

2022 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 of the previous calendar year 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 06 April 2023 at 02:24 PM by Linda Buckeridge (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 28 April 2023 at 10:00 AM by Lisa Holmes (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

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

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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, 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 cultures and becoming global citizens prepared for the needs and expectations of our ever changing society.'

All 836 children are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their full potential. At Hillsmeade our I RESPECT school values are modelled, encouraged and celebrated. 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. At Hillsmeade Primary School we have 35% of students that have English as an additional language and 1% ATSI (Aboriginal and Torres Strait Islander Students). In 2022, Hillsmeade PS had one funded international student. Students are provided additional enrichment opportunities including: student leadership, incursions, excursions, cross country, access to special extra-curricular events and inter school sports.

Our Early Learning Centre (ELC) caters for 3 and 4 year old kindergarten children and long day care and has the current independent assessment rating of 'exceeding'. 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 sports grounds. Parent participation on school council, as volunteers and in support of community events is a vital part of school life.

Parent Opinion Survey percent endorsement for 2022 was 75.3%.

This school has 3 Principal class officers, 69 Teaching staff and 33 Education Support staff. Staffing of the ELC is included in this figure.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school commenced their new School Strategic Plan after the School Review was completed at the end of 2021.

Over four years the school aims to maximise learning outcomes for all students, maximise student engagement and maximise student wellbeing and inclusion.

The 2022 Annual Implementation Plan focussed on the priorities goal; Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.

By the end of 2022, 84% of students across Prep-6 achieved *at or above* the expected level in *Reading and Viewing*, as assessed by teachers against the Victorian Curriculum. This is compared to Similar Schools achieving 83%. In *Writing* it is a similar picture with 79% achieving *at or above* expected level, compared to Similar Schools achieving 76%. Across the 3 areas of Mathematics the average amount of students achieving *at or above* expected level was 85% (compared to Similar Schools averaging 81%).

In 2022, due to the disruptions from COVID in 2020, there was no NAPLAN growth data available. However, in 2022, our NAPLAN data did exhibit a higher percentage of students in Year 3 achieving in the top two bands in Reading, Writing and Spelling than previously experienced in the last 5 years. This was also the case with our Year 5 Writing data. Our Maths data is fairly consistent with results achieved last year, using the same metric, and continues to be a whole school focus for improvement. Encouragingly though, the percentage of our Year 3 and Year 5 students achieving in the Top 3 bands for Mathematics was 4% and 3% higher (respectively) than Similar Schools.

In 2022, student achievement data tracking was enhanced with the introduction of our Whole School Continuous Data Tracker, centralising all assessment data collected, including NAPLAN data, leading to better informed Victorian Curriculum Teacher judgements and assisting with moderation. Given the significant changes to the staffing profile at the start of 2022, a considerable focus was on the consistency of teaching and learning programs and consistency of assessment practices. Furthermore, enhancements to our Professional Learning Teams structure built on the strong foundations that were set from previous years. The DET's Tutor Learning Initiative was rolled out to support select students in Years 1 – 4, identified to benefit from Literacy support and those in Year 5 and 6 that would benefit from targeted Numeracy support. This was complemented by EAL (English as an Additional Language) intervention support that assisted our growing population of EAL students across the school in acquiring an strengthened understanding of the English language and their ability to communicate. On the whole, these interventions proved to have a positive impact in assisting students make continued learning growth.

Students aligned with the Program for Students with Disabilities continued to be supported in classes both when onsite and working remotely. Students had learning programs tailored to their needs and capacities and were regularly supported with Student Support Group meetings and regular phone calls. In 2023 we will continue to enhance the Program for Students with Disabilities. We will continue to build the capacities of the Education Support staff with ongoing professional learning and support.

