

# 2022 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 of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2023 at 10:48 AM by Shane Ezard (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 31 March 2023 at 01:05 PM by Lisa De Groot (School Council President)

## How to read the Annual Report

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### What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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### What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

#### School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

#### Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

#### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

#### Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
  - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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### Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

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### What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

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

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

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### What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

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

## About Our School

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### School context

Established in 1954 Herne Hill Primary School is located in Hamlyn Heights with an enrolment of 266 students at the 2022 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, enabling all students to reach their full 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 through differentiated approaches, across all subject areas. At Herne Hill Primary we have a shared vision of 'High Expectations' for all staff and students which is modelled and demonstrated in everyday practice. Student voice, agency and leadership continues to be a focus at Herne Hill Primary School. The staffing EFT consisted of a principal, assistant principal, 0.6 primary welfare, 15.4 teaching staff, 7 part time education support staff and a 0.8 Learning Tutor. 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 (7) students on the Program for Students with Disabilities (PSD) 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 beneficial 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 2022 we had a Literacy Learning Specialist to support quality programs across all learning areas. We also reviewed past school values and introduced new values across the school community. These were developed with voice from staff, students and parents in a strategic manner. The strategic plan for the period 2021-24 displayed the following goals: - To Improve Student Outcomes - To Improve Student Engagement - To Improve Student Wellbeing

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

#### Learning

The overall measure for student learning at Herne Hill Primary School using teacher judgment data indicated positive results, with the school achieving above the state and similar schools in both English and Mathematics. Reviewing the 4 year average, our NAPLAN data concluded that Herne Hill Primary school was above like schools in both Reading and Numeracy in both years 3 and 5. 2022 NAPLAN data showed Herne Hill Primary School performing below state and similar schools in both Reading and Numeracy. Both reading and numeracy continue to be a focus in 2023 with the implementation of professional learning and the use of consultants to drive this learning. Teams are supported 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. English and Mathematics leaders within the school were heavily utilised to support the implementation of this focus 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. These processes included professional readings, learning walks within and beyond the school and staff reflection.

#### 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. These school values were reviewed in 2022 and our new 'RISE' values were implemented using student and whole school community voice. Class agreements are 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 Diversity Week. These programs are led by our school wellbeing officer and supported by our student leaders. The school continued to promote inclusive education through regular, explicit tier 2 interventions including, Individual Education Plans, and Student Support Group meetings for Koori and Out of Home Care students and those receiving PSD funding. Herne Hill P.S had similar averages for both state and similar schools over a 4 year period for Management of Bullying, however, this was below state average in 2022. Sense of Connectedness was just below state and similar schools average and will be a focus in 2023.

## Engagement

The 2022 data from the School Staff surveys was very positive and above average compared to all Victorian government schools. The parent satisfaction was slightly below state average, however, there was a low number of parents complete this survey in 2022. The Resilience, Rights and Respectful Relationships program was used consistently to support social and emotional learning across the school, covering topics including Emotional Literacy, Positive Coping, Gender and Identity and Positive Gender Relations. There were many extra-curricular opportunities in place to enhance 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 Technology lessons and integration of computers and iPads in the classroom. Student voice, agency and leadership continued to be a focus and is a professional learning priority for Herne Hill P.S, 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 2022, student absence was below similar schools and the state average. 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 emphasis on being on time and at school everyday. The principal must be contacted for longer term absences and support meetings when required.

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## Other highlights from the school year

- In 2022 we reviewed current school values and as a whole school community, launched new school values: RISE (Respect, Integrity, Strive and Equity).
- We presented an Art Show to showcase the exceptional creative works of all students within our Visual Arts program. This exhibition was launched with dances from our Performing Arts program to celebrate The Arts at Herne Hill PS.
- Sixteen Year 5 & 6 students participated in The Victorian State Schools Spectacular. Students were involved in four regional rehearsals, two rehearsal days and a performance day involving a matinee and evening performance at Melbourne Park.
- Year 3 & 4 students participated in a two night Bike Education Camp in Maldon.
- Year 5 & 6 students participated in a two night adventure camp at Log Cabin Camp in Creswick.
- It was fantastic to welcome parents and the school community onto our school grounds for events following the COVID lockdowns of the previous two years.
- School Athletics, Sporting Schools and Lightning Premierships were fully implemented again in 2022.
- Year 3 & 4 students performed in the Geelong Schools, Music and Movement Festival at Costa Hall.

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## Financial performance

At the end of 2022, Herne Hill Primary School remains in a sound financial position with adequate funds to support the ongoing operation of the school for 2023 and beyond. The annual financial result showed a net operating surplus of \$69,447 at the end of the 2022 school year. Strategic staffing and curriculum planning structures contributed to the schools financial surplus. Equity funding, although reduced has 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, instructional rounds and coaching within the school.



# Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

### Enrolment Profile

A total of 265 students were enrolled at this school in 2022, 127 female and 138 male.

10 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

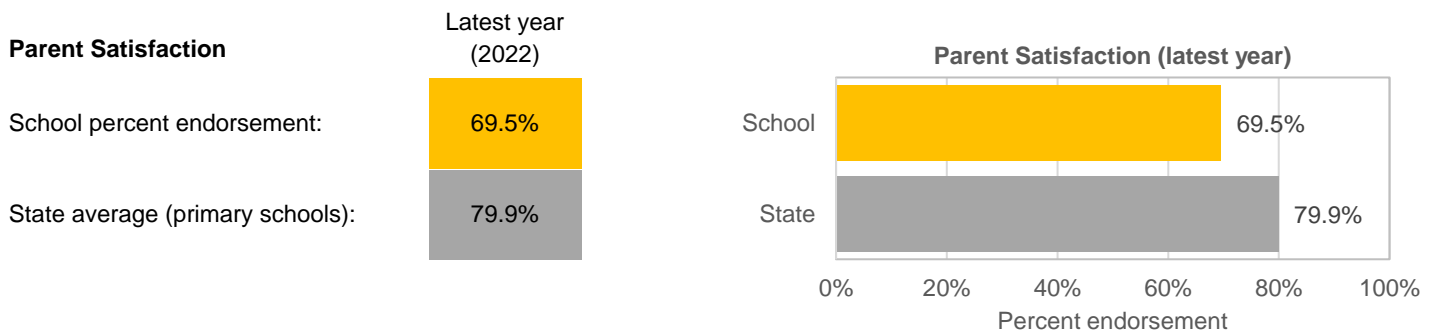
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

### Parent Satisfaction Summary

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

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

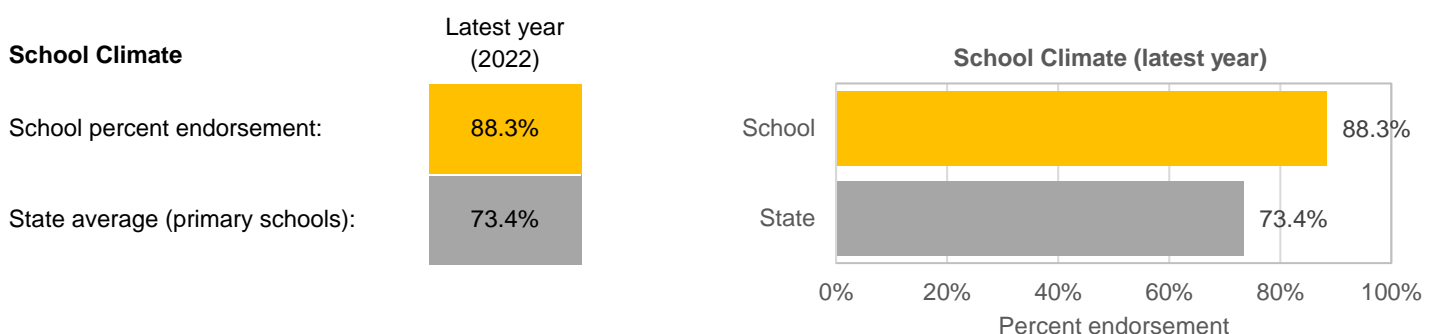


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

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



## LEARNING

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

### Teacher Judgement of student achievement

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

#### English Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

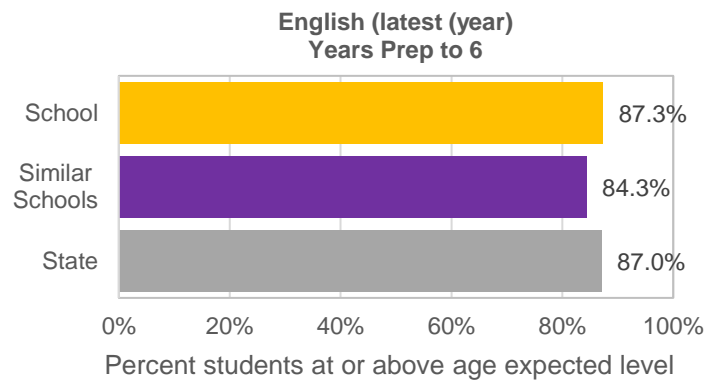
87.3%

Similar Schools average:

84.3%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

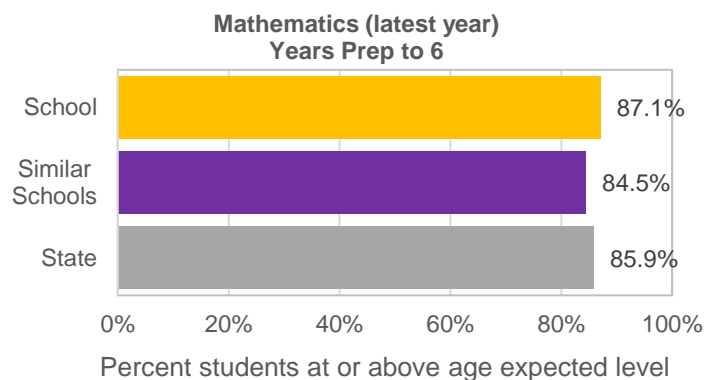
87.1%

Similar Schools average:

84.5%

State average:

85.9%





## LEARNING (continued)

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

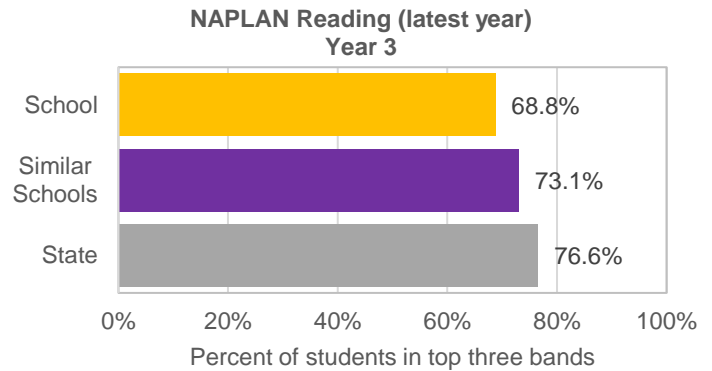
### NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

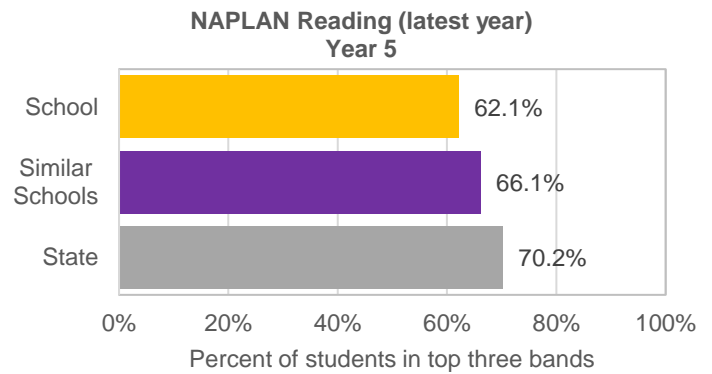
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	68.8%	72.6%
Similar Schools average:	73.1%	71.7%
State average:	76.6%	76.6%



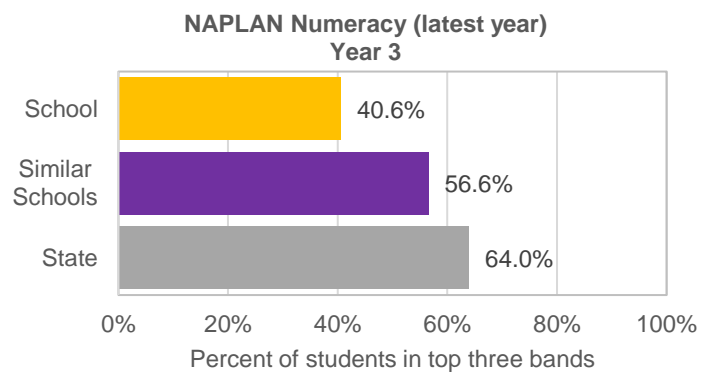
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	62.1%	66.3%
Similar Schools average:	66.1%	65.0%
State average:	70.2%	69.5%



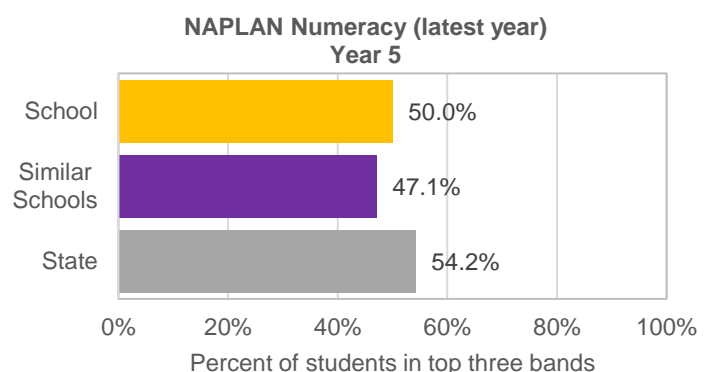
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	40.6%	61.5%
Similar Schools average:	56.6%	60.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	50.0%	52.5%
Similar Schools average:	47.1%	51.1%
State average:	54.2%	58.8%



