

2018 Annual Report to The School Community



School Name: Herne Hill Primary School (4681)



- 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 Regulation 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 2018 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 21 March 2019 at 08:57 AM by Shane Ezard
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

To be attested by School Council President

Herne Hill Primary School (4681)

About Our School

School context

Established in 1954 Herne Hill Primary School is located in North Geelong and had an enrolment of 243 students at the census 2018. 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 collaboration and the application of a range of high impact 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 (9) 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 effective 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. In 2018 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 consistent 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 2017-20 had the following goals:

- Every year of the Strategic Plan teachers will implement high impact and consistent assessment, planning and teaching strategies so that all students make at least one year's growth for one year's learning in English and Mathematics.
- Over the life of the Strategic Plan we will provide a safe and inclusive learning environment in which all students are curious, motivated, empowered and challenged so that they achieve their full potential and become valued members of their community.
- Over the life of the Strategic Plan, we will provide a whole school community focus on positive partnerships and resilience, building on the school values so that wellbeing will be enhanced

Framework for Improving Student Outcomes (FISO)

FISO initiative for 2018 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, coaching, professional reading and learning walks. Curriculum Teams continue to be an important part of building practice excellence through explicit opportunities to collaborate, reflect and revise

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curriculum processes to ensure effective learning opportunities in all curriculum areas.

Empowering Students and building school pride- Student voice was an explicit focus throughout 2018 through the implementation and consolidation of various programs to promote learning confidence, resilience and student relationships. The programs included Kids Matter (mental health framework) and Bounce Back (social & emotional program). In 2018 Student Led conferences were held for the first time to build on student voice and ownership of learning. In addition, explicit focus on individual goal setting and explicit feedback has also allowed students to become involved in purposeful learning conversations at a more sophisticated level.

Student leadership was enhanced through student involvement in the 'Blue Earth' program and attendance at the GRIP leadership conference. Our junior school council representatives took an active role in improvements across the school and fundraising for our local community.

Achievement

The overall measure for student learning at Herne Hill Primary School, using combined teacher judgments and results from 2018 NAPLAN data indicated a generally positive result to the median results for all Victorian government schools. Our year 3 NAPLAN four-year average reading results indicate that our school is performing above median levels as measured against Victorian Government schools for reading, numeracy and spelling. Our NAPLAN learning gain indicates that 80% or greater of our students are achieving medium to high growth across the areas of reading and spelling. Also 78% of students in punctuation/grammar achieved medium to high growth across years 3-5. Numeracy will be a focus on 2019 to progress more students into the medium and high relative growth.

Teacher judgements from the Victorian Curriculum indicate that our school has significant numbers of students working at or above standard in both Reading and Mathematics. This is similar to the medium of all Victorian government schools in Mathematics and higher than the medium in Reading. The strategies implemented in 2018 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. Data manipulation and moderation was used 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 improvement.

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

Engagement

The 2018 data from the Parent Satisfaction and School Staff surveys were both very positive and well above the benchmark for all Victorian government schools. The student attitude to school survey was extremely positive. This include 98% High Expectations for Success and 93% Sense of Inclusion. 'Connectedness to School' was again above the median for all Victorian government schools.

The Bounce Back program was used for social and emotional learning across the school, aligned with a number of programs including, Blue Earth, Growth Mindset, Bucket filling and Mindfulness. There were 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.

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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, ANZAC ceremonies, GRIP leadership and Blue Earth.

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 or notify via Compass if their child is absent. There is a strong messages about being on time and at school everyday. The principal must be contacted for longer term absences and support meetings held.

Wellbeing

Kids Matter (Be You in 2019) 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 as well as full accreditation as a 'Kids Matter' school. Class agreements were 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 the classroom and outside in the yard. Wellbeing continued 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 continued to support student diversity through regular explicit interventions including, ILP's, and SSG's for PSD, Koori and Out of Home Care students. We at Herne Hill acknowledge and promote that 'Happy and Calm Students Learn Best'.

Financial performance and position

At the end of 2018, Herne Hill Primary School remains in a sound financial position with adequate funds to support the on going operation of the school for 2019 and beyond. The annual financial result showed a net operating surplus of \$201,430 at the end of the 2018 school year. Precise staffing and curriculum planning structures contributed to the schools financial surplus. Equity funding continued to be used to support the building of teacher capacity and to implement processes & programs to contribute to improved student outcomes. This included, targeted professional learning, consistent assessment practices, Victorian curriculum planning and instructional rounds within the school.

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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 242 students were enrolled at this school in 2018, 110 female and 132 male.