Our Professional Learning Teams continued to work collaboratively, with the guidance of a PLT Leader and support from our Assistant Principal Teaching and Learning to collectively focus on student data to inform practice in support of student learning growth. PLTs provide opportunities for staff to:

- collect and share evidence / data of student learning and engagement and discuss 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 level.
- engage in ongoing conversations and deep analysis of student learning.
- engage in professional learning

Our Learning Specialists have continued to support staff in developing their capacity using the High Impact Teaching Strategies (HITS). Our Learning Specialists have supported through modelling, coaching, mentoring, leading professional learning and through their participation as members of the School Improvement Team.

Hillsmeade Primary School continues to ensure that the timetable includes explicit instruction and meets the Victorian Curriculum Assessment Authority (VCAA) recommended time for reading, writing and mathematics. In 2022 students accessed specialist programs including: Music, Performing Arts, PE, Media Arts and Digi Tech.

Wellbeing

Hillsmeade Primary School values the partnership between children, staff, parents and the broader community and understands the vital link between these partnerships and the wellbeing of our students. In 2022 we made some significant changes to our school, in line with our strategic plan, with a distinct wellbeing focus.

Large investments were made in the wellbeing space, with the employment of a Youth Connections Worker & a Social Worker. Throughout 2022, these staff provided targeted support at an individual, small group, class and cohort level. These focus groups included an in class Prep social skills group. With the disruption of Covid, 2022 was the first time many of our Preps were able to interact daily on a social level with their peers. The group focused on developing behaviours that enabled skills for positive social interactions. In conjunction, opportunities of structured play were introduced with the assistance of ES & student leaders.

The 2022 ATOSS data recognised that resilience in Grade 5 students, especially females, was an area of concern. After observations & discussion, the Grade 5 girls resilience program was created and facilitated by the social worker. The program focussed on building positive relationships, developing communication skills and empowering the students to be themselves. In 2022, Breakfast club began twice weekly, steadily becoming more popular over the year, becoming a distinctly positive and vibrant place for our students and community to start their days. We introduced our special occasion breakfast clubs for big events throughout the year and our continued partnership with Food Bank not only supported our breakfast club but enabled us to create food packages for families or students who required support.

The lunchtime clubs increased in size & popularity with the introduction of Lego Club, games club, drawing, colouring, dancing and other clubs of interest. These clubs provided students other play options during breaks, but also sparked students interests in extra-curricular activities and allowed students another space to build social connections & develop further skills in social interactions. The clubs were supported by the wellbeing team, ES, student leaders & staff.

Engagement

Student engagement continued to be a focus for our school in 2022. Student engagement is a key enabler of both student learning and wellbeing, in line with FISO 2.0.

Student attendance remained a focus, particularly after the disruptions to onsite learning throughout 2020 and 2021. With lingering effects of COVID and lockdowns, some students took a longer amount of time to return to full time onsite learning. We also had many students go on extended holidays with their families, particularly overseas when the borders re-opened. Student absences were tracked, documented and followed up with families to ensure connections to school were maintained and supported transitions back to full time learning onsite were a priority. Although our average days of attendance were slightly below similar schools and the state, we are confident that the work completed throughout 2022 should assist with improved attendance data leading into 2023.

Throughout 2022 Hillsmeade PS continued with a range of activities and events that supported student engagement, these included:

- * Enhancing assemblies to be more student voice focussed, including more entertainment and celebrations eg Hillsmeade's Got Talent
- * Continued with Hillsmeade Happenings, as an internal only tv show
- * Personalising learning - with teachers focussing on student learning rather than teaching, identifying what students know, what they need to know and how they will get there
- * Enhancing the Student Representative Council member roles to be more charity focussed and arranging whole school events as fundraisers
- * Working with the Student Leadership group to host lunchtime clubs/activities, host assemblies, represent the school and complete leadership based tasks across the school
- * Providing opportunities for Parent Teacher Interviews as either face to face or in an online capacity
- * Introducing the whole school fundraiser - "The Colour Run"
- * Hosting a variety of community based events including assemblies, open morning/afternoon, Family Fun Night, Footy Day, Easter Hat Parade, Book Week celebrations and more
- * Providing all students in years 1-6 free swimming classes/opportunities through the Department of Education Swimming funding that had accumulated throughout 2020/2021
- * Ensuring every year level organised excursions and incursions for the students, trying to re-establish a sense of normality after 2020/2021
- * Providing camp for Years 2, 4, 6

