

# 2016 Annual Report to the School Community



School Name: Harcourt Valley Primary School

School Number: 5404



Name of School Principal:	Annette Smith
Name of School Council President:	Di Selwood
Date of Endorsement:	22 <sup>nd</sup> March, 2017

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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education  
and Training



## About Our School

### School Context

In 2016, the school enrolment was 83, which was an improvement on previous years. The SFO was 0.5120 which has dropped again from 2015. The school operates four classes spread across all available learning spaces to maximize the use of classrooms. Specialist classes make use of the Arts Centre and the purpose built stadium offers flexibility for the Phys Ed program. Specialist programs are offered in French, Music and Art, with classroom teachers delivering Phys Ed and undertaking a range of wellbeing programs. The Social and Emotional Learning program (SEL), Better Buddies and Peer Support being key features of these. The two hour literacy block continues to be the main focus of English while there is a mandated hour per day of Maths. Other school based programs in Library, Arts incursions and the camping program provide a breadth of learning opportunities for all children.. The focus of staff professional learning has again been in Maths and Writing, with a classroom observation program playing an important role in building staff capacity. There has been a high level of parent engagement with activities and events, although this needs further strengthening in relation to interactions regarding curriculum. This school has 7.77 equivalent full time staff: 1 principal class, 8 teachers and 4 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

The first initiative selected was "Building Practice Excellence" The focus was on developing a consistent, documented, agreed approach to the teaching of Maths and English. Realising that focusing on both was difficult, the shift was made to look at Maths only. Classroom observations, professional reading and discussion, linked with professional learning delivered by George Booker, enabled the staff to develop a Maths lesson structure which has been trialled across the school and is now consistent. The feedback has been that this is a more effective way to teach Maths and allows students more time for practice of concepts.

The second initiative selected was "Curriculum Planning and Assessment" The planner for integrated curriculum was completed and is used across the school. Some assessment tasks, especially in writing, have been developed and are used successfully across the school. Work has commenced on the Assessment Schedule and updating of the Scope and Sequence documents is underway. These initiatives will continue to be a focus for 2017.

### Achievement

Results in Maths and English are similar to other schools. Whilst writing has improved in NAPLAN with more students making greater learning gain, no children made a high learning gain in NAPLAN Maths. Teacher judgment in Maths shows improvement. Given that most of the professional learning and pedagogical development occurred post NAPLAN, a further growth in this area should occur in 2017. In English, a focus on vocabulary and oral language was part of the strategy to build writing achievement as well as professional learning for staff in writing moderation.

#### Curriculum Framework implemented in 2016

(please mark the relevant box with an X by double clicking in the box)

☐ Victorian Early Years Learning and Development Framework
 ☐ AusVELS
 ☐ Victorian Curriculum
 ☐ A Combination of these

X

### Engagement

Attendance at all levels is 92% or greater, with the exception of Grade 6, which was affected by a small group of low attending students. This overall result is in line with similar schools. Attendance was monitored closely by all staff and calls were made to families where there is a history of poor attendance. The Attendance Award program continued to be successful with most children.

The Student Attitudes to School survey was extremely positive as compared with previous years and reflects a similar view to the parents of the school. The students have taken advantage of the opportunities offered to them to enhance their learning, engagement with the school and leadership.

### Wellbeing

All components of Kidsmatter training have been completed and the program is now fully implemented in the school. This framework is supported by the continued development of the SEL program at all grade levels, a relentless focus on a positive school community, who are included and engaged in what happens at school, and the sharing and dissemination of information to families.

A range of wellbeing programs under the Kidsmatter umbrella continue to be offered, some of these include Better Buddies, the school camping program and "Building Our Learning Community" at the commencement of the school year. The purpose of this program is to embed the school's values and encourage the children to be "Ready to Learn". Clear behavioral expectations and guidelines are set out at the beginning of the year and provide a framework for all students and the success of this is evident in that the Student Survey indicates that the students feel safe at school.



For more detailed information regarding our school please visit our website at  
[www.hvps.vic.edu.au](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.

Accessible data tables are available for all schools separately – please refer to 'AR\_Appendix\_Data\_Tables' which can be found on the School Performance Reporting website.

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: 

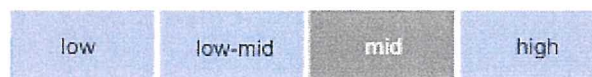
### School Profile

#### Enrolment Profile

A total of 83 students were enrolled at this school in 2016, 38 female and 45 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 and Education index which takes into account parents' occupations and Education.