7 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



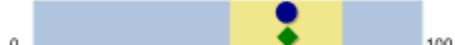
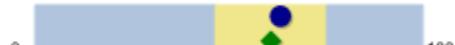
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	 Similar  Similar

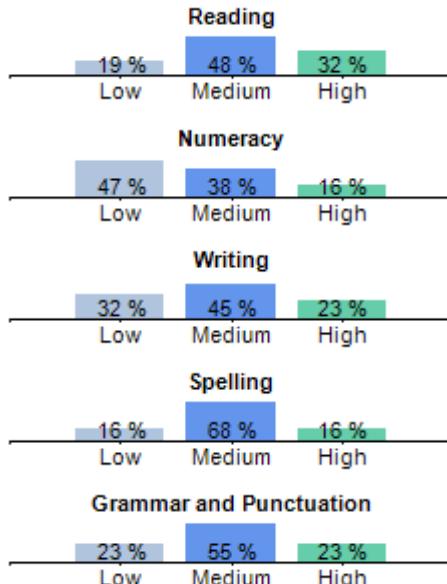
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 <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> 	 Higher  Higher  Similar  Higher
NAPLAN Year 5 <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> 	 Similar  Higher  Similar  Similar

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	 <table border="1"> <thead> <tr> <th>Domain</th> <th>Low (%)</th> <th>Medium (%)</th> <th>High (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19 %</td> <td>48 %</td> <td>32 %</td> </tr> <tr> <td>Numeracy</td> <td>47 %</td> <td>38 %</td> <td>16 %</td> </tr> <tr> <td>Writing</td> <td>32 %</td> <td>45 %</td> <td>23 %</td> </tr> <tr> <td>Spelling</td> <td>16 %</td> <td>68 %</td> <td>16 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23 %</td> <td>55 %</td> <td>23 %</td> </tr> </tbody> </table>	Domain	Low (%)	Medium (%)	High (%)	Reading	19 %	48 %	32 %	Numeracy	47 %	38 %	16 %	Writing	32 %	45 %	23 %	Spelling	16 %	68 %	16 %	Grammar and Punctuation	23 %	55 %	23 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Reading	19 %	48 %	32 %																							
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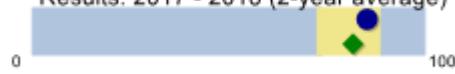
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison</p> <p>A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1"><thead><tr><th>Year Level</th><th>Attendance Rate (%)</th></tr></thead><tbody><tr><td>Prep</td><td>92 %</td></tr><tr><td>Yr1</td><td>93 %</td></tr><tr><td>Yr2</td><td>93 %</td></tr><tr><td>Yr3</td><td>93 %</td></tr><tr><td>Yr4</td><td>90 %</td></tr><tr><td>Yr5</td><td>92 %</td></tr><tr><td>Yr6</td><td>93 %</td></tr></tbody></table>	Year Level	Attendance Rate (%)	Prep	92 %	Yr1	93 %	Yr2	93 %	Yr3	93 %	Yr4	90 %	Yr5	92 %	Yr6	93 %	Similar Similar
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	 Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	 Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,072,591	High Yield Investment Account	\$93,520
Government Provided DET Grants	\$349,882	Official Account	\$18,707
Government Grants Commonwealth	\$6,000	Other Accounts	\$89,204
Government Grants State	\$3,000	Total Funds Available	\$201,430
Revenue Other	\$18,253		
Locally Raised Funds	\$137,392		
Total Operating Revenue	\$2,587,117		
Equity¹			
Equity (Social Disadvantage)	\$206,350		
Equity Total	\$206,350		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,058,129	Operating Reserve	\$68,771
Books & Publications	\$541	School Based Programs	\$132,659
Communication Costs	\$6,733	Total Financial Commitments	\$201,430
Consumables	\$56,442		
Miscellaneous Expense ³	\$105,004		
Professional Development	\$11,723		
Property and Equipment Services	\$112,286		
Salaries & Allowances ⁴	\$77,760		
Trading & Fundraising	\$35,569		
Utilities	\$31,122		
Total Operating Expenditure	\$2,495,310		
Net Operating Surplus/-Deficit	\$91,807		
Asset Acquisitions	\$5,160		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 04 March 2019 and are subject to change during the reconciliation process.

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

(4) 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.

How to read the Annual Report

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

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

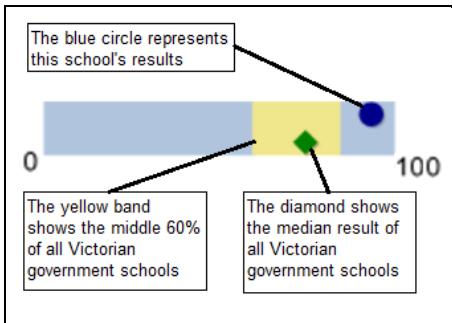
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

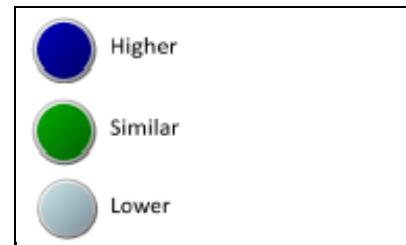


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure 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 shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

[http://www.education.vic.gov.au/school/parents/involve/
Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools 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 their first 11 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 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.

'Levels A to D' 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').