Financial performance

In 2022 the school continued to run a managed deficit (\$317,932). We were financially sound in 2022 ensuring that we had adequate funds to fully repay the 2021 reconciled deficit of (\$288,922). Every year will see a deficit in our SRP as the school continues to employ our Early Learning Centre (ELC) and some of our Out of School Hours (OSHC) staff through the credit component of the SRP. Sound financial practices including regular Finance Subcommittee meetings, developing

and monitoring budgets and ensuring profit and loss statements for the ELC and OSHC have been utilised. The ELC and OSHC are still fully self-funded.

Leadership for continued improvement was provided through 2 Assistant Principals (Teaching and Learning and Welfare / Wellbeing / ICT), 1 ELC Director, and 3 Learning Specialists. Additionally, a small special payment (\$3,000 pa) 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, landscaping and repairs occurred in 2022. This included completion of the replacement of the Year 2-4 playground and installation of a new Ninja Warrior Course with a combined value of approximately \$150,000.

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.

PSD funding continued to be regularly reviewed and monitored and aligned to the Integration Aide timetable to ensure resources were allocated where required. In 2022 a new PSD Co-ordinator position was created, focussed on preparing and submitting PSD applications. This has resulted in a significant increase in PSD-funded students and a corresponding increase in the size of the Integration Aide team.

In 2022 Equity Funding continued to support staffing of our Intervention program for at-risk readers in Year 1 and Year 2.

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

Performance Summary

The Performance Summary for government schools 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 2.0 (FISO 2.0).

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

SCHOOL PROFILE

Enrolment Profile

A total of 836 students were enrolled at this school in 2022, 390 female and 446 male.

35 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).

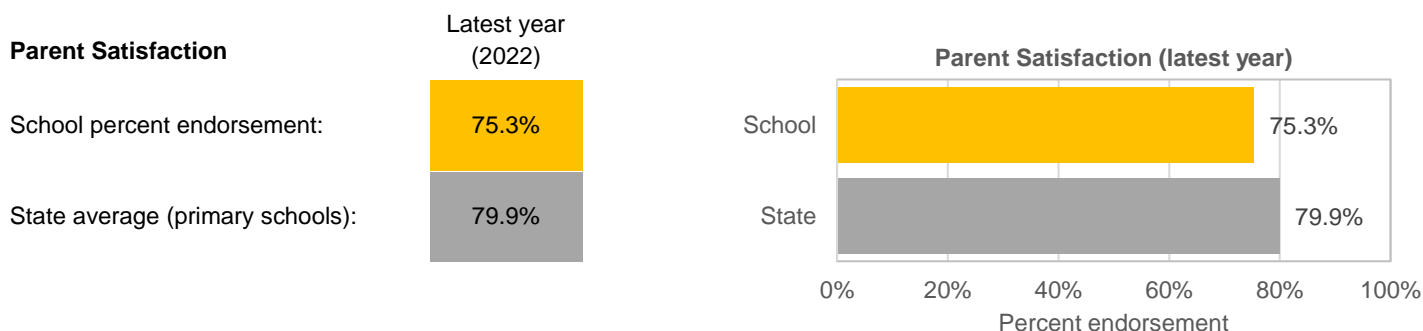
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: 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.

