

# 2023 Annual Report to the School Community

School Name: Heywood Consolidated School (6225)



- 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 21 March 2024 at 03:12 PM by Ann Hawker (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 15 April 2024 at 04:13 PM by Courtney Millard (School Council President)

# How to read the Annual Report

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## 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.

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## 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').

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### 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

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## School context

Heywood Consolidated School is situated in the South West region of Victoria, which is 334kms west of Melbourne with a total student enrolment of 102 children in 2023. Our staff consists of 8 teachers/tutors (some part time) and 5 educational support staff. We also have one School Administration, one Business Manager and one Principal.

Heywood Consolidated School's vision is:

- To support the social, personal and academic growth of all students, to develop meaningful and respectful relationships, as well as being curious, independent individuals, who are active and engaged in their development.
- To be a highly valued and respected asset to our community, by striving for success for our students now and into the future, who are proud of their opportunities and connections created through Heywood Consolidated School.
- To provide a safe, secure, supportive learning environment, with a welcoming and inclusive atmosphere, which creates a sense of belonging for all, where each person is valued and respected. Supporting this vision are four core values of Respect, Resilience, Kindness and Gratitude.

Our school's socio-economic profile, based on families' occupations and education, is considered in the high band which represents a high level of socio-economic disadvantage.

Our curriculum at Heywood Consolidated School reflects the Victorian Curriculum framework, with specialist programs in the Visual Arts, Physical Education, ICT, Science, STEAM, language other than English program (Indonesian) and Hands on Learning.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

In 2023, learning at Heywood Consolidated School focused on 'Supporting both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy in line with a state-wide goal set by the Education Department. We continued to implement the Tutor Learning Initiative (TLI), with the aim of reducing potential learning gaps experienced due to the impact of COVID over the previous 2 years. Our tutors ran small group sessions with students across all year levels and worked closely with teachers to align classroom and tutoring sessions, share high impact teaching strategies, and discuss student progress. We also participated in the WSW Numeracy Learning Community each term, where our principal and 2 classroom teachers shared learning from these sessions with staff to increase knowledge, skills and learning. We also participated in peer observations across the school in Numeracy, as well as observing 2 network schools to increase understandings.

Our Teacher Judgement data of Numeracy reflects the high quality of this work. 83.6% of Year F-6 students are at or above age expected standard, which is higher than similar schools average.

Throughout the year, our literacy learning specialist worked with staff to continue the development of teaching of writing within the classrooms. This work focused on strengthening teaching practice in explicit instruction and differentiation. Staff built knowledge through professional learning sessions and participated in regular classroom observations to give and receive feedback on the implementation of new skills. Staff also termly moderated writing samples from all grades to develop consistently across the school, as well as development of knowledge and language.

Student learning data reflected the effectiveness of these supports and initiatives. Teacher Judgements of students in Years F-6 working at or above age expected standard in Writing increased to 76% in 2023 (up from 68% in 2022).

### Wellbeing

Heywood Consolidated School prides itself on the high level of pastoral care we offer our students. In 2023, we continued to focus on supporting student wellbeing by working to 'effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable' in line with the state-wide goal set by the education department.

To support student wellbeing, we split our School Improvement Team into two groups to allow for a targeted focus in Learning and a separate group for Wellbeing. We continued to use support programs via our wellbeing team through staff and parents referring students for specific reasons. Heylee, our school wellbeing dog, was purchased and has been used within classrooms throughout the year. A multi-tiered approach was adopted and recording protocol for support have been established. Although our Attitudes to School Survey result on a Sense of Connectedness has slightly increased to 79% of our Year 4-6 students reporting feeling connected to school last year, compared to 72% in 2022, we did achieve a higher than Similar Schools average (69%) and State

average (66%) in Student Voice and Agency (70%).

