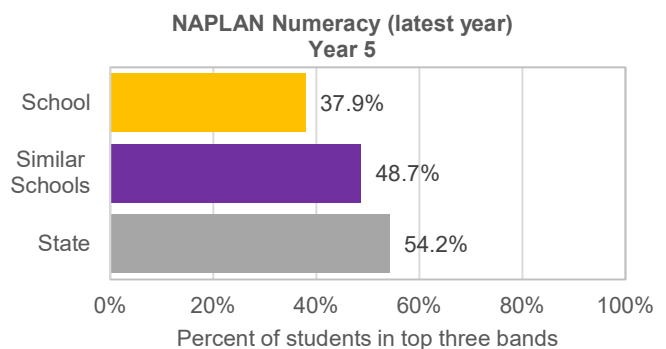
**Numeracy  
Year 3**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 56.3%              | 54.9%          |
| Similar Schools average:                       | 60.4%              | 63.5%          |
| State average:                                 | 64.0%              | 66.6%          |



**Numeracy  
Year 5**

|  | Latest year (2022) | 4-year average |
|--|--------------------|----------------|
| School percent of students in top three bands: | 37.9%              | 39.6%          |
| Similar Schools average:                       | 48.7%              | 52.2%          |
| State average:                                 | 54.2%              | 58.8%          |



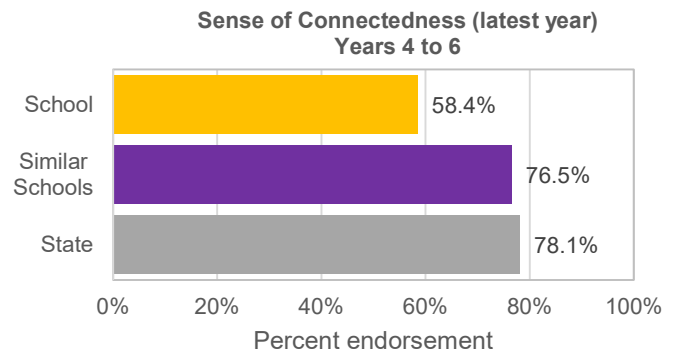
## WELLBEING

**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).

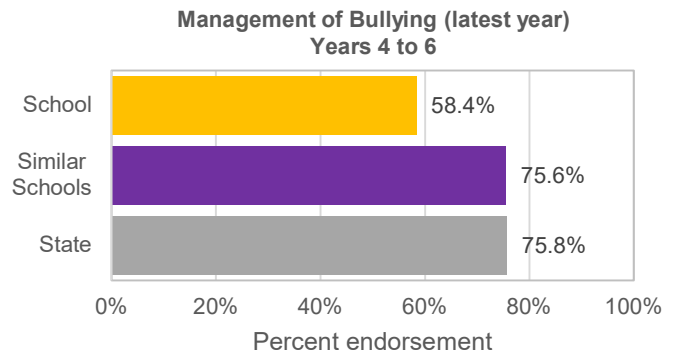
| <b>Sense of Connectedness<br/>Years 4 to 6</b> | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:                    | 58.4%                 | 71.5%             |
| Similar Schools average:                       | 76.5%                 | 77.9%             |
| 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).

| <b>Management of Bullying<br/>Years 4 to 6</b> | Latest year<br>(2022) | 4-year<br>average |
|--|-----------------------|-------------------|
| School percent endorsement:                    | 58.4%                 | 71.4%             |
| Similar Schools average:                       | 75.6%                 | 77.7%             |
| State average:                                 | 75.8%                 | 78.3%             |



## ENGAGEMENT

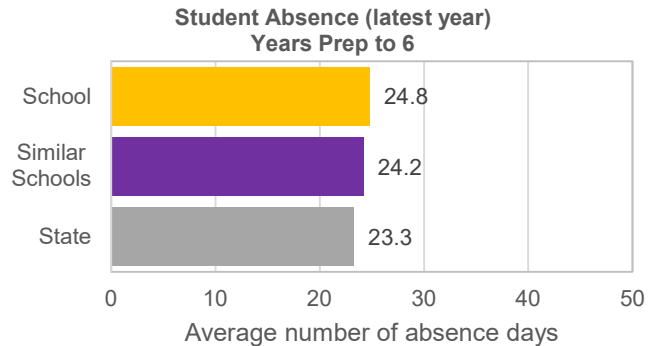
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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: | 24.8               | 17.8           |
| Similar Schools average:               | 24.2               | 17.9           |
| 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%  | 87%    | 92%    | 89%    | 87%    | 87%    | 82%    |

# Financial Performance and Position

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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$2,080,694        |
| Government Provided DET Grants | \$315,095          |
| Government Grants Commonwealth | \$0                |
| Government Grants State        | \$5,427            |
| Revenue Other                  | \$4,395            |
| Locally Raised Funds           | \$107,230          |
| Capital Grants                 | \$0                |
| <b>Total Operating Revenue</b> | <b>\$2,512,841</b> |

| Equity <sup>1</sup>                                 | Actual          |
|---|-----------------|
| Equity (Social Disadvantage)                        | \$85,995        |
| Equity (Catch Up)                                   | \$0             |
| Transition Funding                                  | \$0             |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0             |
| <b>Equity Total</b>                                 | <b>\$85,995</b> |

| Expenditure                           | Actual             |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$2,067,027        |
| Adjustments                           | \$0                |
| Books & Publications                  | \$3,935            |
| Camps/Excursions/Activities           | \$64,131           |
| Communication Costs                   | \$3,546            |
| Consumables                           | \$40,032           |
| Miscellaneous Expense <sup>3</sup>    | \$16,301           |
| Professional Development              | \$676              |
| Equipment/Maintenance/Hire            | \$52,391           |
| Property Services                     | \$83,170           |
| Salaries & Allowances <sup>4</sup>    | \$68,656           |
| Support Services                      | \$87,864           |
| Trading & Fundraising                 | \$16,432           |
| Motor Vehicle Expenses                | \$0                |
| Travel & Subsistence                  | \$0                |
| Utilities                             | \$31,479           |
| <b>Total Operating Expenditure</b>    | <b>\$2,535,639</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>(\$22,798)</b>  |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

- (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

| <b>Funds available</b>        | <b>Actual</b>   |
|-------------------------------|-----------------|
| High Yield Investment Account | \$13,264        |
| Official Account              | \$70,552        |
| Other Accounts                | \$0             |
| <b>Total Funds Available</b>  | <b>\$83,817</b> |

| <b>Financial Commitments</b>                | <b>Actual</b>   |
|---|-----------------|
| Operating Reserve                           | \$65,659        |
| Other Recurrent Expenditure                 | \$824           |
| Provision Accounts                          | \$0             |
| Funds Received in Advance                   | \$0             |
| School Based Programs                       | \$0             |
| 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     | \$0             |
| Maintenance - Buildings/Grounds > 12 months | \$0             |
| <b>Total Financial Commitments</b>          | <b>\$66,483</b> |

*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.*