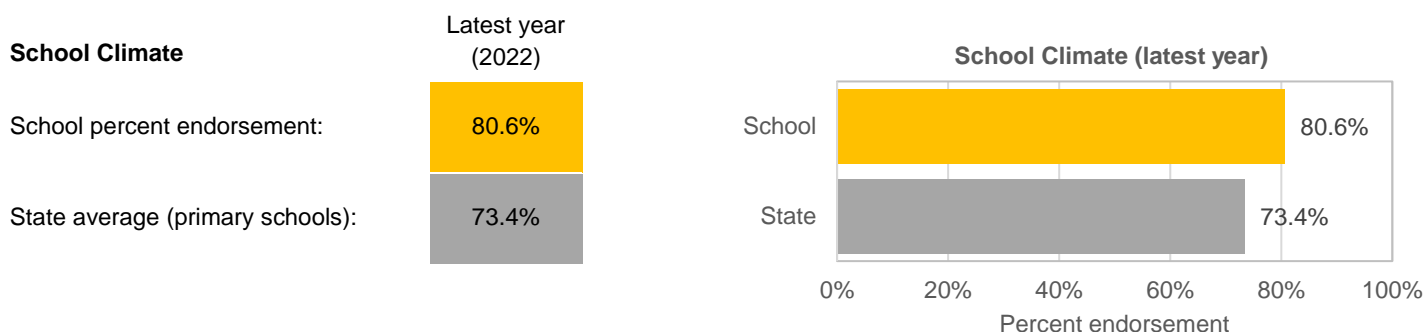


School Staff Survey

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.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

NDA

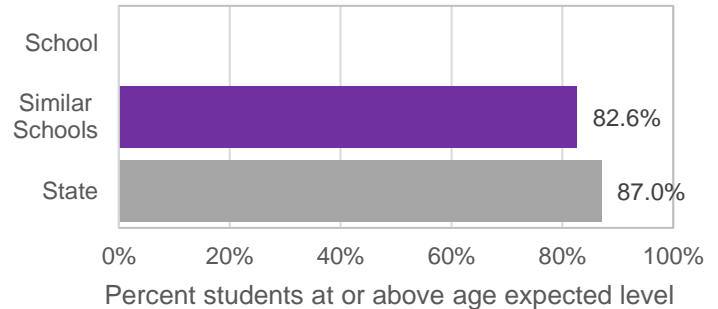
Similar Schools average:

82.6%

State average:

87.0%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

NDP

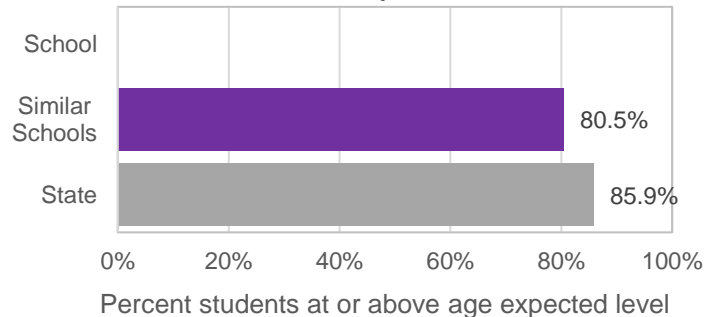
Similar Schools average:

80.5%

State average:

85.9%

Mathematics (latest year) Years Prep to 6



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

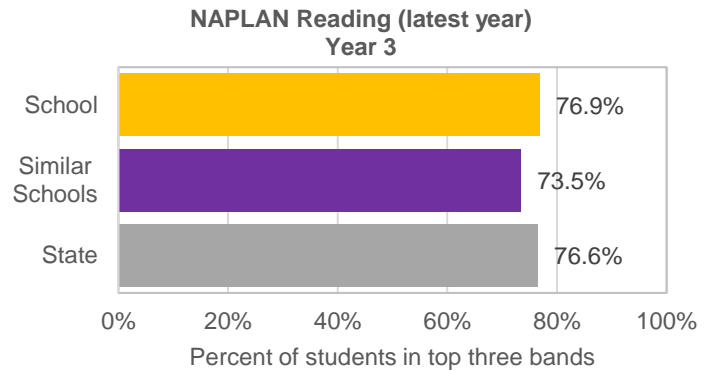
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

