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The school has a current enrolment of 85 children. This is an increase from 57 children as of Census 2016. The current grade structure is Grade F/1, Grade 1/2, Grade 3/4, Grade 5 and Grade 6.  The school provides a comprehensive curriculum across all learning areas, underpinned by literacy and numeracy. Significant investment in the FISO area of Excellence in Teaching and Learning ensures evidence based pedagogical approaches. Educational consultants Andrea Hillbrick, Anne Hammond and Jan McVitty are utilised to ensure we achieve this. Daily 5 and CAFÉ reading, Words Their Way-spelling and Seven Steps to Writing Success and a numeracy lesson instructional model form part of our programs.  Children have access to specialist programs in music, art, drama, physical education, library, Italian and MiniLit and MultiLit (specialist reading tutoring programs). Initiatives such as Cook in a Box, Move Dream Create and Robotics enhance engagement and allow children to flourish in a variety of curriculum areas.  The children have an extensive camping program. Camping opportunities include Canberra Camp, Camp Wyuna, The Sovereign Hill Experience and the Lady Northcote camp.  Hepburn Primary School has established transition programs with the local kindergarten and secondary school. The reading and play based transition program between the local kindergarten and the Year 5/6 children is an extremely rewarding for all involved. The local secondary school provides many opportunities each term for the Year 5/6 children to attend whole day activities.  Hepburn Primary School recently joined the Wathaurung Sport Cluster. This enables children access athletics, cross-country, tennis, basketball, soccer, netball, football and swimming competitions and the opportunity to progress to higher levels.  The children have access to 26 recently leased touchscreen netbooks, ensuring a blended and engaging learning environment.  During 2017, the school commenced the implementation of the School Wide Positive Behaviour and Bounce Back social skills and welfare programs. Bounce Back promotes positive mental health and student wellbeing, providing students with practical strategies and life skills to handle challenges and adversity encountered. The SWPBS initiative in Victoria aims to build and maintain:   * safe, inclusive, highly predictable and orderly learning environments * positive school and classroom learning environments as platforms for improved engagement, wellbeing and learning outcomes for all students * School-wide systems for early identification and intervention for students at risk of disengagement from learning.   Hepburn Primary School continues promotes the recently determined values of Respect, Perseverance and Kindness. These values are incorporated into learning programs, which develop the children’s’ social skills. The School Chaplain plays a vital role in coordinating this work.  Hepburn Primary School is committed to building strong and positive relationships with our local community.  Parents, family and community members are always welcome into our school and are encouraged to participate in a wide range of activities.  Students, staff, parents and the community are extremely proud of the school and we look to the future with anticipation and expectation of growth in all aspects. | | | |  | | --- | | Framework for Improving Student Outcomes (FISO) | | | |  | | --- | | Hepburn Primary School is committed to the Framework For Improving Student Outcomes (FISO) areas of Excellence in Teaching & Learning, Building Practice Excellence and Curriculum Planning and Assessment and Creating a Positive Climate for Learning. Equity funding was allocated to resourcing quality and continuous professional development. The funding also ensures staff have the dedicated and protected time to complete essential one to one assessment tasks, develop core curriculum and work collaboratively to enhance the collective capacities of staff, which ultimately benefits the children. Staff also reflected on the Framework of Practice for School Improvement Continua as part of the Peer Review process. | | | |  | | --- | | Achievement | | | |  | | --- | |  | | |  | | --- | | The school provides a comprehensive curriculum across all learning areas, underpinned by literacy and numeracy. Significant investment in the FISO area of Excellence in Teaching and Learning ensures evidence based pedagogical approaches. Educational consultants Andrea Hillbrick, Anne Hammond and Jan McVitty are utilised to ensure we achieve this. Daily 5 and CAFÉ reading, Words Their Way-spelling and Seven Steps to Writing Success and a numeracy lesson instructional model form part of our programs.  Hepburn Primary School is committed to providing excellent learning outcomes for all students. External facilitators have provided a large amount of professional development, while internal expertise are encouraged and utilised at Professional Learning Team (PLT) meetings.  Instructional models and the non-negotiable elements of lessons are being established and implemented.  A clear line of sight has been developed between the School Strategic Plan (SSP), Annual Implementation Plan (AIP), the Principal, and the Teacher Development Process. This ensures focussed and rigorous intent towards enhancing outcomes for all children.  