

2018 Annual Report to The School Community



School Name: Hillsmeade Primary School (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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 04:25 PM 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 05:18 PM by Brooke Gniel
(School Council President)

About Our School

School context

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometers 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 865 children are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their potential. At Hillsmeade our 1 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 36% of students with a language background other than English and 1% ATSI (Aboriginal and Torres Strait Islander Students). 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 2018. 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 neighboring sporting grounds. Parent participation on school council, as classroom helpers and in support of curriculum events, is a vital part of school life.

Parent Opinion Survey percent endorsement for 2018 was 85.3%.

This school has 4 Principal class officers, 57 teaching staff and 25 Education Support staff. Staffing for the Early Learning Centre is included in this figure.

Framework for Improving Student Outcomes (FISO)

In 2018 Hillsmeade Primary School focused on FISO initiatives in the areas of Excellence in Teaching and Learning - Curriculum Planning and Assessment and Positive Climate for Learning - Empowering Students and Building School Pride. In the area of curriculum planning and assessment we continued our focus on Writing. This collaborative work included: professional learning, embedding the Hillsmeade Instructional Model, monitoring Year level Writing targets and exploring useful Writing assessments. This initiative was assessed as embedding using the FISO continua.

In the area of Positive Climate for Learning - Empowering Students and Building School Pride the school continued to work on: recognising student leaders and engaging them in purposeful opportunities to collaborate with their peers and lead events across the school. Working with student leaders and SRC reps to meet regularly and engage in decision making for school improvement. Our Year 6 cohort also trialed the introduction of Empower Hour and this will be continued to be developed in 2019. Our work in this area was strengthened with the appointment of an Acting Leading Teacher Leading Social and Emotional Learning for 2018. We believe that supporting our staff, parents and students to build their knowledge and skills in engagement, agency, confidence for learning and connectedness contributed positively to our self-assessment as evolving moving towards embedding on the FISO continua.

In 2019 the school will continue to work on Excellence in Teaching and Learning - Curriculum Planning and Assessment and Positive Climate for Learning - 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 similar to like schools. There has been significant changes to the way teachers plan, deliver the curriculum and assess student learning which have been great levers for this improvement. Teachers strategically collect evidence of student learning and use this information to plan purposefully for their next steps.

NAPLAN data in this report highlights consistent improvement in the areas of all assessed areas. This can be seen as in close alignment to '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 78% of students gaining medium to high growth.

The school's Annual Implementation Plan for 2018 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 2018 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 2018 a comprehensive Assessment and Data Tracking 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 regularly. All teachers identified suitable SMART goals in their 2018 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 2018. Focusing on setting expectations and promoting our school vision and values throughout the school. We also had an increased focus on utilising our Student Leaders and SRC Representatives to authentically support school events, activities and school

improvement initiatives. We became accredited as a KidsMatter school, which was a celebration as this is a culmination of 4 years work. As a school we developed the Rights and Respectful Relationships Curriculum in alignment to Bounceback, the Victorian Capabilities Curriculum and our school I RESPECT values. 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 (with refresher training modules for induction of new staff)
- Led student leaders through weekly leader training (term 1), then weekly collaborative planning meetings term 2 - 4. Supported leaders in actioning improvement ideas and activities across the school.
- Continued work in promoting the 5 step behaviour management process
- Collaboratively planned across year levels for weekly sessions in Social and Emotional Learning
- Utilised I RESPECT awards through assembly to promote positive behaviours in alignment to our school values
- 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.
- 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-curricula 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
- Promoted and celebrate student achievement utilising the school's positive postcards

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 at Hillsmeade Primary 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 Leading Teacher Social and Emotional Learning 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 continued focus on staff professional learning and actioning improvement ideas based on the framework. The whole school elective program also continued to be a focus for promoting the school values in conjunction with the whole school Social and Emotional Learning focus. Student leaders supported the school community by leading recess and lunchtime clubs, events and competitions. Student leaders also supported students within the supported play area.

A highlight in 2018 for our Early Learning Centre was receiving the independently quality assessment rating as exceeding National standards. As a school we continue to work with neighbourhood kindergartens to support the

transition program led by 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

Financial performance and position

In 2018 the school continues to run in deficit. As a school we have finalised our payback 2013 deficit. We were financially sound in 2018 ensuring we fully repaid the 2017 reconciled deficit of \$438,765. 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. We have also completed a DET Financial Audit to ensure the school's practices are in alignment with DET. 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 Social and Emotional Learning and 2 Learning Specialists (Leading Numeracy and STEAM). 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, carpeting, grounds work, air-conditioning and repairs occurred in 2018, 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 2018 equity funding supported staffing of our intervention program for at risk readers from Year Prep – 2. It also funded staffing of a 2 day a week support teacher for excellence in Year 6 for high achieving students.

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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 865 students were enrolled at this school in 2018, 426 female and 439 male.

36 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.3	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.0	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

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

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	91.0	90.1	82.6	95.3	Similar
Mathematics	92.6	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	71.2	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	66.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	63.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	50.5	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	68.2	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	59.9	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	61.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	52.6	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.0	51.6	26.4
Numeracy	25.0	52.2	22.8
Writing	35.2	53.4	11.4
Spelling	24.7	52.8	22.5
Grammar and Punctuation	29.2	52.8	18.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.7	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	15.0	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	94	94	94	94	93	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.0	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	83.2	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	84.8	81.8	73.7	89.7	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$6,346,979
Government Provided DET Grants	\$733,224
Government Grants Commonwealth	\$489,744
Government Grants State	\$121,100
Revenue Other	\$56,403
Locally Raised Funds	\$949,439
Total Operating Revenue	\$8,696,890

Equity ¹	Actual
Equity (Social Disadvantage)	\$273,818
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$273,818

Expenditure	Actual
Student Resource Package ²	\$7,000,229
Adjustments	\$0
Books & Publications	\$2,037
Communication Costs	\$14,440
Consumables	\$270,278
Miscellaneous Expense ³	\$796,807
Professional Development	\$64,424
Property and Equipment Services	\$672,081
Salaries & Allowances ⁴	\$442,305
Trading & Fundraising	\$98,814
Travel & Subsistence	\$0
Utilities	\$69,118
Total Operating Expenditure	\$9,430,532
Net Operating Surplus/-Deficit	(\$733,642)
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,090,496
Official Account	\$190,432
Other Accounts	\$92,476
Total Funds Available	\$1,373,404

Financial Commitments	Actual
Operating Reserve	\$337,505
Other Recurrent Expenditure	\$32,286
Provision Accounts	\$6,386
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$700,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$190,000
Maintenance - Buildings/Grounds < 12 months	\$194,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,460,176

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

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

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').