

# 2020 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](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 2020 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 31 March 2021 at 09:16 AM by Shane Ezard (Principal)

The 2020 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 01 April 2021 at 03:45 PM by Lisa De Groot (School Council President)

# How to read the Annual Report

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## What has changed for the 2020 Annual Report?

### Improved appearance

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

### School performance data

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

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

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

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## What does the 'About Our School' section refer to?

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

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

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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

### Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).  
*Note: NAPLAN tests were not conducted in 2020*

### Engagement

Student attendance at school

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

## How to read the Annual Report (continued)

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

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

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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 a disability or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').

## About Our School

### School context

Established in 1954 Herne Hill Primary School is located in Hamlyn Heights and had an enrolment of 264 students at the 2020 census.

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. As a learning community we are committed to offering quality learning experiences across all curriculum areas with a focus on supporting all students along the continuum in a personalised way, in all subject areas. At Herne Hill Primary we have a shared vision of 'High Expectations' of all staff and students and this is modelled and demonstrated in everyday practice. 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 7 part time education support staff. Weekly specialist classes were again offered in Performing Arts, Visual Arts, Digital Technologies, LOTE and Physical Education. We also operate a purposeful reading and oral language support program.

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 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 sports, 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 2020 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)

With the disruption caused by COVID-19, we had to be flexible in our thinking and implementation of the priority work at times needing to differentiate and change direction of focus areas. FISO initiatives for 2020 included, but not were

limited to the following focus areas:

**Building practice excellence-** The continued alignment and focus on consistent assessment, planning and teaching across Foundation-6 through the development of consistent assessment schedule, scope and sequence documents and targeted professional learning to build teacher pedagogical and content knowledge through professional development, research and professional reading. These consistent structures were extremely important as teams were required to collaborate, plan and implement quality teaching and learning experiences remotely. Professional Learning Teams continued 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 2020, 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 2020 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 2020, student voice and agency was extremely important as extended periods of learning was completed remotely by the students. 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 through the implementation of WebEx meetings held on a regular basis.

**Achievement**

When reviewing this data, it is important to note that assessment and reporting was impacted by the COVID-19 pandemic and the repeated process of remote and flexible learning in Terms 2 & 3.. There was also no NAPLAN data collected in 2020 as the testing was not implemented. The overall measure for student learning at Herne Hill Primary School, using teacher judgment data indicated generally positive results achieving above similar schools in both English and Mathematics. Numeracy will be a continued focus on 2021 alongside the continued focus of Literacy. The strategies implemented in 2020 aligning to student achievement included targeted professional learning with a focus on reading, writing and mathematics. Teams were supported during both onsite and remote learning to develop and align assessment, planning and teaching processes across curriculum areas. Data analysis, student conferencing and moderation was used to support differentiated student learning. PMSS staff and Literacy learning specialists were heavily utilised 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 2020 data from the Parent Satisfaction and School Staff surveys were both very positive and well above averages of all Victorian government schools. The student attitude to school survey was extremely positive. This included above state averages for Sense of Connectedness and Management of Bullying, both for 2020 and over a four year average.

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. During both remote and onsite learning, 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 both within and beyond the classroom. 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. These devices were also invaluable to support students to access curriculum learning throughout remote and flexible learning. Student voice, agency and leadership continued 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: negotiate learning goals, co-designed learning activities incorporating student interests, leading assemblies, school fundraising, and opportunities to connect with the wider community.

Throughout 2020, student absence was above for both similar schools and state average, however it is important to understand that the pandemic may have impacted this data. Attendance is a continual focus through school newsletters and assemblies and parents are continually reminded to contact the school or notify via Compass if their child is absent. There is a strong message about being on time and at school everyday. The principal must be contacted for longer term absences and support meetings are held when required.

### 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 also supported this work.

The school continued to promote inclusive education through regular explicit interventions including, IEP's, and SSG's for Koori and Out of Home Care students and those receiving PSD funding. Herne Hill had above state averages for Management of Bullying, both for 2020 and over a four year average.

### Financial performance and position

At the end of 2020, 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 \$210,637 at the end of the 2020 school year. Strategic 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, curriculum planning and instructional rounds within the school.

**For more detailed information regarding our school please visit our website at**  
<http://hernehillk6.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.

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 252 students were enrolled at this school in 2020, 118 female and 134 male.

