

2023 Annual Report to the School Community

School Name: Harcourt Valley Primary School (5404)



- 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 19 March 2024 at 10:52 AM by Andrew Blake (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 22 April 2024 at 10:48 AM by Christine Webb (School Council President)

How to read the Annual Report

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.

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').

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

School context

Harcourt Valley Primary School prides itself on being a family centred, welcoming school with an inclusive, friendly and happy learning environment.

The school is located 8 km's to the north of Castlemaine and approximately 37km's to the south of Bendigo. In 2023, the school enrolment was 84 students placed across four classrooms. Specialist classes make use of the Arts Centre and the purpose built stadium for the Physical Education program. Specialist programs are offered in French, Music, Art and Physical Education and a range of wellbeing programs. Additional programs in Library, Discovery Curriculum (Science), Arts incursions and our school wide camping program provide a terrific breadth of learning opportunities for all children.

Sport and Physical education is an extremely important part of our school program and all students are encouraged to have a go and participate in the many different sporting and physical education activities on offer at Harcourt Valley Primary School.

Our workforce composition of 13 staff consisted of: 1 Principal class, 8.00 teaching staff and 4.00 Education Support staff. Staff have a strong commitment to a cooperative team approach and are committed to continuous improvement and achieving excellence in their teaching and learning. The focus of professional learning for the 2023 year has been on Mathematics.

Harcourt Valley Primary School offers very strong student engagement and wellbeing programs. The School Wide Positive Behaviour Support Program is our overarching wellbeing framework for every student at Harcourt Valley Primary School and the broader school community. Expected behaviours are linked to our school expectations of Be Responsible, Be Respectful and Be Curious and are explicitly taught through our class programs. Our wellbeing programs are further enhanced by our Respectful Relationships, Buddies, Peer Support and Grade 6 mentor programs. Our school values are: Respect, Resilience, Responsibility and Integrity and are actively promoted across the school community.

Harcourt Valley Primary School places a strong emphasis on developing school, family and community partnerships. Strong partnerships exist between parents and staff, with a high level of parent participation through School Council and fundraising activities.

Progress towards strategic goals, student outcomes and student engagement

Learning

2023 Year 3 NAPLAN Reading achievement based on the percentage of students in the strong or exceeding proficiency levels indicates results commensurate with the similar school average, whilst the percentage of Year 5 students in the strong or exceeding proficiency levels is higher than that of the state and similar school average. An emphasis on student reading goals and our whole school focus work on Reading has now translated to stronger student achievement levels from Foundation to Year 6.

2023 Year 3 and Year 5 NAPLAN Writing achievement based on the percentage of students in the strong or exceeding proficiency levels are above that of similar schools.

2023 Year 3 and Year 5 NAPLAN Numeracy achievement levels based on the percentage of students in the strong or exceeding proficiency levels are lower than that of similar schools. 2022 Year NAPLAN Numeracy achievement levels in the top three bands was above the state and similar school average. As we are in the transitional phase of implementing a new evidence based teaching and learning instructional approach for Numeracy, and now have 2 Numeracy specialists participating in the second year of the Primary Maths and Science Specialist (PMSS) Initiative, we will expect to see a higher percentage of students in the strong and exceeding proficiency levels.

Tutor Learning Initiative and High Ability Program:

The Tutor Learning Initiative has allowed us to provide additional Literacy and Numeracy support across various grades and a small number of students were accepted into the Victorian High-Ability Program which supported our high achieving students to broaden and extend their learning in the areas of English and Mathematics.

As outlined in our School Strategic Plan, Harcourt Valley Primary School will continue to focus on the following for the 2024 school year:

Wellbeing:

- Embedding a consistent whole school approach to School Wide Positive Behaviour Support.
- Embedding a whole school tiered approach to supporting mental health and wellbeing.

Engagement:

- Further enhancing teacher capacity to activate student voice and learner agency.
- Empowering students to identify and evaluate their next steps in learning.

