

2017 Annual Report to the School Community



School Name: Heywood Consolidated School

School Number: 6225

Please note: Completed reports are to be uploaded to the [Strategic Planning Online Tool \(SPOT\)](#) for review and endorsement by the principal and school council president. Once the attestations are completed in SPOT, this page will be replaced and the report available for download.





About Our School

School Context

Heywood Consolidated School is a small rural primary school located in Victoria's south-west. The town of Heywood, situated on Gunditjmara country, is approximately 375 kilometres from Melbourne CBD and 25 kilometres north of the city Portland. Heywood has a population of about 1200. In recent years the area has seen many families move away from the area, due to changing economic and structural circumstances, and families from Melbourne and larger regional cities move into the area, due to affordable housing. This has added to the diversity of the community and the school. The student population of Heywood Consolidated is currently 161 with a projected ten per cent growth to 170 in 2019. About thirty percent of students travel to school by bus.

The school has a link to the local Gunditjmara people through the Winda-Mara Co-operative. The Co-operative supports the school's Koorie families. The school's curriculum and classroom programs are inclusive of the local indigenous people. The school has a relationship with Heywood and District Secondary College. The two schools share teachers of Music and Indonesian, share a joint newsletter and have held joint school council meetings to discuss short and long term educational opportunities. Our workforce is comprised of 18.6 equivalent Full Time staff; 1 principal class, 12 teachers and 8 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Our focus areas from the FISO model for 2017 were a Excellence in Teaching and Learning; Building Practice Excellence and Professional Leadership; Building Leadership Teams

We were involved in two Bastow training programs, Professional Learning Communities (PLC) and Coaching for Leadership Teams (CLT). We used the FISO enquiry cycle to assess, implement and re-assess our learning growth. We offered targeted intervention strategies for all children in grade P – 6 who were identified at risk, as well as students achieving 6-12 months above the expected level of achievement. Intervention of Reading Recovery, MacqLit and MiniLit. These intervention sessions were 1:1 and small groups. They included pre & post assessments to measure growth and achievement. These programs were mainly funded through our Equity Funding.

Student Voice has become an influence in both the running of our school through Student Leadership and Student led assemblies. Student Voice has also been prevalent in classroom with discussions about curriculum matters and student identified learning projects.

Achievement

Overall our school data is comparable to like schools in our network.

Our grade 3 NAPLAN is exemplary with all students being identified at or above Victorian standards, however their learning growth lessens when moving into grade 5. There were 12 Grade 4 students who were identified as being in the top two bands of NAPLAN and we have targeted their learning growth to continue this pattern into 2018. We have trained staff in intervention programs such as MacqLit, MiniLit and Reading Recovery. We have a focus on data collection and using this data to drive all that we do. Individual Learning Plans are implemented for the top 10% and Lowest 10% of student learning, Koorie Education Plans and are reported against twice a year. The plans are developed in conjunction with our parents through face to face meetings.

Engagement

This year we have had a focus on team teaching with classes coming together to deepen their engagement and levels of understanding. Working with two teachers who have planned hands-on activities. We have again provided many opportunities to represent our school through district sport and several Art incursions. Our school offered Active After Schools Program for three terms. We have continued to implement our iPad program, with ipads available to all classrooms with a BYOD program running in grades 2 to 6. Sporting activities continue to be popular with our parent community. Whole school assemblies occur at a regular time and show case learning from inside each classroom and a held by the six student leaders, parent attendance is highly encouraged. Again we have continued to be part of our wider community with entries into Heywood's Wood Wine and Roses Festival, Boite Choir (in Melbourne), visits with our local high school, holding our annual Fete and much much more.

Wellbeing



Wellbeing is of utmost importance at Heycon and we cater for this in a range of ways. In 2017 we continued to offer a Nurture room experience for identified students, ex-o-chairs in the senior classrooms and mindfulness activities. We are a Restorative Practices school and hold weekly classroom circle time, weekly meetings with our student leadership team and house leadership team. Student voice is a particular strong focus both inside and outside the classrooms.

