

2017 Annual Report to the School Community



School Name: Harcourt Valley Primary School

School Number: 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 Regulation 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 2017 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

Signed 12 April 2018 at 08:50 AM by Andrew Blake (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2017 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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.

Signed 13 April 2018 at 02:22 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 2017, the school enrolment was 97 students placed across four classrooms. Specialist classes make use of the Arts Centre and the purpose built stadium for the Physical Education program. Specialist programs are offered in French, Music 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 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. Community engagement in learning will continue to be a focus area for the following year.

The workforce composition consists of 8 equivalent full time staff: 1 Principal class, 5.2 Teaching staff and 1.77 Education Support staff.

Framework for Improving Student Outcomes (FISO)

In 2017 the FISO improvement initiatives focussed on were: Building practice excellence and Curriculum planning and assessment.

Building Practice Excellence: The focus was on 3 key improvement strategies relating to: Developing a consistent, documented agreed approach to the teaching of writing, building teacher content knowledge including the delivery of high quality professional learning and developing a sustainable peer observation and feedback program. Whilst all three areas have demonstrated evidence of progress, a school review in Semester 2, 2017 has recommended further work in these areas; subsequently, the 2018-2021 Strategic Plan states these areas as future work for the school.

Curriculum Planning and Assessment: Focus areas were on developing consistent planning documents, updating the school assessment schedule and developing scope and sequence documents in English and Maths that are fully aligned with the Victorian Curriculum. The school assessment schedule has been completed and there is greater consistency of all staff utilising agreed planning documents. Future work consists of the completion of the Maths and Writing Scope and Sequence charts.

Achievement

The teacher judgement of student achievement in English and Mathematics are similar to those of other schools. 2017 NAPLAN assessment tasks for Year 3 students saw results within all areas above the state median. Of particular note is the 4 year average with student reading indicating results higher than the median of all Victorian Government Primary Schools. The achievement of Grade 5 students in NAPLAN assessment tasks is similar to that of all like schools. The NAPLAN learning gain from Year 3 to Year 5 indicates 67% of students achieving high learning gain in Spelling and 33% of students achieving high learning gain within the domains of Numeracy and Writing.

A strengthened approach to professional development focussing on Literacy and Numeracy forms a component of the new school strategic plan. Particular emphasis will be placed on embedding an agreed evidence based writing instructional model across the school.



Engagement

Attendance at all grade levels is 90% or greater. The average number of student absence days is similar to that of all like schools for the 2017 year and previous 4 year average. 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.

The Students Attitudes to School survey was very positive in most areas, however, further work needs to focus on developing student voice and agency.

Wellbeing

A range of wellbeing programs under the Kismatter umbrella continue to be offered across the school which include: Social and Emotional Learning (SEL), Better Buddies, school camping program and Building Our Learning Community program (Commencement of the year). A strong emphasis is placed on our school values of: Respect, Resilience, Responsibility and Integrity on a daily basis. Sense of connectedness for students in Years 4 to 6 is very positive and rates above the median of all Victorian Government Primary Schools. Next year an emphasis will be placed on developing a whole school shared understanding of student voice and agency.

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

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

School Profile	
<p>Enrolment Profile</p> <p>A total of 97 students were enrolled at this school in 2017, 48 female and 49 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</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 Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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 Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>56%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>-</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>22%</td> <td>67%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>78%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	44%	22%	Numeracy	11%	56%	33%	Writing	-	67%	33%	Spelling	11%	22%	67%	Grammar and Punctuation	11%	78%	11%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2017 attendance rate by year level:</p> <table border="1" data-bbox="553 913 1036 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>94 %</td> <td>91 %</td> <td>90 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	94 %	91 %	90 %	94 %	94 %	<p>Results: 2017</p> <p>Few absences <-----> Many absences</p> <p>Results: 2014 - 2017 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	94 %	91 %	90 %	94 %	94 %										



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2017</p>	Similar

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)

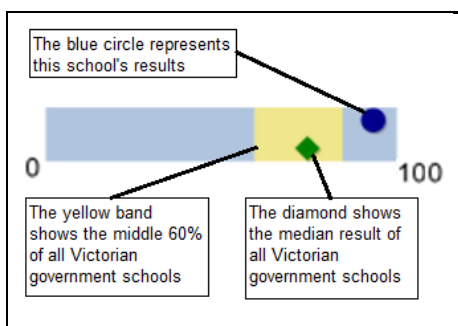
Engagement

- student attendance and engagement at school
- 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)
 - 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).

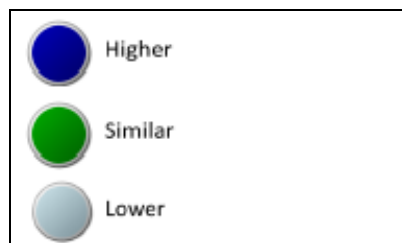


What does *School Comparison* refer to?

The 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 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 shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' 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 and Community Schools 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 their first 11 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').



Financial Performance and Position

Financial performance and position commentary

Harcourt Valley Primary School finished the year with a surplus as was the intention from prudent budgeting and an active fundraising committee. Locally raised funds include payments for excursions, camps and swimming programs. The Commonwealth Government Grant allowed for the provision of the Sporting Schools Program. Expenditure consisted of an investment in staff professional learning and the provision of relief teachers to replace permanent staff attending professional learning.

Financial Performance - Operating Statement Summary for the year ending 31 December, 2017		Financial Position as at 31 December, 2017	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$820,040	High Yield Investment Account	\$14,802
Government Provided DET Grants	\$166,669	Official Account	\$1,921
Government Grants Commonwealth	\$6,600	Other Accounts	\$15,013
Revenue Other	\$1,590	Total Funds Available	\$31,735
Locally Raised Funds	\$83,233		
Total Operating Revenue	\$1,078,131		
Equity¹			
Equity (Social Disadvantage)	\$17,797		
Transition Funding	\$1,771		
Equity Total	\$19,568		
Expenditure		Financial Commitments	
Student Resource Package ²	\$778,529	Operating Reserve	\$31,735
Books & Publications	\$895	Total Financial Commitments	\$31,735
Communication Costs	\$6,742		
Consumables	\$21,170		
Miscellaneous Expense ³	\$38,249		
Professional Development	\$6,225		
Property and Equipment Services	\$102,992		
Salaries & Allowances ⁴	\$39,768		
Trading & Fundraising	\$14,871		
Travel & Subsistence	\$164		
Utilities	\$12,965		
Total Operating Expenditure	\$1,022,570		
Net Operating Surplus/-Deficit	\$55,561		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 05 March 2018 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.