

2020 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 2020 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 2021 at 01:09 PM by Andrew Blake (Principal)

The 2020 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 2021 at 04:00 PM by Natalie McCarthy (School Council President)

How to read the Annual Report

What has changed for the 2020 Annual Report?

Improved appearance

The appearance of the Performance Summary has been updated to more clearly represent information and to assist interpretation and comparison of individual school's data with state averages and similar school groups.

School performance data

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 school-based surveys ran under changed circumstances, and NAPLAN was not conducted. Absence and attendance data may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes. Those schools who participated in the Student Attitudes to School survey in 2020 should also refer to the advice provided regarding the consistency of their data.

What does the 'About Our School' section refer to?

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

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 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

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).
Note: NAPLAN tests were not conducted in 2020

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

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

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. For the 2020 Student Attitudes to School survey, specifically, the similar school group averages are replaced by 'NDP' where less than 50% of schools in a given similar school group did not participate in the 2020 survey.

'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 a disability 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 2020, the school enrolment was 96 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 Reading.

The Social and Emotional Learning program (SEL), Better Buddies, Respectful Relationships and Peer Support are a key component of the school's wellbeing program. The implementation of the School Wide Positive Behaviour Support (SWPBS) Framework has commenced and will continue in 2021. 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. The colocation of the Harcourt Kindergarten on to the school site was also a highlight of the year.

The workforce composition consists of 8.92 equivalent full time staff: 1 Principal class, 6.00 teaching staff and 1.92 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2020 Harcourt Valley Primary School's AIP focussed on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering students and building school pride.

Building Practice Excellence: The focus was on 3 key improvement strategies relating to:

1. Developing, documenting and embedding an agreed research-based teaching and learning model and sequential curriculum
2. Implementing Professional Learning Communities
3. Developing an action plan to accelerate improvement by embedding the use of assessment data to plan for differentiation

Curriculum Planning and Assessment: The focus was on 1 key improvement strategy relating to:

1. Effectively integrating assessment practices that purposefully drive teaching and learning to maximise learning growth for each student

Empowering students and building school pride: The focus was on 1 key improvement strategy relating to:

1. Developing a whole school shared understanding of student agency and implementing the School Wide Positive Behaviour Framework.

Progress and highlights:

A Learning Specialist was appointed to support teachers with the implementation of the KIS listed above. To ensure the momentum of our work was able to be maintained during Remote and Flexible learning, a number of actions were modified to suit Remote and Flexible learning which included: Virtual learning walks, small group instruction via Google

Meet sessions and weekly professional development and PLC meetings via Webex. Positive gains measured in the Staff Opinion Survey indicated a 75.7 % positive response rate relating to school climate.

Achievement

As measured by teacher judgement, in 2020 81.5% of students were reported as at or above expected standards in English and 76.9% in Mathematics.

During Remote and Flexible learning, staff timetabled weekly virtual 1 to 1 or small group instruction providing the chance for explicit teaching and ongoing formative assessment tasks. An emphasis was placed on connecting students with their teachers and peers allowing for regular feedback and student collaboration relating to set work. Despite the disruption of Remote and Flexible learning, staff were committed to continuing to implement Professional Learning Communities (PLC) via Webex that placed an emphasis on student reading data to continue to drive student achievement.

As outlined in the 2021 Annual Implementation Plan, Harcourt Valley Primary School will focus on the implementation of the following Key Improvement Strategies (KIS) relating to the FISO dimensions of: Building Practice Excellence, Health and Wellbeing and Building Communities.

KIS 1- Learning, catch-up and extension- Using the PLC to strengthen teachers knowledge of using assessment to plan point of need teaching

KIS 2 – Happy, active and healthy kids priority – Continue to implement the School Wide Positive Behaviour Framework

KIS 3- Connected schools priority- Implement and familiarise staff with the Xuno student management system

Engagement

The attendance rate at all grade levels was reported as 88% or greater. The average number of student absence days for 2020 compared to that of like schools was 4 days higher (17.4 days). The previous 4-year average indicates student absences as 0.7 of a day higher compared to that of the state average. Regular attendance was monitored closely during Remote and Flexible learning by all staff and a proactive approach was taken by the school by contacting families directly if a child was absent for 2 days without an explanation.