As a part of our wellbeing goal at Heywood Consolidated School, we have continued our Real Schools Partnership. Staff worked with our Expert Facilitator through professional learning days, classroom observations and mentoring. We also ran a Parent information session and kept our community informed of learnings and progress through regular communication channels. Our results show a positive increase from students in our Attitude to School Survey with 73% of our school giving a positive endorsement in Management of Bullying in 2023 (68% in 2022) and 77% in Not Experiencing Bullying 2023 (72% in 2022).

## Engagement

Heywood Consolidated School placed great emphasis on continuity of learning and attendance throughout the 2023 school year. We developed a whole-school approach to monitoring absences, with administration contacting homes daily, and then classroom teachers checking in with parents/carers every time when an additional week had occurred of missing school. This allowed the teachers to gain a greater understanding of issues in relation to attendance, as well as developing a stronger support network around the student. The 4-year school average absence days was 24.3 and our school average number of absence days was 25.0 (equivalent 5 weeks of schooling).

To further promote student engagement, Heywood Consolidated School continued its development of our CLUBS program, including netball, basketball, karaoke, t-ball, walking, photography, chess, science, show 'n' shine, animation, bike education, sensory play etc. Students were also provided with a diverse range of educational opportunities; e.g. Blended Arts Program via Drama Victoria for 2 terms, first aid training across the entire school, excursions for performances (musical and dramatic), sporting competitions of golf, netball, football, soccer, ultimate frisbee, athletics and basketball. Students also performed in our local parade for Wood, Wine and Roses, as well as our local Music Festival. The joint NAIDOC Week celebration of all local schools in the area was also a proud moment to participate in, which was held in July.

We strengthened practice and opportunities for student voice through our Student Representative Council. The council hosted three events for the year, led by our School Leaders who worked with 30 students across all year levels to raise funds through selected activities for fundraising within our school and for charities.

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## Other highlights from the school year

In 2023 Heywood Consolidated School held camps for Grades 5&6 to Melbourne and Grades 3&4 to Halls Gap. Both camps were fully subsidised through the Victorian Government. We also held our annual Grade 2 sleepover, with a surfing excursion to Bridgewater the day before. All opportunities strengthens connections between peers, as well as developing trust between students and staff. A very memorable experience for all.

We also participated in our first School Tree Day in July, where we replanted trees around the border of school facilities. Students have enjoyed this experience of revegetation, as trees had to be removed due to safety issues during previous years.

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## Financial performance

While the school recorded a surplus in 2023, Heywood Consolidated School continues to be financially secure.

Last year, the school continued to significantly invest in infrastructure development, including carpet in administration areas, increased technological opportunities for students through laptops and iPads, and improved aesthetic atmosphere of the school through landscaping and revegetation.

We were fortunate enough to receive funding of \$35,000 through a state government 'Rolling Facilities Evaluation Maintenance upgrade' initiative last year. This was dedicated to refurbishing Senior toilets, drainage, painting, Kareeta Building roof repairs, repairs to flashing on buildings, roof repairs on our Junior Wing building and breezeway. We also received \$25,000 through the Schools Upgrade Fund for removal and replacement of unsafe planter boxes, along with seating and tables. This has provided students with more opportunities for outdoor learning spaces. Additionally, we received Shelter in Place funding of \$450,000 for safety of building occupants in the event of a bushfire/ember attack.

Heywood Consolidated School continued to receive equivalent equity funding in 2023, which was used to fund teaching and support staff as part of the Student Resource Package. We also supported funding of staff to provide literacy interventions at point of need, as well as an Occupational Therapist for Early immediate intervention support. We prioritised additional funding towards numeracy based on learnings through professional development and peer observations within other schools, to allow teachers to provide quality learning opportunities for all.

The total funds available to the school at the end of the school year and its overall financial position remains strong and allows the school to fund future improvement projects.

**For more detailed information regarding our school please visit our website at**  
<https://www.heywoodconsolidatedschool.com.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 102 students were enrolled at this school in 2023, 48 female and 54 male.

0 percent of students had English as an additional language and 25 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).

