

## 2015 Annual Report to the School Community

Harcourt Valley Primary School

School Number: 5404



Name of School Principal:

Annette Smith

Name of School Council President:

Diane Selwood

Date of Endorsement:

20th April, 2016

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

In 2015, the school enrolment was 79, which was an improvement on previous years. The SFO was 0.5701 which is higher than in earlier years. The school operates four classes spread across all available learning spaces to maximize the use of classrooms. Specialist programs are offered in French, Music and Art, with classroom teachers undertaking a range of wellbeing programs. The Better Buddies and Peer Support being key features of this. The two hour literacy block continues to be the main focus of English while there is a mandated hour per day of Maths. The concept of uninterrupted weeks has been introduced this year, so that there is solid uninterrupted teaching time available. This means on interrupted weeks, it is more likely that there will be a number of interruptions. Other school based programs in Physical Education, Library, Arts incursions and the camping program provide a breadth of learning opportunities for all children. The introduction of a Social and Emotional Learning program has heightened the awareness of the school community regarding the importance of good social skills. The focus of staff professional learning has been in Maths and Writing, with a classroom observation program playing an important role in building staff capacity. Workforce Composition: This school has 7.27 equivalent full time staff: 1 principal class, 8 teachers and 3 Education Support Staff.

### Achievement

Results in both English and Maths are similar to other schools. Writing still continues to score lower than other areas in English. Vocabulary and oral language have been identified as key issues related to these lower levels of achievement. Further professional learning intended to build capacity to teach writing and also moderation of writing will be a key feature of actions to improve English. In Maths, achievement is not as strong as other areas. Both NAPLAN results and teacher judgements reflect this level. Number will also continue to be an area of teacher professional learning for 2016 along with the development and implementation of a Maths Action Plan. Children who have not made twelve months learning gain overall; have an Individual Learning Plan as has been the practice in the past. Intervention programs have been managed within the classroom setting by the class teachers.

### Engagement

Attendance at all levels is greater than 92% except for Grade 3 which is at 90% . This is in line with similar schools. Attendance issues are monitored regularly by the Principal and class teachers. Phone calls are made particularly to families which have a history of regular absences. The attendance award program continues to be successful for most children. There is a core group of five students whose attendance is largely responsible for the high absence figures. Student Attitudes to School data is very similar to previous years but is not consistent with the view of their parents about the school. There has been some small improvements in several factors but over years these remain inconsistent. Students are provided with many opportunities to engage in student leadership and pastoral activities to support their engagement with the school and other students.

### Wellbeing

Component 3 of the Kidsmatter program was implemented with staff undertaking the professional learning associated with this. The Social and Emotional Learning (SEL) program was commenced in Term 1 with staff implementing circle time as the preferred mode of delivery. In addition to this, other key wellbeing programs continue to be offered, these include the camping program, student mentoring, grade 6 leadership and transition programs in Prep and Grade 6. The "Building Our Learning Community" at the start of the school year was successful in embedding the school's values and the concept of being "Ready To Learn". The "Better Buddies" program still remains a key component of wellbeing and this was augmented by the addition of the Buddy Bench in the playground to support all children being Better Buddies.

### Productivity




The school staffing budget remained in a small surplus for 2015. This was due to a small rise in student numbers, thus enabling the school to continue to offer Music, Art and French as specialist subjects. The four class structure from previous years was also maintained again, with two part time staff very successfully teaching in the Grade 3-4 area. The continued implementation of Kidsmatter, the teaching of spelling, writing and grammar & punctuation were the focus of professional learning for the year and funds were directed towards this. CRT funds were allocated towards planning days for staff to facilitate additional professional learning, curriculum development and classroom observations. Additional resources were also purchased to support the reading program in the junior school.

For more detailed information regarding our school please visit our website at  
<http://www.hvps.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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

Key: Range of results for the middle 60 % of Victorian government primary year levels:  Result for this school:  Median of all Victorian government primary year levels: 

### School Profile

#### Enrolment Profile

A total of 79 students were enrolled at this school in 2015, 35 female and 44 male. There were 0% of EAL (English as an Additional Language) students and 5% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.






#### School Staff Survey

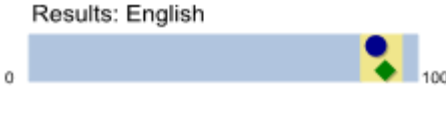
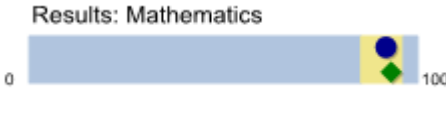


Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.




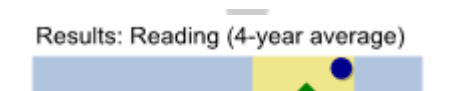
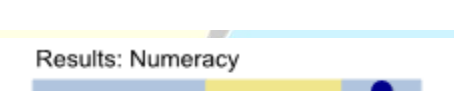


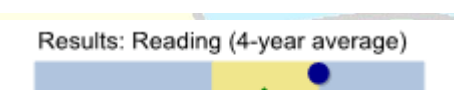
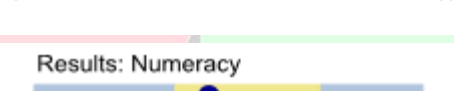

## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

Key: Range of results for the middle 60% of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