To support student engagement during the transition back to onsite learning, an emphasis was placed on re-establishing positive relationships with their peers and teachers.

A continued emphasis on building the capacity of every student to have an authentic voice in their learning has been reflected in last year's student attitudes to school survey results with results within the student voice and agency factor ranked slightly higher than that of the state level. An emphasis was placed on the co-construction of learning goals and the monitoring of progress towards achieving those goals. This area of work will continue in 2021.

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.

As recorded in the Student Attitude to School results, the percentage of positive responses relating to the management of bullying in 2020 and the previous 4 years is higher than that of similar schools.

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 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 slightly lower view of school connectedness than our comparison schools. The implementation of School Wide Positive Behaviour Support will aim to address student connectedness.

Financial performance and position

Harcourt Valley Primary School was able to achieve a surplus in 2020 as a result of a balanced school workforce and stable 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 2020 AIP targets.

We had a very active parent community committed to raising funds enabling the school to continue to lease iPads, purchase new student library bags and install a new oven and rangehood in the kitchen for the purpose of Friday lunch orders for students in 2021. Our major fundraising event was held in Term 1, prior to the commencement of Remote & Flexible Learning.

Locally raised funds include parent payments for excursions, camps and essential learning items. The Commonwealth Government grant consisted of \$5,050 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.

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 96 students were enrolled at this school in 2020, 54 female and 42 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) which takes into account parents' occupations and education.

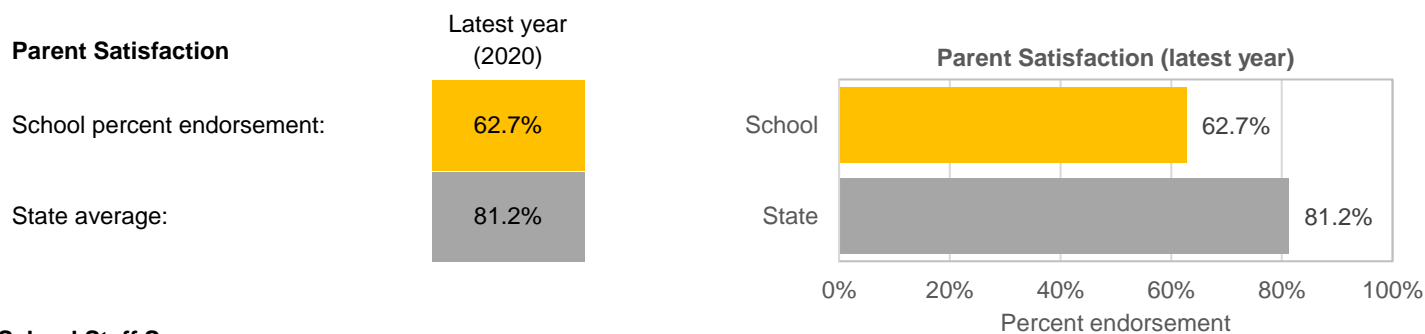
Possible socio-economic band values are: Low, Low-Medium, Medium and High.

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

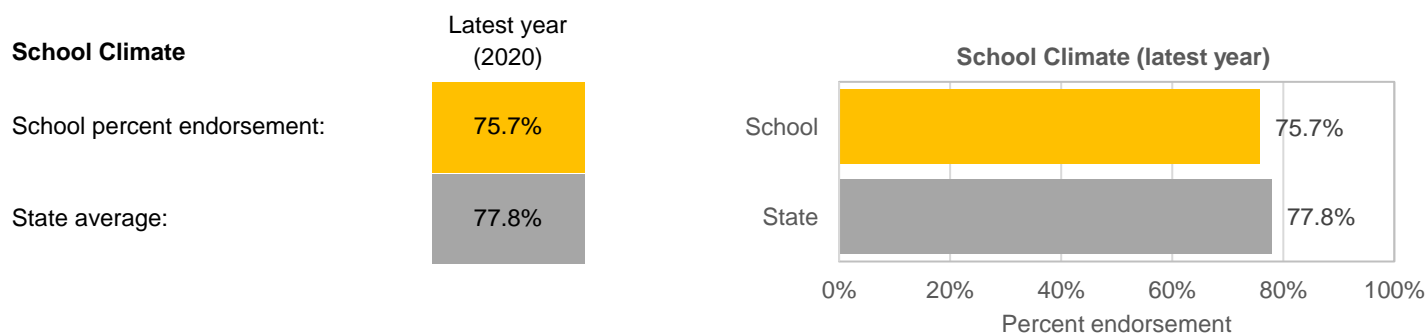


School Staff Survey

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.



