

2017 Annual Report to the School Community



School Name: Hillsmeade Primary School

School Number: 5482



- 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 Regulation 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 2017 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

Signed 28 March 2018 at 10:42 AM by Jodie Bray (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 Regulation 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 2017 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.

Signed 10 April 2018 at 10:37 AM by Brooke Gniel (School Council President)



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 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.' This vision reflects the opportunities and experiences offered at our school.

All 874 children are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their potential. At Hillsmeade our I RESPECT values are modelled and encouraged. We value integrity, responsibility, enthusiasm, success, persistence, encouragement, courage and team work. We also promote and encourage independence, active participation and leadership within our school and the local community. The school has 32% of students with a language background other than English. Students are provided additional enrichment opportunities including: swimming programs, camps and incursions, cross country, athletics, choir, interschool sport and electives.

Our Early Learning Centre caters for 3 and 4 year old kindergarten children and Long Day Care. The ELC reached capacity during 2017. 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, as classroom helpers, in curriculum events and fundraising activities, is a vital part of school life.

Parent Opinion Survey percent endorsement for 2017 was 87%.

This school has 4 Principal class officers, 52 teaching staff and 34 Education Support staff. Staffing for the Early Learning Centre is included in this figure.

Framework for Improving Student Outcomes (FISO)

In 2017 Hillsmeade Primary School focused on FISO initiatives in the areas of building practice excellence and building leadership teams. In the area of building practice excellence the school developed a consistent, evidence based instructional model through collaboration with all staff in the area of teaching Writing. 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 building leadership teams the school continued work on embedding our new school vision, mission and values. 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 evolving using the FISO continuum.

In 2018 the school will work on Curriculum Planning and Assessment and also the FISO initiative of Empowering Students and Building School Pride.

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 the Victorian Curriculum are lower to like schools and slightly higher 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 Year 3 as shown as 'similar' in the School Comparison column. Year 5 NAPLAN results in reading is a celebration. Another celebration is the Year 3 – 5 Learning Growth data for Reading 89% and Grammar and Punctuation 82% of students gaining medium to high growth.

The school's Annual Implementation Plan for 2017 included targeted professional learning in the area of Writing, 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 2017 equity funding we prioritised



reading intervention for our year Prep – 2 students at risk in the area of reading to support learning growth. We also targeted our high achieving Year 6 students with an Intervention in Excellence.

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.
- analyse and improve practice through collective accountability, commitment to professional learning and reflective 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 Writing under the guidance of the Teaching and Learning Assistant Principal and writing consultant.

In 2017 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 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 2017 Performance and Development Plan to improve student outcomes in Writing.

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.

Engagement

Student engagement continued to be a focus for the school in 2017. Focusing on setting expectations and promoting our school vision and values throughout the school. We continued to work on: KidsMatter module 3, 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 3 (with refresher training modules for induction of new staff)
- Led student leaders through peer support leader training and timetabled these leaders out into the yard working with teachers on yard duty
- Continued work in promoting the 5 step behaviour management process
- Collaboratively planned across grade levels for weekly sessions in bounce back
- Utilised bounce back awards through assembly to promote values and behaviours from the program
- Continued to personalise learning, utilising 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
- Continued the whole school elective program, in which students had voice and choice in relation to participation and engagement
- Utilised intervention support for students in Year 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



- Utilised mathematics 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
- Promote and celebrate student achievement utilising the school's positive post cards

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 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 Assistant Principal Welfare and wellbeing and student wellbeing officer (qualified Social Worker) supported 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 utilised when available, e.g. Oz Child, Song Room, Windermere Family Services and Connections.

The KidsMatter Team led the implementation of module 3 of the framework with professional development to support implementation of the bounce back resilience program. The whole school elective program also continued to be a focus for promoting the school values in conjunction with the bounce back program. Student Peer Support training was again utilised 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 utilised 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

<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 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 874 students were enrolled at this school in 2017, 435 female and 439 male.</p> <p>32 percent were EAL (English as an Additional Language) students and 1 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> Lower</p> <p> Lower</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> Lower</p> <p> Similar</p> <p> Lower</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> Higher</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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>11%</td> <td>60%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>57%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	11%	60%	29%	Numeracy	29%	49%	22%	Writing	22%	46%	32%	Spelling	22%	51%	27%	Grammar and Punctuation	19%	57%	25%	<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>90 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	92 %	92 %	92 %	92 %	92 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	92 %	92 %	92 %	92 %	92 %										



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>	Similar

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)

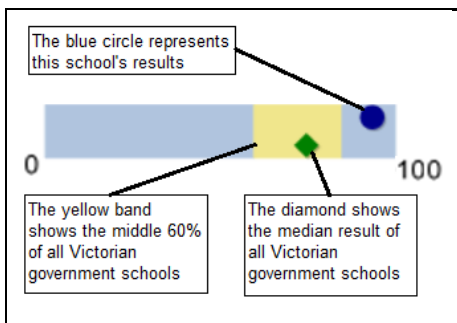
Engagement

- 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).

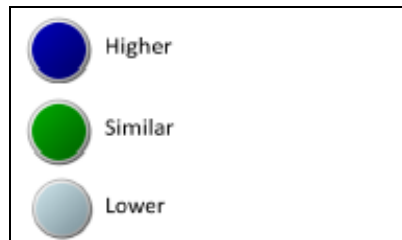


What does *School Comparison* refer to?

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

In 2017 the school continues to repay a 2013 reconciled deficit of over \$540K in line with the agreed repayment plan. We were financially sound in 2017 ensuring we fully repaid the 2016 reconciled deficit of \$222K. 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 utilised. 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/ Wellbeing and Early Learning Centre Director) 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 and monitoring student achievement targets.

Ongoing and regular maintenance, including, painting, grounds work, air-conditioning and repairs occurred in 2017, which also saw significant work on the grounds.

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

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

In 2017 equity funding supported staffing of our intervention program for at risk readers from Year Prep – 2. It also funded ES support in Year 4 and Year 3 for at risk learners. It also supported staffing of a 2 day a week support teacher for excellence in Year 6 for high achieving students.

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	\$6,028,781	High Yield Investment Account	\$640,335
Government Provided DET Grants	\$741,809	Official Account	\$109,116
Government Grants Commonwealth	\$445,531	Other Accounts	\$609,111
Revenue Other	\$33,127	Total Funds Available	\$1,358,562
Locally Raised Funds	\$829,271		
Total Operating Revenue	\$8,078,518		
Equity¹			
Equity (Social Disadvantage)	\$225,092		
Equity Total	\$225,092		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,488,126	Operating Reserve	\$288,646
Books & Publications	\$4,696	Asset/Equipment Replacement < 12 months	\$185,000
Communication Costs	\$18,601	Capital - Buildings/Grounds incl SMS<12 months	\$175,000
Consumables	\$254,182	Maintenance - Buildings/Grounds incl SMS<12 months	\$212,000
Miscellaneous Expense ³	\$415,565	Revenue Received in Advance	\$158,000
Professional Development	\$40,147		



Property and Equipment Services	\$737,073	School Based Programs	\$50,000
Salaries & Allowances ⁴	\$371,866	Provision Accounts	\$4,000
Trading & Fundraising	\$124,852	Other recurrent expenditure	\$32,916
Utilities	\$61,057	Asset/Equipment Replacement > 12 months	\$3,000
		Maintenance -Buildings/Grounds incl SMS>12 months	\$250,000
		Total Financial Commitments	\$1,358,562
Total Operating Expenditure	\$8,516,166		
Net Operating Surplus/-Deficit	(\$437,647)		
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 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.