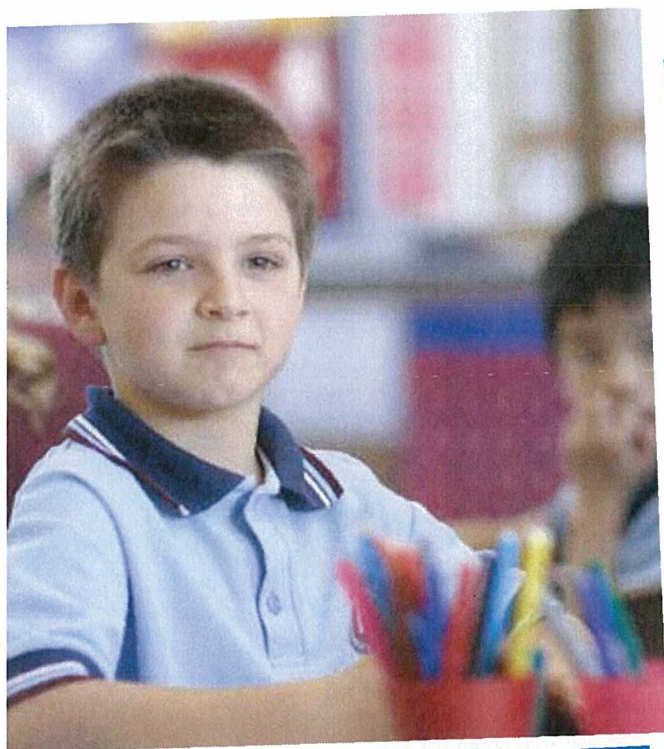




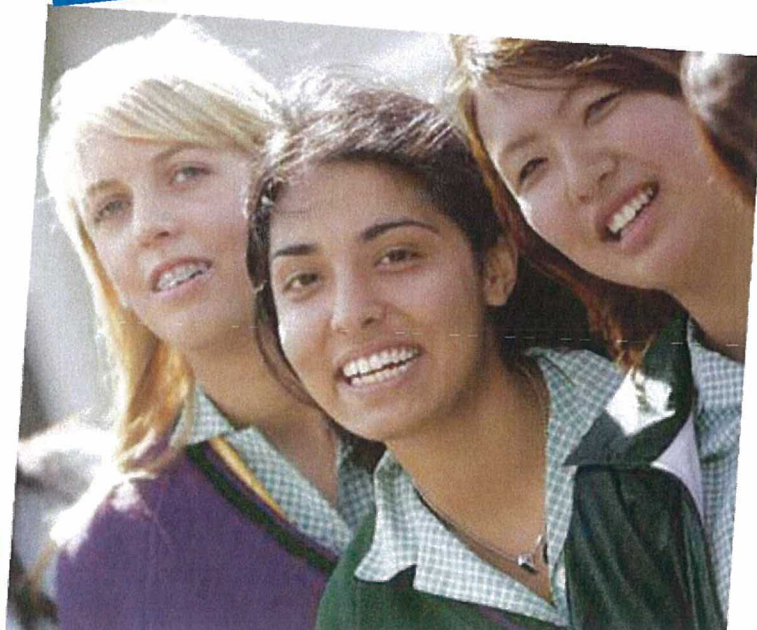
Department of Education and
Early Childhood Development

2010 Annual Report to the School Community

Harcourt Valley Primary School
School Number: 5404



Every
child,
every
opportunity



Financial Performance and Position

Harcourt Valley Primary School

Financial Performance – Operating Statement Summary for the year ending 31st December, 2010

Revenue	2010 Actual
Departmental Grants	\$83,386
Commonwealth Government Grants	\$43,810
State Government Grants	\$2,200
Other	\$14,169
Locally Raised Funds	\$53,463
Total Operating Revenue	\$197,028

Expenditure

Salaries and Allowances	\$20,120
Bank Charges	\$16
Consumables	\$10,054
Books and Publications	\$1,021
Communication Costs	\$8,792
Furniture and Equipment	\$17,193
Utilities	\$7,063
Property Services	\$98,781
Travel and Subsistence	\$0
Motor Vehicle Expenses	\$0
Administration	\$4,758
Health and Personal Development	\$778
Professional Development	\$4,228
Trading and Fundraising	\$16,221
Support/Service	\$264
Miscellaneous	\$27,220
Total Operating Expenditure	\$216,509

