

# 2017 Annual Report to the School Community



School Name: Heskett Primary School

School Number: 1004



- 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 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 2017 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 03 May 2018 at 11:03 AM by Glenda Miller (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 2017 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.

Attested on 30 August 2018 at 04:37 PM by Brett Hayler (School Council President)



## About Our School

### School Context

Hesket Primary School is located between the towns of Romsey and Woodend and is situated on the northern side of the Macedon Ranges. The school strives to enhance the overall development of our students through all aspects of school life within a safe and happy, rural environment.

The school has 3.0 EFT teaching staff (including the principal) and 1.6 EFT education support staff. The 2017 school year commenced with 33 enrolments in January and ended with 22 enrolments in December.

The school is a member of two clusters; Macedon Ranges Kyneton Secondary College feeder schools and the Macedon Ranges Small Schools Cluster (Bolinda, Darraweit Guim and Hesket Primary Schools). The school continues to be a member of the Great Southern MARC scheme – providing a literacy based program with a trained teacher librarian. The Language Other Than English program was Indonesian and Auslan was introduced following the enrolment a hearing impaired prep student.

Three classrooms operated at the beginning of the year in an effort to cater for the diverse emotional, social and well-being needs of students. After enrolments fell part way through the year the 3 classes were collapsed into 2.

Students are encouraged to reach their potential through a stimulating, challenging curriculum and school environment. Social and cultural acceptance of everyone and a close family atmosphere has enabled students, staff, council and community to interact creatively and positively. Programs and practices have begun to be evaluated to ensure that they cater for individual differences, strive to bring out the best in every student and recognise and support students' academic, artistic and sporting talents.

The school community continues to work toward achieving its purpose by planning and implementing daily academic, artistic, sporting and social programs and administrative policies that support and enhance the learning of students. Technology remains a focus of the school, with investment in student laptops at a one to one ratio. Each classroom is fitted with an interactive whiteboard to support the teaching and learning programs and enhance student engagement.

### Framework for Improving Student Outcomes (FISO)

The school's goals to improve student achievement, engagement and wellbeing lead to attempts to strengthen teacher capacity through whole school focus on moderation and assessment and reporting of student learning. An effort was made to work more collegially within the small schools' network in order to share assessment tasks and undertake rigorous professional dialogue. Professional Learning Teams were formed with a view to enhance peer observation, coaching and feedback. Student achievement levels did not meet the school's targets, this is affected by the enrolment of a larger than usual percentage of special needs students. The special needs students are both funded and unfunded, their families choosing to attend Hesket PS because of its small enrolment and community feel.

### Achievement

Due to low student numbers in years 3 & 5 data for NAPLAN is not provided. Likewise, for achievement in Reading and Numeracy cohorts were too small to provide data. Student Engagement and Attitudes are both in need of improvement with students' Learning Confidence (52%) and attendance (91%) both being of significant concern. The measure of School climate, too, was not grouped due to low numbers.

### Engagement

Student Engagement and Attitudes are both in need of improvement with students' Learning Confidence measured at 52% and rated Very Low and attendance of 91% rated as Low. Student attitudes to Stimulating Learning were measured at 64%, a drop of 11% on the previous year, this is rated as Very Low. A positive result was recorded for Student Safety which was measured at 93%, and increase of 13% and rating of Very High. Grade 5 and 6 students' responses to the Attitudes to School Survey were at 85% which is rated Very Low, this was a decrease of 3% from the previous year's result. Again, because of the small cohorts the school performance is not able to be compared with similar Victorian Government Schools.



## Wellbeing

Due to low staff and student numbers most key data is not published for confidentiality purposes. Student attendance in 2017 at 91% is of concern as this equates to one absence per fortnight for each student and as some students have high attendance rates this would indicate that some students may have significant rates of absence. The Student Attitudes to School Survey has some low level responses in Stimulating Learning, 64%; Effort, 67%; Differentiated Learning Challenge, 72%; My Teacher Understands How I Learn, 50% and Student Voice and Agency, 83%. Student welfare data produced some low level results also. Students at This School Treat Each Other With Respect and I am Happy to Be at This School both rated at 50%. In the Student Safety domain Advocate at School, Managing Bullying and Respect for Diversity were rated at 80%, 89% and 92% respectively. Experience of Bullying was rated at 33%.

