

2024 Annual Report to the School Community

School Name: Heskett Primary School (1004)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- 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 Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 05 May 2025 at 03:09 PM by Seona Aulich (Principal)

- As executive officer of the school council, I attest that this 2024 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 05 May 2025 at 03:10 PM by Seona Aulich (Principal)

HOW TO READ THE ANNUAL REPORT

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.

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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2024 Annual Report

Reporting on the following measures has been updated in the 2024 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes NAPLAN data from 2022 to 2024. 2022 NAPLAN data is presented separately as this is not comparable with 2023 and 2024.

The NAPLAN section has been updated to include a 2-year average (2023 and 2024) for the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section continues to report on the percentage of students in the top three bands.

Please note the previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, NAPLAN Learning Gain data will not be reported until 2025 as the measure requires at least 3 full years of data for the comparison.

About Our School

School context

Hesket Primary School opened in 1870 and in 2024, finished the year with an enrolment of 73 students, arranged into four multi-age classes. The school is situated in Hesket, nestled between Hanging Rock and Mount Macedon. The school has an SFOE of 0.2096 with the students coming from the townships of Lancefield, Romsey, Woodend and Kyneton as well as many second-generation farming families from the local areas of Hesket, Rochford, Newham and Kerrie. In 2024 the staffing profile consisted of a principal, four full-time teaching staff (4.0), three part-time specialists (0.6), an Art Therapist (0.2), Literacy and Numeracy Intervention (0.8) and four Education Support staff (2.5). The 2024 grade structure included a Grade Prep/One composite of 16 students, a Grade One/Two composite of 16, a Grade Two/Three composite of 21 and a Grade Four/Five/Six composite of 21.

With growth in student numbers, Hesket approached its capacity and enforced geographical zoning when offering Foundation placements.

Hesket's values of demonstrating Respect, Responsibility and of students Always Trying Their Best is visible each day in the positive interactions between students, staff and the parent community. The school vision is to empower every student to be their best self in a safe and supportive learning environment, where every student is seen and learning is tailored to their needs.

The school implements a broad curriculum that provides opportunities for students to experience success across a range of academic, artistic, sporting, social and science programs. Specialist programs included weekly Visual Arts, Classroom Music, Science, Leadership, PE (supported by the Sporting Schools program) and Auslan. The school continued to be a member of the Great Southern MARC scheme – providing a Literacy based program with a trained teacher librarian.

Students were offered the opportunity to participate in leadership and extension programs such as Maths Olympiad, the Victorian High Abilities Program and Tournament of Minds, alongside other sporting opportunities. Hesket prides itself on its commitment to inclusive education and an undertaking to provide differentiated learning programs. Every student spends quality time with a teacher or Education Support Staff each day with personal and learning conversations leaving students feeling 'noticed' and that their learning is important. The school philosophy is based on the belief that all students, given the right support, can and will make learning and social gains.

Student Welfare has a high priority with a focus on every student and staff member having a place in our school community. Language modelled to students often begins with, "At Hesket we..." where there is a collective expectation for interactions that all staff and students have with one another. This also extends to a general pride in the behaviour and standards that students have for the work they produce.

Regular opportunities are provided for Student Leadership, with a growing focus on students being in an environment where they are responsible for their learning and behaviour. From Prep, students experience elements of leadership, helping to host student assemblies and developing confidence in the playground. In 2024, the school's before and after care program was run by

School's Out and offered to all students who required it. This program was well attended and ran nine morning and afternoon sessions throughout the week.

Progress towards strategic goals, student outcomes and student engagement

Learning

2024 showed that Hesket was a school of choice with many parents selecting the school for its strong academic programs and results, in particular Literacy.

Some key highlights of NAPLAN results included 92% of Grade Three students working at Strong or Exceeding areas in Writing and 100% Of Grade Five students achieving Strong or Exceeding in Reading, Writing and Numeracy. Many of these high achieving Grade Five students were given the opportunity to participate in extension programs such as the Victorian High Achievers Program (VHAP), Maths Olympiad and Tournament of Minds.

The school added to Department funding to provide intervention for students falling below learning benchmarks or who had not made projected growth. These students accessed extra support via the Tutoring Learning Initiative in the areas of Literacy as well as Numeracy. Literacy intervention included students participating in the SPAIDES program (Speech delivered by an AIDE), synthetic phonics and Mathematics intervention programs. Those students who have been identified as not making at least 12-months growth in 2024 will be prioritised to receive extra support in 2025 via the Tutor Learning Initiative. Hesket remains very proud of its approach to Literacy with students showing high-levels of proportionate growth and student achievement using Departmental assessments such as NAPLAN and PAT assessments.