Net Operating Surplus/-Deficit	-\$19,481
Capital Expenditure	-\$143,268

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package

Financial Position as at 31st December, 2010

Funds Available	2010 Actual
High Yield Investment Account	\$25,714
Official Account	\$2,455
Other Bank Accounts(listed individually)	\$
Investment Account No.4	\$23,379
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
(insert)	\$
Total Funds Available	\$51,547

Financial Commitments	2010 Actual
School Operating Reserve	\$22,674
Assets or Equipment Replacement <12 months	\$
Capital – Building/Grounds including SMS < 12 months	\$11,373
Maintenance – Building/Grounds including SMS < 12 months	\$
Beneficiary/Memorial Accounts	\$
Co-operative Bank Account	\$
Revenue Receipted in Advance	\$
School based programs	\$6,000
Region/Network/Cluster Funds	\$8,000
Provision Accounts	\$
Repayable to DEECD	\$
Other Recurrent Expenditure (Accounts Payable)	\$
Assets or Equipment Replacement > 12 months	\$3,500
Capital – Building/Grounds including SMS > 12 months	\$
Maintenance - Building/Grounds including SMS > 12 months	\$
Total Financial Commitments	\$51,547


Financial performance and position commentary



Although the school ended the year with a notional deficit, money was carried forward from the previous year to complete the NSP program. We also received the balance of this funding early in the year. This was expended to complete ground works including landscaping and upgrading of the basketball court. There was greater than usual expenditure on furniture and equipment as new furniture was purchased for our new school building. A significant component of the locally raised funds revenue is parent payments for the extensive camping program and also their share of the netbook lease program.

Harcourt Valley Primary School

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools: 

Result for this school:  Median of all Victorian government schools: 

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

Overall Measures

1. Student Learning

Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

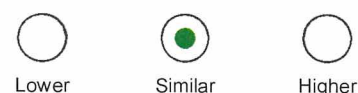
Student Outcomes

Results achieved by students at this school compared to students at other Victorian government schools.



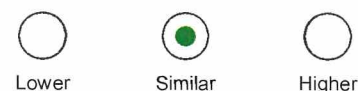
School Comparison

Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.



2. Student Engagement and Wellbeing

Combining student attendance rates and results from the annual student *Attitudes to School* survey.



School Profile

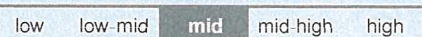
- Average level of parent satisfaction with the school, as derived from the annual *Parent Opinion* survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.



- Average level of staff satisfaction with the school, as derived from the annual *Staff Opinion* survey. The score is reported on a scale of 1 to 5, where 5 is the highest possible score.

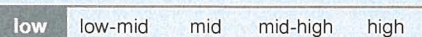


- Overall socio-economic profile



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

- Proportion of students with English as a second language



- All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

- 79 students (36 female, 43 male) were enrolled at this school in 2010.

For more information regarding this school, please visit www.vrqa.vic.gov.au/sreg

How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Learning

3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:

- English and Mathematics
- All other subjects

The grades are the same as those used in your child's end of year report.

A 'C' rating means that a student is at the standard expected at the time of reporting.

Student Outcomes

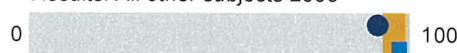
Results: English and Mathematics 2009



Results: English and Mathematics 2007 - 2009 (3-year average)



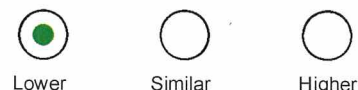
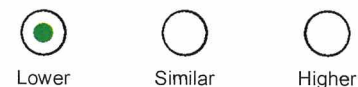
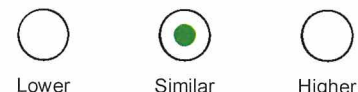
Results: All other subjects 2009



Results: All other subjects 2007 - 2009 (3-year average)



School Comparison



4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

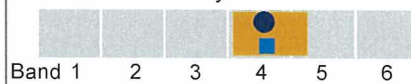
Results: Reading 2010



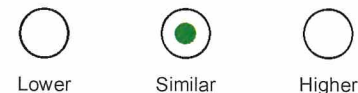
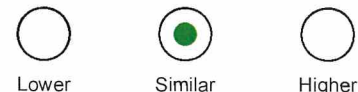
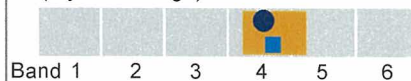
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



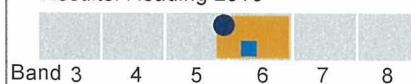
5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

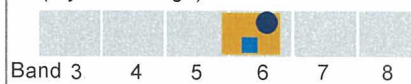
Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.

