

2016 Annual Report to the School Community



School Name: Heskett Primary School

School Number: 1004

Insert photo here if required

Refer to page 7 of the Annual Report Guidelines for instructions

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Name of School Principal:	[Natalie Talbot] _____
Name of School Council President:	[Brett Hayler] _____
Date of Endorsement:	[15/5/17] _____

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 - language program' minimum standards until 31 December 2016.

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



Education and Training



About Our School

School Context

Hesket Primary School is located between the towns of Romsey and Woodend and is situated on the northern side of the Macedon Ranges. The school strives to enhance the overall development of our students through all aspects of school life within a safe and happy, rural environment.

The school has 3.0 EFT teaching staff (including the principal) and 1.6 EFT education support staff. The school year ended with 31 enrolments.

The school is a member of the newly formed clusters of; Macedon Ranges Kyneton Secondary College feeder schools and the Macedon Ranges Small Schools Cluster (Bolinda, Darraweit Guim and Hesket Primary Schools).

Three classrooms have continued to be operated throughout the year in an effort to cater for the diverse emotional, social and well-being needs of students.

Students are encouraged to fulfill their potential through a stimulating, challenging curriculum and school environment. Social and cultural acceptance of everyone and a close family atmosphere has enabled students, staff, council and community to interact creatively and positively. Programs and practices have begun to be evaluated to ensure that they cater for individual differences, strive to bring out the best in every student and recognise and support students' academic, artistic and sporting talents.

The school community continues to work toward achieving its purpose by planning and implementing daily academic, artistic, sporting and social programs and administrative policies that support and enhance the learning of students. Technology remains a focus of the school, with investment in student laptops at a one to one ratio. All classrooms are fitted with interactive whiteboards that are beginning to be used to enhance the teaching and learning programs and enhance engagement of the students. ICT is a feature of the classroom programs.

The school continues to be a member of the Great Southern MARC scheme – providing a literacy based program with a trained teacher librarian. This year the Language Other Than English has continued to be Indonesian.

Hesket Primary School are the reigning champions of the 'Victorian Jump Rope For Heart' skipping program. This is the 14th time the school has won the title.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. Hesket Primary School has begun to implement the Framework for Improving Student Outcomes through staff discussion. Staff are aware of the document and its purpose. They have begun to consider the implications for future focus. This will be further developed through our School Review process and setting of goals for the next Strategic Plan.

The Framework will be implemented in 2017 as a tool to improve student learning outcomes, lead staff professional development and will be communicated with staff and families. Hesket Primary School will begin to include information in the Annual Report on schools goals and targets and the strategies implemented to achieve these. The schools has begun to align school improvement strategies with FISO.

As part of the Framework for Improving Student Outcomes, Hesket Primary school has begun the process of regularly evaluating existing school improvement initiatives to assess their impact on performance outcomes as well as shape future directions for improvement.

In future years, annual reporting will be used to inform parents and carers and the wider school community about the progress and outcomes of these initiatives, successes, achievements and activities.

Achievement

A range of assessments have been conducted this year (NAPLAN, On Demand Testing, PM Benchmarking, Torch and BURT word recognition and teacher devised tests. NAPLAN Grade 3 data for Reading shows that students performed significantly below the median for all Victorian Government Schools. This underperformance was also reflected in the 4-year average for Grade 3 Reading. NAPLAN Grade 3 data for Numeracy also shows that students significantly performed below the median for all Victorian Government Schools. However, the 4-year average shows that students are achieving results within the range of 60% of government schools.

NAPLAN Reading data for Grade 5 shows that students are significantly underperforming. This is less so with the 4-year average for Reading, which shows students are just within the range of 60% of government schools. NAPLAN Numeracy data for Grade 5 shows that students are performing significantly below the median for all Victorian Government Schools. This underperformance was also reflected in the 4-year average.

The NAPLAN learning gain from Grade 3 to Grade 5 in Reading shows: No low growth, 67% medium growth, 33% high growth.

The NAPLAN learning gain from Grade 3 to Grade 5 in Writing shows: 100% low growth.

The NAPLAN learning gain from Grade 3 to Grade 5 in Maths shows: 33% low growth, 67% medium growth

The assessment schedule has been used consistently through the year. Whilst individual learning plans have been written for all students, staff reflect that goals need to be developed so that they align with the student learning needs identified through student assessment.

Staff reflection of student learning data has identified a need to revise the assessment schedule and update assessments used for Reading, Spelling and Maths. This is evidenced through the high proportion of students reported as working at age related expectations.

Staff have taken part in Data Literacy training and acknowledge that whilst this one off professional development session was productive, a consistent approach to the collection, analysis and use of data to inform planning is a priority for implementation in 2017. Assessment practices will also continue to be updated so that assessment for, as and of learning is used to measure student



learning growth, develop student learning goals and to plan teaching programs. Whole school data practices will also be developed so that a collaborative culture of improving student learning outcomes is cultivated for students, staff and parents.

Curriculum Framework implemented in 2016

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

Engagement

The school recognises that learning opportunities are maximised when students are fully engaged and their personal wellbeing is valued.