Wellbeing

As a small school, where knowing our students academically, emotionally and socially is a priority, Wellbeing continues to be a strength of the school. We are very proud of our feedback from parents and students in relation to the culture and climate that the 2024 staff have set at Hesket. There has been clear communication from the school to students and their families that there is an increased academic expectation of students with high-quality teaching to support this. We hold a belief that Wellbeing and Achievement are intrinsically linked. Some student responses that we are proud of include: 93% of students responded as having a positive Sense of Inclusion with their school and 98% of students responded positively to the Management of Bullying. Both of these areas continue to be strengths, being significantly higher than the state and similar schools averages. We attribute these positive endorsements to the implementation of whole-school programs such as Respectful Relationships and Social Stencil, the ongoing work of the school's Art Therapist and Mental Health and Wellbeing Leader, establishment of a Student Leadership group, multi-age buddy programs that connect students across all ages and structured lunchtime activities that provide an alternative to traditional play in the yard. Genuine staff and student relationships ensure all students are 'visible' and any wellbeing challenges that may present are

quickly observed and addressed. Utilising communication platforms such as Seesaw creates an authentic link between home and school and provides an easy communication tool. Genuine relationships and open communication between school and home remain key to Hesket's success.

Engagement

The strong teacher and student relationships support student learning and this evidence is clear in the Student Attitudes to School Survey. Evidence that supports a sense of belonging is also documented in the Student Attitudes to School Survey. 97% of students felt as though their teachers had high expectations of success for them, 100% felt as though they were good at learning, 100% responded that they tried their best at school and 94% of students stated that their teacher makes sure all students feel included. These results were echoed by the parent community where 100% responded positively to School Pride and Confidence and Promoting Positive Behaviour. Onsite participation from families at school events is high, whether this be a welcome breakfast or an open classroom event. Student Absence remains higher than similar schools and state averages with an average of 23.5 days per student. Family holidays has been the biggest factor on student attendance data.

Other highlights from the school year

- Appointment of an Art Therapist to work with students and cohorts across the school.
- Quarterly access to the Sporting Schools grants that have given students access to specialist coaches in athletics and gymnastics as well as subsidising travel costs for swimming lessons.
- A whole school three-day camp at Sovereign Hill in Ballarat.
- A vibrant and creative whole school performance of 'Heskflix' production at the Romsey Mechanics Institute.
- Participation in community events such as the Kyneton Show writing competition, Kyneton Daffodil Arts Festival scarecrow competition, one third of the school participating in Run the Rock fun run and Romsey Community Carols.
- Extension and enrichment activities for students including: Maths Olympiad and Tournament of Minds where two teams competed at both Regional and State championships. A higher proportion of students being selected for VHAP extension and enrichment programs. Students entered external competitions, with one student reaching the State Final in the Prime Minister's Spelling Bee and another being shortlisted as a finalist in the What Matters Writing Competition.
- An excursion to Her Majesty's Theatre to see Beauty and the Beast.

Financial performance

2024 saw Hesket Primary School begin the year with 68 students and finish the year with 73. Through careful management of the SRP in 2023 we had a healthy cash surplus of \$37,883 and credit of \$125,818 to roll over into 2024. The following grants were received in 2024: Sporting Schools which funded sports coaches in athletics and gymnastics to the value of \$5300, the bushfire program which funded grounds cleanup, annual bushfire prevention and the front boundary fence to the value of \$16,501.40, Junior Landcare grants of \$2,750 and CWA donations for Student Welfare of \$200 and a Year 5/6 grant of \$500. A dedicated group of parents fundraised \$5212.93 which subsidised the 2024 whole school camp and the Beauty and The Beast buses.

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 68 students were enrolled at this school in 2024, 36 female and 32 male.

NDP percent of students had English as an additional language and NDP 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).

