

2022 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 (www.vit.vic.edu.au).
- The 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 (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 March 2023 at 11:48 AM by Andrew Blake (Principal)

- This 2022 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 28 April 2023 at 10:23 AM by Natalie McCarthy (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).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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.

What does 'NDP' or 'NDA' mean?

'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.

What is 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').

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 2022, the school enrolment was 94 students placed across five 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 and Art, with classroom teachers delivering 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 2022 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

NAPLAN:

2022 Year 3 Reading and Numeracy achievement based on the percentage of students in the top three bands indicates very pleasing results that were above state average and similar schools average.

In Year 5 Numeracy, our four year average of students in the top three bands is above similar schools and our Year 5 Reading four year average of students in the top three bands is slightly below the state average and similar schools average.

Teacher Judgement:

As measured by teacher judgement, in 2022 81.1% of students were reported as at or above expected standards in English and 77% in Mathematics. Both of these results were similar to results in the previous year.

Tutor Learning Initiative and High Ability Program:

The Tutor Learning Initiative allowed us to provide additional Literacy and Numeracy support across various grades with two part time tutors. Additionally, 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 2023 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 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.

The Staff Opinion Survey continues to indicate a high positive response rate of 74.4% which is (above state average) 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 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

The attendance rate at all grade levels in 2022 was reported as 86% or greater. The average number of student absence days for 2022 compared to that of the state average and similar schools was 2 days higher. 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: 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 78% positive endorsement on the reported area of teacher concern towards students which is 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

Harcourt Valley Primary School was able to achieve a credit surplus of \$44,902 as a result of a balanced school workforce. The remaining surplus of \$99,722 are committed funds directed towards our 2023 Outside School Hours Care Program and construction of our Outdoor Classroom.

A percentage of the 2022 credit surplus will be rolled over to finance a time fraction increase for our part time Literacy and Numeracy tutor.

Our very active parent community was committed to continuing to raising funds enabling the school to continue to lease iPads to support student learning.

Locally raised funds include parent payments for excursions, camps and essential learning items. The Commonwealth Government grant consisted of \$6,600 allowing for the provision of the Sporting School's program.

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 94 students were enrolled at this school in 2022, 50 female and 44 male.

NDP 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).

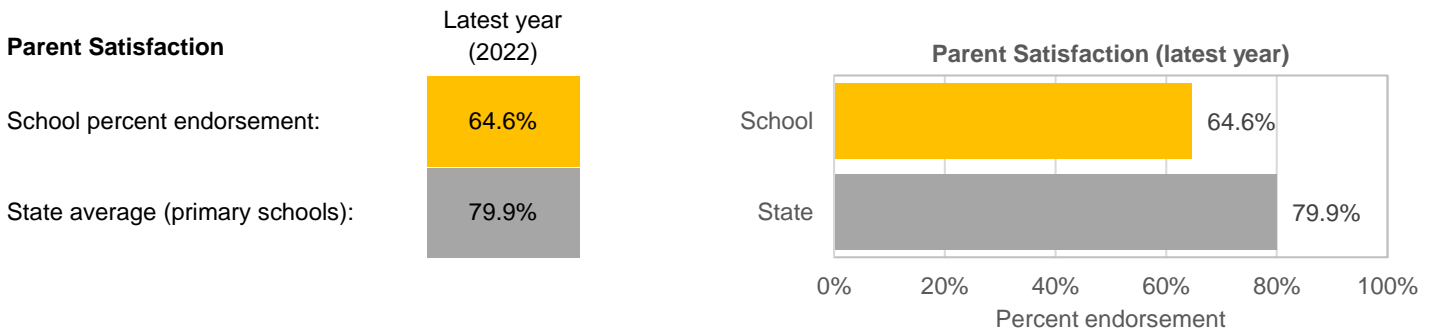
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

