

2019 Annual Report to The School Community



School Name: Highvale Primary School (4986)



- 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 2019 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 19 March 2020 at 12:32 PM by Steven Richardson (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 March 2020 at 03:03 PM by Purvinder Klair (School Council President)

About Our School

School context

Highvale Primary School is located within the City of Monash in Glen Waverley in a leafy, park like setting. In 2019, we celebrated our school's 50th year with past, present and even future Highvale Primary School students, staff and parents. Our school is an integral part of the local community with many of our 315 students from families who speak a language other than English enriching the cultural diversity of the school.

Our shared vision, values, beliefs and shared expectations around teaching and learning strengthen our focus on continuous improvement. A supportive collegiate environment enhances teaching practice and student learning.

Highvale P.S Vision

Our globally diverse school community works together to nurture engaged, socially responsible and resilient learners. Students are empowered to experience challenge, develop independence and achieve success.

Our practice:

- places students at the centre of all decision making.
- is always informed by evidence and research.
- includes high expectations of our students, staff and community.
- creates a safe, inclusive learning environment for everyone.

Our school values of respect, responsibility, honesty and integrity, and commitment are an essential part of the school's ethos and underpin our actions in all areas. Our evidence based Positive Behaviour for Learning framework includes a number of programs and resources that support student wellbeing across the school. They include cooperative learning, our 'Buddy' program, restorative practices and a focus on student leadership, voice and agency. We are also an accredited eSmart school with focused use of technologies to support learning including robotics and coding. Among our valued resources are the Highvale Sanctuary, brand new running track, expansive sport courts, oval and playgrounds. These spaces provide students with a wonderful opportunity to learn and care for the environment and living things, enjoy outdoor games and sports and develop their physical skills. Students are also provided with opportunities to provide regular feedback to teachers regarding the learning program and parents are supported through school based training opportunities to volunteer and engage in classes to actively support the daily learning program.

Highvale Primary is committed to providing each child with an excellent education within a supportive and safe environment. We set high academic and behavioural expectations for all students and assist them to achieve their personal best. Results consistently demonstrate very strong student outcomes.

Students enjoy a wide variety of learning programs. These support our focus on English and Mathematics and the application of the skills, knowledge and understandings required to enhance learning in all Victorian Curriculum Learning Areas and Capabilities. Teachers utilise a whole school shared assessment process and methodology to determine individual and cohort student needs. Professional Learning Teams (PLTs) of teachers work collaboratively to analyse and track student achievement data, which informs effective planning in combination with the Victorian Curriculum developmental continuum.

Our whole school pedagogical approach acknowledges the significance of an evidence based teaching framework utilising High Impact Teaching Strategies (HITS). The Gradual Release of Responsibility and Workshop Model provide the framework for consistently structured lessons, where learning tasks are differentiated according to student needs. Each lesson commences with a clear and purposeful 'Learning Intention', which provides a meaningful focus. The 'Success Criteria' then supports students to understand what they need to do to be successful in their learning. Guided and explicit teaching, utilising worked examples are used to lead students through the learning and improve their understanding, skills and knowledge. To consolidate their understanding, students actively participate in collaborative learning tasks together with the teacher and other students. At Highvale, students draw upon their cooperative learning skills to work effectively together. Independent tasks are designed to ensure students can progressively apply their learning in new ways to solidify understanding. A range of technologies support student engagement and 21st century learning requirements.

Our additional programs include Science, Technology & Engineering, Visual Art and Mathematics as part of our specialist STEAM program that supports and compliments learning in the classroom. As well, all students learn German or Mandarin as our Languages, specialist Physical Education and Performing Arts. Our school utilises a

Response To Individual Needs (RTI) model to enhance extension and intervention within and beyond the classroom. Our specialist intervention programs include Reading Recovery, Synthetic Phonics, English as an Additional Language program (EAL) and Program for Students with Disabilities (PSD). As well, an extensive extra-curricular program is designed to extend students' scope of experiences and develop personal interests and skills beyond the core curriculum. These include robotics, choir, chess, debating, Green Team, Sporting Schools and many others. Each teacher actively participates in all meetings and work as an active member of their Professional Learning Team and the wider school program including regular community events. These include active participation in action research tasks informed by team professional reading, lunchtime and extra-curricular enrichment programs and before or after school activities.

In 2019, workforce composition consisted of 25.00 equivalent full-time staff: 2 Principal class, 18.18 full time equivalent teachers including 2.0 Learning specialists and 4.96 full time equivalent Education Support Staff. There are 14 classes and students learn in attractive and well maintained classrooms. Other school facilities include our Library Resource Centre, Multipurpose Centre, Performing Arts room, STEAM Centre, synthetic grass Physical Education area and Out of School Hours Care (OSHC).

