

2019 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 2019 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 16 March 2020 at 12:44 PM by Andrew Blake (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 29 March 2020 at 03:50 PM by Veronica Budnikas (School Council President)

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 2019, the school enrolment was 114 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 breadth of learning opportunities for all children.

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 has been based on Writing and Numeracy.

The Social and Emotional Learning program (SEL), Better Buddies, Respectful Relationships and Peer Support are a key component of the school's wellbeing program. Our school values are: Respect, Resilience, Responsibility and Integrity and are actively promoted actively within 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.

The workforce composition consists of 8.81 equivalent full time staff: 1 Principal class, 6.04 teaching staff and 1.77 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2019 Harcourt Valley Primary School continued to focus on: Building practice excellence, and Curriculum planning and assessment.

Building Practice Excellence: The focus was on 2 key improvement strategies relating to: 1. Developing a documented and consistent agreed research-based approach to teaching and learning, 2. Building teacher capability through collaborative teams and shared professional learning.

Progress and highlights:

All class teachers have incorporated the SMART spelling program into their daily literacy planning and writing conferences form a part of daily writing sessions enabling students to receive regular feedback relating to their writing goals. This focus work has seen a gain in the percentage of students achieving A&B results in writing compared to that of the previous year. The completion of PLC training of a number of staff has strengthened our collaborative approach to planning across all grade levels.

Curriculum Planning and Assessment: Focus areas were on: Effectively integrating assessment practices that purposefully drive teaching and learning to maximise the learning growth for each student.

Progress and highlights:

Staff participated in professional learning relating to the use of Essential Assessment with a particular focus on utilising formative assessment tasks within the Numeracy block. The introduction of Essential Assessment has ensured there is consistent formative assessment tasks within Numeracy across all grade levels.

Achievement

In 2019, 90.3% of students are at or above expected standards in Mathematics and 86.1% in English. Mathematics results indicate that Harcourt Valley Primary School is achieving similar results to schools with similar intake characteristics, however, English results are slightly below that of similar schools in Victorian Curriculum assessments. In 2019, as shown in this report using NAPLAN testing as a single data point, Year 3 students in Reading are achieving similar results to that of similar schools and in Numeracy, students are achieving results above that of similar schools. The four year average of Grade 3 NAPLAN results within Reading and Writing are above that of the state median.

2019, Year 5 students achieved NAPLAN Reading results above that of similar schools, however, achieved lower results within Numeracy compared to that of similar schools. The four year NAPLAN Reading and Numeracy average of student results are above that of the state median.

The 2019 NAPLAN Learning Gain graphs from Year 3 to Year 5 indicate that students have achieved 38% high learning gain in Writing compared to that of 15 % High Learning Gain in 2018. This result has been contributed to our strong professional learning focus on Writing and Spelling. The 2019 Numeracy Learning Gain indicates 54% of students achieving Medium Learning Gain compared to that of 25% Medium Learning Gain in 2018.

As outlined in the 2020 Annual Implementation Plan, Harcourt Valley Primary School will focus on:

- Developing, documenting and embedding an agreed research-based teaching and learning model and sequential curriculum.
- Implementing Professional Communities at Harcourt Valley Primary School.
- Effectively integrating assessment practices that purposefully drive teaching and learning to maximise the learning growth for each student
- Implementation of the School Wide Positive Behaviour Framework

Engagement

Attendance at all grade levels is 91% or greater. The average number of student absence days is lower than that of all like schools for the 2019 year (desired result). Over the previous 4 years, the average number of student absence days is similar to that of the state median. Regular attendance is monitored closely by all staff and a proactive approach is taken by the school by contacting families directly if a child is absent for 2 days without an explanation. Class attendance awards are issued weekly and end of term attendance awards form a component of the final assembly of each term.

The school offers a broad curriculum enabling all students to experience success in many learning areas. Our stadium located on the school grounds is regularly used for physical education classes and Sporting School programs. Ulambara (Meeting Place), an outside learning area located on the school grounds is frequently used to support our environmental-sustainability studies and is offered as a passive environmental play area for students.

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), Better Buddies, school camping program and Building Our Learning Community program (Commencement of the year program). Additionally, a strong emphasis is placed on our school values of: Respect, Resilience, Responsibility and Integrity on a daily basis.

Our school has a successful transition program ensuring our Foundation students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact and transition visits throughout Terms 3 and 4. In 2020, the colocation of the Harcourt Kindergarten onto the school grounds will further strengthen 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 lower view of school connectedness than our comparison schools. In Term 1 2020, we have commenced with the implementation of School

Wide Positive Behaviour Support to address student connectedness.

Financial performance and position

Harcourt Valley Primary School was able to achieve a surplus in 2019 as a result of a balanced school workforce and increase in student enrolments.

A surplus has assisted with prioritising funds into staff professional learning enabling all staff to participate in professional learning which was aligned to that of our 2019 AIP targets.

We had a very active parent community committed to raising funds enabling the school to lease iPads, purchase new student library bags and install solar panels on the school's stadium.

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. The Commonwealth Government Grants allowed for the provision of the Sporting Schools Program.

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

<https://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 helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 114 students were enrolled at this school in 2019, 58 female and 56 male.

0 percent of students had English as an additional language and 5 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) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: 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.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.3	85.8	79.2	92.0

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.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	70.4	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	86.1	89.7	81.7	95.0	Below
Mathematics	90.3	90.3	81.8	95.8	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	66.7	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	69.2	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	75.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	46.2	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	69.1	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	73.3	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	60.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	25.0	41.7	33.3
Numeracy	38.5	53.8	7.7
Writing	23.1	38.5	38.5
Spelling	33.3	41.7	25.0
Grammar and Punctuation	25.0	41.7	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.3	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	15.3	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	92	92	91	94	95	90

WELLBEING

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	65.9	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	73.9	81.4	73.9	88.1	-

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 in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	72.4	81.6	72.2	90.0	Similar
Percent endorsement (3 year average)	80.1	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$1,012,992
Government Provided DET Grants	\$202,280
Government Grants Commonwealth	\$6,600
Government Grants State	\$0
Revenue Other	\$4,365
Locally Raised Funds	\$86,837
Capital Grants	\$9,218
Total Operating Revenue	\$1,322,292

Equity ¹	Actual
Equity (Social Disadvantage)	\$11,969
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$11,969

Expenditure	Actual
Student Resource Package ²	\$930,749
Adjustments	\$0
Books & Publications	\$1,042
Communication Costs	\$3,181
Consumables	\$22,541
Miscellaneous Expense ³	\$49,248
Professional Development	\$4,835
Property and Equipment Services	\$77,076
Salaries & Allowances ⁴	\$110,281
Trading & Fundraising	\$14,902
Travel & Subsistence	\$203
Utilities	\$15,054
Total Operating Expenditure	\$1,229,112
Net Operating Surplus/-Deficit	\$83,961
Asset Acquisitions	\$17,033

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$55,273
Official Account	\$13,593
Other Accounts	\$0
Total Funds Available	\$68,866

Financial Commitments	Actual
Operating Reserve	\$46,846
Other Recurrent Expenditure	\$5,401
Provision Accounts	\$0
Funds Received in Advance	\$9,041
School Based Programs	\$4,507
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	\$12,922
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$78,717

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 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. 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.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

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 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only 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 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 a disability or students who may have additional learning needs.

'Levels A to D' 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').