Our NAPLAN results demonstrated that 100% of the Year 3 children performed at or above the National Minimum Standard in Writing and Numeracy. With 78% of children performing at or above the National Minimum Standard in Spelling and Grammar and Punctuation and 70% in Reading. With 60% of children above the National Minimum Standard in reading being in Bands 4 and 5. Our results have been rated as similar as or slightly lower than like schools.  Our NAPLAN results demonstrated that 100% of our Year 5 children are performing at or above the National Minimum Standard in Reading, and 92% in Numeracy. With 75% of children performing at or above the National Minimum Standard in Writing and Spelling, and 83% in Grammar and Punctuation. Our results have been rated as similar to like schools.  There are always areas for improvement, and these are being addressed through the School Strategic Plan and the Annual Implementation Plan. | | |  | | | |  | | --- | | Engagement | | | |  | | --- | | The engagement of students at Hepburn Primary School continues to be a high priority. Parents, staff and students work together to ensure a supportive and encouraging environment in which each child is valued and respected. We strive to ensure that our learning environment is engaging to all students, caters to the individual needs of all learners at their point of need building of positive relationships.  At Hepburn Primary School, we encourage the development of leadership skills within our students, particularly with those in the senior part of the school. Programs include the Student Representative Council, Student Leadership Development and the Buddy Program. In addition, all Years 5 and 6 children attend the GRIP Leadership Conference. These programs allow our students to work across grade levels to exercise and enhance their leadership skills. With these experiences, students are actively involved in our school. Roles such as School Captains and Sporting House Captains promote student ownership of our school and these student leadership positions are greatly revered.  The school runs a range of special purpose events, including the Grandparents and Special Friends day each May as well as being keen participants in the Rotary Music Concert, The Swiss Italia Festa, family barbeques and an annual Christmas concert.  Children have access to specialist programs in music, art, drama, physical education, library, Italian and MiniLit and MultiLit (specialist reading tutoring programs). Initiatives such as Cook in a Box, Move Dream Create and Robotics enhance engagement and allow children to flourish in a variety of curriculum areas.  The children have an extensive camping program. Camping opportunities include Canberra Camp, Camp Wyuna, The Sovereign Hill Experience and the Lady Northcote camp.  Hepburn Primary School recently joined the Wathaurung Sport Cluster. This enables children access athletics, cross-country, tennis, basketball, soccer, netball, football and swimming competitions and the opportunity to progress to higher levels.  In 2007, 18 of 22 children in Years 5/6 completed the Attitudes to School Survey. All of the questions below had 100% of participants giving a positive result, meaning they selected ‘agree’ or ‘strongly agree’. I feel safe at this school; it is okay to be different at this school; all students are treated fairly at this school; there is a teacher or another adult at this school who believes that I can be successful; at this school, there is a teacher or another adult who listens to me when I have something to say; my teachers make sure all the children are included; I have friends at this school; I have lots of chances to be part of class activities; I am good at learning; my teacher cares about how I am feeling; I try very hard at school; my teacher expects me to do my best; my teacher believes that I can do well at school; my teacher helps me do my best; my teacher tells me what I am learning and why and my teacher sets clear rules for classroom behaviour. The places the school at or above the state in many areas. Results specifically related to engagement were pleasing. Positive Climate for Learning:   * 92% positive result for effective teaching time * 94% positive result for differentiated learning challenge * 83% positive result for stimulating learning | | | |  | | --- | | Wellbeing | | | |  | | --- | | The Chaplain has implemented Bounce Back in each classroom as part of the School Wide Positive Behaviour (SWPB) implementation. Following a process of engaging staff, students and school council (as parent representatives) new school values were established: Respect, Perseverance and Kindness. The power of three! The children have all contributed to the whole school behaviour matrix linked to these values. A whole school reward system is currently being established. Staff are reviewing the school Code of Conduct to ensure it reflects SWPB. All elements of implementation will include staff, student and parent voice.  The Attitudes to School Survey results indicated that 95% of children have not had an experience of bullying and students at this school treat each other with respect, 99% feel a sense of inclusion and 100% feel there is respect for diversity. As community, we are extremely proud of these results that place us in the top 25% of all government schools in these areas. | | | |  | | --- | | For more detailed information regarding our school please visit our website at  https://hepburnps.vic.edu.au/ | | |  | | |  | | | |  | | --- | |  | | |

