

# 2016 Annual Report to the School Community



School Name: Hillsmeade Primary School

School Number: 5482



Name of School Principal:

Jodie Bray

Name of School Council President:

Stewart Johnson

Date of Endorsement:

[Enter date here]

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au))

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training

## About Our School

### School Context

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. Our motto, 'Growing and Learning Together' is supported by our mission 'to provide a caring, safe and supportive learning environment for children to grow'.

Our newly developed school vision states that, 'at Hillsmeade Primary School, we aim to continually grow and learn together by: supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and culture and becoming global citizen prepared for the needs and expectations of our ever changing society.

All 911 children are valued within a supportive and stimulating school environment where each child is encouraged to reach his / her potential. We value teamwork, integrity, responsibility, enthusiasm, success, persistence, courage and encouragement. We also encourage the development of independence, active participation and leadership within the school and wider community. The school has 38% of students with a language background other than English. Students are provided additional enrichment opportunities including: Swimming programs, Camps and Excursions; Cross Country, Athletics, Choir, Band and Interschool Sport.

Our Early Learning Centre caters for 3 and 4 year old kindergarten children and Long Day Care. The ELC reached capacity during 2016. Our Out of School Hours Care Program provides further community support for our families and the school has a Joint Use Agreement with the City of Casey for the use of the neighbouring sporting grounds. Parent participation on school council, working bees, as classroom helpers, in curriculum events and fundraising activities, is a vital part of school life.

Parent Opinion Survey response rate for 2016 was 55.1%.

This school has 4 Principal class officers, 51 teaching staff and 24 Education Support staff. Staffing for the Early Learning Centre is included in this figure.

### Framework for Improving Student Outcomes (FISO)

In 2016 Hillsmeade Primary School focused on FISO initiatives in the areas of building practice excellence and setting expectations and promoting inclusion. In the area of building practice excellence the school developed a consistent, evidence based instructional model through collaboration with all staff. This was collaboratively developed with all staff and included a research and trial phase with triad observations built in to the model development. This initiative was assessed as evolving using the FISO continuum.

In the area of setting expectations and promoting inclusion the school continued work on KidsMatter module 2 and introduced the bounce back resilience program. In 2016 we also introduced a school wide elective program that was linked to the Victorian Curriculum and bounce back values. This program created great opportunities for students across prep – 6 to interact with peers from other year levels. This initiative was assessed as embedding using the FISO continuum.

In 2017 the school will continue to work on building practice excellence and also the FISO initiative of building leadership teams.

### Achievement

Taking into account our overall socio-economic profile and the proportion of students with English as a second language, our student outcomes for English and Mathematics as reported against AusVELS are lower to like schools and slightly lower than the middle 60% of all Victorian government schools. There has been significant changes to the way teachers plan, deliver the curriculum and assess student learning which could have contributed to this results, as more detailed evidence is now collected by teachers in an ongoing way to better evidence their teacher judgments.

NAPLAN data in this report highlights improvement in the areas of reading for both grade 3 and grade 5 as shown as 'similar' in the School Comparison column. A celebration for Hillsmeade PS in the Year 5 area with improvement in all assessed areas of NAPLAN. Also a celebration for Hillsmeade PS in the area of student growth (grade 3 to grade 5 learning gain) with 79% of children gaining medium to high growth in numeracy and 75% for grammar and punctuation.

The school's Annual Implementation Plan for 2016 included targeted professional learning in the area of reading, with the development of the Hillsmeade Instructional model to develop a greater consistency of practice across our large school in explicitly teaching students using high impact strategies. Additionally, using our 2016 equity funding we prioritized reading intervention for our prep – 2 students at risk in the area of reading to support learning growth.

Our Professional Learning Teams continued to work collaboratively, with the guidance of a PLT leader and support of our Assistant Principal Teaching and Learning to collectively focus on student data to inform and improve student results. PLT's provide opportunities for teachers to:

- collect and share evidence / data of students learning and discuss the next steps in learning / development, and the high impact instructional strategies that will lead to learning growth.



practice.

- reflect on teacher effectiveness on the basis of student outcomes, learning growth and data targets.
- collectively focus on student learning at a cohort levels.
- engage in ongoing conversations of deep analysis of student learning.
- engage in professional learning in the area of reading under the guidance of the leading teacher Literacy and Teaching and Learning Assistant Principal.

In 2016 a comprehensive Assessment Schedule was used to provide teachers with the tools to consistently assess the students using a three tiered approach. Tier 1 NAPLAN; Tier 2 – running records, fountas and pinnell, writing moderation; Tier 3 – pre and post assessments, student conferences in reading, writing and mathematics. The tracking of student data continues to be a focus in 2016 with tracking documents used across all year levels. A reading intervention program supported our ‘at risk readers’ and has shown significant improvement in reading outcomes for students involved.