#### 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>Teacher judgment of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Performance Summary</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>



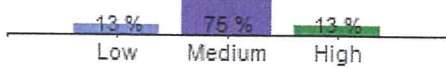

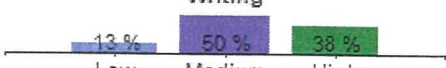
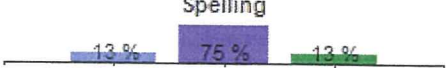
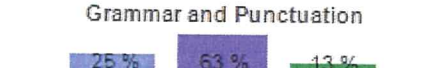
## Performance Summary

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 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</b> Year 3 - Year 5</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>	<p><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<p>NAPLAN Learning Gain does not require a 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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences &lt;-----&gt; high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences &lt;-----&gt; high absences</p> <table><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>93 %</td><td>93 %</td><td>96 %</td><td>92 %</td><td>95 %</td><td>93 %</td><td>88 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	96 %	92 %	95 %	93 %	88 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	96 %	92 %	95 %	93 %	88 %										



## 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: 2016</b></p> <p><b>Results: 2013 - 2016 (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: 2016</b></p> <p><b>Results: 2013 - 2016 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

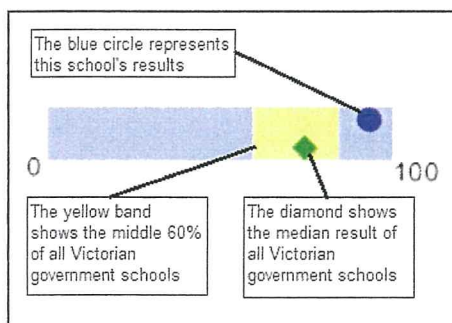
## What are student outcomes?

*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, P-12 and specialist schools, 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.

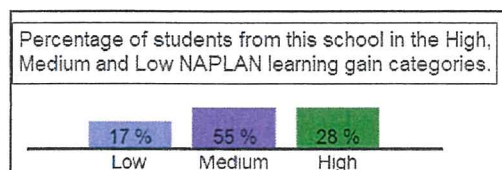
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



## What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

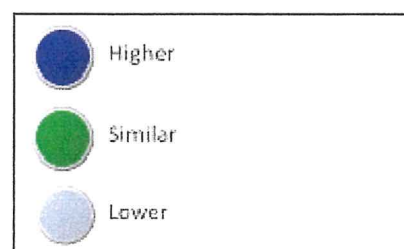
The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

## 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 and position commentary

[Please refer to pg. 13 of the 2016 Annual Report Guidelines for information on how to complete the 'Financial Performance and Position Commentary' section]

#### Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Revenue	Actual
Student Resource Package	\$701,505
Government Provided DET Grants	\$128,813
Government Grants Commonwealth	\$6,100
Revenue Other	\$4,317
Locally Raised Funds	\$80,402
<b>Total Operating Revenue</b>	<b>\$921,138</b>

Expenditure	
Student Resource Package	\$692,940
Books & Publications	\$985
Communication Costs	\$2,969
Consumables	\$14,981
Miscellaneous Expense	\$28,839
Professional Development	\$10,005
Property and Equipment Services	\$70,385
Salaries & Allowances	\$43,460
Trading & Fundraising	\$16,315
Travel & Subsistence	\$143
Utilities	\$12,243
<b>Total Operating Expenditure</b>	<b>\$893,263</b>

**Net Operating Surplus/-Deficit** **\$27,875**

**Asset Acquisitions** **\$6,047**

#### Financial Position as at 31 December, 2016

Funds Available	Actual
High Yield Investment Account	\$1,360
Official Account	\$7,216
Other Accounts	\$9,172
<b>Total Funds Available</b>	<b>\$17,748</b>

Financial Commitments	
Operating Reserve	\$17,748
<b>Total Financial Commitments</b>	<b>\$17,748</b>

Student Resource Package Expenditure figures are as of 06 March 2017 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.*

The school finished the year with a surplus as was the intention from budget arrangements. Additional funds were drawn down from the SRP to achieve this. There was a high level of maintenance issues across the school, particularly with the electrical systems and replacement of parts of the deck, which were a significant expense. Fundraising money was directed towards carpet for the stadium to protect the floor and make the space more useable for other events. A water cooler was also installed. Fundraising was also used for improvements at the larger play ground and to top up the funds to create Maths Kits for all families. A grant for ICT known as SIPS from DET also allowed for some minor improvements to our ICT system and the purchase of additional student netbooks.

