

2023 Annual Report to the School Community

School Name: Heidelberg Primary School (0294)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 25 April 2024 at 11:27 AM by Naomi Ivers (Principal)

- This 2023 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 29 April 2024 at 01:45 PM by Emma-Jane Stabb (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).

Key terms used in the Performance Summary are defined below:

Similar Schools

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.

NDP and NDA

'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.

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').

Updates to the 'Performance Summary' in the 2023 Annual Report

Reporting on the following measures has been updated in the 2023 Annual Report to align with changes to departmental and public reporting products.

NAPLAN

In 2023 NAPLAN was updated to report against proficiency standards. For further information on the changes to NAPLAN reporting in 2023, please refer to the National Assessment Program ['Results and Reports'](#) page.

In line with these changes, the NAPLAN section of the Performance Summary includes data on both 2022 and 2023 NAPLAN results. Please note that results from 2022 and 2023 are not comparable.

The 2023 NAPLAN section reports on the percentage of students in the Strong or Exceeding proficiency levels. The 2022 NAPLAN section reports on the percentage of students in the top three bands.

The previously reported NAPLAN 4-year average will not be available until 2026, when there will be 4 years' worth of NAPLAN data available under the new methodology. Similarly, 2023 NAPLAN Learning Gain data will not be available until 2024 as the measure requires a comparable two-year prior result as a point of comparison.

Parent/Caregiver/Guardian Opinion Survey, School Staff Survey and the Attitudes to School Survey

The calculation of the percentage endorsement for all survey measures has been revised to no longer include skipped responses. This applies to all survey measures reported in the Performance Summary. The change to the calculation reduces the negative impact of skipped responses on school results, particularly where there were a small number of respondents to the survey.

Additionally, the Parent Satisfaction measure has been revised to use the percentage endorsement of the 'General School Satisfaction' factor of the Parent/Caregiver/Guardian Opinion Survey only. Previously, this measure reflected an average of multiple factors in the survey. The change to reporting a single factor is consistent with how Parent Satisfaction is reported to schools and in other public reports.

About Our School

School context

Heidelberg Primary School is in a well-established residential area 14 km northeast from the Melbourne CBD. Our school's excellent reputation is built on a proud tradition of providing education to the residents of Heidelberg since 1854. Our mission is to develop students to be curious and creative thinkers in an inclusive and engaging environment. This connects to our vision to empower our students to be life-long learners who build authentic connections with their local and global communities. To achieve our mission and vision our school values strongly underpin all aspects of school life. We demonstrate our values of Responsibility, Respect, Compassion and Resilience through our strong sense of connectedness, developed through creating an inclusive and engaging environment whilst setting high expectations for staff, students, and parents. Our school community lives the school values while working together for continuous improvement.

In 2023 our enrolment comprised of 575 students, 42.8% male and 43.5% female. Our students come from a diverse range of cultural backgrounds, with 19% of students having English as Additional Language. There is a strong team collaborative approach supported through a Professional Learning Community (PLC) approach. This ensures a consistent approach to curriculum development, delivery and assessment that is based on student learning data and supported by evidence based research. Our school has 40.6 equivalent full-time staff. The staffing profile was made up of one Principal, two Assistant Principals, one Leading Teacher, four Learning Specialists, 35.4 teachers and 5.2 education support staff. The school had acting principal's in place in term 3 after the resignation of the substantive principal. A new substantive principal was appointed and begun in term 4.

Term 4 was used to complete a Pre Review Self Evaluation as the 4 year school review process had been scheduled for early 2024, with a new substantive principal also beginning at this time.

Our partnership with parents in the education of their children is a priority at our school. We have a proactive School Council supported by the work of our subcommittees. Parents are engaged in a wide variety of school activities and classroom programs, with training and induction processes embedded to provide support to them in their roles. The school operates a vibrant Before and After School Care program, that is very well attended. The strong support from our school community enhances our school programs and cultural events. The school was able to reengage with the school community through a number of school events, including Father's Day breakfast and the Family Christmas carols.

