

2016 Annual Report to the School Community



School Name: Herne Hill Primary School

School Number: 4681

2017 Student Leaders



Name of School Principal: Shane Ezard

Name of School Council President: Ben Chisholm

Date of Endorsement: 28/03/2017

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au)

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

About Our School

School Context

Established in 1954 Herne Hill Primary School is located in North Geelong and had an enrolment of 226 students at the August census 2016. The school has a (low-mid) socio-economic profile and a (mid-high) proportion of ESL students.

The core purpose of our school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching and learning strategies within a safe and inclusive learning environment that enables students to reach their academic, social, emotional and physical potential.

The staffing EFT consisted of a principal, assistant principal, 0.6 primary welfare, 15.4 teaching staff and 5.7 education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, ICT and Physical Education and we also operated reading and oral language support programs.

The school had (10) students on the PSD program who all showed satisfactory progress toward achieving their individual goals.

We are one of a select few primary schools in the state to offer a Kindergarten on site. This is good for both marketing and transition into Herne Hill Primary School.

The school continues to enhance student learning through the Grade 3-6 iPad program with a focus on improving teacher efficacy in educational applications. The following activities all enhance the learning opportunities of our students: sports days, excursions, incursions, swimming program, daily fitness, interschool sport, marathon club, Music Bus, workshops at GPAC, State School Spectacular, and choir performances. Again this year we were also fortunate to be included in the Just Brass Program which is fully funded by The Salvation Army, Northside.

Staff continued to develop their knowledge of the Victorian Curriculum and invested heavily in developing assessments, scope and sequence documents and units of work aligned to the new curriculum in a guaranteed and viable manner.

The strategic plan for the period 2013-16 had the following goals:

Student Learning: To improve student learning outcomes with a particular focus on Literacy and Numeracy.

Student Engagement & Wellbeing: To strengthen student engagement, resilience and capacity to be personal learners.

Student Transitions: To strengthen pathways and transitions for all students and their families into, through and out of the school.

Framework for Improving Student Outcomes (FISO)

FISO initiative for 2016 included, but not limited to the following:

Building practice excellence- The focus on consistent assessment, planning and teaching across P-6 through the development of consistent assessment schedule, guaranteed and viable scope and sequence documents and targeted professional learning to build teacher pedagogical and content knowledge through professional development, research and learning walks. Curriculum Teams continue to be an important part of building practice excellence through explicit opportunities to collaborate, reflect and revise curriculum processes to ensure quality processes in all curriculum areas.

Building Leadership Teams- Aspirant leaders were involved in a number of professional learning experiences throughout 2016, including Leaders of Learning, Bastow's Leading Curriculum and Assessment, Regional Meetings and shadowing.

Empowering Students and building school pride- Student voice was an explicit focus throughout 2016 through the implementation and consolidation of various programs to promote learning confidence, resilience and student relationships. The programs included KidsMatter, You Can Do It and Bucket filling. Focus on individual goal setting and explicit feedback has also allowed students to become involved in purposeful learning conversations at a more sophisticated level.

Achievement

The overall measure for student learning at Herne Hill Primary School, using combined teacher judgments and results from 2016 NAPLAN data indicated a generally positive result to the median results for all Victorian government schools. Both the Year 3 and Year 5 NAPLAN four-year average reading results indicate that our school is performing well above median levels for all Victorian Government schools. The Year 3 NAPLAN four-year average Numeracy data indicates our school is performing just below all Victorian government schools, however the Year 5 NAPLAN four-year average in Numeracy is performing well above the average of other Victorian government schools. Our NAPLAN learning gain indicates that 70% or greater of our students are achieving medium to high growth across all areas of reading, numeracy, writing, spelling and Grammar/punctuation. Exceptionally, 88% of in students in spelling and 83% of students in punctuation/grammar achieved medium to high growth across years 3-5.

Teacher judgements from AusVELS indicate that our school has significant numbers of students working at or above standard in both English and Mathematics. This is similar to the medium of all Victorian government schools. The strategies implemented in 2016 aligned to student achievement included: targeted professional learning with a focus on reading, writing and mathematics, curriculum teams to develop and align assessment, planning and teaching processes across curriculum areas, embedded use of ICT across



curriculum areas to enhance student engagement, structured PLT's with a focus on teacher capacity, effective pedagogy, data manipulation and moderation to support differentiated student learning.

All students on the PSD program showed satisfactory or above progress in achieving their individual learning and social goals. All Koori students were part of a Koori tutoring program with a focus on literacy and numeracy.

Herne Hill Primary School will continue to strive for excellence through quality and rigorous processes and high levels of Professional Engagement and Practice from staff. The implementation of Literacy, Numeracy and Science/Inquiry coaching will be used to support the development of these priorities.

Curriculum Framework implemented in 2016
(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

Engagement

The 2016 data from the Parent Satisfaction and School Staff surveys were both very positive and above the benchmark for all Victorian government schools. The student attitude to school, 'Connectedness to School' was slightly above the median for all Victorian government schools over the four-year average and 'Student Perceptions of Safety' was slightly above median for all Victorian government school in 2016 and similar to all Victorian government schools over the four-year average.

