

2021 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 2021 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.

«PrincipalSignDescription»

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

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About Our School

School context

Highvale Primary School is located within the City of Monash in Glen Waverley in a leafy, park like setting. Our school is an integral part of the local community with many of our 335 students from families who speak a language other than English enriching the cultural diversity of the school.

As a long-time member school of the International Student Program, we have a proud history of welcoming international students who are supported through our expansive programs including specialist EAL support.

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 underpin our school's ethos and our evidence based Positive Behaviour for Learning framework. Student wellbeing is further supported through programs and resources including student leadership, voice and agency, cooperative learning, our 'Buddy' program and restorative practices.

Students are taught to use digital technologies safely through our accredited eSmart program which supports sound learning and communication practices when online, coding or working with robotics.

Among our valued resources are the Highvale Sanctuary, 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 School is proud to have a focused and purposeful commitment to the provision of an excellent education within a supportive and safe environment for each child. We set high academic and behavioural expectations for all students and assist them to achieve their personal best.

Academic results and student wellbeing data consistently demonstrate high performing and very successful student outcomes.

Our extensive learning program provides multiple opportunities for our students to consistently apply and practise their literacy and numeracy skills to enhance learning across all Victorian Curriculum Learning Areas. These opportunities, together with specific and explicit teaching of the Capabilities, prepare students to work and play successfully in a broad range of contexts. To determine the next steps in cognitive, social and physical learning, teachers utilise a whole school shared assessment process and methodology to determine individual and cohort student needs.

Student achievement is further supported through Professional Learning Teams (PLTs), where teachers work collaboratively to analyse and track student achievement data. This 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 and play successfully 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 specialist programs include Science, Technology & Engineering, Visual Art and Mathematics as part of our specialist STEAM program. This 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, enrichment and intervention within and beyond the classroom.

Our specialist RTI programs includes extension and support through our school speech pathologist, specialist RTI teachers and class teachers. It includes opportunities such as the Victorian High Abilities Program, Victorian Challenge and Enrichment Series, Synthetic Phonics, Reading Recovery, 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 expertise, develop personal interests and skills beyond the core curriculum. These include Math Olympiad, extensive instrumental and band program, robotics, choir, chess, debating, Green Team, intra and inters school sport, Sporting Schools and many others.

In 2021, workforce composition consisted of 26.6 equivalent full-time staff: 2 Principal class, 19.8 full time equivalent teachers including 2.0 Learning specialists and 4.8 full time equivalent Education Support Staff. There are no Aboriginal or Torres Strait Islander staff. There are 14 classes and students learn in attractive and well-maintained classrooms. Other school facilities include our Outdoor Science & 'Learnscape' area, Library & GREEN Screen Resource Centre, Multipurpose Centre, Performing Arts room, STEAM Centre, Physical Education track and synthetic grass area and Out of School Hours Care (OSHC).

Framework for Improving Student Outcomes (FISO)

FISO

In 2021, our school's AIP focused on implementation of the Victorian Government's Priority Goal and it's three Key Improvement Strategies (KIS).

Victorian Government '2021 Priorities Goal'

KIS

- 1.a Learning, catch-up and extension priority. (Achievement)
- 1.b Happy, active and healthy kids priority. (Wellbeing)
- 1.c Connected schools priority. (Engagement)

As well, our school continued our focus on student learning Growth as per our School Strategic Plan (SSP). Our KIS continued our work on the FISO dimension, Embed a sequential and developmental learning program.

SSP Goal

To maximise learning growth and achievement for all students

KIS

- 2.a Embed a sequential and developmental learning program (Achievement)

To support the successful implementation of these KIS, the Assistant Principal, together with Year 5&6 teacher representatives, led the focus on the Wellbeing and Engagement goals. Our Learning Specialist, together with the Report & Assessment Leader led the Achievement focused work. Teachers worked in their Professional Learning Teams (PLT) and vertical curriculum and wellbeing teams, to implement our plans supported through the guidance and leadership of their Learning Leader and the School Improvement Team.

Once again, our work was impacted by the extensive period of remote learning. Our School Improvement Team, Learning Specialists and Learning Leaders provided strong leadership and support for all teachers to ensure the work we were able to do was of a high quality and impacted positively on practice and student outcomes. This was evidenced through the positive results of the School Staff survey with greater than 88% endorsement (State average 75.8%), together with the Parent Satisfaction survey, more than 93% endorsement (State average 81.8%). This was supplemented through additional evidence captured via several processes. These included digital and verbal parent feedback, student interviews utilising online platforms and focus groups when we were able to return to onsite learning.

Achievement

In 2021 our school continued work on the School Strategic Plan goal of maximising the learning growth for all students. As well, the Victorian Government's learning, catch up and extension priority was adopted as required.

Once again in 2021, significant periods of the year were spent learning and teaching in a remote environment. Our school community, students, teachers and parents demonstrated incredible perseverance, cooperation and effort to accomplish remarkable Achievement outcomes. These included outstanding NAPLAN results and greater than 97% of students achieving at or above age expected standards in both English and Mathematics, despite the substantial periods of remote teaching and learning.