Framework for Improving Student Outcomes (FISO)

Through the 2019 School Review process, Highvale Primary School completed a key component of the Department of Education's School Improvement Cycle. A panel of experts comprised of an externally appointed School Reviewer (Monash University), the Senior Education Improvement Leader, School Council President (parent representative) and the School Improvement Team conducted the process. This included a thorough analysis of each of the 16 dimensions in the FISO Continua of Practice resulting in an assessment level of Embedding or Excelling for 15 of the 16 dimensions.

Alongside the School Review, we continued our work on the following key dimensions:

- Excellence in Teaching and Learning, specifically Building Practice Excellence.
- Community Engagement in Learning, specifically Parents and Carers as Partners.
- Positive Climate for Learning, specifically Setting Expectations and Promoting Inclusion.

Achievement

The Excellence in Teaching and Learning dimension, specifically Building Practice Excellence focus resulted in the following improvements:

- Improved interventions by teachers and Education Support staff that resulted in improved student learning outcomes, for example the percentage of students achieving the top two bands in National Assessment Program– Literacy and Numeracy (NAPLAN) Reading and Numeracy in Year 3 and 5 increased throughout the strategic planning period.
- The school further developed teacher professional knowledge to improve the teaching of systematic synthetic phonics across the school. This supported the learning growth for all students, for example, using word study to enhance students' development and use of a broader vocabulary.
- Teaching English to Students in the Mainstream Classroom skills were developed throughout the school with specific professional learning for all teachers and Education Support staff. This has supported the learning for both

students with English as an Additional Language (EAL) and native English speakers.

- The use of Learning Specialists to support the development of teachers' practice and knowledge using a Targeted Support model for teams and individuals, including classroom walkthroughs and collegiate visits. Building Practice Excellence will continue to be a future focus as we further develop our whole school evidence based writing and reading pedagogy.

Engagement

The Community Engagement in Learning dimension, specifically Parents and Carers as Partners focus resulted in the following improvements:

- High levels of engagement of both students and parents within the Highvale PS community supported through an online learning management system where students were able to share their work and demonstrate their understanding with their parents.
- High levels of student engagement further supported through regular sharing of work online with their parents as a genuine and authentic audience.
- In excess of 95% of parents logged into the Learning Management System, which provided parents with opportunities to be engaged in their child's work in a timely manner, having conversations with them to support learning, and gathering more up to date information about their child's progress.
- The STEAM (Science, Technology, Engineering, Arts, Mathematics) program had further improved student engagement as the curriculum area integrated several technology programs designed to stimulate learning, whilst integrating units of work into other learning areas such as Mathematics and English subject areas.

Empowering students and building school pride will be a future focus as we further develop student agency.

Wellbeing

The Positive Climate for Learning dimension, specifically Setting Expectations and Promoting Inclusion focus resulted in the following improvements:

- The use of a specific evidence-based wellbeing framework linked to the school's values supported a positive climate for learning within the school.
- 'Acknowledgement Eggs' were given to students who demonstrate the school's values. These then contributed to a whole school acknowledgment system, which was regarded positively by students, as described in student focus groups.
- Clear behaviour expectations were explicitly taught by teachers and daily wellbeing check-ins were conducted with all groups.
- Students with additional needs were supported with Individual Education Plans that were specific and showed incremental steps in learning. They were used to highlight progress and provided parents with regular updates on learning embedding the school's 'no surprises' mantra.

Community Engagement in Learning and Excellence in Teaching and Learning will continue to be a focus as we further develop student learner resilience.

Financial performance and position

Highvale Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. Total funds available as at the 31st December, 2019, equalled \$590 163 which is a healthy level for a school of this size. The Net Operating surplus exists due to the receipt of funds for international students, backdated PSD funding and significant surplus from the Special Projects budget. This is currently utilised primarily for facilities provision beyond the capacity of the SRP funds provided. As well, the school received a greater than forecast percentage of revenue from enrolment growth during the year. The surplus also

included generous donations from our school community, above budget revenue from hirers and a superb contribution from funds raised of over \$19 000 from our Highvale Primary Community Group. Other unexpected contributions included the Maintenance Blitz funds. Special Projects funds have been carried forward into the 2020 budget to assist with the projected school funded costs of the running track replacement, grounds works and drainage to improve access to the oval and storm water drainage. As well, we are aiming to refresh the main school library, explore improving access to the main building from the new Year 5&6 modular building and plan for significant landscaping at the school entrance and associated grounds. The 2019 surplus and cash funds available will be drawn upon as required to support our grounds and facility improvement program.