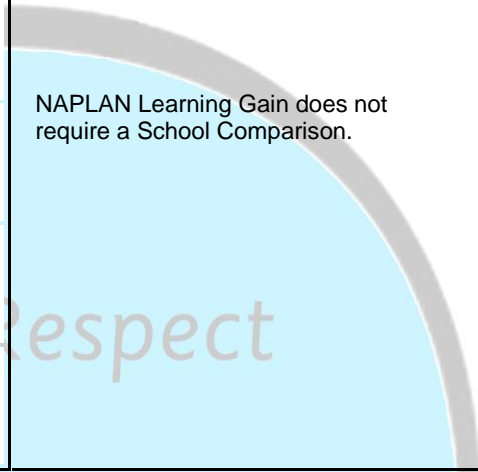
Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Higher</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																														
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> <th>School Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>10%</td> <td>30%</td> <td>60%</td> <td>70%</td> </tr> <tr> <td>Numeracy</td> <td>10%</td> <td>30%</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>40%</td> <td>50%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>60%</td> <td>30%</td> <td>60%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>50%</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Result	Reading	10%	30%	60%	70%	Numeracy	10%	30%	60%	50%	Writing	10%	40%	50%	40%	Spelling	10%	60%	30%	60%	Grammar and Punctuation	10%	50%	40%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High	School Result																												
Reading	10%	30%	60%	70%																												
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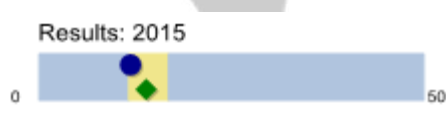
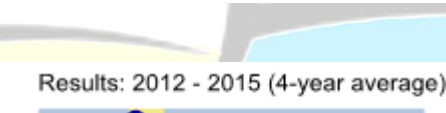


Integrity

Resilience




## Performance Summary


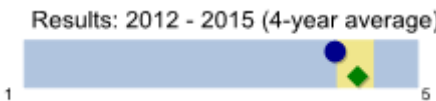


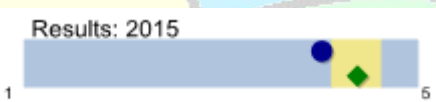
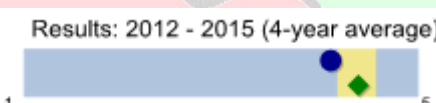


Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="563 824 1042 920"> <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>97 %</td> <td>93 %</td> <td>90 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	97 %	93 %	90 %	94 %	93 %	94 %	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	97 %	93 %	90 %	94 %	93 %	94 %										



## Performance Summary

Key: Range of results for the middle 60 % of Victorian government primary year levels:   
 Result for this school:  Median of all Victorian government primary year levels: 

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>



# How to read the Performance Summary

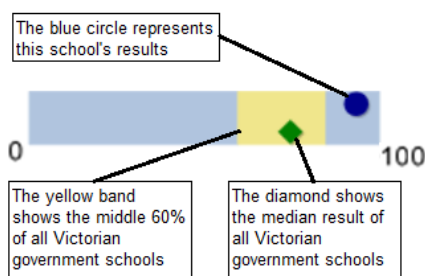
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

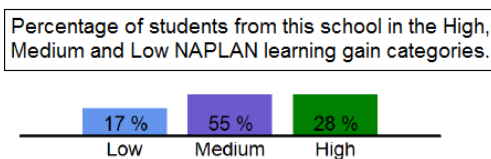
You can see these results for the latest year, as well as the average of the last four years (where available).

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.

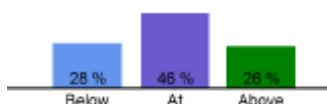


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their schools.

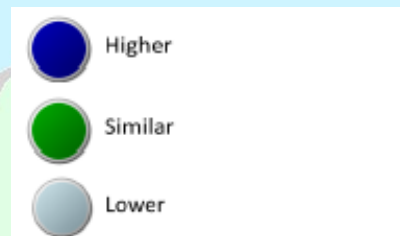


## What is a School Comparison?

The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

A *School comparison* 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.

The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.



Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/principals/management/pages/performreports.aspx>

## What is the meaning of 'Data not available'?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist, Select Entry, English Language and Community Schools where school comparisons are not appropriate.

## What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The 'About Our School' statement provides a summary of this school's improvement plan.

## Financial Performance and Position

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$660,571	High Yield Investment Account	\$1,381
Government Provided DET Grants	\$93,806	Official Account	\$249
Government Grants Commonwealth	\$2,200	Other Accounts	\$5,000
Revenue Other	\$8,092	<b>Total Funds Available</b>	<b>\$6,630</b>
Locally Raised Funds	\$69,336		
<b>Total Operating Revenue</b>	<b>\$834,004</b>		
Expenditure		Financial Commitments	
Student Resource Package	\$656,791	Operating Reserve	\$6,630
Books & Publications	\$3,297	<b>Total Financial Commitments</b>	<b>\$6,630</b>
Communication Costs	\$3,068		
Consumables	\$13,648		
Miscellaneous Expense	\$30,769		
Professional Development	\$6,497		
Property and Equipment Services	\$74,591		
Salaries & Allowances	\$34,886		
Trading & Fundraising	\$14,550		
Utilities	\$8,964		
<b>Total Operating Expenditure</b>	<b>\$847,061</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$13,057)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

Student Resource Package Expenditure figures are as of 21 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

The school expended nearly all of its available funds due to a number of factors. The cost of utilities has increased considerably and these must be paid regardless of the number of students in the school. The school also received a grant from the MASC for a nutrition program at the end of the previous year which was not expended until 2015. A SIPS audit revealed that some improvements needed to be made to ICT infrastructure. A grant of \$4000 was approved, but the school was required to purchase and fund the equipment until reimbursement in 2016. Also in addition to this, there were higher levels of maintenance required as the school buildings age.