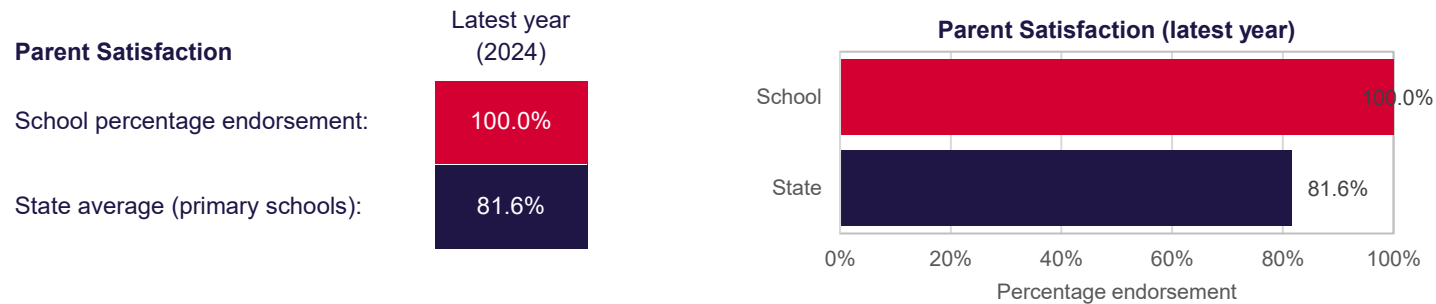
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: **Low**

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

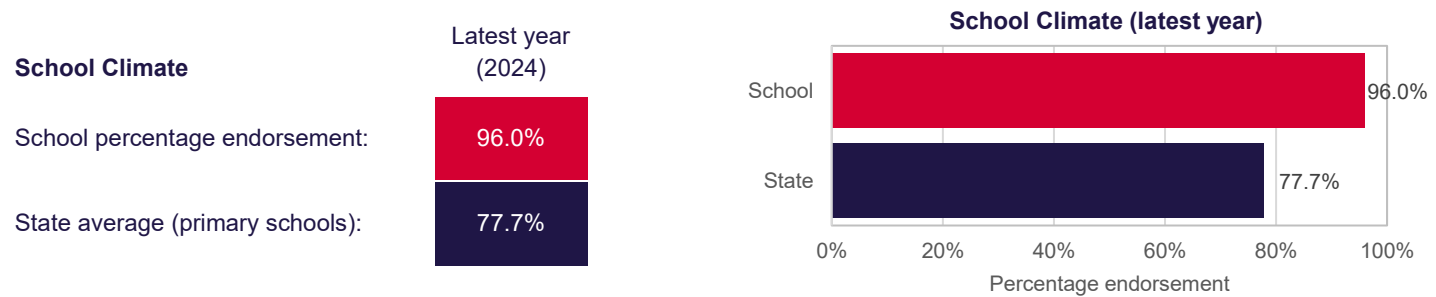


School Staff Survey

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.



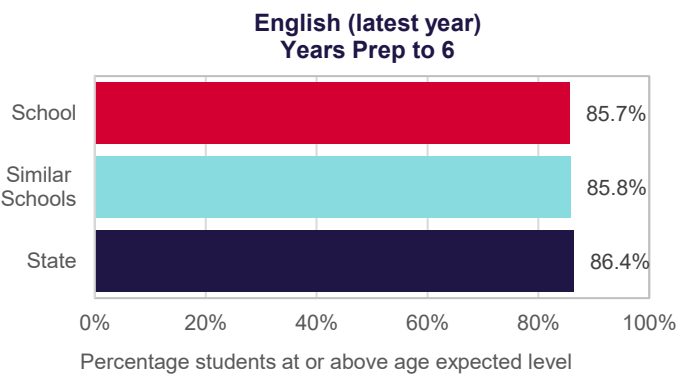
LEARNING

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.

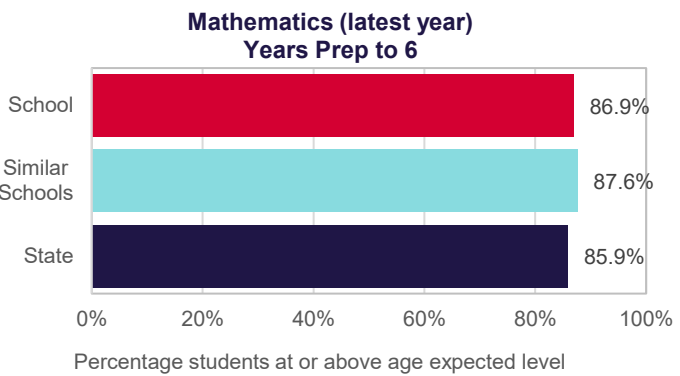
Teacher Judgement of student achievement against the Victorian Curriculum

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

English Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	85.7%
Similar Schools average:	85.8%
State average:	86.4%



Mathematics Years Prep to 6	Latest year (2024)
School percentage of students at or above age expected standards:	86.9%
Similar Schools average:	87.6%
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.