Cash reserves are also necessary to fund unforeseen costs associated with the delivery of programs and resources such as swimming, learning equipment, human resources and furniture. This reserve is drawn upon where required for staffing and equipment such as computers, laptops, iPads, robotics, screens and other technology equipment needed to support quality teaching of the Victorian Curriculum's Digital Technologies.

In addition to the SRP and fundraising, our school has also worked hard to acquire additional funds through grants beyond the SRP such as the Commonwealth funded Sporting Schools grants. These have been used to increase our student's participation in sport and to connect them with community sporting organisations. These have added to our extra-curricular sport program but in the future may need to be shifted towards covering the cost of the swimming program as recommended by DET.

Equity funding received was utilised to supplement the school's funding of a comprehensive Response to Individual Needs implementation.




For more detailed information regarding our school please visit our website at
<https://highvaleps.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.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 313 students were enrolled at this school in 2019, 144 female and 169 male.

61 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).








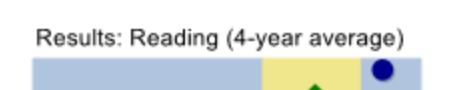





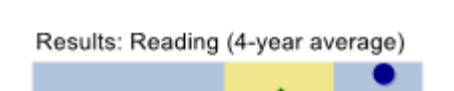




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Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement 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 Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Above </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>Above </p> <p>Above </p>		

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>49%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>5%</td> <td>68%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>57%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>42%</td> <td>49%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	49%	37%	Numeracy	5%	68%	27%	Writing	21%	57%	21%	Spelling	9%	42%	49%	Grammar and Punctuation	16%	58%	26%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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Engagement	Student Outcomes	Similar 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</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	95 %	94 %	94 %	95 %	95 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	95 %	94 %	94 %	95 %	95 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,484,496	High Yield Investment Account	\$544,111
Government Provided DET Grants	\$295,712	Official Account	\$26,914
Government Grants Commonwealth	\$2,700	Other Accounts	\$19,138
Government Grants State	\$5,300	Total Funds Available	\$590,163
Revenue Other	\$55,354		
Locally Raised Funds	\$502,601		
Total Operating Revenue	\$3,346,163		
Equity¹			
Equity (Social Disadvantage)	\$7,441		
Equity Total	\$7,441		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,428,379	Operating Reserve	\$104,081
Books & Publications	\$2,231	Other Recurrent Expenditure	\$1,028
Communication Costs	\$8,081	Funds Received in Advance	\$8,534
Consumables	\$119,360	School Based Programs	\$78,000
Miscellaneous Expense ³	\$182,132	Asset/Equipment Replacement < 12 months	\$45,000
Professional Development	\$4,797	Capital - Buildings/Grounds < 12 months	\$65,000
Property and Equipment Services	\$116,223	Maintenance - Buildings/Grounds < 12 months	\$90,000
Salaries & Allowances ⁴	\$182,123	Asset/Equipment Replacement > 12 months	\$20,000
Trading & Fundraising	\$58,273	Capital - Buildings/Grounds > 12 months	\$200,000
Travel & Subsistence	\$18	Maintenance - Buildings/Grounds > 12 months	\$100,000
Utilities	\$30,813	Total Financial Commitments	\$711,643
Adjustments	(\$171)		
Total Operating Expenditure	\$3,132,258		
Net Operating Surplus/-Deficit	\$213,906		
Asset Acquisitions	\$34,317		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

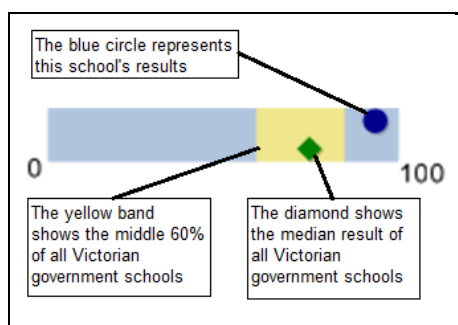
Engagement

- student attendance and engagement at school
- 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)
- 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).

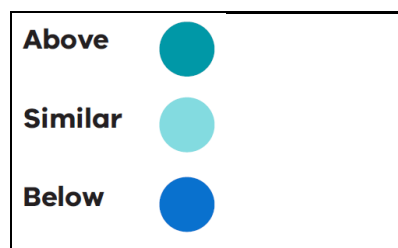


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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 their first 11 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').