

2018 Annual Report to The School Community



School Name: Heywood Consolidated School (6225)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 2018 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 25 March 2019 at 12:51 PM by Jodi May
(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 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 2018 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 04 April 2019 at 06:31 PM by Anja Croft (School
Council President)

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 153. Twenty-one percent of our students are from indigenous backgrounds and thirty percent of our 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 14.4 equivalent Full Time staff; 1 principal class, 10 teachers and 5 Education Support Staff. Our school values are Respect, Resilience and Kindness.

Framework for Improving Student Outcomes (FISO)

Our focus areas from the FISO model for 2018 were 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 Pre-Lit, 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, student identified learning projects and circle discussions. Our school was also involved in implementing the Barwon South West Sounds Write Project which is a phonics program to establish strong reading foundations.

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 targeted their learning growth to continue this pattern into 2018 and were successful with 10 of these students with two of the original students exited our school. We have trained staff in intervention programs such as PreLit, MacqLit and MiniLit. 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 Learning Plans (KELPs) 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. 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, Tyrendarra Country show, visits with our local high school, holding cake stalls down the main town and much much more. Future directions include investigating and implementing The Berry Street Educational Model. This will help us address the continual ebb and flow of the transient student population. This model will also help address the various forms of trauma that our students have been exposed to and create a safe and consistent learning environment for all to achieve their best selves. During term four our school implemented the Hand On Learning program which engages students with their hands. The program runs once a week with a selected cohort of students with parental permission. The attendance of each selected student has dramatically improved from 55% to 89%.

Wellbeing

Wellbeing is of utmost importance at Heycon and we cater for this in a range of ways. In 2018 we continued to offer a Nurture room experience for identified students, alternative seats in all 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 77% of our students feeling connected to school and our Parents Opinion Survey showed that 88% of parents were satisfied with the school overall. To further our school connected-ness we will be implementing The Berry Street Educational Model in 2019 with all staff being formally trained each term, for four terms. Positive Education is also being investigated for 2019 and we will join with the Heywood Portland Network of schools to explore this option.

Financial performance and position

Our school finished with a surplus of \$126,000.

We carried over a number of funds which were ear marked for specific budgets which included our Parents and Friends Association \$15,000. Our school received seeding funding for the Hands On Learning program of \$10,000, \$6,000 of this carried into 2019. Our school was part of the Barwon South West Reading program which attracted a grant, which \$27,000 was carried into 2019 to continue the data collection and individual learning programs for all students. The state government provided Bush fire readiness funds of \$9,000. \$1,700 for Sporting Schools grant was carried into 2019 to fund our intrinsic coaching. The Goski funds were at total of \$207,000 which contributed to our overall implementation of education for students at risk. We currently have one ongoing staff member, who is based at the Regional office and have carried funds over to 2019 to allow for their return.

For more detailed information regarding our school please visit our website at
<https://www.heywoodconsolidated.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 153 students were enrolled at this school in 2018, 66 female and 87 male.

0 percent of students had English as an additional language and 21 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: Low - 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)	73.8	85.1	78.3	91.6

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)	43.9	77.7	66.6	86.7

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.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.4	90.1	82.6	95.3	Similar
Mathematics	87.0	91.1	84.0	96.4	Higher

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	76.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	81.8	72.5	53.6	87.5	Higher
Year 5	Reading (latest year)	47.8	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	31.8	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	67.9	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	61.5	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	46.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	38.1	54.8	39.2	71.4	Lower

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	25.0	45.0	30.0
Numeracy	52.6	36.8	10.5
Writing	25.0	60.0	15.0
Spelling	45.0	40.0	15.0
Grammar and Punctuation	40.0	55.0	5.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	20.7	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	21.5	15.2	13.2	17.8	Lower

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	89	90	88	94	89	90	85

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.7	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.6	81.7	73.8	88.7	Similar

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	75.2	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	74.3	81.8	73.7	89.7	Lower

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,441,011
Government Provided DET Grants	\$364,328
Government Grants Commonwealth	\$5,449
Government Grants State	\$11,392
Revenue Other	\$25,420
Locally Raised Funds	\$86,194
Total Operating Revenue	\$1,933,794

Equity ¹	Actual
Equity (Social Disadvantage)	\$204,229
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$204,229

Expenditure	Actual
Student Resource Package ²	\$1,372,842
Adjustments	\$0
Books & Publications	\$2,094
Communication Costs	\$5,048
Consumables	\$75,276
Miscellaneous Expense ³	\$72,981
Professional Development	\$12,412
Property and Equipment Services	\$115,904
Salaries & Allowances ⁴	\$109,176
Trading & Fundraising	\$18,327
Travel & Subsistence	\$0
Utilities	\$23,059
Total Operating Expenditure	\$1,807,118
Net Operating Surplus/-Deficit	\$126,676
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$89,725
Official Account	\$62,128
Other Accounts	\$21,314
Total Funds Available	\$173,167

Financial Commitments	Actual
Operating Reserve	\$63,718
Other Recurrent Expenditure	\$6,013
Provision Accounts	\$5,076
Funds Received in Advance	\$0
School Based Programs	\$55,741
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,619
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$10,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$17,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$173,167

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 04 Mar 2019 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 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.

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 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 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').