

2019 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 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 27 July 2020 at 12:36 PM by Jodi May (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 30 July 2020 at 10:31 AM by Anja Croft (School Council President)

About Our School

School context

Heywood Consolidated school is a small rural primary school located in Victoria's far south-west. We are situated one kilometer from our town shopping strip, upon the Gunditjmarara country and is approximately 375 kilometers from Melbourne CBD and 25 kilometers north of Portland. Our town has a shrinking population of about 1100 and in recent years our student population has been declining due to families moving away from Heywood to seek job opportunities. We finished 2019 with 143 students and 14.8 equivalent Full Time staff; 1 Principal, 10 teachers and 5 Educational Support staff. Our school values are Respect, Resilience and Kindness. We use the five prosocial skills of Mutual Respect, Active Listening, No Put Downs (to self or others), Be Your Best Self, Giving and Getting Help. We have a strong link with our Indigenous Co-operative of WindaMara, with twenty-one percent of our students being proud Aboriginal children. We have a strong relationship with our local Heywood and District Secondary College, which is within walking distance, we also share our LOTE teacher and senior high school students frequently visiting and running workshops and activities to engage with our students. We share a school newsletter which enables our community to see what is happening with all of our students from Foundation to Year 12.

Framework for Improving Student Outcomes (FISO)

Our focus areas from the FISO Model fro 2019 were Excellence in Teaching and Learning - Building Practice Excellence and Professional Leadership - Building Teams. We were involved with two main projects, one - appointing and developing our Learning Specialist (in the area of Literacy) and two - learning and delivering The Berry Street Educational Model (BSEM). WE used the FISO enquiry cycle for all learning area meetings, to assess, implement and re-assess our student learning growth. We offered targeted intervention strategies for all children from Foundation to grade 6. Interventions were Pre-Lit, Macq-Lit and Mini-Lit programs. We run a therapy intervention called the Kooramook Room for our junior students. These programs were mainly funded through our Equity Funding. Student voice has been a strong influence on our curriculum choices - through a program called Clubs - where students make a choice about which club to belong to and the groupings are comprised vertically from Foundation to Year 6. Our student leaders organise the club choices and survey our students to create groupings. Such choices are Skate Park, Walking Tours, Stadium Games, Meditation and Lego (to name just a few). Our school continues to work as part of a wider network implementing the Barwon South West Sounds Write project with all teachers having gained their training over a four day period.

Achievement

Overall our school data is comparable to like schools across our network. We follow an assessment schedule where assessments are carried out, discussed, reviewed and our curriculum is matched to our students' needs. Small group work and targeted interventions are used. We use a Student Assessment Platform to gather and track our student progress over time. Individual learning goals are used throughout every class rooms with students working with their teachers to monitor and set new goals. This has demonstrated student ownership over their own learning and a proven tool for students to strive to achieve their best. Koorie Educational Learning Plans (KELP) are created and reviewed twice per year, these plans are made in consultation with parents and student assessment data. We have trained all staff in the use of Sounds Write and have qualified Teacher Assistants in the intervention programs of PreLit, MiniLit, MacqLit and MultiLit. Individual Learning Plans are engaged for students in the top 10% and below 10% of standard levels and for all students that participate in a Student Support Group.

Engagement

We encourage our students to participate in a curriculum area called Clubs with students grouped vertically from Foundation to Year 6. This is a student driven and led curriculum area. Students nominate the club that they would like to see running, the student leadership team meet across all year levels for students to make their choices. The final part of the process is for teachers to self nominate which club they will run. Technology is used in all classrooms for a period of one hour blocks. We subscribe to a handful of Apps; Seesaw, MineCraft, Athletics, Lexia, Core5 and

Animation. Our school prides itself on weekly assemblies which the student leaders hold for the whole school. Certificates and class show cases are featured. All parents are invited. The Berry Street Educational Model (BSEM) was introduced this year with all staff being trained across four full days of learning. All staff have worked together to create calm, predictable and routines. Circle meetings are held at the beginning and end of each day with a clear structure to allow for student voice. The inclusion of the five pro-social skills; Be Your Best Self, Active Listening, No Put Downs, Get and Receive Help, Mutual Respect are visible in every classroom and throughout our school spaces. Hands On Learning (HOL) has also continued this year with six Yr6 students participating in the one day per week program. Projects that they have been involved with can be seen in our school yard. A cement eel, garden beds and a Planter to Plate vegetable garden.