The Program Achieve capabilities (persistence, resilience, confidence, organization and getting along) were used for social and emotional learning across the school, aligned with a number of programs including, Growth Mindset, Bucket filling and Mindfulness. There are many extra curricular opportunities in place to support classroom learning experiences and a number of intervention and extension opportunities to meet the diverse needs of all students, including engaged play and the sensory program. ICT continues to be an effective tool to increase and broaden learning opportunities across the curriculum through both explicit ICT lessons and integration of computers and IPADs in the classroom as an effective learning tool.

Student leadership continues to be a focus at our school. School captains, House Captains and Junior School Council continues to be an important avenue for student leadership and engagement and allows opportunities for responsibility within and beyond the school community, including but not limited to leading assembly, school fundraising and ANZAC ceremonies.

Attendance continues to be a focus at our school and data over the four-year average indicate a similar trend to that of all Victorian government schools. Attendance is a continual focus through school newsletters, assemblies and parents are continually reminded to contact the school if their child is absent. The principal must be contacted for longer term absences.

Wellbeing

KidsMatter provides the 'whole school' framework for student mental health and wellbeing at Herne Hill Primary School. The continual focus on the school's core values has resulted in a consistent understanding and clear sense of purpose across the school community. Class agreements are developed across all year levels at the start of the school year and have a focus on 'Everyone has the right to feel safe' and 'Everyone has the right to learn'. These agreements are consistent and are evident in student behaviours and conversations both inside and outside in the yard.

Wellbeing continues to be embedded an enhanced across the whole school through approaches and programs, including the 'Buddies' programs, Bullying No Way, R u OK?,NAIDOC week and Difference Awareness Week.

The school continues to support student diversity through regular explicit interventions, ILP's, and SSG's for PSD, Koori and Out of Home Care students.

For more detailed information regarding our school please visit our website at

www.hernehillk6.vic.edu.au

Performance Summary

The Government School Performance Summary 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 50% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p>Enrolment Profile</p> <p>A total of 231 students were enrolled at this school in 2016, 114 female and 117 male. There were 8% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p>Parent Satisfaction Summary</p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Higher</p> <p> Higher</p> <p> Similar</p> <p> Higher</p>



Performance Summary

Key: Range of results for the middle 50% of Victorian government primary year levels: ■
 Result for this school: ■ Median of all Victorian government primary year levels: ■

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>63%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>46%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>13%</td> <td>42%</td> <td>46%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>38%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	50%	33%	Numeracy	29%	63%	8%	Writing	29%	46%	25%	Spelling	13%	42%	46%	Grammar and Punctuation	17%	38%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	17%	50%	33%																							
Numeracy	29%	63%	8%																							
Writing	29%	46%	25%																							
Spelling	13%	42%	46%																							
Grammar and Punctuation	17%	38%	46%																							



Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels:
 Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1043 913"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	93 %	94 %	92 %	<p>Results: 2016</p>  <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p>  <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	93 %	93 %	94 %	92 %										



Performance Summary

Key: Range of results for the middle 50 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Connectedness to School</p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

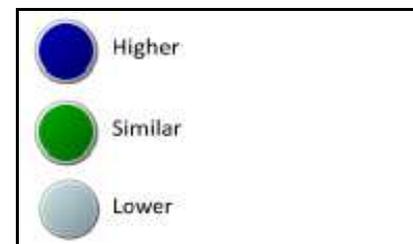
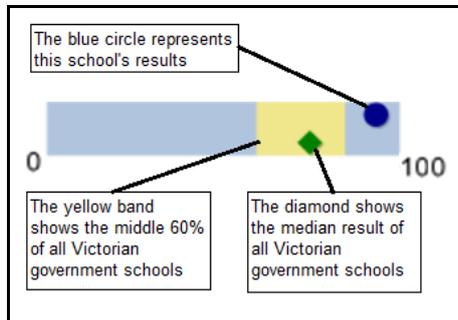
What are student outcomes?

Student outcomes show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

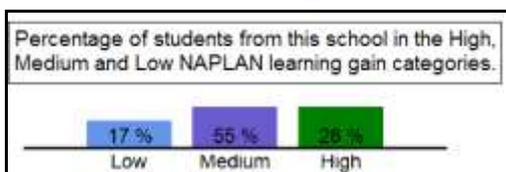
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The *School comparison* measures show that most schools are doing well and are achieving results that are **'similar'** to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have **'higher'** performance. Some schools have **'lower'** performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The *'About Our School'* statement provides a summary of this school's improvement plan.

Financial Performance and Position

Financial performance and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016		Financial Position as at 31 December, 2016	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,083,153	High Yield Investment Account	\$8,627
Government Provided DET Grants	\$314,051	Official Account	\$11,245
Government Grants Commonwealth	\$1,800	Other Accounts	\$84,976
Revenue Other	\$36,177	Total Funds Available	\$104,849
Locally Raised Funds	\$129,857		
Total Operating Revenue	\$2,565,038		
Expenditure		Financial Commitments	
Student Resource Package	\$1,900,680	Operating Reserve	\$77,160
Books & Publications	\$10,337	School Based Programs	\$27,688
Communication Costs	\$5,722	Total Financial Commitments	\$104,849
Consumables	\$51,380		
Miscellaneous Expense	\$101,483		
Professional Development	\$16,946		
Property and Equipment Services	\$141,882		
Salaries & Allowances	\$75,290		
Trading & Fundraising	\$55,040		
Utilities	\$20,293		
Total Operating Expenditure	\$2,379,053		
Net Operating Surplus/-Deficit	\$185,985		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 03 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

Salaries and Allowances refers to school-level payroll.

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.