Progress towards strategic goals, student outcomes and student engagement

Learning

Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. Literacy programs are well supported with multi-dimensional resources utilised to enhance teaching and learning. Our rigorous and inclusive learning culture is supported by differentiated learning in classrooms and a tutor learning initiative (TLI) to support literacy and numeracy through intervention and extension programs. This is reinforced by a range of specialist programs: Physical Education, The Arts, Japanese, Library and Science, as well as extracurricular activities that enhance our teaching and learning programs.

Year level and specialist PLCs work together on a weekly basis, with the year level teams also having collaborative planning time assigned in the timetable. PLCs are focused on working together by collecting data, analysing and discussing the evidence then looking at their practice and how they can improve student learning and well being outcomes.

Use of PLCs allows for consistent collection and analysis of data to improve learning outcomes for the whole cohort, not just each class. PLCs engage in staged and continuous improvement cycles aligned to whole-school goals and priorities.

Staff at HPS have a readiness for learning with a mindset that together we can all make a difference and have positive impact for student .

PLC leaders were involved in a collaboration with Greenhills PS (link school). The goals developed and the peer connectedness and shared learning was a great success. Specialist PLC leaders were also involved to ensure a whole school approach was valued. There has been a positive mindset around the professional learning and implementation of writers note book and writing conferences.

The language around the teaching of writing at HPS is quite consistent and utilising the 6+1 traits assists teachers to be precise in their teaching and assessment of student ability and next steps. The focus on writing as a school wide goal has built teacher capacity and understanding of the writing curriculum across the continuum. Collaboration to build each others capacity, whilst being lead by the Literacy Learning Specialist has supported the understanding of curriculum development for teachers.

PLC inquiry cycles have helped with narrowing the focus with targeted professional learning being provided as required.

Learning specialists have led the work in reviewing and refining the Scope and sequences and together with Assistant Principals having Individual Education Plans developed regularly for students working towards achieving expected level. Our Connect, Create and Explore program conducted at the start of the year has been adapted based on student feedback provided.

The Numeracy Professional Learning Team have spent time developing consistency in year level planners. There has also been some attention given to the Numeracy 2.0 curriculum and the team have been looking at how to develop a whole school plan for moving to the new curriculum- what will that mean for planning, bridging between year levels as well as how it will effect and impact assessment and reporting when first implemented.

Utilisation of Department of Education resources are valuable to ensure staff capacity continues to develop.

Wellbeing

We understand that students reach their full potential when they are happy, healthy, and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Supporting student wellbeing and engagement remained a primary area of focus in 2023. Major components of our student wellbeing program are the Connect, Create, Explore program, implementation of School Wide Positive Behaviour (SWPB) framework, a comprehensive delivery of the Rights, Resilience and Respectful Relationships program and our school well being dog, Duke.

Well being and engagement has been a real focus for HPS. The SWPBS professional learning has been well received by staff and has had some positive impact in staff working through the process (flow chart) and ensuring school expectations are high and consistent. The flow chart for following up minor and major behaviours has been collaboratively developed and refined to ensure a consistent and cohesive response when assistance/ support is required. Collective responsibility has increased since the transparent process has been implemented.

Collection and analysis of data through Compass pulse, has enabled deep dives into data occur and therefore prompting specific and targeted actions as required.

A strong emphasis and connection with the RRRR curriculum and involvement with our link school role has seen positive engagement with students and families. A partnership developed between Orange Door (located at Warringal Shopping Centre next door) and HPS saw a week long display of student work with student leaders attending the display at break times to talk to those walking past about the learning that took place.

Development of support plans, including safety plans, IEPs, Behaviour Support Plans, Attendance improvement plan, absence learning plans- are a strength and co created between various people as required including Assistant Principal, teachers, ES, SSS regional supports, parents and students.

Enrichment clubs held at lunchtimes enable cross year level connections and opportunities for students to demonstrate student voice, agency and leadership as well by having the offerings of activities they are passionate about. It is also used successfully for students who may become overwhelmed or dysregulated outside in unstructured play for the full break time allocated.

