

2013 Annual Report to the School Community

Harcourt Valley Primary
School

School Number: 5404



Name of School Principal:

Annette Smith

Name of School Council President:

Jacqueline Cue

Date of Endorsement:

2nd April, 2014

All Victorian government school teachers meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).

This school meets prescribed minimum standards for registration as set down 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 minimum standard 2.1 'Student enrolment numbers' and/or 3.1 'Curriculum framework – languages program' until 31 December 2013.

About Our School

Harcourt Valley Primary School is located in the town of Harcourt in Central Victoria. It is approximately seven kilometers from Castlemaine and thirty kilometers south of Bendigo. The school was an amalgamation of two rural schools in 1994. A new school was constructed on the site in 2009 and a full sized basketball stadium was built in 2011. The school also has its own dedicated Arts Centre. In 2013, the enrolment was 83, with some movement up and down during the year. The school draws its students from a broad area on either side of the Calder Highway and both north and south of the township. The school's SFO is 0.4692. There are four classes – Prep, Grade 1-2, Grade 3-4 and Grade 5-6. The Prep- 2 classes operate in a dedicated junior school building. Specialist areas offered are Music, Visual Art, and French. Each class teacher runs their own Physical Education program in the upper school, with a specialist PE program in the Junior school and a Values Education program is delivered by the Principal. The Netbook program for students is offered in Grades 3-6. A comprehensive pastoral program which includes Peer Support and Buddies, a House system and teacher student mentoring is a part of the wellbeing framework. The school is implementing the Kidsmatter program and there is a clear focus on engaging parents in the school's programs and activities. There is a developmental camping program for the whole school as well as a swimming program and Arts incursions. Intervention programs in Maths and English are offered from Grades 1 to 6. There is a wetland area in the school grounds which forms one component of the Sustainability program. This school has 8.02 equivalent full time staff: 1 Principal class, 8 teachers and 4 Education Support staff.




Achievement	Engagement	Wellbeing
<p>English Results in both Teacher judgments against AusVELS and NAPLAN are similar to those of other Victorian school. The school continues to work on improving this by:</p> <ul style="list-style-type: none"> Offering intervention programs in Grades 1-6 Building the capacity of teachers to deliver literacy programs Analysis of NAPLAN data to drive programming and address areas of weakness Regular professional learning for staff in spelling, comprehension and writing.. Use of the data wall and the Student Achievement Summaries to track whole school progress Use of On Demand testing twice a year as a diagnostic tool <p>Maths Results in both Teacher judgments against AusVELS and NAPLAN are lower than those of other Victorian schools. The school continues to work on improving this by</p> <ul style="list-style-type: none"> Offering intervention programs in Grades 1-6 Building the capacity of teachers to deliver maths programs Development of a Maths Scope and Sequence based on AusVELS to ensure that all areas of Maths are covered Mandating a numeracy component of every Maths lesson. Use of the data wall and the Student Achievement Summaries to track whole school progress 	<p>The attendance rates of students at this school are similar to those of other Victorian schools. The school monitors and addresses nonattendance in the following ways.</p> <ul style="list-style-type: none"> Attendance of students is monitored through CASES reports and significant absences are followed up by the Principal or class teacher . A class attendance award is given each week as well as an award for punctuality Absence data is published weekly in the newsletter. Information regarding attendance is published regularly in the newsletter Individual attendance certificates for 95% or better attendance are given each term. 	<p>The results of the Student Attitude to School Survey are lower than other Victorian schools. The school continues to work on improving this by:</p> <ul style="list-style-type: none"> Implementing Kidsmatter across the whole school community Running peer support and buddies programs Student – staff mentoring program Sequential whole school camping program Values Education program House system including house activities Transition programs Student awards Student leadership program Weekly assembly Student Led Conferences Class awards

For more detailed information regarding our school please visit our website at <http://www.hvps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

School Profile

School Enrolments

A total of 83 students were enrolled at this school in 2013, 41 female and 42 male.

Overall socio-economic profile

Based on the school's Student Family Occupation index which takes into account parents' occupations.



Proportion of students with English as a second language.



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.



Please note: The Staff Opinion Survey was not conducted in 2013.