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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. | | | | | | |  |  | |  |  |  |  |  |  |  |  | |  | | | | | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | | **School Profile** | | | | | |  |  |  | | |  | | --- | | Enrolment Profile  A total of 67 students were enrolled at this school in 2017, 33 female and 34 male.  0 percent were EAL (English as an Additional Language) students and < 10 percent 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). | | | | |  | | --- | |  | |  | |  | | | |  |  | | |  | | --- | | 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).  Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. | | | | |  | | --- | |  | |  | |  | | | |  |  | | | | | |

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Year 3 assessments are reported on a scale from Bands 1 - 6. | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | | |  | | --- | | NAPLAN Year 5  The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.  Year 5 assessments are reported on a scale from Bands 3 - 8. | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | | | | |  |  |  |  |  | |  |  |  |  | | |  |  |  |  |  | |  |  |  | | | |  |  |  |  |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | | | | |  |

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Common reasons for non-attendance include illness and extended family holidays.  Absence from school can impact on students’ learning  **School Comparison**  A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.  Average 2017 attendance rate by year level: | | |  | | --- | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | |  | |  | | |  | | --- | | Few absences <------> Many absences | | |  | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 89 % | | |  | | --- | | 89 % | | |  | | --- | | 90 % | | |  | | --- | | 88 % | | |  | | --- | | 95 % | | |  | | --- | | 92 % | | |  | | --- | | 92 % | | | |  | | |  | | --- | |  | |  | |  | |  | |  | | |  | |  |  |  | | | | |  | |  |  |  |  |  | | | | | |  |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | |  |  |  | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  | | --- | --- | |  |  | |  |  | |  |  | | | | | |  |  | | --- | --- | |  |  | |  | |  | | --- | |  | |  | |  | | |  |  | | |  | | | |  | | |

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**‘Similar’** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **‘Higher’** performance.  Some schools have **‘Lower’** performance than expected and receive targeted support to ensure that there is improvement. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures can be found at:  [http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) | | | | |  |  |  |  |  | |  | |  | | --- | | **What does ‘*Data not available’* 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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.  The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | | | | |  |

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The school did not operate at a deficit in 2017. Equity funding of $49 000 ensured the school was able to significantly resource our focus on Excellence in Teaching and Learning and Positive Climate for Learning. | | | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2017 | | | | | | | | | | | | | |  |  |  | |  | | --- | | Financial Position as at 31 December, 2017 | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $9,161 | | Official Account | $8,634 | | Other Accounts | $32,312 | | **Total Funds Available** | **$50,107** | | |  | |  |  |  |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | |  | | --- | | $605,611 | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $118,352 | | Government Grants Commonwealth | $427 | | Revenue Other | $6,975 | | Locally Raised Funds | $51,774 | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | |  |  |  | |  | | --- | | **$783,139** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | | |  | | --- | |  | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $49,342 | | | | | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$49,342** | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $31,092 | | Maintenance - Buildings/Grounds incl SMS<12 months | $19,014 | | **Total Financial Commitments** | **$50,107** | | |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | | | | | | |  |  |  | |  | | --- | | $607,348 | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $148 | | Communication Costs | $4,699 | | Consumables | $32,291 | | Miscellaneous Expense³ | $75,728 | | Professional Development | $8,398 | | Property and Equipment Services | $28,210 | | Salaries & Allowances⁴ | $29,798 | | Trading & Fundraising | $6,911 | | Travel & Subsistence | $52 | | Utilities | $6,215 | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | |  | |  | | --- | | **$799,798** | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | | |  | |  | | --- | | **($16,659)** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  | |  | | --- | | **$0** | | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 05 March 2018 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  | | | | | |  |