Engagement

Connect, Create, Explore (CCE) is our start up learning program conducted at beginning of year and start of 2nd semester. It is used to reinforce important messages that build connection, creation and exploration, setting the classroom climate and conditions for readiness for learning. The CCE helps to create common understanding of growth mindset, understanding of differences and diversity, which all connect to what our school values the most; Respect, Responsibility, Resilience and Compassion.

Active partnerships between home and school enable positive outcomes for student's and families. This is enhanced through Goal setting conferences and involving students in the celebration of their achievements and next steps and future directions of their learning pathway.

Student voice and agency is sought to connect students with their learning. Individual Education Plans, Safety Plans etc have opportunity for student input and voice. A focus on spotlighting student strengths and identifying areas for improvement assist us to engage students and ensure they are informed and invested in their education.

Our involvement with Dogs Connect through our well being dog, Duke, provides invaluable support to students (and many staff!!) to regulate and stay engaged during the school day.

Financial performance

Heidelberg Primary School has maintained a sound financial position through vigilant and strategic spending. The 2023 school year saw the appointment of a new substantive principal. With onsite school council and finance sub-committee meetings, the school was able to ensure continued careful planning and monitoring of revenue and expenditure. The school continued engagement in negotiations with the VSBA regarding significant repairs to major retaining walls within the school. The school continued to focus on additional student welfare programs, including the Tutor learning initiative. The school engaged with the Professional Learning Communities initiative (PLC) and the School Wide Positive Behaviour Support framework (SWPBS) as key school goals. Appropriate funding has been directed towards staff training and capacity building. Our school can confirm that all funds have been committed to projects and operational needs in subsequent years. The school has maintained and will continue to maintain excellent financial accountability measures.

For more detailed information regarding our school please visit our website at

<https://www.heidelbergps.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 569 students were enrolled at this school in 2023, 282 female and 287 male.

21 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).

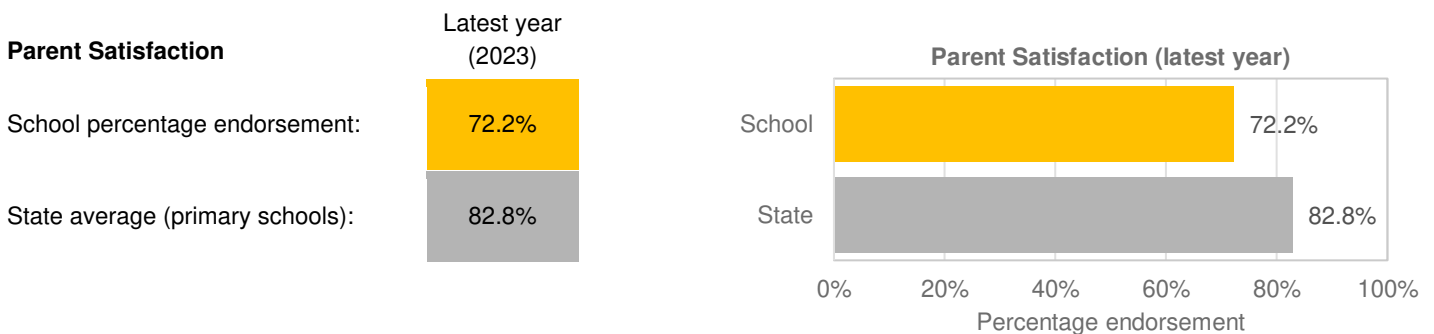
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey.

