

2015 Annual Report to the School Community

Hillsmeade Primary School

School Number: 5482



Name of School Principal:

Deborah Harry

Name of School Council President:

Stewart Johnson

Date of Endorsement:

28 April 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (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 - languages program' minimum standards until 31 December 2015.

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 vision statement – *HPS is a warm, friendly and diverse learning community where students have opportunities to learn in a manner that is personalised and caters for their interests, needs and strengths. We strive to prepare our students and families for a life of continual learning and we pride ourselves on our unique learning environments. We aim for Hillsmeade students to investigate, communicate and become lifelong learners with curious minds and a bright future.*

All 854 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, honesty, productivity, respect, empathy and understanding. We also encourage the development of independence, active participation and leadership within the school and wider community. The school has 21% of students with English as a second language. 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 2015. 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 2015 was 35.6%.

This school has 69 equivalent full time staff, 4 Principal class officers, 47.57 teaching staff and 18 Education Support staff. Staffing for the Early Learning Centre is included in this figure.

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 AusVELS are lower to like schools and only slightly lower than the middle 60% of all Victorian government schools. Changes to the way teachers plan, deliver the curriculum and assess student learning growth continued in 2015 and could have contributed to this result as more detailed evidence is collected by teachers to inform their judgements.

NAPLAN data in this report highlights improvement in the areas of numeracy for both grade 3 & 5 as shown as ‘similar’ in the School Comparison column. A celebration for Hillsmeade PS is in the area of student growth (grade 3 to grade 5 learning gain) with 78% of children gaining medium to high growth for reading and 82% for numeracy.

The school’s Annual Implementation Plan for 2015 included targeted professional learning in the area of writing using the VCOP Framework to develop a consistent approach to the teaching and assessing of writing. This will continue in 2016 as the teachers develop a greater understanding of using the Writing Assessment Criterion. Additionally, under the leadership of our Leading Teacher Literacy, the prep teachers prioritized their teaching of reading using a common instructional model aimed at explicitly teaching reading strategies.

Our Professional Learning Teams continue to collaboratively meet with our Assistant Principal Teaching & Learning to collectively focus on student learning in literacy and numeracy. PLTs provide opportunities for teachers to:

- Collect, and share evidence/data of student learning; discuss the next level of learning/development; and instructional strategies that will lead to learning growth.
- Analyse and improve classroom practice.
- Judge teacher effectiveness on the basis of student outcomes and learning growth.
- Collectively focus on student learning at a whole year level.
- Engage in ongoing conversations of deep analysis of student learning.
- Engage in professional learning in the area of mathematics under the guidance of the Assistant Principal.

An Assessment Schedule has been reviewed and enhanced to provide teachers with the tools to consistently assess the children using a three tiered approach:

Tier 1 NAPLAN; Tier 2 – Running Records, On Demand, Writing Moderation; Tier 3 – Pre & post-assessments. Tracking of student data continues using excel spreadsheets to support teachers with their planning. A reading intervention program for ‘at risk’ prep to grade 2 students occurred in term 4 with significant improvement in reading outcomes.

Teachers are supported with the provision of 3 hours non-face-to-face time. Measuring student growth across the year levels is now easily shown and measured using data. All teachers identified a suitable SMART goal in their Performance & Development 2015/2016 plan to improve student outcomes in writing. In 2016, a focus will be developing a common instructional model for use in

all classrooms, initially focusing on reading. Mathematics support will continue to be offered through the Assistant Principal.

Hillsmeade PS continues to ensure that the 2016 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 2015. To provide a stimulating, safe and secure learning environment to build engagement in the students included:

- Analysis of attendance data and teacher absence coding by the Specialist Professional Learning Team with successes in the reduction of our school year level mean from 15 (2014) to 14.92 (2015).
- Collaborative weekly planning time for grade level teams throughout the year ensured continuity and consistency of curriculum across the grades and a strategic focus on teaching, learning and engagement.
- Personalised learning by differentiating lesson development to challenge students at their point of need.
- A strong specialist program providing children a range of experiences across the curriculum.
- Literacy support in the early years including an intervention program for 'at risk' children prep-2.
- Introducing multicultural day / appreciation of cultural diversity
- Survivor Day (team building, developing leadership) and MAD Day (linked to the humanities curriculum focusing on leadership, team building, collaboration, planning, business acumen etc.)
- Partnership with Monash University providing explicit and practical science lessons to all grades delivered by pre-service teachers.
- Comprehensive use of ICT in the middle years.
- Regular excursions, incursions and camps.
- Interschool sport competition
- Extra-curricular experiences such as Science Evenings, Footy Day, Instrumental Music, Choir.
- Student Leadership – Twenty grade 6 leaders and Junior School Council.

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 their child's learning through the Parent Helpers' Program (listening to children read), school banking, volunteering on School Council, in the canteen or at school events and or excursions.

Our Student Wellbeing Officer (qualified Social Worker) continues to support children's needs. The additional involvement of the Student Support Officers (speech pathologist and psychologist for assessments) is sought when identified needs are raised. Students identified as eligible for funding through the PSDMS program are on Individual Learning Plans and applications submitted where appropriate. Outside agencies are sourced and utilized when available, for example, OzChild (Shine Assist), Song Room, Windemere Family Services and Connections.

The KidsMatter Action Team led the implementation of the first module of the framework to provide additional support for the mental health and wellbeing of students. The second module will be implemented in 2016 with the start of teachers using the Bounce Back Resilience Program. The school also received funding to support resilience programs which will include a whole school elective program in 2016. A student Peer Support Program commenced with 20 student leaders from grade 6 fully trained to deliver the program to all 115 grade 5 students.