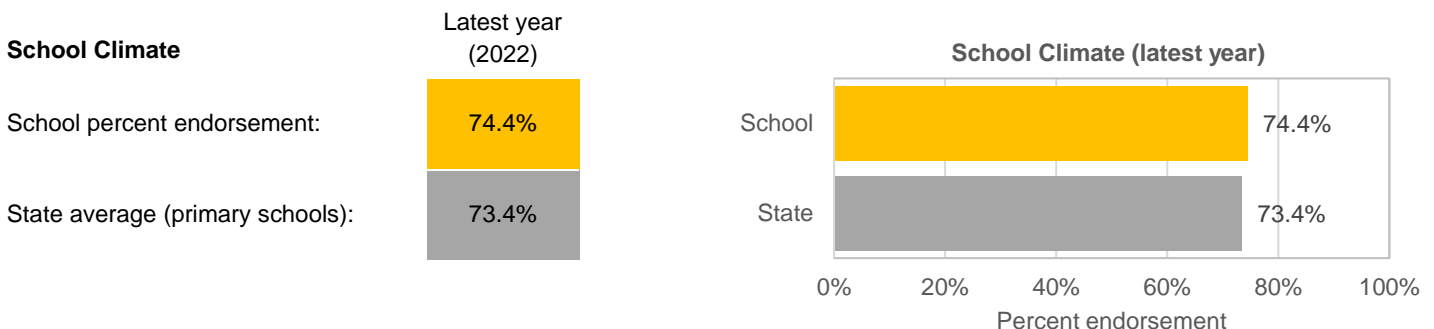


School Staff Survey

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

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

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

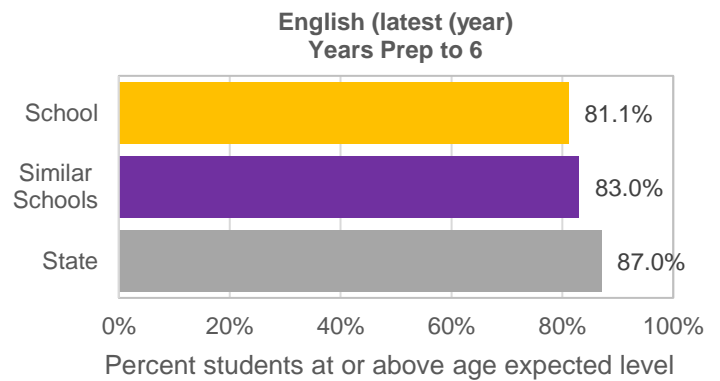
81.1%

Similar Schools average:

83.0%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

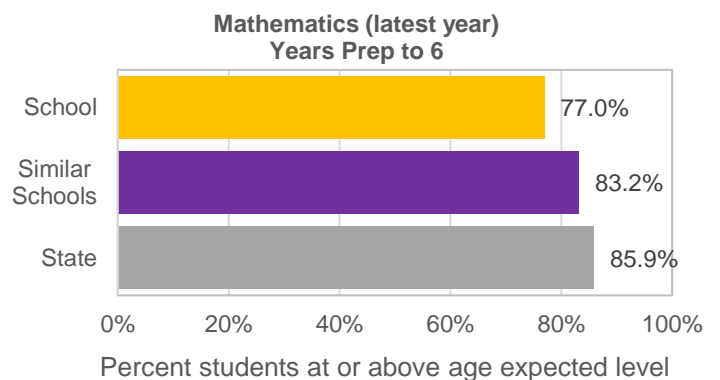
77.0%

Similar Schools average:

83.2%

State average:

85.9%



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.

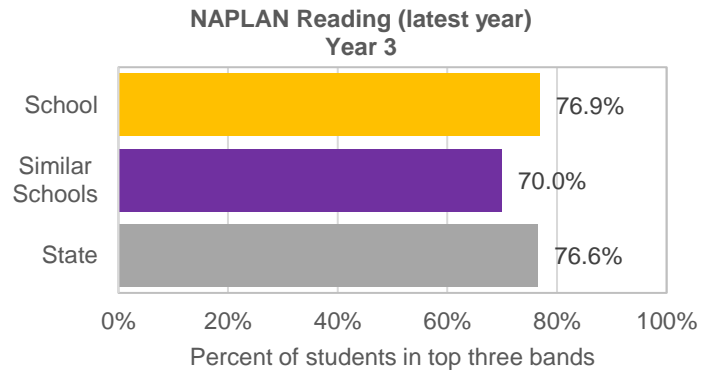
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