ACHIEVEMENT

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
(2020)

School percent of students at or above age expected standards:

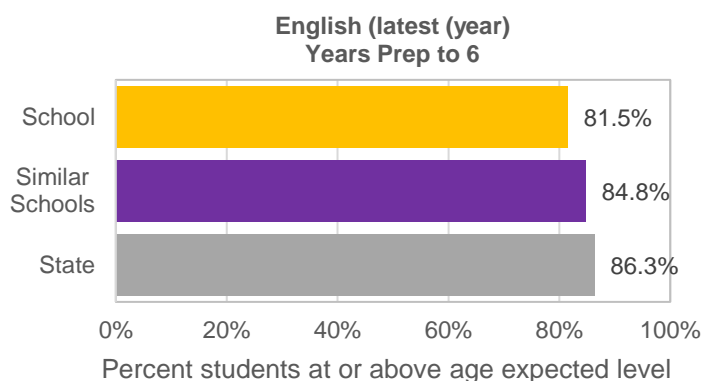
81.5%

Similar Schools average:

84.8%

State average:

86.3%



Mathematics Years Prep to 6

Latest year
(2020)

School percent of students at or above age expected standards:

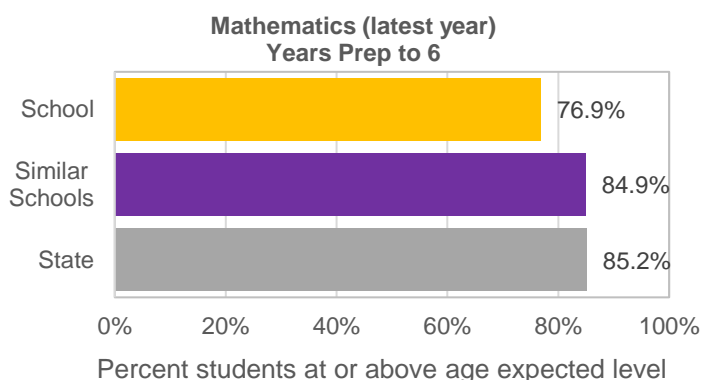
76.9%

Similar Schools average:

84.9%

State average:

85.2%



NAPLAN

NAPLAN tests were not conducted in 2020.

NAPLAN Learning Gain

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).

NAPLAN tests were not conducted in 2020.

ENGAGEMENT

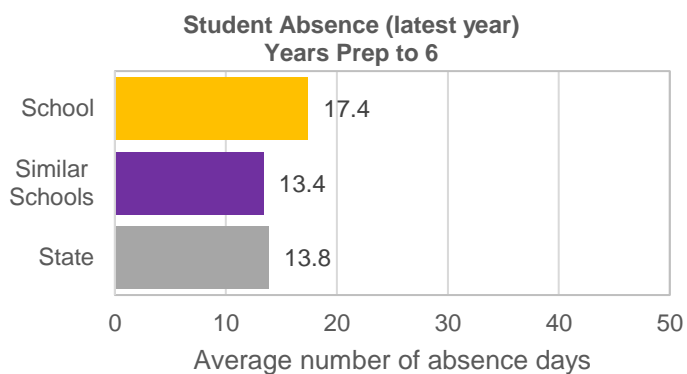
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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. Absence and attendance data in 2020 may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Student Absence Years Prep to 6

	Latest year (2020)	4-year average
School average number of absence days:	17.4	16.0
Similar Schools average:	13.4	15.1
State average:	13.8	15.3



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2020):	94%	93%	92%	88%	89%	92%	92%

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.