12 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

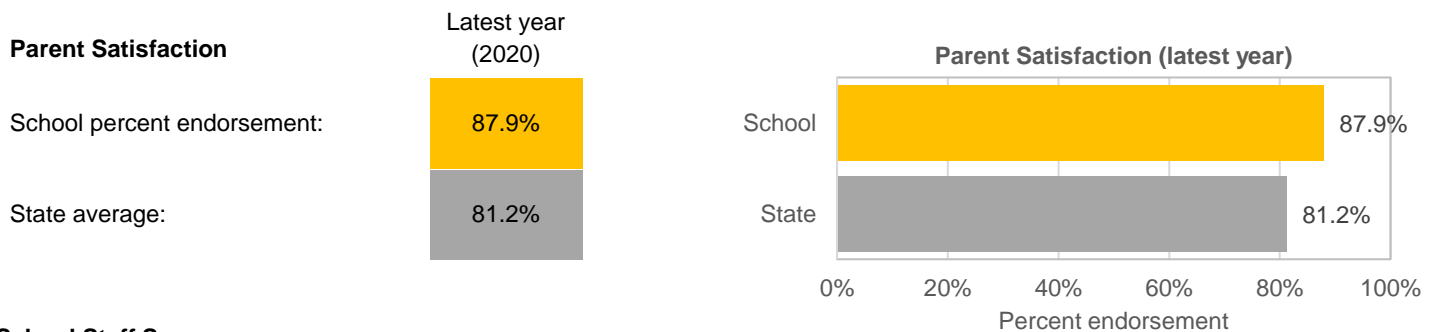
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

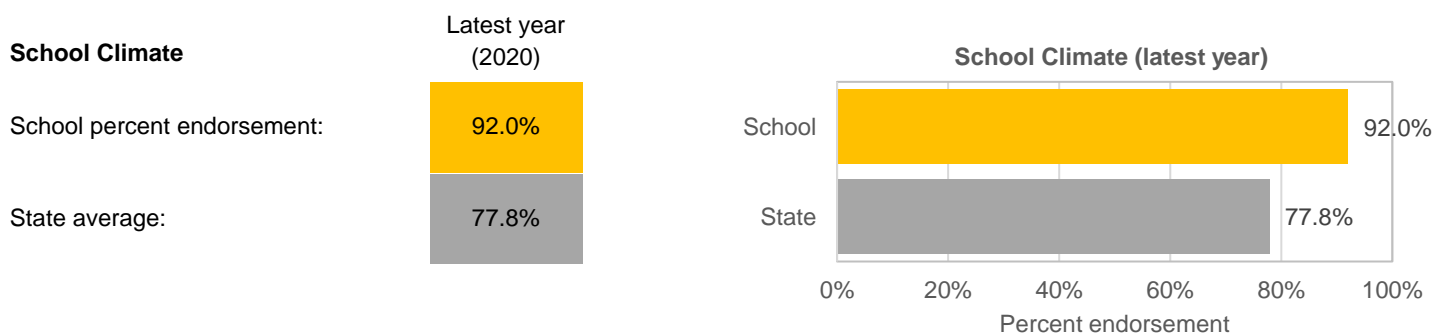


### School Staff Survey

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.



## ACHIEVEMENT

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

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

#### English Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

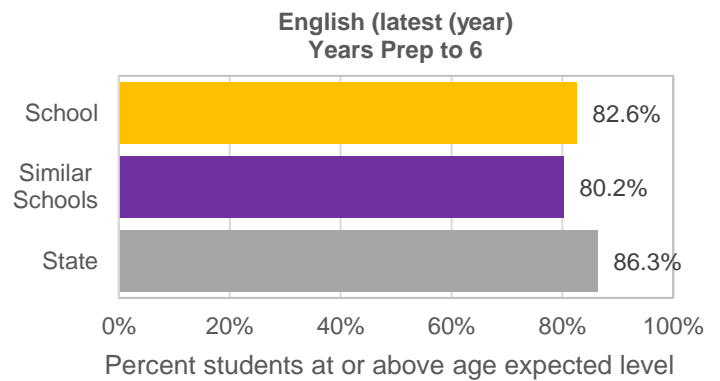
82.6%

Similar Schools average:

80.2%

State average:

86.3%



#### Mathematics Years Prep to 6

Latest year  
(2020)

School percent of students at or above age expected standards:

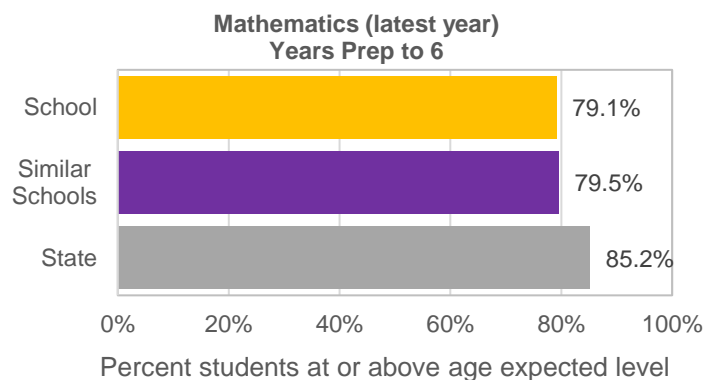
79.1%

Similar Schools average:

79.5%

State average:

85.2%



### NAPLAN

NAPLAN tests were not conducted in 2020.

#### NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student’s current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior).

NAPLAN tests were not conducted in 2020.