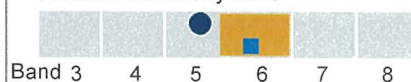
Results: Reading 2010



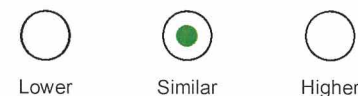
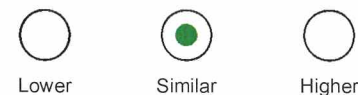
Results: Reading 2008 - 2010 (3-year average)



Results: Numeracy 2010



Results: Numeracy 2008-2010 (3-year average)



How this school compares to all Victorian government schools

Key:

Range of results for the middle 60% of Victorian government schools:



Result for this school:

Median of all Victorian government schools:



Student Engagement and Wellbeing

6. Student attendance

Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

Average 2009 attendance rate by year level:

Student Outcomes

Results: 2009



Results: 2006 - 2009 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95%	94%	93%	96%	96%	93%	95%

School Comparison



Lower



Similar



Higher



Lower



Similar



Higher

7. Student attitudes to school

Derived from the *Attitudes to School* survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Results: 2010



Results: 2007 - 2010 (4-year average)



Lower



Similar



Higher



Lower



Similar



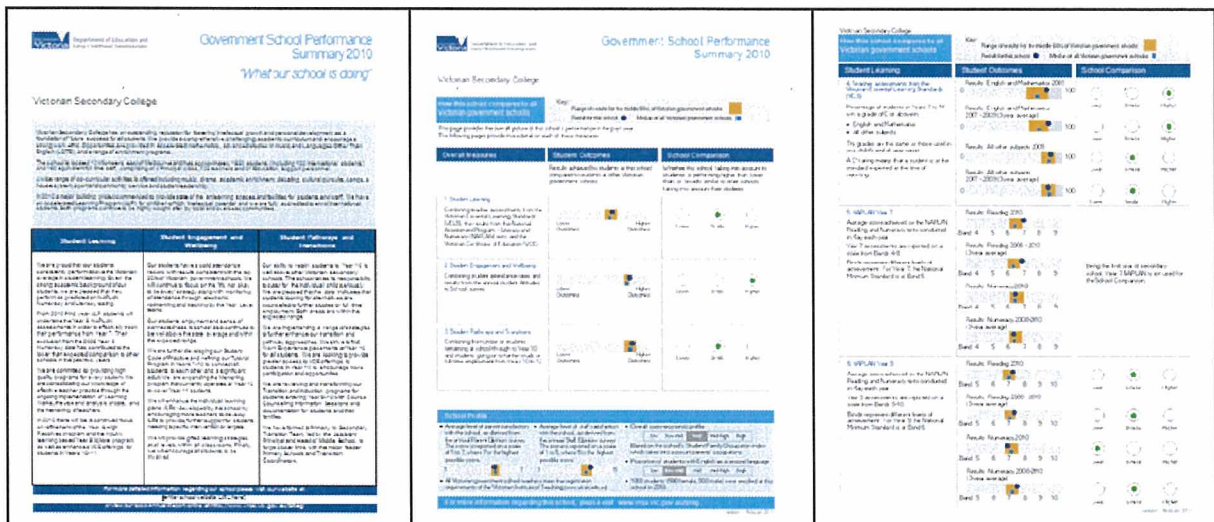
Higher

How to read the Government School Performance Summary 2010

The Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.



The **first page** outlines what your school is doing to improve its results.

The **second page** summarises your school's performance.

The **third and fourth pages** provide a detailed breakdown of each of the result areas.

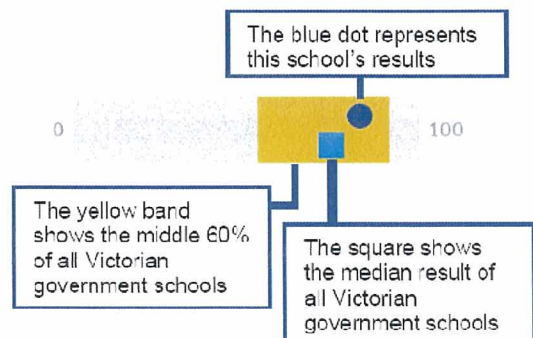
What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. 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 Government School 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 Government School 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.