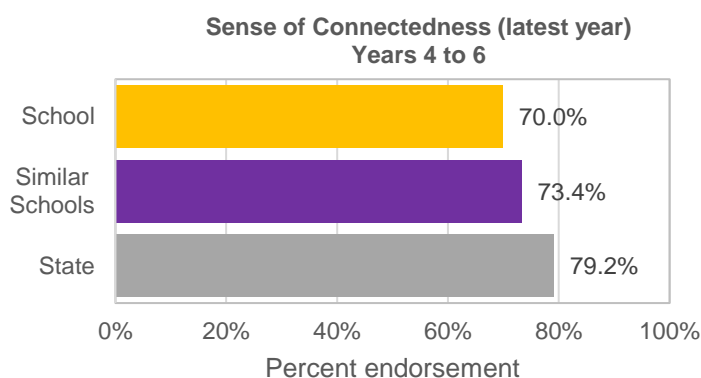
Student Attitudes to School – Sense of Connectedness

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Sense of Connectedness Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	70.0%	72.4%
Similar Schools average:	73.4%	77.0%
State average:	79.2%	81.0%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

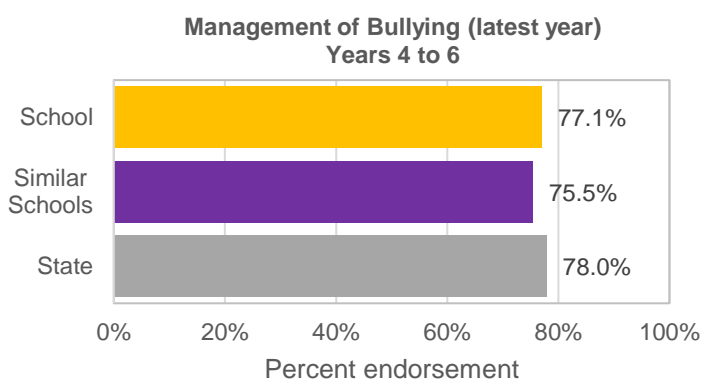
Student Attitudes to School – Management of Bullying

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).

Schools who participated in the Student Attitudes to School survey in 2020 should refer to the advice provided regarding the consistency of their data.

Management of Bullying Years 4 to 6

	Latest year (2020)	4-year average
School percent endorsement:	77.1%	78.8%
Similar Schools average:	75.5%	78.7%
State average:	78.0%	80.4%



Due to lower participation rates and differences in collection methodology in 2020, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2020

Revenue	Actual
Student Resource Package	\$973,488
Government Provided DET Grants	\$202,283
Government Grants Commonwealth	\$5,050
Government Grants State	NDA
Revenue Other	\$3,983
Locally Raised Funds	\$43,247
Capital Grants	NDA
Total Operating Revenue	\$1,228,051

Equity ¹	Actual
Equity (Social Disadvantage)	\$17,753
Equity (Catch Up)	NDA
Transition Funding	NDA
Equity (Social Disadvantage – Extraordinary Growth)	NDA
Equity Total	\$17,753

Expenditure	Actual
Student Resource Package ²	\$921,088
Adjustments	NDA
Books & Publications	\$582
Camps/Excursions/Activities	\$6,221
Communication Costs	\$7,394
Consumables	\$26,012
Miscellaneous Expense ³	\$6,456
Professional Development	\$8,603
Equipment/Maintenance/Hire	\$29,367
Property Services	\$84,658
Salaries & Allowances ⁴	\$62,165
Support Services	\$7,475
Trading & Fundraising	\$9,936
Motor Vehicle Expenses	NDA
Travel & Subsistence	NDA
Utilities	\$15,940
Total Operating Expenditure	\$1,185,896
Net Operating Surplus/-Deficit	\$42,155
Asset Acquisitions	NDA

- (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 01 Mar 2021 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 2020

Funds available	Actual
High Yield Investment Account	\$42,895
Official Account	\$25,613
Other Accounts	NDA
Total Funds Available	\$68,508

Financial Commitments	Actual
Operating Reserve	\$37,584
Other Recurrent Expenditure	\$8,898
Provision Accounts	NDA
Funds Received in Advance	\$16,685
School Based Programs	\$3,855
Beneficiary/Memorial Accounts	NDA
Cooperative Bank Account	NDA
Funds for Committees/Shared Arrangements	NDA
Repayable to the Department	NDA
Asset/Equipment Replacement < 12 months	NDA
Capital - Buildings/Grounds < 12 months	NDA
Maintenance - Buildings/Grounds < 12 months	\$14,160
Asset/Equipment Replacement > 12 months	NDA
Capital - Buildings/Grounds > 12 months	NDA
Maintenance - Buildings/Grounds > 12 months	NDA
Total Financial Commitments	\$81,182

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.