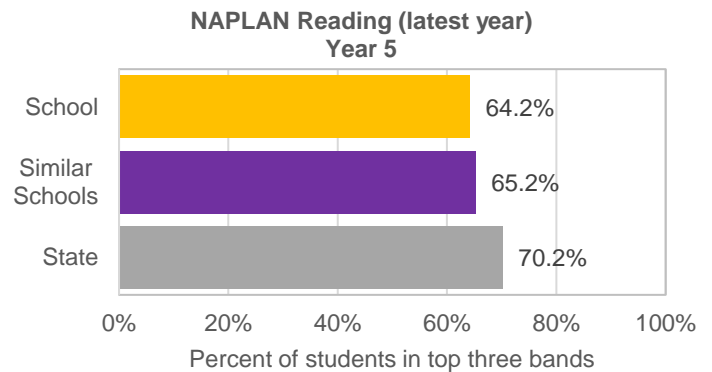
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	75.0%
Similar Schools average:	73.5%	73.3%
State average:	76.6%	76.6%



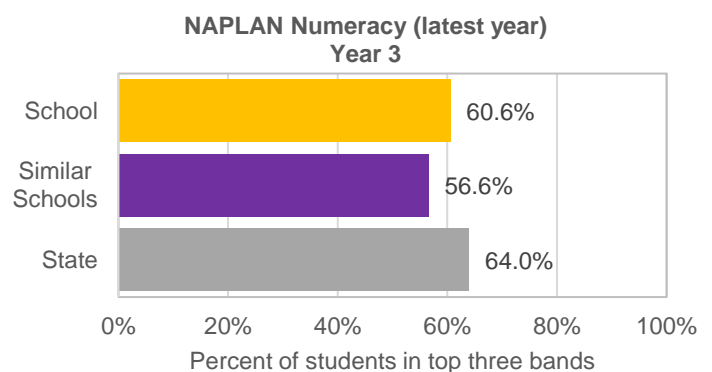
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	64.2%	62.4%
Similar Schools average:	65.2%	63.5%
State average:	70.2%	69.5%



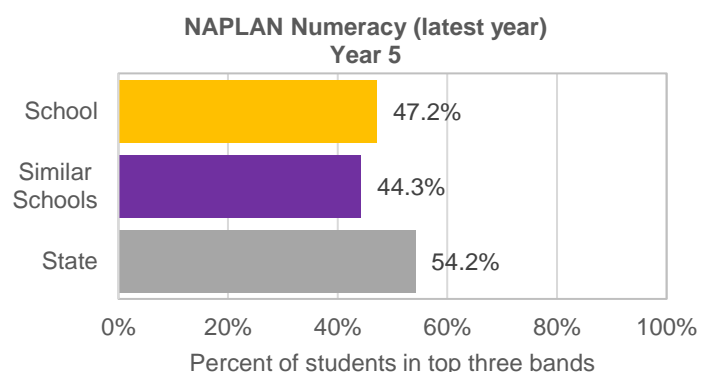
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	60.6%	61.5%
Similar Schools average:	56.6%	59.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	47.2%	51.9%
Similar Schools average:	44.3%	50.4%
State average:	54.2%	58.8%



WELLBEING

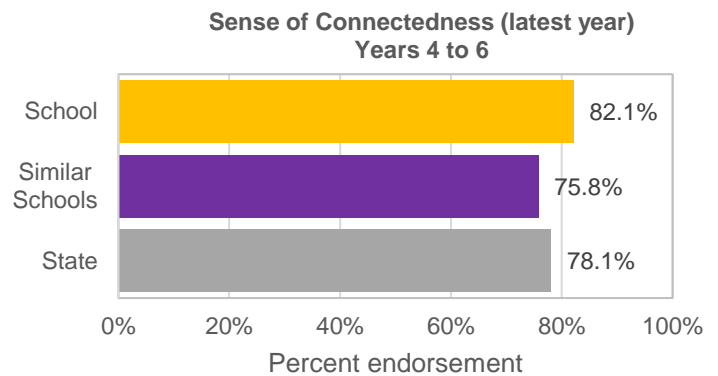
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.1%	79.6%
Similar Schools average:	75.8%	77.4%
State average:	78.1%	79.5%