## ENGAGEMENT

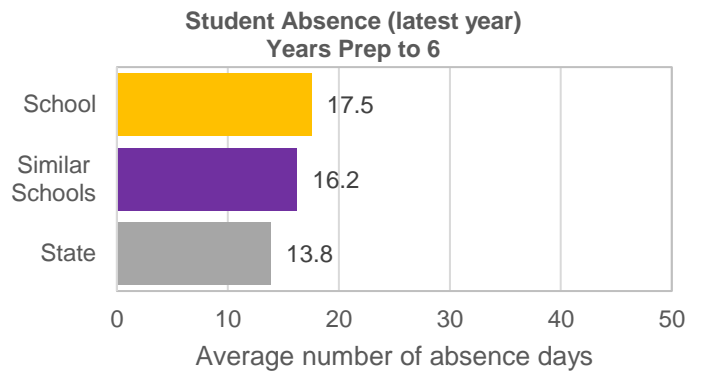
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

#### Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.5	17.6
Similar Schools average:	16.2	16.6
State average:	13.8	15.3



### Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	93%	89%	91%	90%	95%	92%	87%

## WELLBEING

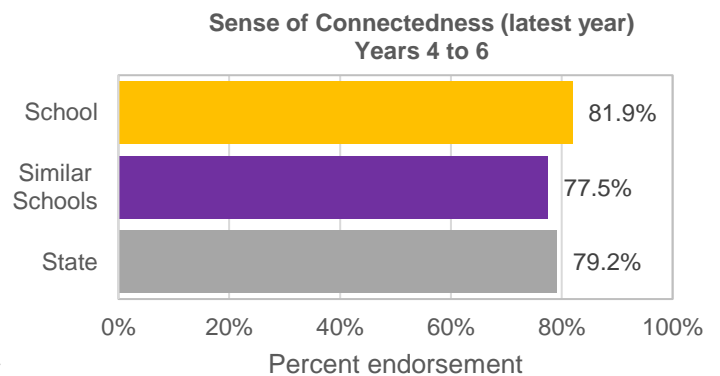
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

<b>Sense of Connectedness Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	81.9%	82.3%
Similar Schools average:	77.5%	78.5%
State average:	79.2%	81.0%



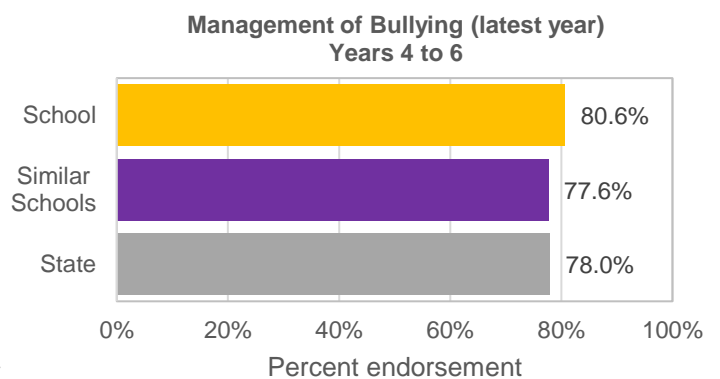
*Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students, indicates the percent of positive responses (agree or strongly agree).

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

<b>Management of Bullying Years 4 to 6</b>	Latest year (2020)	4-year average
School percent endorsement:	80.6%	83.9%
Similar Schools average:	77.6%	78.6%
State average:	78.0%	80.4%



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

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$2,417,766
Government Provided DET Grants	\$462,277
Government Grants Commonwealth	NDA
Government Grants State	\$1,950
Revenue Other	\$12,680
Locally Raised Funds	\$111,026
Capital Grants	NDA
<b>Total Operating Revenue</b>	<b>\$3,005,699</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$224,551
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
<b>Equity Total</b>	<b>\$224,551</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,396,583
Adjustments	NDA
Books & Publications	NDA
Camps/Excursions/Activities	\$38,468
Communication Costs	\$6,571
Consumables	\$68,538
Miscellaneous Expense <sup>3</sup>	\$20,158
Professional Development	\$3,432
Equipment/Maintenance/Hire	\$45,105
Property Services	\$94,539
Salaries & Allowances <sup>4</sup>	\$37,992
Support Services	\$20,454
Trading & Fundraising	\$29,172
Motor Vehicle Expenses	NDA
Travel & Subsistence	\$80
Utilities	\$33,970
<b>Total Operating Expenditure</b>	<b>\$2,795,062</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$210,637</b>
<b>Asset Acquisitions</b>	<b>\$1,413</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 01 Mar 2021 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2020

Funds available	Actual
High Yield Investment Account	\$432,634
Official Account	\$25,635
Other Accounts	NDA
<b>Total Funds Available</b>	<b>\$458,269</b>

Financial Commitments	Actual
Operating Reserve	\$59,715
Other Recurrent Expenditure	NDA
Provision Accounts	NDA
Funds Received in Advance	NDA
School Based Programs	\$398,555
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	NDA
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
<b>Total Financial Commitments</b>	<b>\$458,269</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.*