The Parent Opinion Survey only had 4 respondents in total, thus making accurate statistical analysis invalid. The majority of responses were 100% positive. Most non-positive responses were neutral, the one exception being related to bullying with one respondent reporting that their child had recently experienced bullying.

For more detailed information regarding our school please visit our website at  
<http://www.hesketps.vic.edu.au/>



## Performance Summary

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

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community 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><b>Enrolment Profile</b></p> <p>A total of 31 students were enrolled at this school in 2017, 14 female and 17 male.</p> <p>0 percent were EAL (English as an Additional Language) students and &lt; 10 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></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><b>School Staff Survey</b></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>	<p>No Data Available</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:

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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p> Higher</p> <p> Higher</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:

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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>No Data Available</p> <p> Lower</p> <p>No Data Available</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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>No Data Available</p> <p> Similar</p> <p>No Data Available</p> <p> Lower</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: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p style="text-align: center;"><b>Reading</b> No Data Available</p> <p style="text-align: center;"><b>Numeracy</b> No Data Available</p> <p style="text-align: center;"><b>Writing</b> No Data Available</p> <p style="text-align: center;"><b>Spelling</b> No Data Available</p> <p style="text-align: center;"><b>Grammar and Punctuation</b> No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</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:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> 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 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <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>76 %</td> <td>94 %</td> <td>81 %</td> <td>90 %</td> <td>84 %</td> <td>NA</td> <td>87 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	76 %	94 %	81 %	90 %	84 %	NA	87 %	<p><b>Results: 2017</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2014 - 2017 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
76 %	94 %	81 %	90 %	84 %	NA	87 %										



## 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><b>Students Attitudes to School - Sense of Connectedness</b></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: 2017</p>	<p><span style="color: lightblue; font-size: 24px;">●</span> Lower</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2017</p>	<p><span style="color: green; font-size: 24px;">●</span> Similar</p>

# 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)

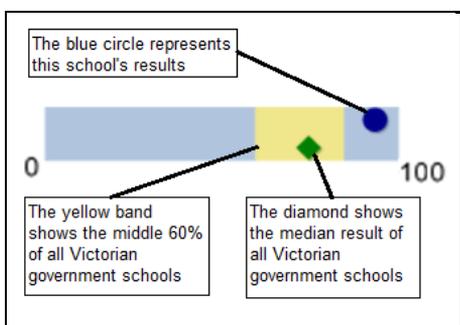
### Engagement

- 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).

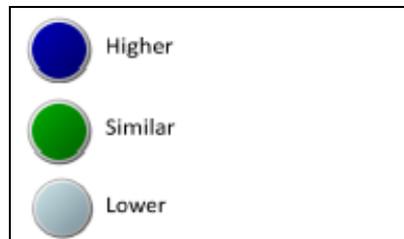


## What does *School Comparison* refer to?

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>

## What does '*Data not available*' 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').

## Financial Performance and Position

### Financial performance and position commentary

The annual result was a surplus.

There were no extraordinary revenue or expenditure items.

Additional funding (equity funding) was used to employ additional support staff to support student learning through one to one support and small group learning opportunities.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$514,912	High Yield Investment Account	\$49,137
Government Provided DET Grants	\$120,373	Official Account	\$3,218
Government Grants Commonwealth	\$1,300	Other Accounts	\$9,438
Revenue Other	\$9,790	<b>Total Funds Available</b>	<b>\$61,792</b>
Locally Raised Funds	\$11,412		
<b>Total Operating Revenue</b>	<b>\$657,787</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$19,723		
Transition Funding	\$869		
<b>Equity Total</b>	<b>\$20,592</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$406,690	Operating Reserve	\$18,053
Books & Publications	\$10,661	Asset/Equipment Replacement < 12 months	\$3,000
Communication Costs	\$1,650	Maintenance - Buildings/Grounds incl SMS<12 months	\$13,254
Consumables	\$10,975	School Based Programs	\$27,485
Miscellaneous Expense <sup>3</sup>	\$24,648	<b>Total Financial Commitments</b>	<b>\$61,792</b>
Professional Development	\$1,487		
Property and Equipment Services	\$37,982		
Salaries & Allowances <sup>4</sup>	\$24,292		
Trading & Fundraising	\$3,624		
Travel & Subsistence	\$43		
Utilities	\$6,671		
<b>Total Operating Expenditure</b>	<b>\$528,725</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$129,062</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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 05 March 2018 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.*