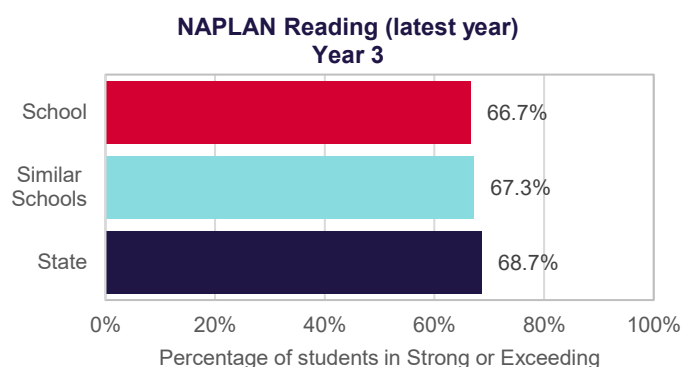
NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023. As a result, a 2-year average has been provided for 2024.

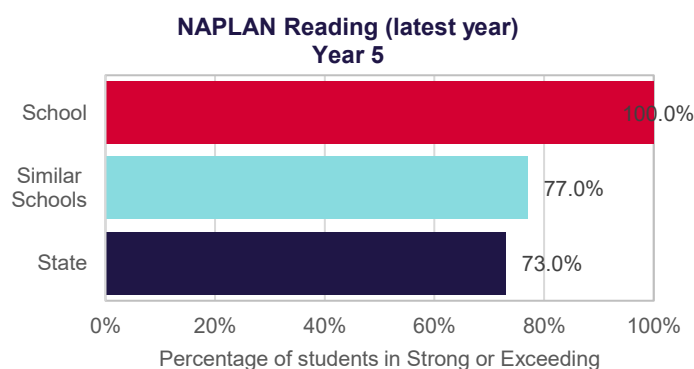
Reading Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	68.8%
Similar Schools average:	67.3%	65.5%
State average:	68.7%	69.2%



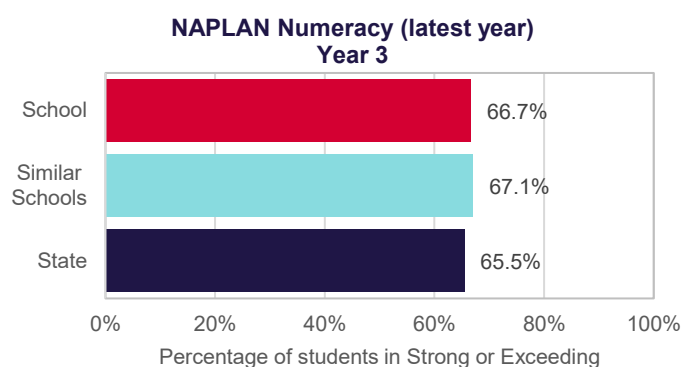
Reading Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	92.3%
Similar Schools average:	77.0%	76.5%
State average:	73.0%	75.0%



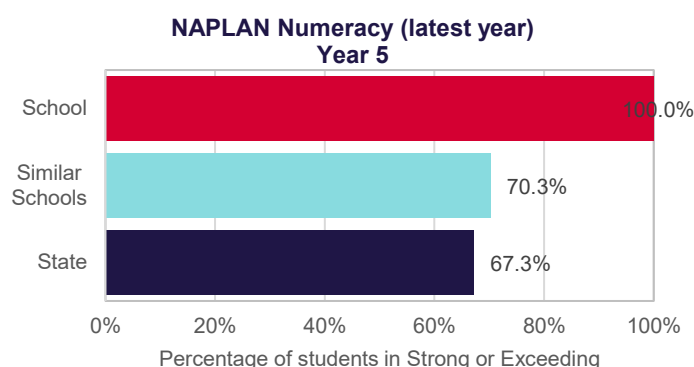
Numeracy Year 3

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	66.7%	68.8%
Similar Schools average:	67.1%	68.6%
State average:	65.5%	66.4%



Numeracy Year 5

	Latest year (2024)	2-year average
School percentage of students in Strong or Exceeding:	100.0%	84.6%
Similar Schools average:	70.3%	67.8%
State average:	67.3%	67.6%



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 2022

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

Reading Year 3

(2022)

School percentage of students in the top three bands:

100.0%

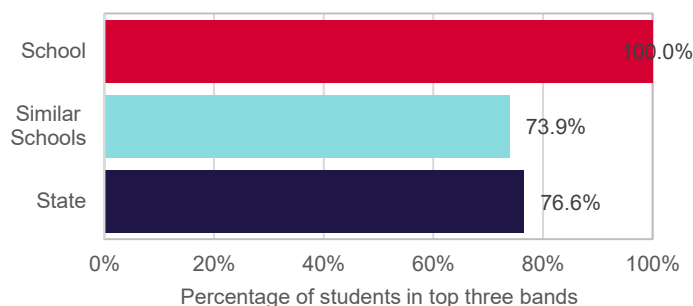
Similar Schools average:

73.9%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

(2022)

School percentage of students in the top three bands:

NDP

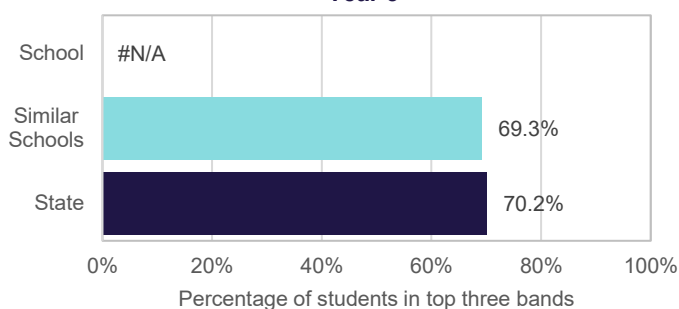
Similar Schools average:

69.3%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

(2022)

School percentage of students in the top three bands:

83.3%

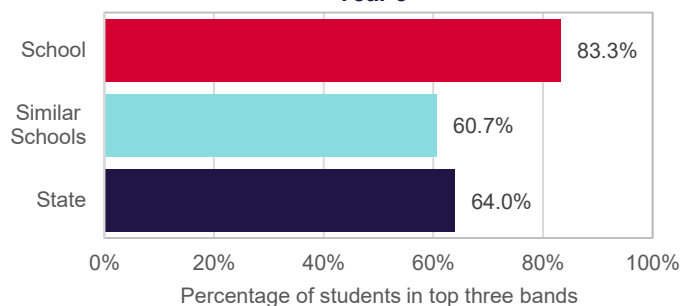
Similar Schools average:

60.7%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

(2022)

School percentage of students in the top three bands:

NDP

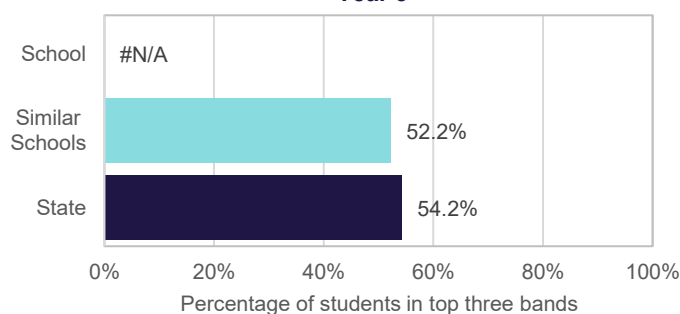
Similar Schools average:

52.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

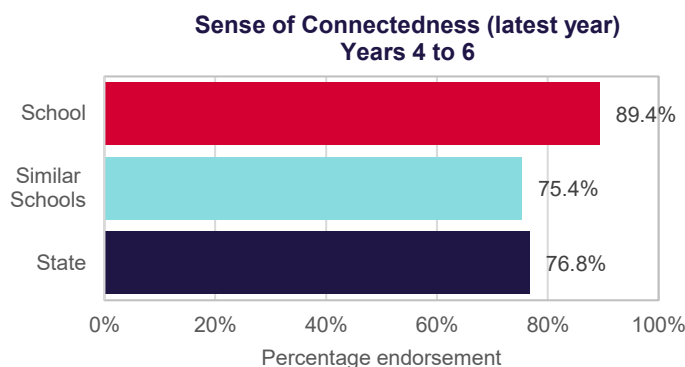
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2024)	4-year average
School percentage endorsement:	89.4%	83.5%
Similar Schools average:	75.4%	77.7%
State average:	76.8%	77.9%