Teaching and Learning:

- Enhancing the capacity of teachers to utilise data and to plan and implement differentiated teaching and learning.
- Developing and embedding an agreed guaranteed and viable curriculum in Literacy and Numeracy.
- Evaluating the impact of teaching practice on student learning outcomes using the PLC model.

Wellbeing

Harcourt Valley Primary School places a strong emphasis on student wellbeing. A broad range of wellbeing programs continue to be offered across the school which include: Respectful Relationships, Social and Emotional Learning (SEL) and Better Buddies. The continued implementation of School Wide Positive Behaviour Support (SWPBS) has assisted to promote a positive learning environment. Additionally, a strong emphasis is placed on our school values of: Respect, Resilience, Responsibility and Integrity on a daily basis.

The majority of staff have now participated in the Berry St Education Model and are implementing trauma informed practices across the school to support all students.

We place a strong emphasis on parental/carer connections and family participation and involvement and value the input families put into the school to help assist with classroom programs and extra- curricular activities.

Staff Opinion continues to indicate a high positive response rate of 81.1% which is higher than the state average for primary schools relating to school climate.

Our school has a successful transition program ensuring our Foundation students and parents are well supported and connected when they commence school. The colocation of the Harcourt Kindergarten onto the school grounds has strengthened the kindergarten to school transition program. Year 6 exiting students are well prepared for secondary school through various step up secondary school experiences and activities.

The responses to the Student Attitudes to School survey, has reported that our students have a slightly lower view of school connectedness than our comparison schools. The continued implementation of School Wide Positive Behaviour Support will aim to address student connectedness along with placing a greater emphasis on activating student voice and learner agency.

Engagement

In 2023, the school averaged 19.8 absent days per student across all year levels from Foundation to Grade 6. The average number of student absence days for Harcourt Valley Primary School compared to that of the state average and similar schools indicates higher levels of attendance.

Harcourt Valley Primary School places an emphasis on, 'Every Day Counts' and a proactive approach was taken by the school by contacting families directly if a child was absent for 2 days without an explanation.

Harcourt Valley Primary School continued to address student engagement throughout the year by providing a number of additional programs that included: Student Council, lunch time clubs, camping program for all students, frequent incursions and excursions to supplement student learning, Lunch Choir, Breakfast Club and a Bicycle and Scooter Safety Education program.

Our Grade 6 mentor program enabled all Grade 6 students to meet with their requested mentor providing the opportunity to have a regular 'check in' throughout their final year of primary school. Staff at Harcourt Valley Primary School place a strong emphasis on the wellbeing of every student and this is evident through a 81% positive endorsement on the reported area of teacher concern towards students which is 10% higher than the state and similar school average. Strong student-teacher relations provides for a conducive learning environment allowing students to achieve their full learning potential.

A continued emphasis on building the capacity of every student to have an authentic voice in their learning and empowering students to identify and evaluate their next steps in learning continues to be a focus of work to strengthen student sense of connectedness.

Financial performance

Throughout 2023, Harcourt Valley Primary School continued to manage both the Student Resource Package Funding, Cash Budget and Other Locally Raised funds in a responsible manner ensuring all DET policy guidelines relating to the recording and reporting of revenue and expenditure were observed. Resources were allocated to program budgets in line with the DET FISO 2.0 (Framework for Improving Student Learning Outcomes). The Student Resource Package Funding surplus of \$30,537 as of 31st December 2023,

was planned and has been carried to 2024 to further support the provision of quality programs and staffing levels for all grades. Fundraising once again contributed to our cash budget revenue in 2023, monies raised from were used to help cover the lease of IPADS and Netbooks which support our wonderful online learning programs. The balance of funds carried forward to 2024 was \$11,174.14.

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

<https://www.hvps.vic.edu.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 84 students were enrolled at this school in 2023, 48 female and 36 male.

