

# 2019 Annual Report to The School Community



**School Name: Hesket Primary School (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 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 04 May 2020 at 02:42 PM by Seona Aulich (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 10 June 2020 at 01:07 PM by Anita Lacy (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, with students and staff living the school's values of Respect, Responsibility and Trying our Best.

The school had 2.6 EFT teaching staff (including the Principal) and 1.8 EFT education support staff. The 2019 school year commenced with 18 enrollments in January, and ended with 25 enrollments in December. Two classrooms operated through the year, F-2 and 3-5. 2019 was a year of a new substantive principal and stability in staffing that the school had not had for the previous two years.

The school is a member of two clusters; Macedon Ranges network school and also 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 Auslan, taught by a Visiting Teacher and was very much a highlight of the students' week.

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 or iPads 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.

While Hesket Primary School has small numbers, we are proud of the opportunities that our students have.

### Framework for Improving Student Outcomes (FISO)

The school's goal to improve student achievement, engagement and well-being sharpened a focus on the delivery of high-quality, evidence-based Reading and Writing programs. Central to our Literacy programs are explicit teaching, high-quality modelling and high expectations for the quality of work students produce. This focus included professional staff learning, an investment in new resources, a broader intervention program, time prioritised for staff to discuss best practice and moderate and assess student learning and growth. This led to an improvement in teacher and student confidence and established consistency in the delivery of Reading and Writing. Student achievement levels met the school's targets, although student data is affected by the influx of new students late in the school year. The school is proud of the inclusive environment it continues to provide and of the quality intervention it provides to students who require extra support.

### Achievement

Due to low student numbers in Years 3 and 5 data for NAPLAN is not provided. While the finishing cohort of 2019 was only 25 students, seven of these students came to Hesket during the latter part of the year which had an impact on student data.

In 2019, the core academic programs of Maths, Reading and Writing all showed good improvements. the following is a summary of whole school data:

- Reading 33% of students achieved above the expected level (39% including only those students who attended for the entire year)
- Writing 25% of students achieving above the expected level (33% including only those students who attended for the entire year)
- Mathematics 33% of students achieved above the expected level (50% including only those students who attended for the entire year)

This student achievement data surpassed the 2019 Annual Implementation Plan target of 20% of students working above the expected level across these three key learning areas.

## Engagement

Three out of four Student Engagement goals were not met in 2019. With a 2019 focus on establishing and documenting curriculum, much of the learning material in 2019 was teacher-led. The four AIP targets in the area of Student Engagement were Stimulating Learning, Effort, Differentiated Learning Challenge and Student Voice and Agency. Student data was gathered through broader categories within the annual Attitudes to School with a target of 85% across the four areas.

- The clear strength was Effort, with a positive response rate of 91%.
- The lowest response was 70% in the area of student Voice and Agency.

As mentioned, this is not surprising as 2019 was a year of establishing new curriculum structures. Parent data in the areas of Stimulating Learning Environment and Student Agency and Voice were both very positive, both scoring above 90%.

In 2020, there will be a focused effort in the areas of Student voice and Agency and Differentiated Learning Challenge through the planned work on student goal setting and individualised student goals which seeks to engage students in what both staff and students feel is quality, individualised learning.

In 2019, the average number of days Hesket students were absent for was 14.5, a very positive decrease of 31.5 from the year prior.

## Wellbeing

2019 Parent Opinion Survey data in the area of Student Wellbeing was incredibly positive. The following is a summary of key areas of focus:

- Student Motivation and Support (90%)
- Experience of Bullying (90%) (absence of bullying)
- School Connectedness (97%).

As there was such a small number of students in the 2019 cohort, there was no accurate breakdown of data recorded in the 2019 Student Attitudes to Schools Survey. We are very proud of the established relationships, communication and connectedness between staff and community members. The open communication of staff to parents and vice versa was well supported by the introduction of communication platform, Seesaw. In 2020 we will aim to maintain this close partnership into the future, particularly as the school continues to grow.

## Financial performance and position

2019 saw Hesket Primary School begin the year with 18 students and finish with 25. Through careful management of the SRP in 2019 we had a healthy surplus of \$44000 to roll over into 2020. Similarly with the cash budget, overseen by School Council, we managed to finish the year in a healthy financial position to move forward into 2020. At the start of 2019 we received the reimbursement of funds expended in 2018 from the Small Schools OHS Audit Support Program and the Small Schools Attendance Support Program totalling \$2744.

We received \$12417 from the Bushfire Protection Program (BPP) and approximately \$6000 for the Maintenance Blitz later in the year which, when expended, increased the Property and Equipment Services expenditure figures well above the normal annual figures budgeted for. The BPP funds were used to remove an ageing bulk gas tank and a number of smaller hazardous gas bottles around the school. Following the removal of these gas tanks, new reverse cycle units were installed in the classrooms.

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

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

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 18 students were enrolled at this school in 2019, 7 female and 11 male.

0 percent of students had English as an additional language and np 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	92.0	85.8	79.2	92.0

### 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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	np	79.5	68.5	87.9

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	92.6	89.7	81.7	95.0	Above
Mathematics	96.3	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	np	76.5	60.0	90.0	np
Year 3	Numeracy (latest year)	np	67.7	50.0	84.6	np
Year 5	Reading (latest year)	np	67.6	50.0	83.1	np
Year 5	Numeracy (latest year)	np	59.3	41.2	76.4	np

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	41.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	41.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	33.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	33.3	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	np	np	np
Numeracy	np	np	np
Writing	np	np	np
Spelling	np	np	np
Grammar and Punctuation	np	np	np

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.5	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	23.7	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	93	96	90	93	95

**WELLBEING**

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	80.9	71.8	88.9	np
Percent endorsement (3 year average)	59.7	81.4	73.9	88.1	-

**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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	np	81.6	72.2	90.0	np
Percent endorsement (3 year average)	87.8	81.7	74.4	89.1	-



# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$374,122
Government Provided DET Grants	\$71,594
Government Grants Commonwealth	\$1,500
Government Grants State	\$0
Revenue Other	\$4,983
Locally Raised Funds	\$15,539
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$467,738</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$334,208
Adjustments	\$0
Books & Publications	\$2,061
Communication Costs	\$1,850
Consumables	\$3,670
Miscellaneous Expense <sup>3</sup>	\$14,350
Professional Development	\$2,423
Property and Equipment Services	\$48,437
Salaries & Allowances <sup>4</sup>	\$23,975
Trading & Fundraising	\$4,307
Travel & Subsistence	\$0
Utilities	\$8,025
<b>Total Operating Expenditure</b>	<b>\$443,305</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$24,432</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$41,041
Official Account	\$2,039
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$43,080</b>

Financial Commitments	Actual
Operating Reserve	\$14,114
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$196
School Based Programs	\$22,875
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	\$5,895
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$43,080</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 26 Feb 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, including:
  - 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) factors:
  - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 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 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').