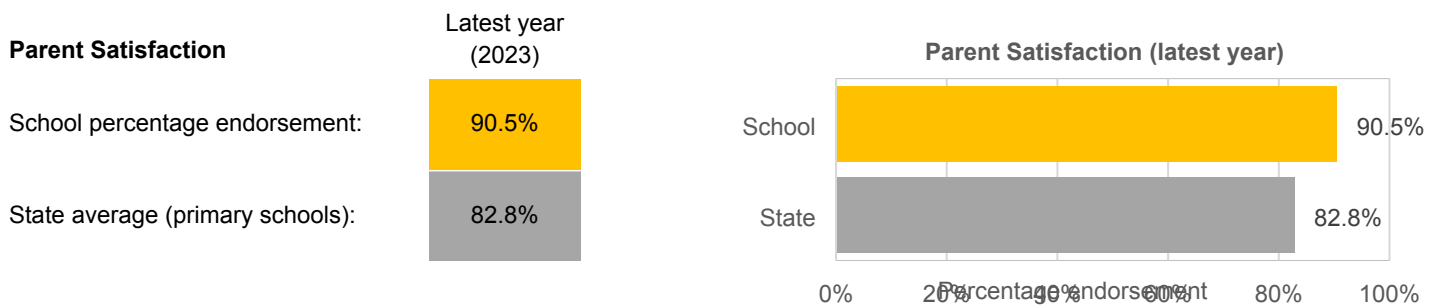
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

### 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.

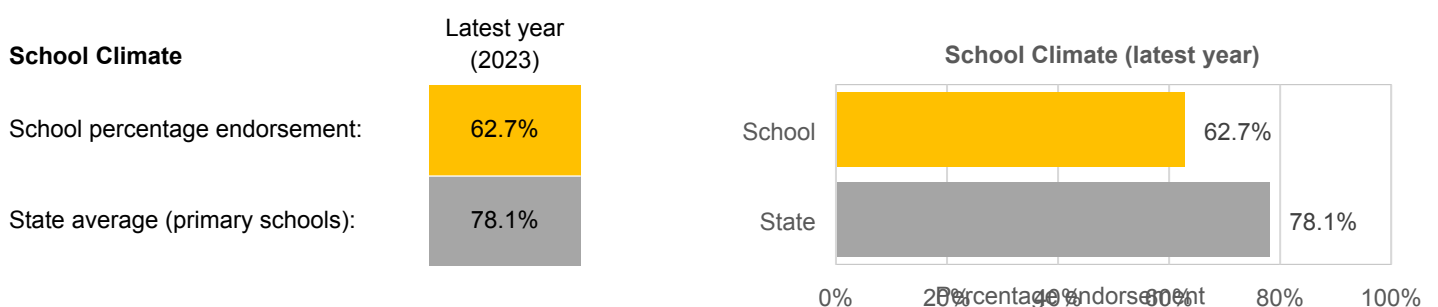


### School Staff Survey

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

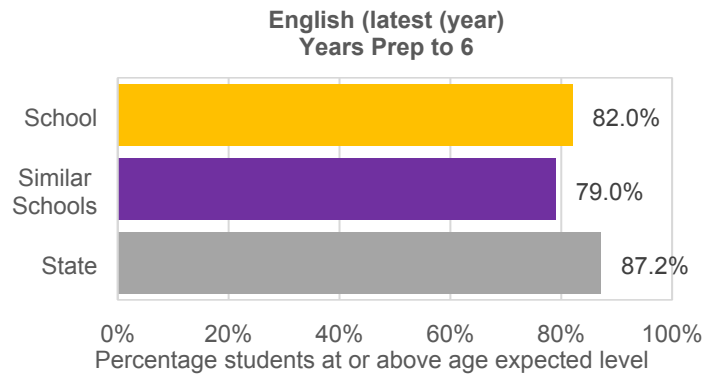
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### Teacher Judgement of student achievement against the Victorian Curriculum