## WELLBEING

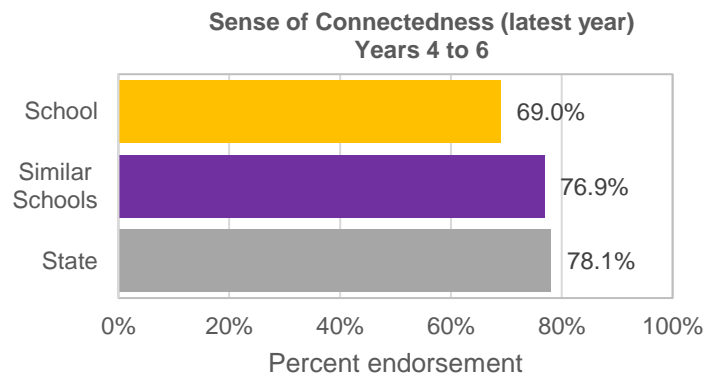
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Student Attitudes to School – Sense of Connectedness

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

#### Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	69.0%	75.4%
Similar Schools average:	76.9%	78.7%
State average:	78.1%	79.5%

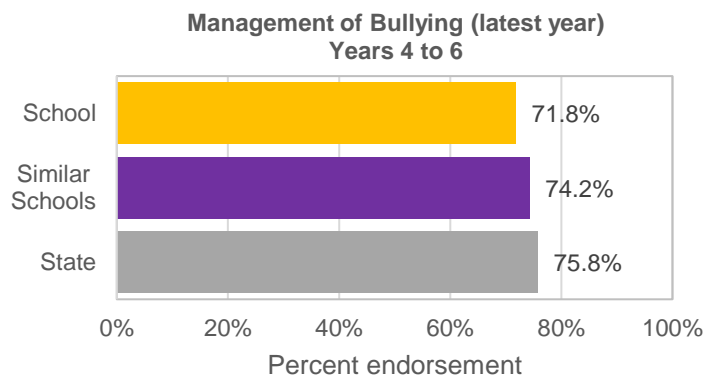


### Student Attitudes to School – Management of Bullying

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

#### Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	71.8%	76.4%
Similar Schools average:	74.2%	77.9%
State average:	75.8%	78.3%



## ENGAGEMENT

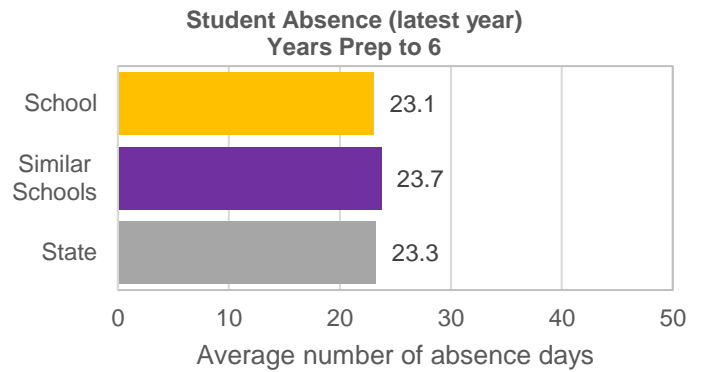
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

#### Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	23.1	18.5
Similar Schools average:	23.7	18.2
State average:	23.3	17.0



### Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	89%	89%	90%	87%	85%	87%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$2,718,761
Government Provided DET Grants	\$412,462
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$21,692
Locally Raised Funds	\$159,234
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,312,150</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$141,132
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$141,132</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$2,612,459
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$65,761
Communication Costs	\$2,034
Consumables	\$81,939
Miscellaneous Expense <sup>3</sup>	\$19,182
Professional Development	\$10,496
Equipment/Maintenance/Hire	\$72,263
Property Services	\$136,704
Salaries & Allowances <sup>4</sup>	\$140,607
Support Services	\$19,337
Trading & Fundraising	\$51,149
Motor Vehicle Expenses	\$198
Travel & Subsistence	\$0
Utilities	\$30,573
<b>Total Operating Expenditure</b>	<b>\$3,242,703</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,447</b>
<b>Asset Acquisitions</b>	<b>\$28,210</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2022

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$433,205
Official Account	\$5,847
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$439,052</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$91,564
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$347,489
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$439,052</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.*