

2019 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 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 2019 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 10 March 2020 at 10:49 AM by Shane Ezard (Principal)

The 2019 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.

Attested on 17 March 2020 at 09:08 PM by Lisa De Groot (School Council President)

About Our School

School context

Established in 1954 Herne Hill Primary School is located in Hamlyn Heights and had an enrolment of 261 students at the 2019 census. The school has a (low-mid) socio-economic profile and a (mid-high) proportion of EAL 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 strategies within a safe and inclusive learning environment that enables students to reach their academic, social, emotional and physical potential. Student voice, agency and leadership continues to be a focus for Herne Hill Primary School.

The staffing EFT consisted of a principal, assistant principal, 0.6 primary welfare, 15.4 teaching staff and 5.1 education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, Digital Technologies and Physical Education and we also operated reading and oral language support programs.

The school had (11) 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, Music Bus, workshops at GPAC and choir performances.

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 curriculum in a guaranteed and viable manner. In 2019 we had two Primary Science Specialist teachers and a Literacy Learning Specialist to support quality programs across all learning areas.

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 initiatives for 2019 included, but not were 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. Professional Learning Teams continue to be an important part of

building practice excellence through explicit opportunities to collaborate, reflect and revise curriculum processes to ensure effective learning opportunities in all curriculum areas. This quality work is supported by our two primary science specialists and our literacy learning specialist. In 2019, we also were part of an effective community of practice with a focus on sharing quality teaching and learning processes between local schools.

Empowering Students and building school pride- Student voice was an explicit focus throughout 2019 through the implementation and consolidation of various programs to promote learning confidence, resilience and student relationships. The programs included Be You (mental health framework) and Bounce Back (social & emotional program). In 2019 Student Led conferences were held for the second 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 various leadership programs, including 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. The student leadership structure was reviewed in 2019 and will be implemented in 2020.

Achievement

The overall measure for student learning at Herne Hill Primary School, using combined teacher judgments and results from 2019 NAPLAN data indicated a generally positive results against 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 76% or greater of our students are achieving medium to high growth across the areas of reading, writing and punctuation and grammar. Also 73% of students in spelling achieved medium to high growth across years 3-5. Numeracy will be a focus on 2020 to progress more students into the medium and high relative growth areas. Reflecting on the Five Year Trend Data Report, Herne Hill Primary School had positive gains across all assessment areas developing greater than state in all areas, except year 3 reading.

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 2019 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. PMSS staff and Literacy learning specialists were employed to support the implementation of this quality work and to build the capacity of staff in targeted areas.

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. This processes included professional readings, learning walks within and beyond the school and staff coaching.

Engagement

The 2019 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 included: 94% High Expectations for Success, 85% Respect for Diversity and 86% Advocate for School. High

expectations for success, respect for diversity, promoting positive behaviours and positive transitions were all above 90% in the parent opinion survey and significant growth was evident in 'non-experience of bullying'.

The Bounce Back program was used for social and emotional learning across the school, aligned with a number of programs including 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. Digital Technologies continues to be an effective tool to increase and broaden learning opportunities across the curriculum through both explicit Digital Technologies lessons and integration of computers and iPADS in the classroom as an effective learning tool. Student voice, agency and leadership continues to be a focus and is a professional learning priority for Herne Hill, both within our school context and as part of a community of practice (COP).

We have a strong Student leadership focus at our school. School captains, House Captains and Junior School Council representatives continue 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 assemblies, school fundraising, ANZAC ceremonies and GRIP leadership.

Excellence in attendance continues to be an emphasis 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

Be You provides the 'whole school' framework for student mental health and well-being at Herne Hill Primary School as we believe that 'calm and happy students learn best'. 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 were developed across all year levels at the start of the school year and are based on the premise that '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 within and beyond the classroom. Positive behaviours are constantly being embedded and 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. These programs are led by our school well being officer and supported by our student leaders. The implementation of Student Diversity Leaders in 2020 will support this work also.

The school continued to promote inclusive education through regular explicit interventions including, IEP'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'.

The 'student safety' domain of the Attitude to school survey was extremely positive with 93% positive/neutral responses across all areas (80% or greater positive).

Financial performance and position

At the end of 2019, Herne Hill Primary School remains in a sound financial position with adequate funds to support the on going operation of the school for 2020 and beyond. The annual financial result showed a net operating surplus of \$267,081 at the end of the 2019 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	
<p>Enrolment Profile</p> <p>A total of 261 students were enrolled at this school in 2019, 122 female and 139 male.</p> <p>6 percent were EAL (English as an Additional Language) students and 4 percent 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>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Above </p> <p>Above </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>Above </p> <p>Above </p>		

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>57%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>54%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>65%</td> <td>19%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	60%	16%	Numeracy	30%	57%	13%	Writing	27%	62%	12%	Spelling	27%	54%	19%	Grammar and Punctuation	15%	65%	19%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>86 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	90 %	86 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>

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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,385,577	High Yield Investment Account	\$246,271
Government Provided DET Grants	\$381,529	Official Account	\$20,811
Government Grants State	\$4,405	Other Accounts	\$0
Revenue Other	\$23,329	Total Funds Available	\$267,081
Locally Raised Funds	\$114,513		
Total Operating Revenue	\$2,909,353		
Equity¹			
Equity (Social Disadvantage)	\$196,681		
Equity Total	\$196,681		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,311,795	Operating Reserve	\$72,748
Books & Publications	\$1,523	School Based Programs	\$194,334
Communication Costs	\$4,940	Total Financial Commitments	\$267,081
Consumables	\$70,468		
Miscellaneous Expense ³	\$90,409		
Professional Development	\$9,183		
Property and Equipment Services	\$139,437		
Salaries & Allowances ⁴	\$76,297		
Trading & Fundraising	\$40,334		
Utilities	\$29,381		
Adjustments	\$141		
Total Operating Expenditure	\$2,773,908		
Net Operating Surplus/-Deficit	\$135,445		
Asset Acquisitions	(\$141)		

- (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 26 February 2020 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)

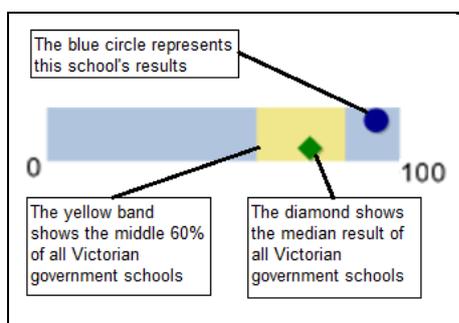
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').