We have school wide behaviour protocols which are followed by all staff, allowing for fair and consistent approaches to managing student behaviour which involve our parents. Our school is addressing non-attendance with daily phone calls and meeting with parents to offer supportive arrangements. Our attitudes to school survey showed marked improvement with 78% of our students feeling connected to school and our Parents Opinion Survey showed that 78% of parents were satisfied with the school overall.

For more detailed information regarding our school please visit our website at Skoolbag.com.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>Enrolment Profile</p> <p>A total of 161 students were enrolled at this school in 2017, 78 female and 83 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 18 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</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>School Staff Survey</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>	



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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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>NAPLAN Year 3</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>● Similar</p> <p>● Higher</p> <p>● Similar</p> <p>● Similar</p>
<p>NAPLAN Year 5</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>● Similar</p> <p>● Similar</p> <p>● Similar</p> <p>● Similar</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>NAPLAN Learning Gain Year 3 - Year 5</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>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>62%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>31%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>50%</td> <td>42%</td> </tr> <tr> <td>Spelling</td> <td>45%</td> <td>27%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>45%</td> <td>45%</td> <td>9%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	62%	8%	Numeracy	46%	31%	23%	Writing	8%	50%	42%	Spelling	45%	27%	27%	Grammar and Punctuation	45%	45%	9%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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>Average Number of Student Absence Days</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>School Comparison 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>86 %</td> <td>87 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>86 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	86 %	87 %	91 %	90 %	89 %	86 %	90 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
86 %	87 %	91 %	90 %	89 %	86 %	90 %										



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>Students Attitudes to School - Sense of Connectedness</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>	Similar
<p>Students Attitudes to School - Management of Bullying</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>	Lower

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)

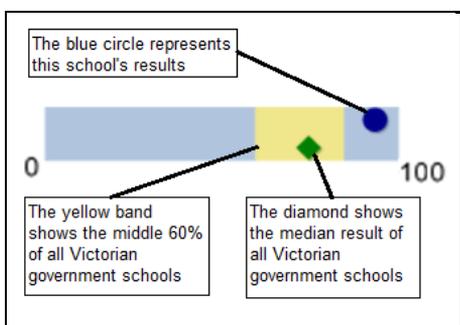
Engagement

- 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

Our school finished the year of 2017 with a surplus of \$21,078. These funds will be carried over into 2018. The funds were from a grant that we received to target our grade four Top 2 Band readers. The money has been ear marked to afford a Reading Consultant to further improve our teaching capabilities of reading.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,457,366	High Yield Investment Account	\$62,327
Government Provided DET Grants	\$286,527	Official Account	\$42,643
Government Grants Commonwealth	\$5,500	Other Accounts	\$11,054
Government Grants State	\$61,961	Total Funds Available	\$116,024
Revenue Other	\$6,525		
Locally Raised Funds	\$74,544		
Total Operating Revenue	\$1,892,423		
Equity¹			
Equity (Social Disadvantage)	\$160,470		
Equity Total	\$160,470		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,448,210	Operating Reserve	\$65,289
Books & Publications	\$523	Maintenance - Buildings/Grounds incl SMS<12 months	\$7,000
Communication Costs	\$6,257	School Based Programs	\$43,735
Consumables	\$63,100	Total Financial Commitments	\$116,024
Miscellaneous Expense ³	\$76,023		
Professional Development	\$21,626		
Property and Equipment Services	\$105,349		
Salaries & Allowances ⁴	\$101,887		
Trading & Fundraising	\$27,736		
Travel & Subsistence	\$55		
Utilities	\$22,232		
Adjustments	(\$1,652)		
Total Operating Expenditure	\$1,871,345		
Net Operating Surplus/-Deficit	\$21,078		
Asset Acquisitions	\$1,652		

(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.