A Transition Program for all students entering, moving through and leaving the school is in place. With the Early Learning Centre on site, our Assistant Principal and transition team developed a comprehensive program to provide a smooth and seamless transition for children entering Prep. In-school transition from year to year was further enhanced by the continued use of a process to ensure consistency in grade structure and student placement. Following a very smooth start to 2016, we feel this continues to be an effective program for children, teachers and parents. Additionally, our transition program with our feeder secondary school, Alkira Secondary College provided opportunities for grade 6 children to familiarize themselves with their next stage of education.

Productivity

The school continues to repay a 2013 reconciled deficit of over \$540K in line with an agreed repayment plan. We were financially sound in 2015 ensuring we fully repaid the 2014 reconciled deficit of \$458K. 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 put into place. The ELC and the Out of Hours School Care are still fully self-funded.

Leadership for improvement areas was provided by way of 3 Assistant Principals with key areas of responsibilities (Teaching & Learning, Welfare and Early Learning Centre) and 3 Leading Teachers (English, Science/Humanities and Coaching). Additionally, a small special payment was provided to our PLT leaders who worked as middle level leaders leading their teaching teams.

Ongoing and regular maintenance including painting and minor repairs occurred in 2015. We also saw a complete upgrade of the school's oval and proudly opened our new synthetic sports oval and running track early 2016.

The school developed a new website 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.

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 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.

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

Enrolment Profile

A total of 854 students were enrolled at this school in 2015, 408 female and 446 male. There were 21% of EAL (English as an Additional Language) students and 0% ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



School Staff Survey

Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







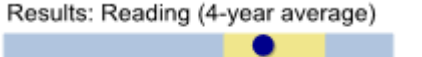







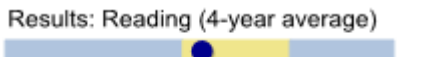

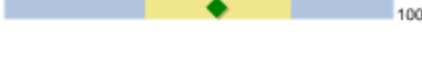




Performance Summary

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 Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p>English</p> <p>No Data Available</p> <p>Mathematics</p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</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>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> Lower</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> Similar</p> <p> Lower</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>51%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>40%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>57%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	51%	27%	Numeracy	18%	55%	27%	Writing	36%	40%	24%	Spelling	28%	49%	23%	Grammar and Punctuation	25%	57%	17%	<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 year levels: 
Result for this school:  Median of all Victorian government primary year levels: 

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. 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 2015 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1034 920"> <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>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	92 %	93 %	93 %	93 %	94 %	<p>Results: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	92 %	93 %	93 %	93 %	94 %										

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>Students Attitudes to School - Connectedness to School</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

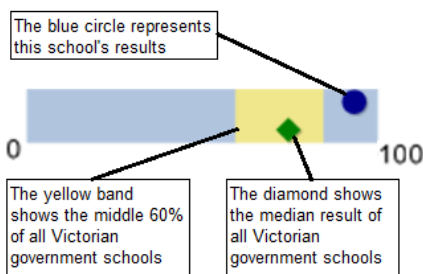
What are student outcomes?

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 colleges, 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.

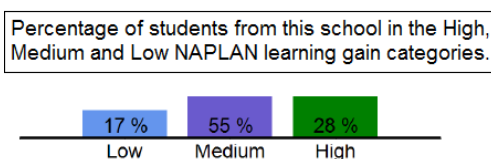
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

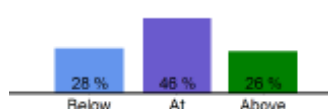


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

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'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.



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



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 - Operating Statement Summary for the year ending 31 December, 2015

Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,418,281	High Yield Investment Account	\$230,800
Government Provided DET Grants	\$668,471	Official Account	\$53,113
Government Grants Commonwealth	\$345,144	Other Accounts	\$1,039,992
Revenue Other	\$56,472	Total Funds Available	\$1,323,906
Locally Raised Funds	\$678,079		
Total Operating Revenue	\$7,166,448		
Expenditure		Financial Commitments	
Student Resource Package	\$5,835,869	Operating Reserve	\$287,403
Books & Publications	\$24,149	Asset/Equipment Replacement < 12 months	\$30,000
Communication Costs	\$23,688	Maintenance - Buildings/Grounds incl SMS<12 months	\$85,000
Consumables	\$131,698	Cooperative Bank Account	\$29,000
Miscellaneous Expense	\$631,908	Revenue Received in Advance	\$214,456
Professional Development	\$37,568	School Based Programs	\$34,500
Property and Equipment Services	\$581,593	DET Central Coordination	\$522,868
Salaries & Allowances	\$280,645	Capital - Buildings/Grounds incl SMS>12 months	\$60,000
Trading & Fundraising	\$126,006	Maintenance -Buildings/Grounds incl SMS>12 months	\$60,678
Utilities	\$49,885	Total Financial Commitments	\$1,323,906
Adjustments	(\$3,503)		
Total Operating Expenditure	\$7,719,507		
Net Operating Surplus/-Deficit	(\$553,059)		
Asset Acquisitions	\$0		

Student Resource Package Expenditure figures are as of 21 March 2016 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.

Financial performance and position commentary

This summary shows a deficit of \$553,059 for the year ended 31 December 2015. This figure is directly related to the staffing of the Early Learning Centre through the credit component of the SRP. The government grants for both the ELC and the Out of Hours School Care are provided to the school through the cash component of the SRP and is reflected in the Financial Position column of this summary.