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

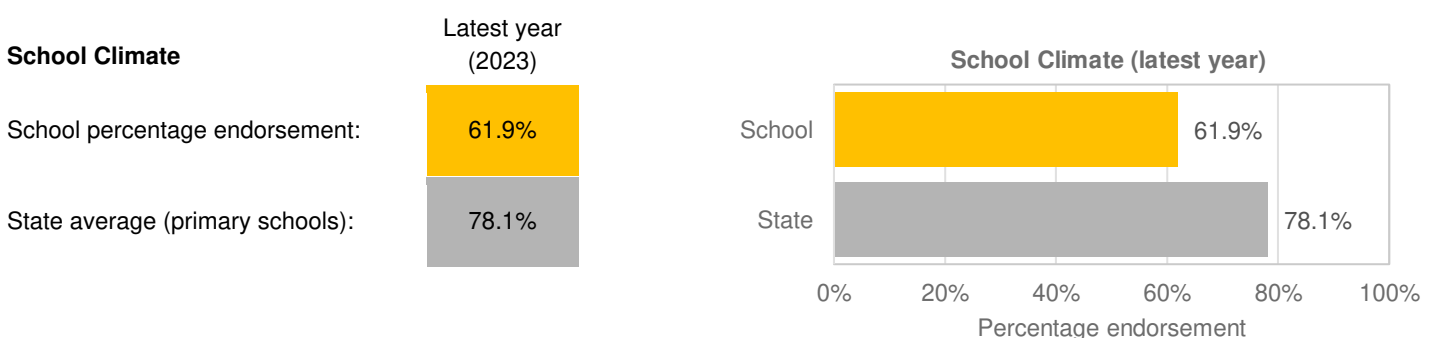


School Staff Survey

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 against the Victorian Curriculum

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

English Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

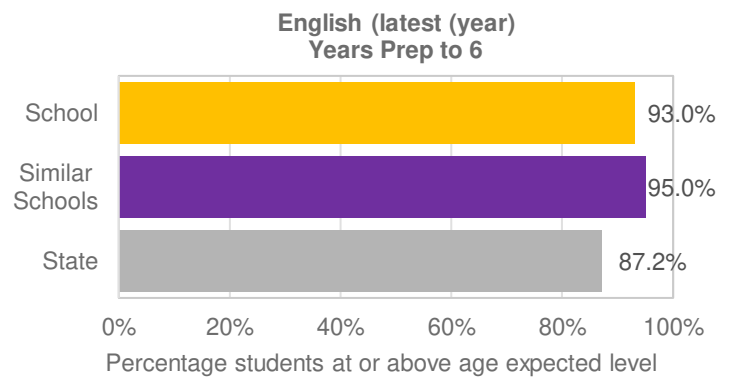
93.0%

Similar Schools average:

95.0%

State average:

87.2%



Mathematics Years Prep to 6

Latest year
(2023)

School percentage of students at or above age expected standards:

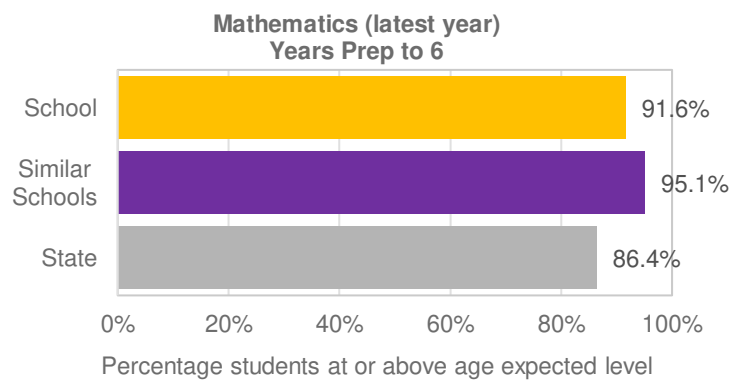
91.6%

Similar Schools average:

95.1%

State average:

86.4%



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 Strong or Exceeding proficiency levels in NAPLAN.

Note: The NAPLAN test was revised in 2023 and the results are no longer comparable to previous years. Hence, the 4-year average has been removed until 4-years of data is available.