Wellbeing

Wellbeing is of utmost importance to us and we cater for all of our students in a range of ways. We have a nurture room that operates on a timetable basis, with parent support and trauma informed practices. We under took The Berry Street Educational Model (BSEM) training and practice their methods daily within all classrooms. Strategies include twice daily circles, golden statements, Ready to Learn plans, Meditation, Sensory tool kits and use of the five pro-social skills; Be You Best Self, Active Listening, No Puts Downs, Give & Get Help, Mutual Respect. We have school wide behaviour protocols which are followed by all staff, allowing for fair and consistent approaches to managing student behaviour. Our school addresses any non-attendance through daily phone calls and meeting with parents to offer supportive arrangements to suit the needs of our learners. Our student Attitude to School survey showed marked improvements with 83% of our students feeling connected to their school and their learning. Positive Education has also been introduced with our school being a member of the Hamilton Portland Positive Education Hub, which is run by Geelong Grammer. Our school has continued to work with a behavioral specialist - Greg Mitchell. His strategies can be seen throughout our classrooms, professional reading of The Behaviour Ambulance and Peer Observations with Greg reflecting upon our progress (including student voice).

Financial performance and position

Our school finished with a surplus of \$109,000. These funds had been set aside for a returning staff member and for specific programs which require a budget. Our Parents and Friends group carried \$17,000 into the new year. The State government also gave us additional Maintenance Blitz money. Our Gonski funding was \$170,000 which was used to improve student outcomes by engaging in the The Berry Street Educational Model training and Positive Education training. Staff have been involved in The Berry Street Educational Model school visits to Melbourne and Geelong. This has made links between behaviour management techniques that underpins The Berry Street Educational Model.

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

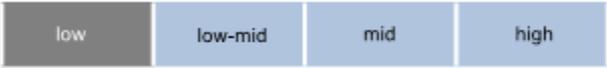
Performance Summary

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.

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 151 students were enrolled at this school in 2019, 65 female and 86 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 20 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>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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

Achievement	Student Outcomes	Similar 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>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Below ●</p> <p>Above ●</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: ◆

Key: Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Below ●</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>Below ●</p> <p>Below ●</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
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Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>38%</td> <td>19%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>56%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>56%</td> <td>38%</td> <td>6%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>75%</td> <td>25%</td> <td>0%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	38%	19%	Numeracy	38%	56%	6%	Writing	29%	53%	18%	Spelling	56%	38%	6%	Grammar and Punctuation	75%	25%	0%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>91 %</td> <td>89 %</td> <td>93 %</td> <td>88 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	89 %	93 %	88 %	91 %	90 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	Similar 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>Similar ●</p>
<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>Similar ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,442,354	High Yield Investment Account	\$118,392
Government Provided DET Grants	\$385,055	Official Account	\$59,216
Government Grants Commonwealth	\$1,500	Other Accounts	\$0
Revenue Other	\$9,509	Total Funds Available	\$177,608
Locally Raised Funds	\$62,130		
Total Operating Revenue	\$1,900,549		
Equity¹			
Equity (Social Disadvantage)	\$170,715		
Equity Total	\$170,715		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,334,115	Operating Reserve	\$64,724
Communication Costs	\$5,665	School Based Programs	\$12,093
Consumables	\$88,826	Funds for Committees/Shared Arrangements	\$16,713
Miscellaneous Expense ³	\$63,917	Asset/Equipment Replacement < 12 months	\$43,620
Professional Development	\$26,719	Maintenance - Buildings/Grounds < 12 months	\$37,024
Property and Equipment Services	\$117,347	Total Financial Commitments	\$174,173
Salaries & Allowances ⁴	\$91,694		
Trading & Fundraising	\$17,848		
Travel & Subsistence	\$11,358		
Utilities	\$23,322		
Adjustments	(\$4,050)		
Total Operating Expenditure	\$1,776,763		
Net Operating Surplus/-Deficit	\$123,786		
Asset Acquisitions	\$0		

- (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 26 February 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)

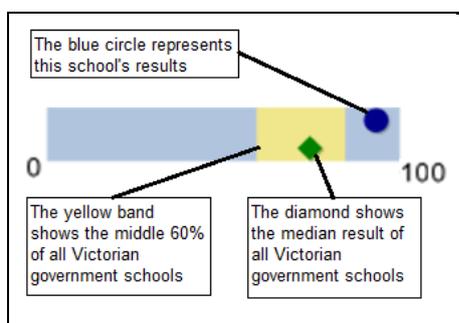
Engagement

- student attendance and engagement at school
- 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 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 '*ND*' 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').