Teachers are supported with the provision of 3 hours non-face-to-face contact time. Measuring student growth across the year levels is now common practice and is shared with our School Improvement Team. All teachers identified suitable SMART goals in their 2016 Performance and Development Plan to improve student outcomes in reading.

Hillsmeade PS continues to ensure that the timetables include explicit instruction and meet the Victorian Curriculum Assessment Authority (VCAA) recommended time for reading, writing and mathematics. We continue to explicitly teach science and Mandarin. Students access other specialist programs of excellence in Art, Music and Physical Education / Sport.

### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

Victorian Early Years Learning and Development Framework     AusVELS     Victorian Curriculum     A Combination of these

## Engagement

Student engagement continued to be a focus for the school in 2016. Focusing on setting expectations and promoting including through the KidsMatter module 2, the introduction of the bounce back resilience program and the implementation of the whole school elective program. In this priority area of developing a positive climate for learning we:

- Led all staff through professional learning on social and emotional skills as part of the KidsMatter module 2
- Led student leaders through peer support leader training and timetables these leaders out into the yard working with teachers on yard duty
- Continued work in promoting the 5 step behavior management process
- Collaboratively planned across grade levels for weekly sessions in bounce back
- Utilized bounce back awards through assembly to promote values and behaviors from the program
- Continued to personalize learning, utilizing differentiation and student goal setting to challenge students at their point of need
- Continued to provide a strong specialist program providing students with a range of experiences across the curriculum
- Introduced the whole school elective program, in which students had voice and choice in relation to participation and engagement
- Utilized intervention support for students prep-2
- Used whole school events such as, multicultural day, bullying no way day, are you ok day, survivor day, mad day, to support team work, leadership, cross curricula links and student collaboration.
- Partnered again with Monash University to provide explicit opportunities in practical science lessons delivered by pre-service teachers
- Built upon our use of ICT across the school
- Utilized mathletics to support maths learning across the school
- Regularly used incursions, excursions, camps and special events to connect learning with the real world
- Engaged in network interschool sport activities
- Offered extra-curricular activities such as: twilight sports, science expo, mandarin night, art expo, school production, footy day, choir and other events.
- Used our student leaders to drive student voice across the school.

## Wellbeing

The school values education as a partnership between children, staff, parents and the broader community. Parents are provided many opportunities to be involved in the learning in partnership with the school through the Parent Helpers program (listening to student reading), school banking, attendance at school incursions/excursions, volunteering on school council, in the canteen and at school events.

Our Student Wellbeing Officer (qualified Social Worker) continues to support children's needs. The additional involvement of Student Support Officers (speech pathologists and psychologist assessments) are sought when needs arise, and is coordinated by our Assistant Principal Welfare and Wellbeing. Students who are eligible for funding through the PSDMS program are on Individual Learning Plans and applications are submitted where appropriate. Outside agencies are sourced and utilized when available, e.g. Oz Child, Song Room, Windermere Family Services and Connections.

The KidsMatter Team led the implementation of module 2 of the framework with professional development to support implementation of the bounce back resilience program. The whole school elective program was also an initiative to support the values of the bounce back program. Student Peer Support training was again utilized and supported teachers and students out in the yard.

Work on our transition program continued with leadership of our ELC Assistant principal and Teaching and Learning Assistant Principal. Our in-school transition program continued, with the addition of this process being utilized to support the Year 6 – 7 transition for Hillsmeade students attending Alkira Secondary College.

For more detailed information regarding our school please visit our website at

[www.hillsmeade.vic.edu.au](http://www.hillsmeade.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

School Profile	
<p><a href="#">Enrolment Profile</a></p> <p>A total of 894 students were enrolled at this school in 2016, 440 female and 454 male. There were 32% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><a href="#">Overall Socio-Economic Profile</a></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and Education.</p>	
<p><a href="#">Parent Satisfaction Summary</a></p> <p>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p><a href="#">School Staff Survey</a></p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment 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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p>● Similar</p> <p>● Lower</p> <p>● Lower</p> <p>● Lower</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 year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> 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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>48%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>51%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>46%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>40%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	48%	21%	Numeracy	22%	51%	26%	Writing	29%	47%	24%	Spelling	27%	46%	28%	Grammar and Punctuation	25%	40%	35%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2016 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>89 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	92 %	92 %	93 %	92 %	93 %	91 %	<p><b>Results: 2016</b></p> <p>Low absences &lt;-----&gt; high absences</p> <p><b>Results: 2013 - 2016 (4-year average)</b></p> <p>Low absences &lt;-----&gt; high absences</p>	<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	92 %	92 %	93 %	92 %	93 %	91 %										