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 Indigenous 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: www.education.vic.gov.au/aboutschool/

School Comparison



Lower



Similar



Higher

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 '*What our school is doing*' statement provides a summary of this school's improvement plan.

Harcourt Valley Primary School

Harcourt Valley Primary school was established in 1994. The current enrolment is 78 with a slight trend upwards. Harcourt Valley is one of 20 schools in the Goldfields Network located in the Loddon Mallee Region. Core values are Respect, Commitment and Integrity, with the overarching idea being Education for a Sustainable Future.

Student engagement is enhanced by a range of wellbeing and social skills programs such as peer support and buddies, student/staff mentoring, Values Education, an ongoing attendance strategy, a house system, whole school camping program and a focussed approach to restorative practices. Improvement in student learning continues to be supported by a clear focus on professional learning in both literacy and numeracy to build teacher skills and capacity. The major focus now being shifted to number. The Arts program is well resourced and includes a very effective instrumental music program and a wide range of incursions to enhance the children's learning and experiences in this area. Extra curricular programs include environmental education, the camping and incursions program and school choir. The new building which was completed in mid 2009 allows for a more flexible approach to learning and is being well utilised by staff and students alike. A multipurpose stadium will be completed by mid year, making quality physical education programs feasible all year as well as offering a valuable community facility. The school has 11 staff, consisting of 1 Principal class, 6 teachers and 4 education support staff which equates to 7.3 full-time staff.

Student Learning	Student Engagement and Wellbeing	Student Pathways and Transitions
<p>Harcourt Valley Primary School is achieving results which are similar to other schools given our cohort of students on adjusted school performance. Generally results are improving.</p> <p>Key strategies for building continuous improvement for student learning include:</p> <p>Building understanding of number concepts and automatic response in Mathematics</p> <p>A targeted approach to the teaching of writing and spelling and the explicit teaching of comprehension.</p> <p>Implementation of Discovery Curriculum to enhance language and literacy development and provide a link to flexible pedagogy in Grades 3-6</p> <p>Implementation of a netbook program in Grades 3-6 and the use of other technologies in learning including the Ultraset and interactive whiteboards</p> <p>Literacy and Numeracy coordinators driving staff professional learning and improved outcomes in English and Mathematics</p> <p>Building on current practices in flexible learning to enhance delivery of integrated curriculum.</p>	<p>Student attendance data is higher than other schools against adjusted measures. Student Attitudes to School data rated lower than predicted given our student cohort.</p> <p>Key improvement strategies are:</p> <p>Implementation of the Student Engagement Policy including the annual review of the Student Code of Conduct</p> <p>Continue to make school attendance a high profile with all families</p> <p>Use of a range of survey tools and analysis of results to monitor student wellbeing</p> <p>Continuation of successful programs such as peer support, buddies, camping program, student leadership, staff mentoring of students and assemblies</p> <p>Introduction of whole school environmental education program.</p> <p>Continuation of Values Education, Social Skills and Cybersafety programs</p> <p>Continued implementation of parent/community engagement strategy.</p>	<p>Harcourt Valley Primary School has a very successful transition program which operates with the feeder preschools. It includes a sequential range of activities which allow the children to become familiar with school, teachers and routines. This was further developed to include parent sessions, both formal and informal, to provide opportunities to disseminate information and share with others. A survey of parents shows they are very satisfied with the program. Feedback from the survey is used to develop transition opportunities.</p> <p>There is also a transition program with the secondary college. A program of special Year 6 activities and a Graduation ceremony in Term 4 has become a feature and tradition in the transition to secondary education process and is looked forward to by students.</p> <p>The school has a student tracking system to monitor progress of all students through their school. This is being enhanced with a data wall. The focus continues to be on internal transitions.</p> <p>Key improvement strategies to support this are:</p> <p>Continuation of the development of individual learning plans for all students</p> <p>Continuation of student led conferences at all year levels</p>

For more detailed information regarding our school please visit our website at

www.hvps.vic.edu.au

or view our 2010 Annual Report online at <http://www.vrqa.vic.gov.au/SReg/>