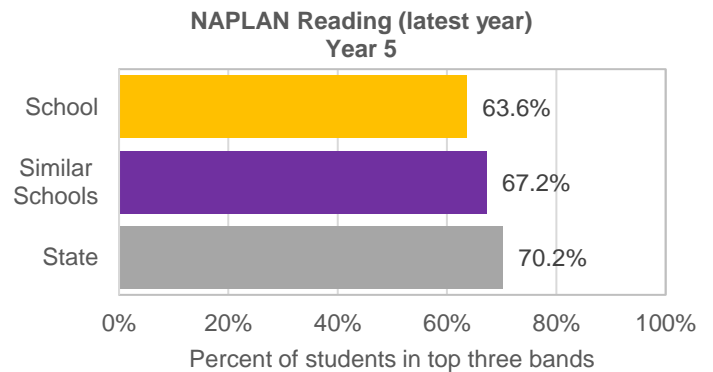
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	76.9%	69.0%
Similar Schools average:	70.0%	70.3%
State average:	76.6%	76.6%



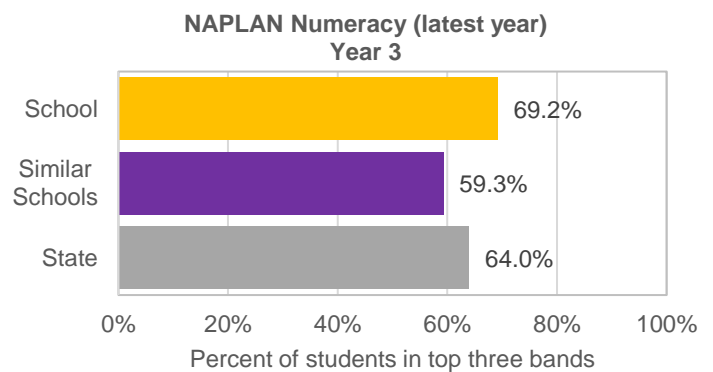
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.6%	65.8%
Similar Schools average:	67.2%	66.1%
State average:	70.2%	69.5%



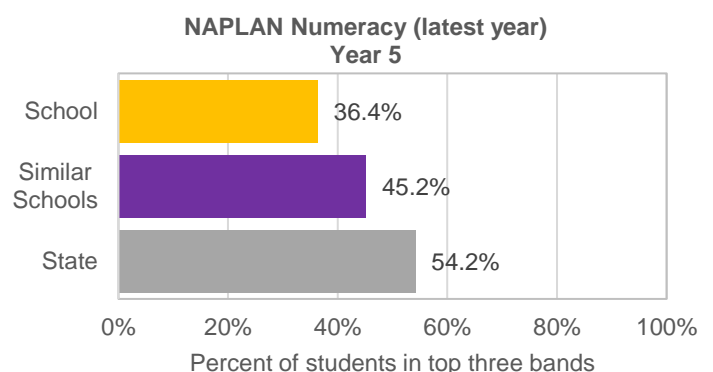
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.2%	60.0%
Similar Schools average:	59.3%	62.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.4%	51.3%
Similar Schools average:	45.2%	50.7%
State average:	54.2%	58.8%



WELLBEING

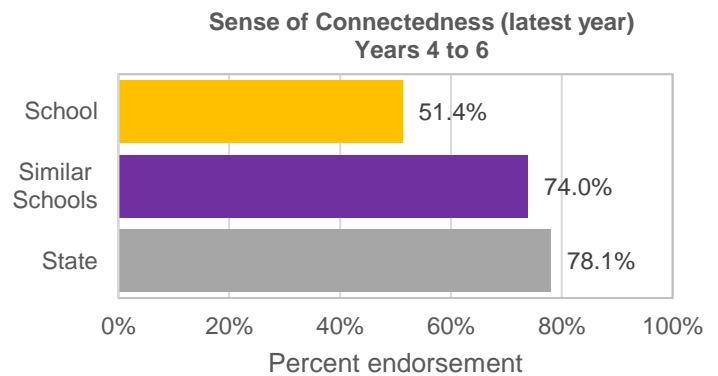
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent 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 (2022)	4-year average
School percent endorsement:	51.4%	61.7%
Similar Schools average:	74.0%	75.5%
State average:	78.1%	79.5%