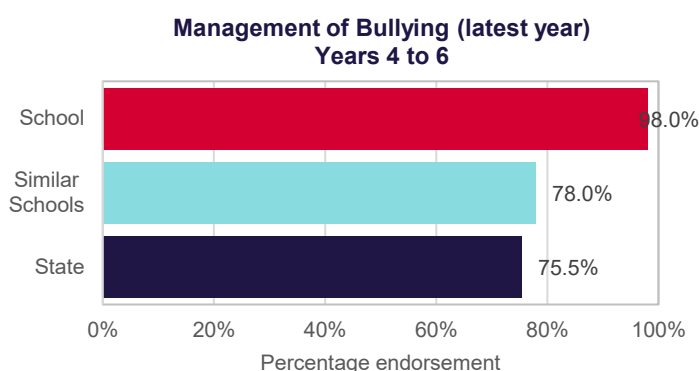


Student Attitudes to School – Management of Bullying

The percentage 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 (2024)	4-year average
School percentage endorsement:	98.0%	86.1%
Similar Schools average:	78.0%	80.0%
State average:	75.5%	76.3%

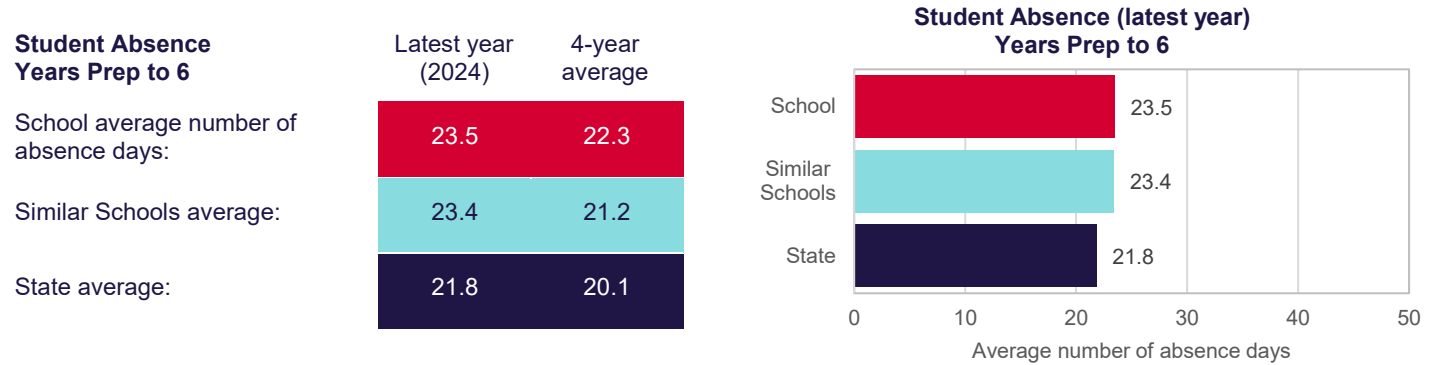


ENGAGEMENT

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.



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 (2024):	94%	85%	91%	86%	88%	88%	81%



Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2024

Revenue	Actual
Student Resource Package	\$1,043,192
Government Provided DET Grants	\$217,147
Government Grants Commonwealth	\$8,050
Government Grants State	\$0
Revenue Other	\$9,052
Locally Raised Funds	\$50,219
Capital Grants	\$0
Total Operating Revenue	\$1,327,659

Equity ¹	Actual
Equity (Social Disadvantage)	\$8,376
Equity (Catch Up)	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$8,376

Expenditure	Actual
Student Resource Package ²	\$1,117,763
Adjustments	\$0
Books & Publications	\$1,095
Camps/Excursions/Activities	\$38,433
Communication Costs	\$5,931
Consumables	\$15,810
Miscellaneous Expense ³	\$2,035
Professional Development	\$2,467
Equipment/Maintenance/Hire	\$30,975
Property Services	\$67,454
Salaries & Allowances ⁴	\$36,770
Support Services	\$6,588
Trading & Fundraising	\$8,376
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$12,369
Total Operating Expenditure	\$1,346,066
Net Operating Surplus/-Deficit	(\$18,407)
Asset Acquisitions	\$13,844

- (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 16 Feb 2025 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 2024

Funds available	Actual
High Yield Investment Account	\$112,267
Official Account	\$21,649
Other Accounts	\$0
Total Funds Available	\$133,916

Financial Commitments	Actual
Operating Reserve	\$38,050
Other Recurrent Expenditure	\$16,913
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$42,489
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	\$12,325
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$109,778

All funds received from the Department of Education, 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.