Reading Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

88.3%

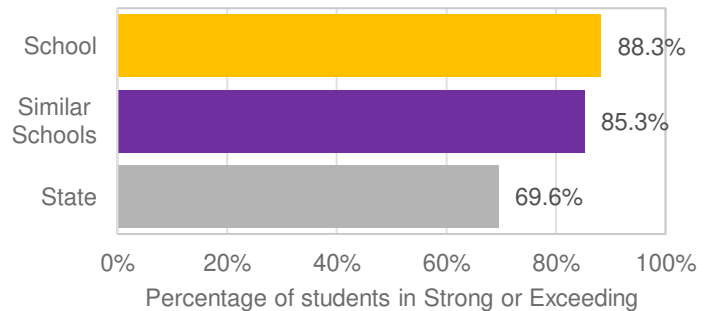
Similar Schools average:

85.3%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

93.1%

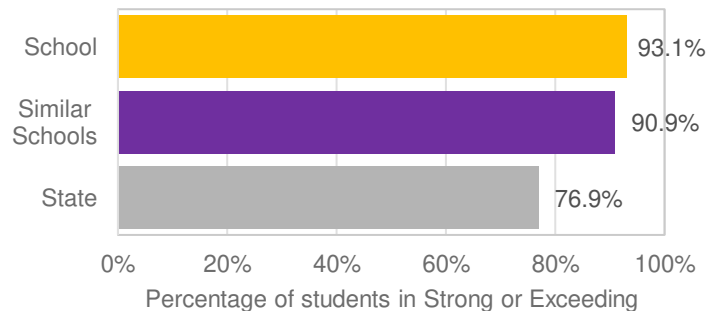
Similar Schools average:

90.9%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

77.9%

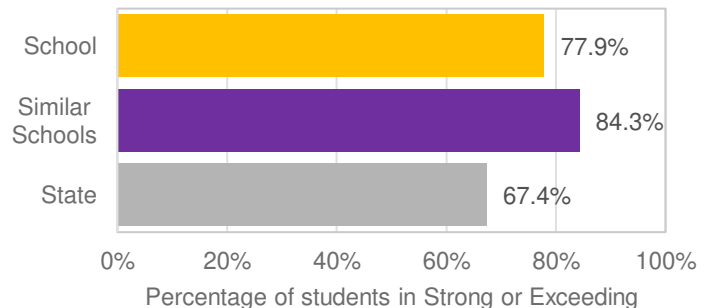
Similar Schools average:

84.3%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

83.3%

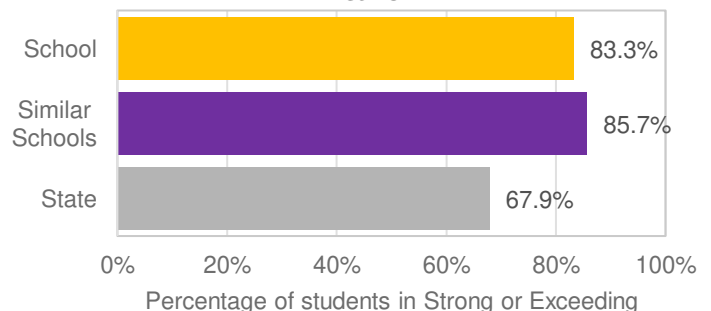
Similar Schools average:

85.7%

State average:

67.9%

NAPLAN Numeracy (latest year) Year 5



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 2022

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

Note: The NAPLAN test was revised in 2023 and the 2022 results are not comparable to the new methodology.

Reading Year 3

Latest year (2022)

School percentage of students in the top three bands:

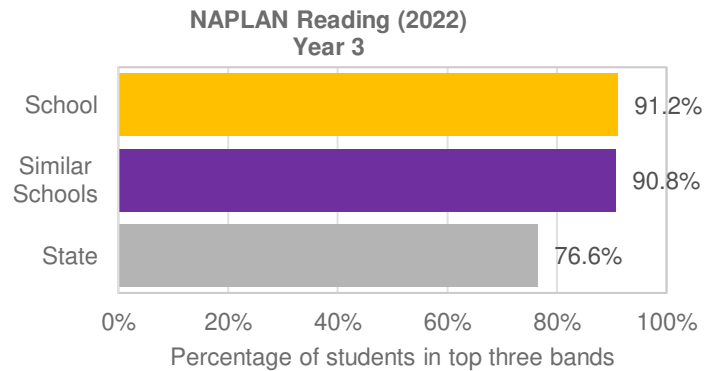
91.2%

Similar Schools average:

90.8%

State average:

76.6%



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

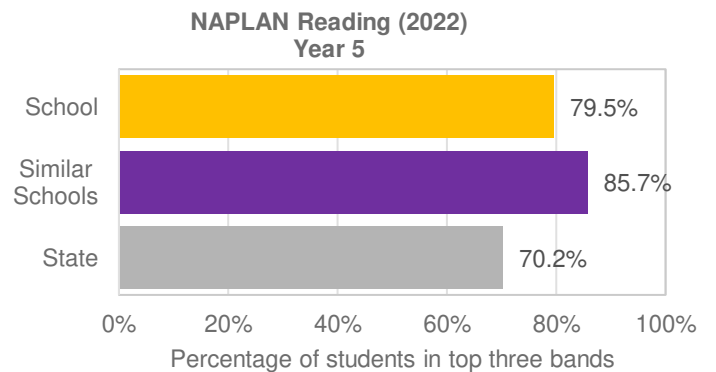
79.5%

Similar Schools average:

85.7%

State average:

70.2%



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

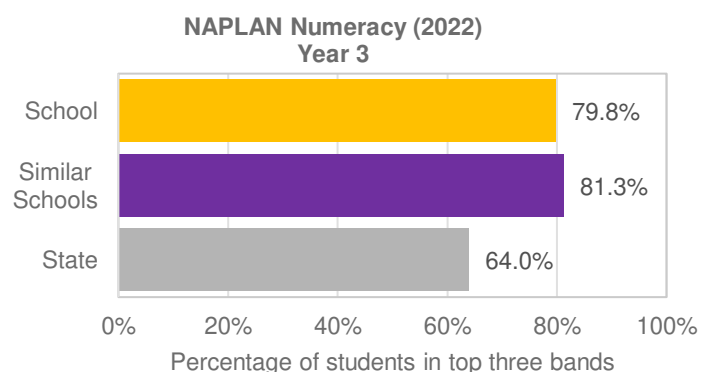
79.8%

Similar Schools average:

81.3%

State average:

64.0%



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

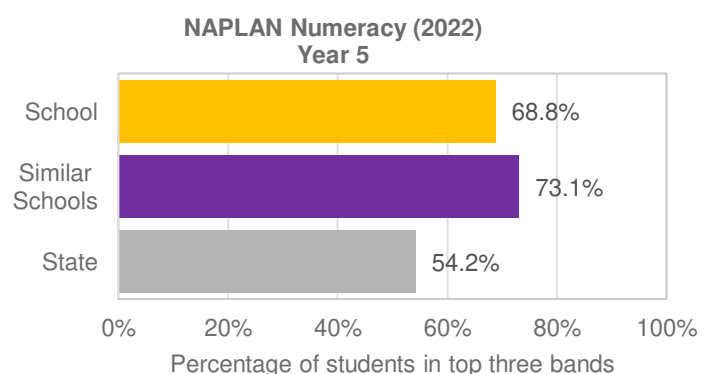
68.8%

Similar Schools average:

73.1%

State average:

54.2%



WELLBEING

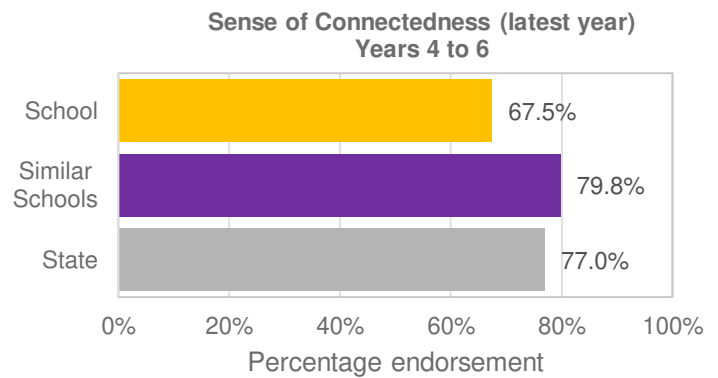
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percentage 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 (2023)	4-year average
School percentage endorsement:	67.5%	72.7%
Similar Schools average:	79.8%	80.2%
State average:	77.0%	78.5%