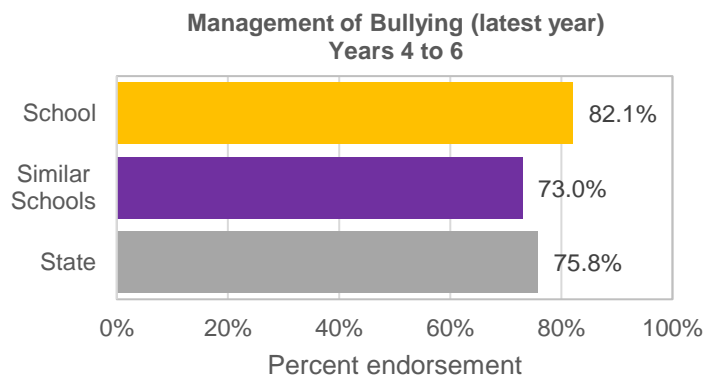


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.1%	81.0%
Similar Schools average:	73.0%	75.9%
State average:	75.8%	78.3%



ENGAGEMENT

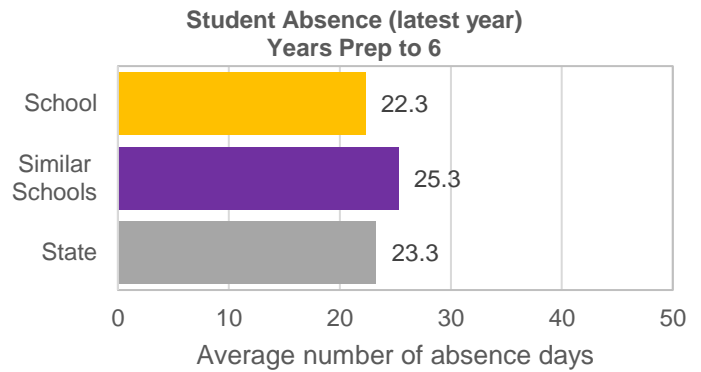
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	22.3	18.3
Similar Schools average:	25.3	18.7
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	84%	89%	90%	91%	89%	88%	88%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$7,392,836
Government Provided DET Grants	\$898,307
Government Grants Commonwealth	\$585,790
Government Grants State	\$91,006
Revenue Other	\$44,884
Locally Raised Funds	\$686,527
Capital Grants	\$0
Total Operating Revenue	\$9,699,350

Equity ¹	Actual
Equity (Social Disadvantage)	\$320,513
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$320,513

Expenditure	Actual
Student Resource Package ²	\$7,710,768
Adjustments	\$0
Books & Publications	\$991
Camps/Excursions/Activities	\$176,250
Communication Costs	\$16,696
Consumables	\$161,296
Miscellaneous Expense ³	\$33,655
Professional Development	\$26,769
Equipment/Maintenance/Hire	\$157,707
Property Services	\$213,201
Salaries & Allowances ⁴	\$922,706
Support Services	\$308,796
Trading & Fundraising	\$69,491
Motor Vehicle Expenses	\$2
Travel & Subsistence	\$22
Utilities	\$74,007
Total Operating Expenditure	\$9,872,356
Net Operating Surplus/-Deficit	(\$173,006)
Asset Acquisitions	\$129,944

(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 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$421,679
Official Account	\$69,431
Other Accounts	\$0
Total Funds Available	\$491,110

Financial Commitments	Actual
Operating Reserve	\$339,815
Other Recurrent Expenditure	\$0
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	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$75,000
Maintenance - Buildings/Grounds < 12 months	\$180,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$601,201

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.