To achieve these results new approaches and adaptations to existing practices were implemented during 2021. These included:

- English P-6 Vertical PLT established.
- Mathematics P-6 Vertical PLT established.
- Extension of our school's Response To Individual needs model due to supplementation through the Tutor Learning Initiative.
- The appointment of a Speech Pathologist to support the synthetic phonics implementation.
- Further adjustments to our online teaching model.
- Formative assessment professional learning and adjustments to current practice.
- English planners evaluated and amended to reflect whole school approach. Reading & Viewing, Writing and Speaking & Listening.
- Evaluation and update of the HPS Assessment Schedule – summative and formative.
- Whole school moderation practices consolidated.

Engagement

In 2021 the Victorian Government's connected schools priority was adopted.

Our initial plans focused on re-establishing face to face student and community connections, however that plan required a prompt revisit as teaching and learning once again moved online.

Given the uncertain nature of the year, we shifted our focus to building upon the purposeful use of our digital 'Community Engagement Tools'. Our effort concentrated on supporting our students, families and staff to maintain engagement. This included a focus on strong student engagement through quality tasks and opportunities for student voice, together with regular, clear, purposeful communications to parents and carers. Importantly, communication

included opportunities for input and feedback from students, parents and carers to establish and modify approaches including Wellbeing Wednesday, Class Google Meets and learning tasks.

Through superb support from our school community and staff, we were able to maintain strong connections and high levels of student engagement, resulting in exemplary rates of student attendance.

Actions which supported engagement and attendance included:

- Establishing a ratio of a minimum of one parent per student, connected to the school communication app.
- Effective use and monitoring of digital 'Community Engagement tools'. These included the school newsletter, regular posts and updates through an app, a digital portfolio for learning and communication of progress to students and parents.
- Effective analysis of communications data, to identify and provide pre and early intervention support for engagement and attendance.
- Regular digital and phone communication to parents and students at risk, including Tier 3 EAL students.
- Maintaining regular online meetings with parents and carers as required.

Our exceptional 2021 attendance data is a credit to our students, teachers and parents. Attendance data in 2021 continued to surpass the levels achieved by similar schools and was significantly beyond State attendance data averages.

Whilst maintain the gains from 2021, student empowerment will be our engagement focus in 2022. Through this work we will strive to enhance the three interconnected components of agency, voice and leadership.

Wellbeing

In 2021, the Victorian Government's happy, active and healthy kids priority was adopted.

Whilst the continuity of 2021 was fragmented by Covid, a range of wellbeing strategies and supports were implemented to assist our families and staff to navigate a very challenging year.

Our main priority was the maintenance of health and wellbeing to enable happy, healthy, active kids. These initiatives were well received by our students and school community. They included:

- Evaluation and modification of student leadership as a key component of student empowerment.
- Development of student led health & wellbeing opportunities informed by voice and monitored through agency.
- Access Sporting Schools grants to support student voice activities to promote and provide healthy activities.
- Maintain student and teacher connections through daily, whole class online meetings for students to meet online with their teacher and peers.
- Reintroduction of 'PBL Wellbeing Wednesday' to amplify student and parent voice and provide an opportunity for healthy, active activities away from the computer screen.
- Maintain connections with students at risk through phone calls, and online meetings with parents and students. This proved to be an important tool as the lockdown period extended.
- Reintroduce the Preschool to Prep Transition program online and establish transition plans for our Y6 students to prepare for secondary school as circumstances evolved.
- The outcomes were positive as our new Prep students have enjoyed a settled start to primary school and our Year 6 students were able to celebrate Graduation and participate in several transition experiences to prepare Year 7 in 2022.

In 2022, we will focus on the state government's new Wellbeing priority whilst continuing to build upon the work commenced through the 'Happy, Healthy Kids' initiative.

Finance 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. The 2019-2023 School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

Total funds available as at the 31st December 2021, equaled \$592,256. The Net Operating surplus exists due to the receipt of funds for international students, and significant surplus from the Special Projects budget due to projects needing to be rescheduled due to COVID. This budget 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, and a contribution from funds raised from our Highvale Primary Community Group. Expenditure on staff professional learning and was also much lower than expected due to COVID.

Our Special Projects funds have been carried forward into the 2021 budget to assist with the anticipated projected costs associated with the maintenance of school buildings and grounds. The school has still not received the pledged 4 yearly support from the Victorian Schools Building Authority (VSBA) through a Condition Assessment Report or Rolling Facilities Evaluation. Our last evaluation was in May 2012. As well, we have not received further funding to progress past the initial stage of the VSBA approved Capital Works project. Therefore, we continue to utilise the school's Total Funds surplus to work on projects such as recarpeting, painting, landscaping, storm water works and spouting renewals. The protracted period of waiting for VSBA support is fast approaching 11 years, resulting in a lack of clarity regarding facilities improvement. Thus expenditure of these funds will be drawn upon once advice is received to ensure diligence in expenditure.

Cash reserves are also necessary to fund unforeseen costs associated with the delivery of programs and resources such as swimming, learning equipment, human resources, furniture, other facilities and cleaning. The school is also budgeting for increased expenditure on mental health support due to the pandemic and the withdrawal of provision by DET of health professionals such as psychologists and speech pathologists. The school's reserve is also 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. Cash reserves are also required due to the impact of the change to the Parent Payment policy.

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 and Shade Sail grants. These have been used to increase our student's participation in sport and spaces for outdoors learning.

Equity funding received continues to be utilised to supplement the school's funding of a comprehensive Response to Individual Needs intervention, enrichment and extension framework.



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