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

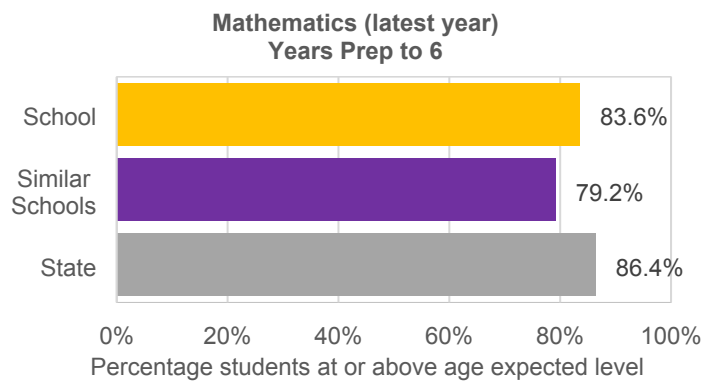
#### English Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	82.0%
Similar Schools average:	79.0%
State average:	87.2%



#### Mathematics Years Prep to 6

	Latest year (2023)
School percentage of students at or above age expected standards:	83.6%
Similar Schools average:	79.2%
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:

62.5%

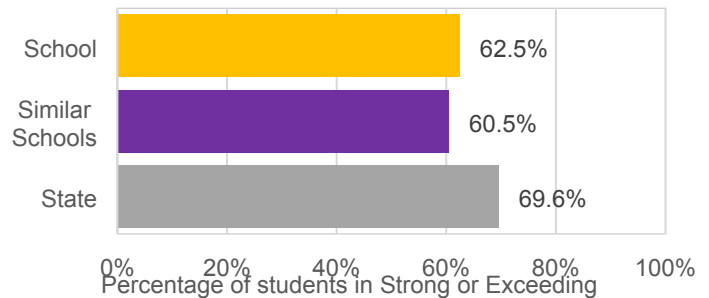
Similar Schools average:

60.5%

State average:

69.6%

#### NAPLAN Reading (latest year) Year 3



#### Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

47.4%

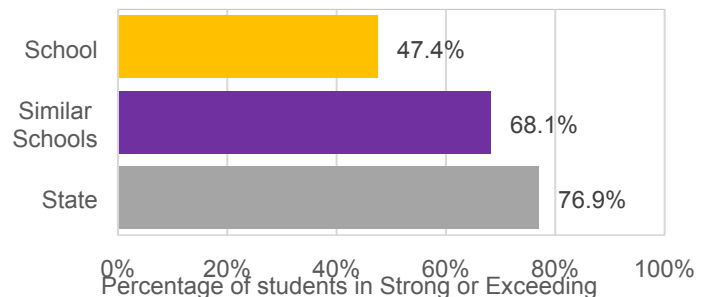
Similar Schools average:

68.1%

State average:

76.9%

#### NAPLAN Reading (latest year) Year 5



#### Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

37.5%

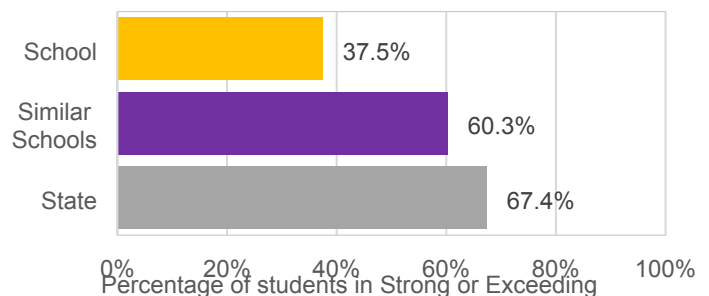
Similar Schools average:

60.3%

State average:

67.4%

#### NAPLAN Numeracy (latest year) Year 3



#### Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

45.0%

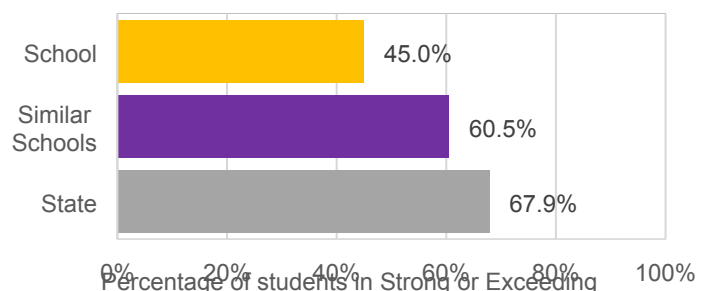
Similar Schools average:

60.5%

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:

26.7%

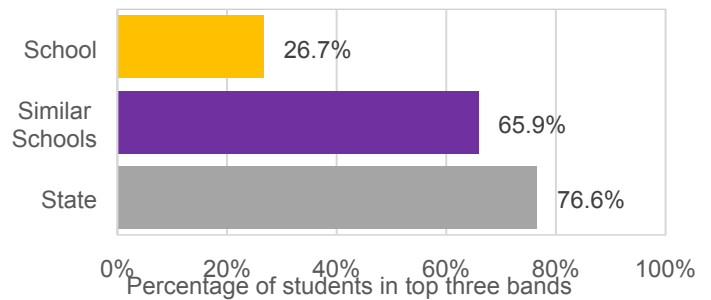
Similar Schools average:

65.9%

State average:

76.6%

**NAPLAN Reading (2022)  
Year 3**



**Reading  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

50.0%

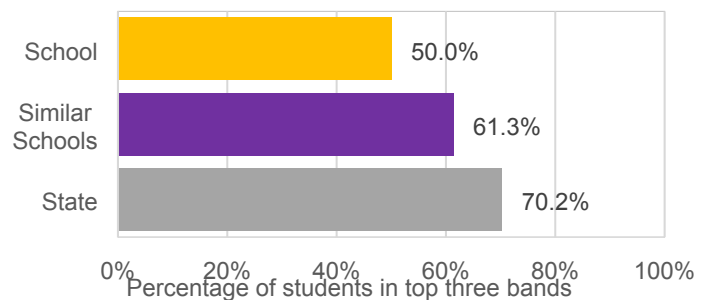
Similar Schools average:

61.3%

State average:

70.2%

**NAPLAN Reading (2022)  
Year 5**



**Numeracy  
Year 3**

Latest year  
(2022)

School percentage of students in the top three bands:

33.3%

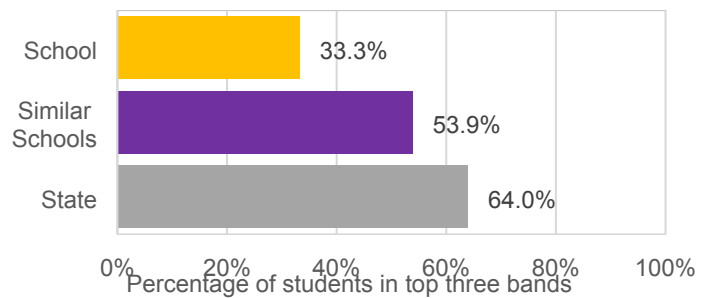
Similar Schools average:

53.9%

State average:

64.0%

**NAPLAN Numeracy (2022)  
Year 3**



**Numeracy  
Year 5**

Latest year  
(2022)

School percentage of students in the top three bands:

37.5%

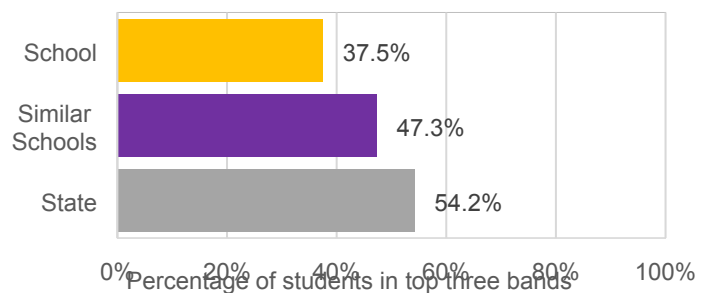
Similar Schools average:

47.3%

State average:

54.2%

**NAPLAN Numeracy (2022)  
Year 5**



## WELLBEING

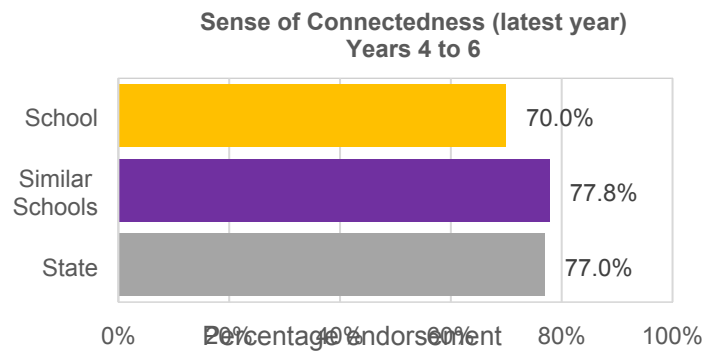
**Key:** *‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	70.0%	69.0%
Similar Schools average:	77.8%	79.0%
State average:	77.0%	78.5%

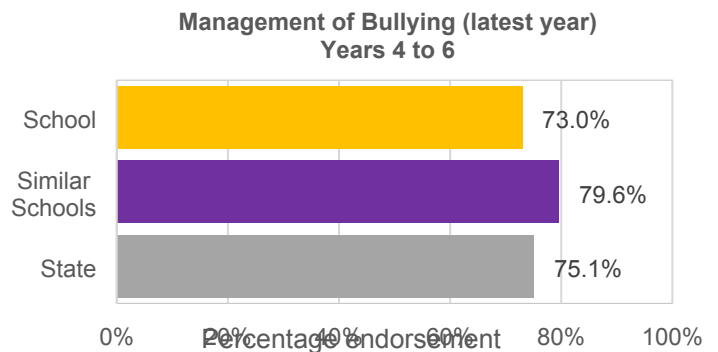


### Student Attitudes to School – Management of Bullying

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:	73.0%	68.9%
Similar Schools average:	79.6%	80.4%
State average:	75.1%	76.9%



## ENGAGEMENT

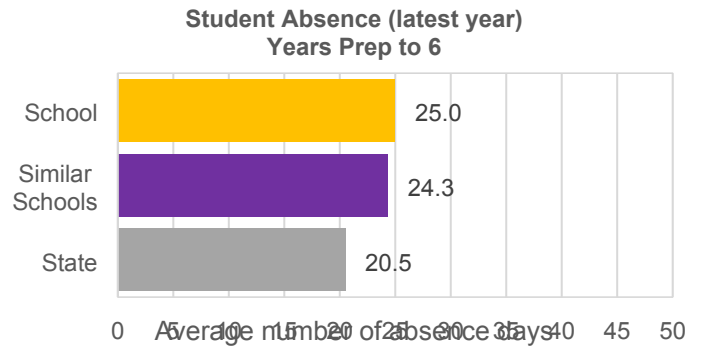
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.0	24.3
Similar Schools average:	24.3	22.1
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):	88%	83%	89%	87%	89%	86%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,577,470
Government Provided DET Grants	\$458,150
Government Grants Commonwealth	\$1,500
Government Grants State	\$8,285
Revenue Other	\$21,081
Locally Raised Funds	\$37,366
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$2,103,851</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$241,953
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$241,953</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,452,618
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$29,808
Communication Costs	\$4,712
Consumables	\$74,553
Miscellaneous Expense <sup>3</sup>	\$13,218
Professional Development	\$4,489
Equipment/Maintenance/Hire	\$58,655
Property Services	\$145,854
Salaries & Allowances <sup>4</sup>	\$87,245
Support Services	\$123,653
Trading & Fundraising	\$15,781
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$455
Utilities	\$23,128
<b>Total Operating Expenditure</b>	<b>\$2,034,168</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,684</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

- (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 17 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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$224,954
Official Account	\$59,005
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$283,959</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$81,503
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$35,373
School Based Programs	\$6,781
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$3,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$26,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$182,656</b>

*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.*