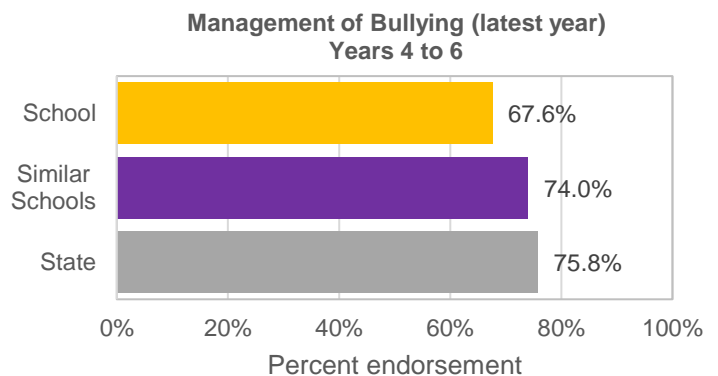


Student Attitudes to School – Management of Bullying

The percent 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 (2022)	4-year average
School percent endorsement:	67.6%	72.1%
Similar Schools average:	74.0%	76.4%
State average:	75.8%	78.3%



ENGAGEMENT

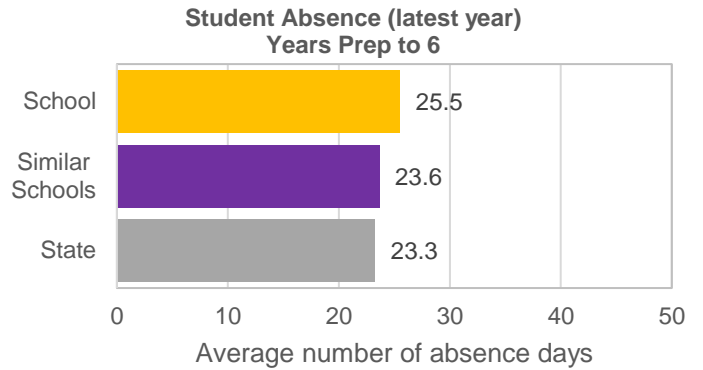
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 (2022)	4-year average
School average number of absence days:	25.5	18.0
Similar Schools average:	23.6	17.4
State average:	23.3	17.0



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 (2022):	88%	86%	88%	88%	86%	88%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$1,112,747
Government Provided DET Grants	\$395,822
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$3,515
Locally Raised Funds	\$60,405
Capital Grants	\$0
Total Operating Revenue	\$1,579,090

Equity ¹	Actual
Equity (Social Disadvantage)	\$29,653
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,653

Expenditure	Actual
Student Resource Package ²	\$1,067,847
Adjustments	\$0
Books & Publications	\$986
Camps/Excursions/Activities	\$27,365
Communication Costs	\$3,123
Consumables	\$28,118
Miscellaneous Expense ³	\$9,827
Professional Development	\$7,328
Equipment/Maintenance/Hire	\$23,832
Property Services	\$87,599
Salaries & Allowances ⁴	\$96,607
Support Services	\$2,300
Trading & Fundraising	\$68,115
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$18,418
Total Operating Expenditure	\$1,441,466
Net Operating Surplus/-Deficit	\$137,624
Asset Acquisitions	\$8,747

- (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 25 Feb 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$100,037
Official Account	\$13,021
Other Accounts	\$0
Total Funds Available	\$113,058

Financial Commitments	Actual
Operating Reserve	\$55,598
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$94,928
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$50,296
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$200,821

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.