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: Median of all Victorian government primary year levels:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

## How to read the Performance Summary

### What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary, P-12 and specialist schools, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

### What is a School Comparison?

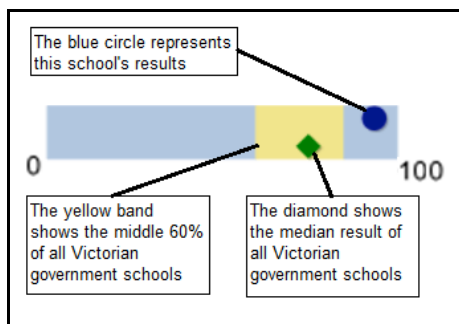
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their

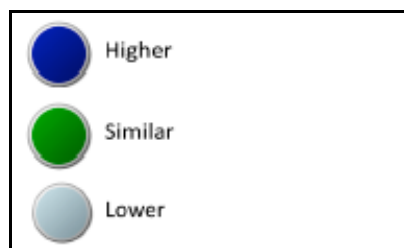
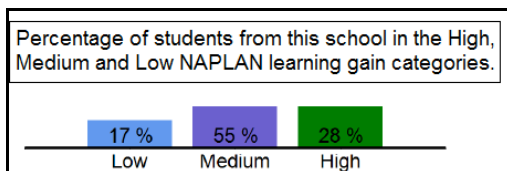
The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



**What are the changes in student achievement?**

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: <http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

**What is the meaning of 'Data not available'?**

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

**What is this school doing to improve?**

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial performance and position commentary

The school continues to repay a 2013 reconciled deficit of over \$540K in line with the agreed repayment plan. We were financially sound in 2016 ensuring we fully repaid the 2015 reconciled deficit of \$418K. Every year will see a deficit in our SRP as the school continues to employ our Early Learning Centre (ELC) staff through the credit component of the SRP. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring Profit and Loss Statements for the ELC, Out of School Hours Care and the Canteen have been utilized. The ELC and Out of School Hours Care are still fully self-funded.

Leadership for continued improvement was provided through 3 Assistant Principals, with key areas of responsibility (Teaching and Learning, Welfare and Early Learning Centre) and 1 Leading Teacher (Literacy). Additionally, a small special payment was made to our Professional Learning Team leaders who work as middle leaders, leading their learning teams.

Ongoing and regular maintenance, including, painting, grounds work, air-conditioning and repairs occurred in 2016.

The school continued to utilize the new school website to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Hillsmeade.

PSDMS funding was review and aligned to the Integration Aide timetable to ensure resources were allocated where required.

In 2016 equity funding supported our Literacy Leading teacher out of the classroom to improve teacher practice in the area of reading and also funded staffing of our intervention program for at risk readers from Prep – 2.

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$6,067,209
Government Provided DET Grants	\$645,033
Government Grants Commonwealth	\$466,684
Revenue Other	\$40,319
Locally Raised Funds	\$1,106,376
<b>Total Operating Revenue</b>	<b>\$8,325,621</b>

Expenditure	
Student Resource Package	\$6,293,170
Books & Publications	\$6,799
Communication Costs	\$17,280
Consumables	\$188,394
Miscellaneous Expense	\$520,965
Professional Development	\$24,148
Property and Equipment Services	\$748,854
Salaries & Allowances	\$350,436
Trading & Fundraising	\$121,041
Utilities	\$56,006

<b>Total Operating Expenditure</b>	<b>\$8,327,094</b>
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<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,473)</b>
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<b>Asset Acquisitions</b>	<b>\$0</b>
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#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$363,421
Official Account	\$433,642
Other Accounts	\$608,297
<b>Total Funds Available</b>	<b>\$1,405,360</b>

Financial Commitments	
Operating Reserve	\$286,318
Asset/Equipment Replacement < 12 months	\$185,000
Capital - Buildings/Grounds incl SMS<12 months	\$163,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$212,000
Cooperative Bank Account	\$15,980
Revenue Receipted in Advance	\$80,165
School Based Programs	\$44,500
Provision Accounts	\$7,500
Other recurrent expenditure	\$71,968
Asset/Equipment Replacement > 12 months	\$2,800
Capital - Buildings/Grounds incl SMS>12 months	\$28,413
Maintenance -Buildings/Grounds incl SMS>12 months	\$247,716
<b>Total Financial Commitments</b>	<b>\$1,345,360</b>



Student Resource Package Expenditure figures are as of 06 March 2017 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*