Performance Summary

Key: Range of results for the middle 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




Achievement	Student Outcomes	School Comparison
<p>Teacher assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</p> <p>Percentage of students in Years Prep to 6 with a grade of C or above in:</p> <ul style="list-style-type: none"> English Mathematics <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Lower</p>
<p>NAPLAN Year 3</p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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> Lower</p>





Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: ■
Result for this school: ■ Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Relative Growth Year 3 - Year 5</p> <p>Relative gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN relative growth 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 growth level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Relative Growth Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>33%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>56%</td> <td>22%</td> <td>22%</td> </tr> <tr> <td>Spelling</td> <td>44%</td> <td>56%</td> <td>-</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>56%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	56%	22%	Numeracy	56%	33%	11%	Writing	56%	22%	22%	Spelling	44%	56%	-	Grammar and Punctuation	44%	56%	-	<p>NAPLAN Relative Growth does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22%	56%	22%																							
Numeracy	56%	33%	11%																							
Writing	56%	22%	22%																							
Spelling	44%	56%	-																							
Grammar and Punctuation	44%	56%	-																							


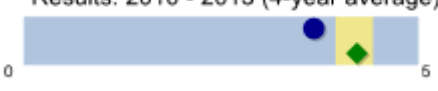


Performance Summary

Key: Range of results for the middle 60% of Victorian government schools: 
Result for this school:  Median of all Victorian government schools: 

Engagement	Student Outcomes	School Comparison														
<p>Student Attendance</p> <p>Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Average 2013 attendance rate by year level:</p> <table border="1" data-bbox="563 790 1040 891"> <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>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>97 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	94 %	93 %	94 %	97 %	93 %	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	94 %	93 %	94 %	97 %	93 %										

Performance Summary

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Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School</p> <p>Derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students' engagement in and enjoyment of school. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p>Results: 2013</p>  <p>Results: 2010 - 2013 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>

How to read the Performance Summary 2013

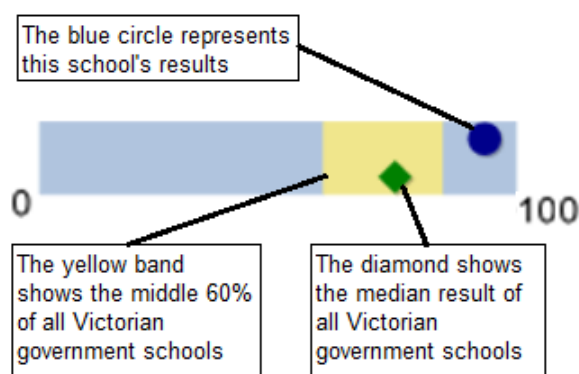
What are student outcomes?

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 colleges, 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.



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 Indigenous 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.

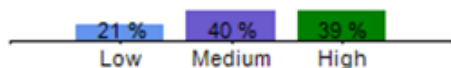
The *School comparison* measures show that most schools are doing well and are achieving results that are '**similar**' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have '**higher**' performance. 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.

Additionally, NAPLAN relative growth 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 growth level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.

Percentage of students from this school in the High, Medium and Low NAPLAN relative growth categories.



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 - Operating Statement Summary for the year ending 31st December, 2013

Revenue	Actual
Government Provided DE&T Grants	\$79,241
Government Grants Commonwealth	\$1,755
Revenue Other	\$2,277
Locally Raised Funds	\$74,140
Total Operating Revenue	\$157,412

Expenditure	
Books & Publications	\$3,228
Communication Costs	\$3,719
Consumables	\$10,588
Miscellaneous Expense	\$29,172
Professional Development	\$3,768
Property Maintenance	\$66,177
Salaries & Allowances	\$19,141
Trading & Fundraising	\$15,523
Utilities	\$12,702
Adjustments	\$2,600
Total Operating Expenditure	\$166,617

Net Operating Surplus/-Deficit **(\$9,205)**

Asset Acquisitions **\$0**

Please note that the above amounts do not include any credit revenue or expenditure allocated or spent by the school through its Student Resource Package.

Misc Expenses may include Bank charges, Health and Personal Development, Administration charges, Camp/Excursion costs and Taxation charges.

For consistency across Financial reporting, the Capital Expenditure label from previous reports now appears as Asset Acquisitions.

Financial performance and position commentary

The school's programs were well supported by fundraising managed through school council. While the end result appears as a deficit, funds were carried forward from the previous year to absorb this. The netbook program was an additional expense to the school, as some families did not make their contribution to the program. In addition to this, a number of families did not pay their school fees which created a deficit situation in the requisites and supplies area.

Financial Position as at 31st December, 2013

Funds Available	Actual
High Yield Investment Account	\$9,715
Official Account	\$4,647
Other Accounts	\$19,544
Total Funds Available	\$33,906

Financial Commitments	
Operating Reserve	\$25,805
Capital - Buildings/Grounds incl SMS<12 months	\$1,096
Revenue Received in Advance	\$3,505
School Based Programs	\$2,000
Region/Network/Cluster Funds	\$1,500
Total Financial Commitments	\$33,906