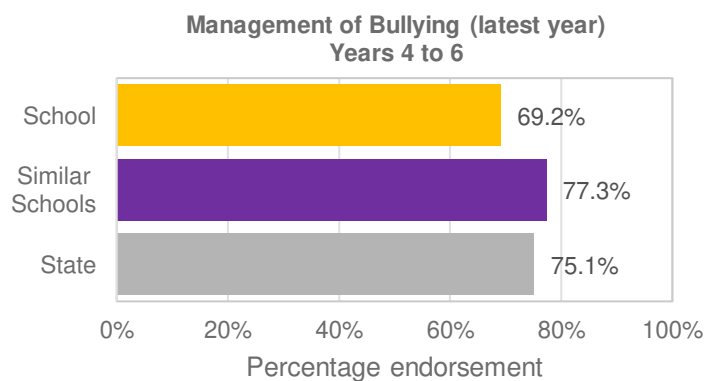


Student Attitudes to School – Management of Bullying

The percentage 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 (2023)	4-year average
School percentage endorsement:	69.2%	74.0%
Similar Schools average:	77.3%	77.9%
State average:	75.1%	76.9%



ENGAGEMENT

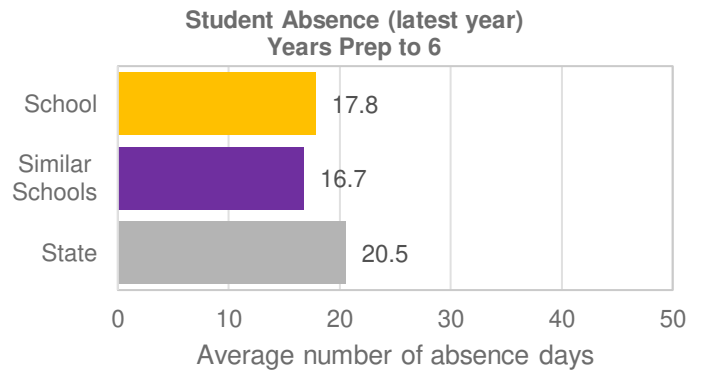
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2023)	4-year average
School average number of absence days:	17.8	14.6
Similar Schools average:	16.7	13.7
State average:	20.5	18.1



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 (2023):	92%	92%	92%	91%	91%	89%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2023

Revenue	Actual
Student Resource Package	\$5,823,924
Government Provided DET Grants	\$498,802
Government Grants Commonwealth	\$293,755
Government Grants State	\$0
Revenue Other	\$47,892
Locally Raised Funds	\$845,246
Capital Grants	\$0
Total Operating Revenue	\$7,509,618

Equity ¹	Actual
Equity (Social Disadvantage)	\$36,157
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$36,157

Expenditure	Actual
Student Resource Package ²	\$5,178,121
Adjustments	\$0
Books & Publications	\$4,885
Camps/Excursions/Activities	\$222,802
Communication Costs	\$5,608
Consumables	\$176,265
Miscellaneous Expense ³	\$33,122
Professional Development	\$61,678
Equipment/Maintenance/Hire	\$150,930
Property Services	\$118,550
Salaries & Allowances ⁴	\$726,723
Support Services	\$90,161
Trading & Fundraising	\$12,871
Motor Vehicle Expenses	\$9
Travel & Subsistence	\$0
Utilities	\$46,536
Total Operating Expenditure	\$6,828,260
Net Operating Surplus/-Deficit	\$681,358
Asset Acquisitions	\$77,640

- (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 16 Feb 2024 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 2023

Funds available	Actual
High Yield Investment Account	\$784,679
Official Account	\$36,187
Other Accounts	\$19,958
Total Funds Available	\$840,824

Financial Commitments	Actual
Operating Reserve	\$261,373
Other Recurrent Expenditure	\$0
Provision Accounts	\$5,705
Funds Received in Advance	\$537
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	\$80,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$347,615

All funds received from the Department of Education, 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.