To this end the school will continue to:

- Build the capacity of teachers to further provide a rich curriculum, open ended tasks and inquiry learning.
- Provide ICT resources to ensure 1:1 opportunities.
- Build positive classroom relationships and develop personalised learning opportunities.
- Ensure that all students with an ILP have access to learning opportunities and progress in achieving their stated goals.

The school has made consistent approaches to all families to ensure that our attendance data improves. Lateness was noted and calls were made to families where attendance and lateness is an issue. The average number of student absence days remains slightly higher than the median of all Victorian government schools.

The school's results on the Student Attitude to School Survey have been generally high. This were 55% of students identified as being connected to school. This was the lowest percentage for 5 years.

Students were involved in inter school sports (Summer and Winter), the CDSSA Cross Country Run and athletics sports. Students also participated in excursions on ANZAC day, swimming, the whole school camp and concert and the Grade six graduation activity. We also had incursions from the Essendon Football Club and Astronomical Society.

Wellbeing

Hesket has continued to provide a clear pathway for a students' journey through their education. The values that have been developed by staff and students as a part of the SWPBS are:

Hesket students are respectful.

Hesket students are responsible.

Hesket students achieve their best.

Being a small school, Hesket has been able to accommodate students enrolling at different times of the year and into all class levels.

The school readily supports students transferring to other educational settings.

In 2016 the school has continued further develop relationships with preschools, secondary colleges and neighbouring schools.

The school has developed a transition from kinder to Prep program. This program is tailored to each individual student and they participate in 5 sessions at school.

- Meeting kinder personnel in order to share transition information for students.
- The school also works closely with Kyneton and Gisborne Secondary Colleges to build a strong Year 6 to Year 7 transition program.
- The school utilises the appropriate allied health professionals where needed; speech pathologists, school nurse, school guidance officer and COBAW Community Health.

The school has continued to develop relationships with local kindergartens and childcare facilities in order to increase our enrolments.

Student perception of safety data was higher than the median of all government schools.

Parent opinion survey data is extremely high, showing that 100% of parents were satisfied with the school overall.

For more detailed information regarding our school please visit our website at
[\[http://www.hesketps.vic.edu.au/\]](http://www.hesketps.vic.edu.au/)



Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 30 students were enrolled at this school in 2016, 13 female and 17 male. There were < 10% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</p>	



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</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 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> Lower</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Lower</p>



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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>	<p>Reading 67 % Medium, 33 % High</p> <p>Numeracy 33 % Low, 67 % Medium</p> <p>Writing 100 % Low</p> <p>Spelling 67 % Low, 33 % Medium</p> <p>Grammar and Punctuation 100 % Medium</p>	<p>NAPLAN Learning Gain does not require a 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:

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 2016 attendance rate by year level:</p> <table border="1" data-bbox="560 824 1043 913"> <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>94 %</td> <td>91 %</td> <td>90 %</td> <td>89 %</td> <td>81 %</td> <td>90 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	91 %	90 %	89 %	81 %	90 %	94 %	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	91 %	90 %	89 %	81 %	90 %	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: 2016</p> <p>Results: 2013 - 2016 (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: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>

How to read the Performance Summary

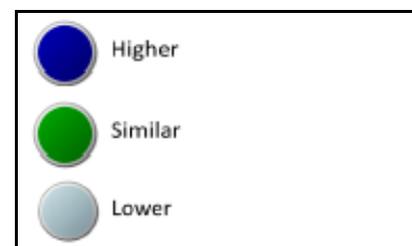
What are student outcomes?

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

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

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

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'.



What are the changes in student achievement?

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

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

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

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 and position commentary

The annual result was a surplus.

There were no extraordinary revenue or expenditure items.

Additional funding (equity funding) was used to employ additional support staff to support student learning through one to one support and small group learning opportunities.

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

Revenue	Actual
Student Resource Package	\$443,156
Government Provided DET Grants	\$58,179
Revenue Other	\$5,005
Locally Raised Funds	\$33,661
Total Operating Revenue	\$540,002

Expenditure	
Student Resource Package	\$358,615
Books & Publications	\$1,257
Communication Costs	\$1,675
Consumables	\$8,698
Miscellaneous Expense	\$18,039
Professional Development	\$1,223
Property and Equipment Services	\$35,049
Salaries & Allowances	\$15,237
Trading & Fundraising	\$8,333
Travel & Subsistence	\$390
Utilities	\$6,502

Total Operating Expenditure **\$455,019**

Net Operating Surplus/-Deficit **\$84,983**

Asset Acquisitions **\$0**

Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$25,356
Official Account	\$4,066
Other Accounts	\$9,206
Total Funds Available	\$38,627

Financial Commitments	
Operating Reserve	\$14,398
Asset/Equipment Replacement < 12 months	\$6,000
Maintenance - Buildings/Grounds incl SMS<12 months	\$7,828
School Based Programs	\$401
Capital - Buildings/Grounds incl SMS>12 months	\$10,000
Total Financial Commitments	\$38,627

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

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

Salaries and Allowances refers to school-level payroll.

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