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

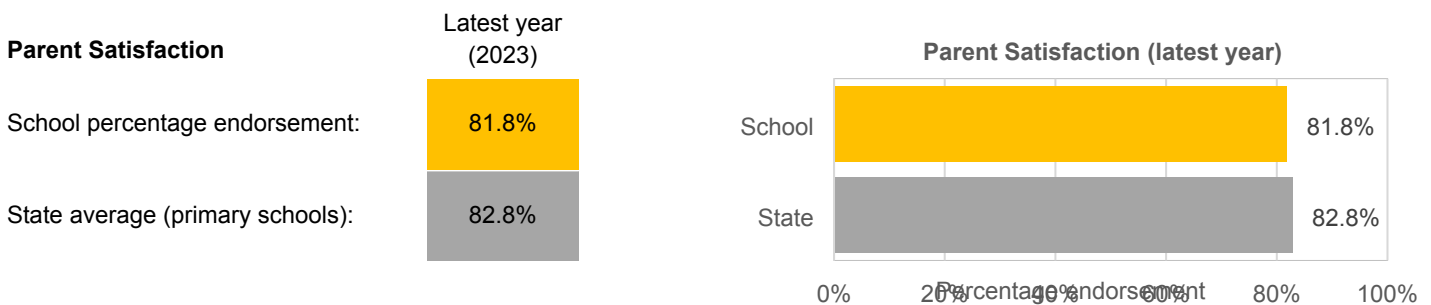
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

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.

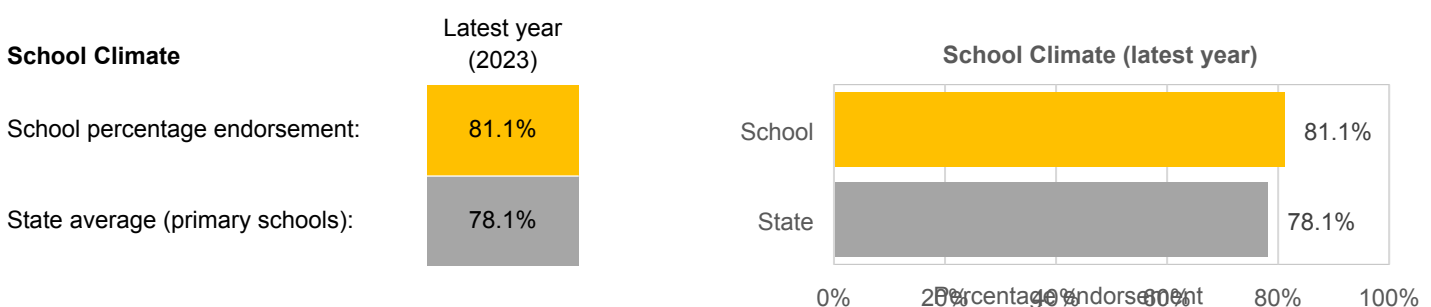


School Staff Survey

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.

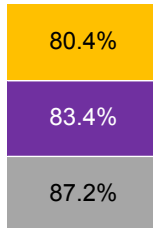
English Years Prep to 6

School percentage of students at or above age expected standards:

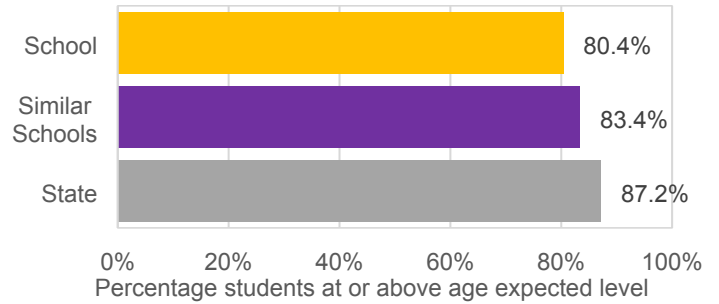
Similar Schools average:

State average:

Latest year
(2023)



English (latest year) Years Prep to 6



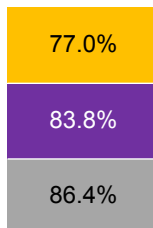
Mathematics Years Prep to 6

School percentage of students at or above age expected standards:

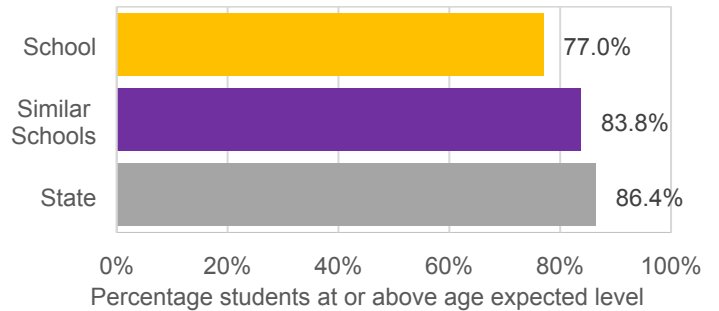
Similar Schools average:

State average:

Latest year
(2023)



Mathematics (latest year) Years Prep to 6



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:

60.0%

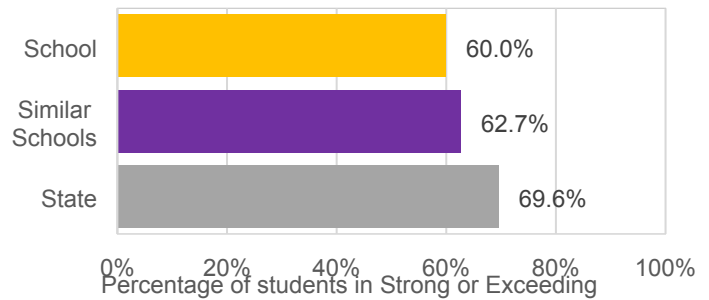
Similar Schools average:

62.7%

State average:

69.6%

NAPLAN Reading (latest year) Year 3



Reading Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

81.8%

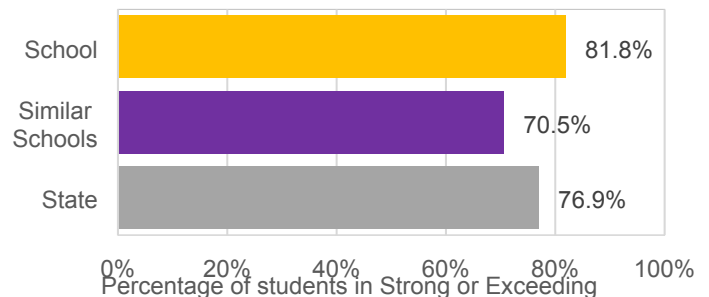
Similar Schools average:

70.5%

State average:

76.9%

NAPLAN Reading (latest year) Year 5



Numeracy Year 3

Latest year (2023)

School percentage of students in Strong or Exceeding:

40.0%

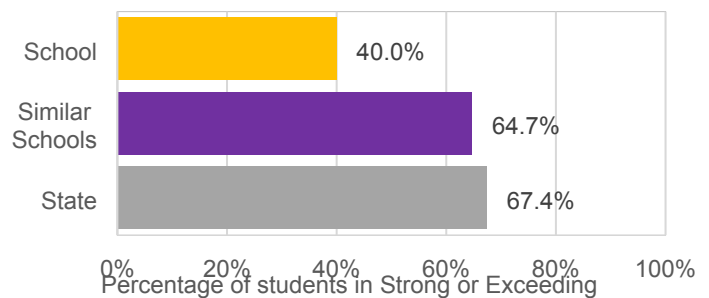
Similar Schools average:

64.7%

State average:

67.4%

NAPLAN Numeracy (latest year) Year 3



Numeracy Year 5

Latest year (2023)

School percentage of students in Strong or Exceeding:

41.7%

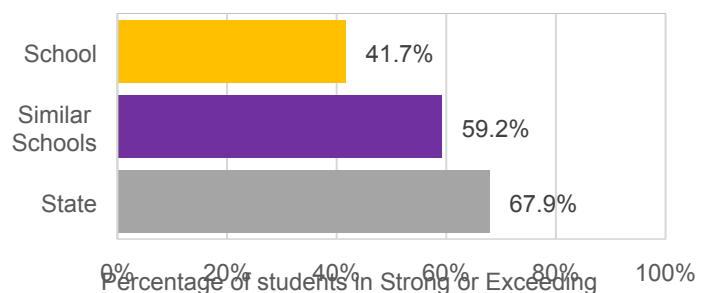
Similar Schools average:

59.2%

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:

76.9%

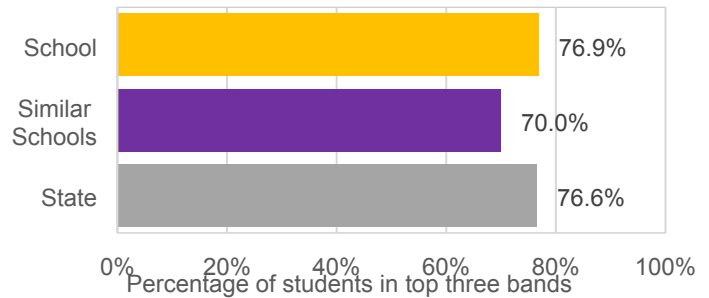
Similar Schools average:

70.0%

State average:

76.6%

NAPLAN Reading (2022) Year 3



Reading Year 5

Latest year (2022)

School percentage of students in the top three bands:

63.6%

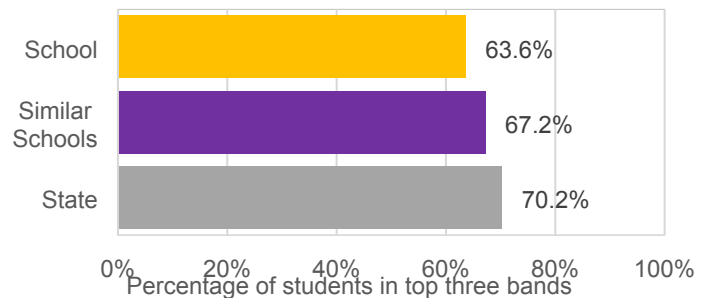
Similar Schools average:

67.2%

State average:

70.2%

NAPLAN Reading (2022) Year 5



Numeracy Year 3

Latest year (2022)

School percentage of students in the top three bands:

69.2%

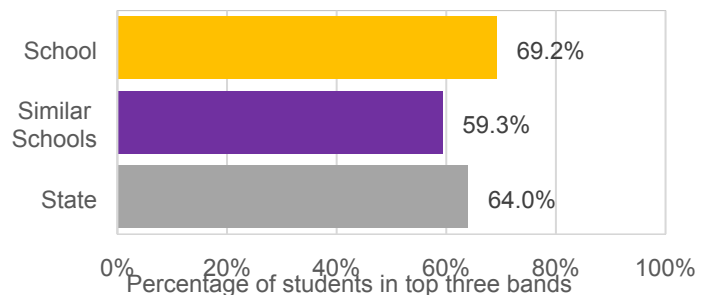
Similar Schools average:

59.3%

State average:

64.0%

NAPLAN Numeracy (2022) Year 3



Numeracy Year 5

Latest year (2022)

School percentage of students in the top three bands:

36.4%

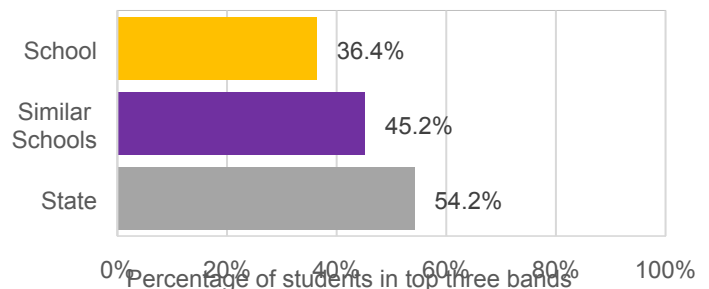
Similar Schools average:

45.2%

State average:

54.2%

NAPLAN Numeracy (2022) Year 5



WELLBEING

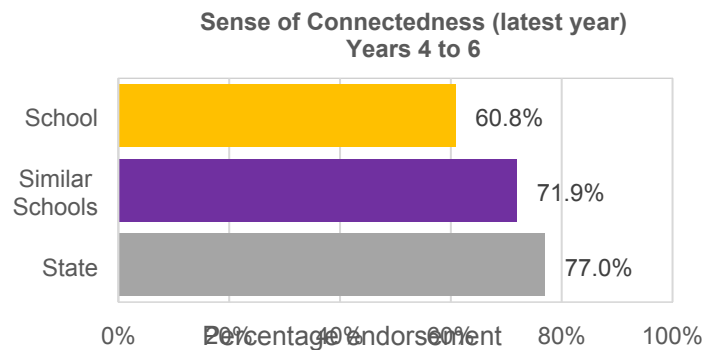
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

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:	60.8%	60.7%
Similar Schools average:	71.9%	74.0%
State average:	77.0%	78.5%

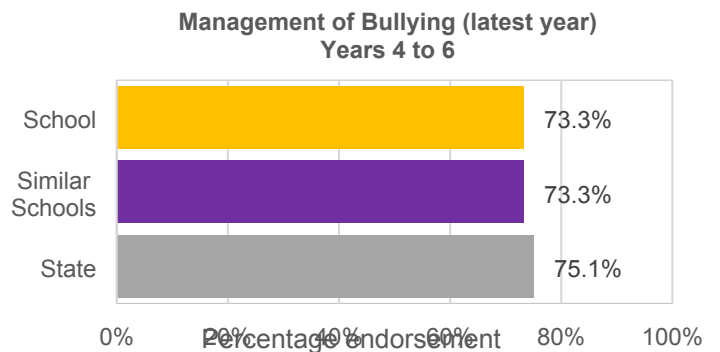


Student Attitudes to School – Management of Bullying

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:	73.3%	72.6%
Similar Schools average:	73.3%	75.1%
State average:	75.1%	76.9%



ENGAGEMENT

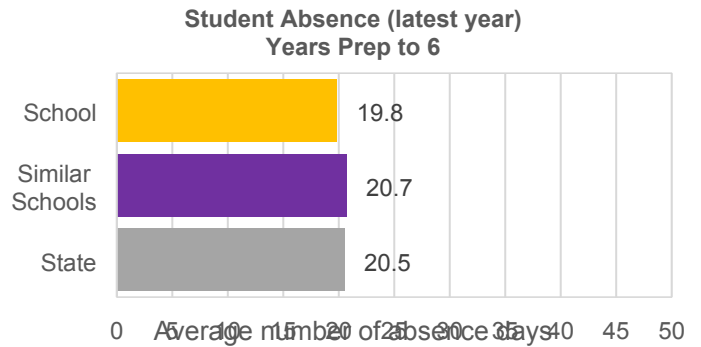
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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:	19.8	19.1
Similar Schools average:	20.7	18.5
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%	90%	91%	95%	91%	89%	89%

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,314,237
Government Provided DET Grants	\$326,266
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$7,969
Locally Raised Funds	\$58,002
Capital Grants	\$0
Total Operating Revenue	\$1,713,074

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,240
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$37,240

Expenditure	Actual
Student Resource Package ²	\$1,276,044
Adjustments	\$0
Books & Publications	\$514
Camps/Excursions/Activities	\$23,688
Communication Costs	\$2,989
Consumables	\$16,702
Miscellaneous Expense ³	\$4,621
Professional Development	\$120
Equipment/Maintenance/Hire	\$21,156
Property Services	\$95,559
Salaries & Allowances ⁴	\$51,883
Support Services	\$4,484
Trading & Fundraising	\$85,015
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$21,360
Total Operating Expenditure	\$1,604,134
Net Operating Surplus/-Deficit	\$108,939
Asset Acquisitions	\$12,485

- (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

Funds available	Actual
High Yield Investment Account	\$152,302
Official Account	\$14,614
Other Accounts	\$0
Total Funds Available	\$166,916

Financial Commitments	Actual
Operating Reserve	\$45,671
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$88,209
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$11,174
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$3,919
Maintenance - Buildings/Grounds < 12 months	\$42,479
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$191,452

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.