

2017 Annual Report to the School Community



School Name: Harrietville Primary School

School Number: 843



- 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.

Attested on 24 April 2018 at 03:10 PM by Samantha Pellegrini (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.

Attested on 02 May 2018 at 11:37 AM by Penelope Cook (School Council President)



About Our School

School Context

Harrietville Primary School, founded in 1866, is located in the picturesque mountain village of Harrietville, 25kms from Bright, at the base of Mt Hotham in North-East Victoria. As the sole provider school within Harrietville, enrolments are mostly procured from the local township which, at the 2016 census, had a population of 338. At the commencement of 2017, the school had an enrolment of 21 students. Our staff comprised of 1 full-time teaching principal (Year 3-6), 1 part-time 0.8 teacher (Prep-Year 2) and a part-time 0.4 business manager.

A variety of specialist subjects were delivered by specialist teachers, including German, Information and Communication Technology, Art (MACC Van), Library/Science (MARC Van) and Music lessons. The school also offered a Swimming/Tennis Program in Terms 1 and 4 and Skiing Program in Term 3.

At Harrietville Primary School, our vision is to develop **respect** within children, who **engage** in their learning, aspire to **achieve** their personal goals and become connected members of the **community**. Our mission is to provide a personalised, supportive and engaging environment, in which students strive to achieve to the best of their ability. Maintaining strong connections with the community, developing leadership skills and providing every child with every opportunity are priorities in the development of our students to become well balanced and respectful community members. Links with community are strengthened through the Music Camp (Whitehorse Orchestra) held at the school each January, an annual Harrietville School Duck Race in association with the Harrietville Historic Society Bush Market at Easter time and the Harrietville Half Marathon in October.

In 2017, we secured a grant to construct a "Chook Nook" which consists of a chicken coop and extra-large chicken run area. The chook nook completes Stage 2 of our Permaculture aspirations for the school. The school, facilitated the Harrietville Kinder Club, which invites 0-5 year olds from the community, to join in shared activities and play within the school environment.

Framework for Improving Student Outcomes (FISO)

The improvement initiatives selected by our school for 2017 were:

Curriculum planning and assessment – to build staff knowledge of curriculum content and how to teach it effectively; and to imbed appropriate formative and summative tools to evaluate student learning.

Building communities – to increase opportunities for students to engage with young people from other cultures, and develop inclusive values and perspectives; and to imbed programs which involve student learning from international students about their respective cultures.

Achievement

Teacher judgement of student achievement, using the Victorian Curriculum, reported that 95% of students in Years Prep to 6 achieved a grade of C or above in English and Mathematics.

There is no data available for the 2017 NAPLAN due to confidentiality around individual student scores.

The school will continue to provide an inclusive and content-rich curriculum, particularly in the areas of Spelling and Numeracy. Each student will be supported through a comprehensive and personalised Individual Learning Plan which will profile their strengths, skills, learning preferences and abilities, as well as identify the most appropriate learning style.



Engagement

In 2017, the students have continued to demonstrate academic, behavioural, cognitive and affective engagement. Students in the older year levels have shown great leadership across the school by attending leadership days, coordinating and delivering a whole school Fitness Program, providing support to younger students and attending camps. Student attendance rates have increased to an average of 93%.

Community engagement has been achieved through community volunteer presence at the school, Kinder Club and the Harrietville Half Marathon. Students have worked on building their social and emotional intelligence and displayed pride in their accomplishments. Students have been active participants in their own learning journey.

Affirmative parent and community engagement was apparent through consistent support in shared reading, fundraising via the Harrietville Duck Race, AMTRA, the Art & Pizza and Concert in the Park night. From the 2017 Parent Opinion Survey, 96% of responses were positive as they related to the domains and framework factors.

Wellbeing

As part of our commitment to students' social and emotional learning, under the umbrella of the Kids Matter program, the school delivered the Bounce Back! program every fortnight and incorporated the Smiling Minds program. The curriculum identifies the social and emotional capabilities that students need, to reach their academic potential in school, to experience wellbeing and create positive relationships with others.

In 2017, Year 4 to 6 students were administered the Student Attitudes to School survey which indicated that 99% of responses were positive as they related to the domains and survey factors.

Programs will continue to focus on teaching students coping skills and positive responses to the complexity of their everyday lives. Student feedback will be continually sought.

For more detailed information regarding our school please visit our website at www.harrietvilleps.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 21 students were enrolled at this school in 2017, 10 female and 11 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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>No Data Available</p> <p> Similar</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</p> <p>No Data Available</p> <p>No Data Available</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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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 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 1010"> <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>93 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>96 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	90 %	92 %	93 %	96 %	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> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	90 %	92 %	93 %	96 %	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>	Higher
<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>	Higher

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).

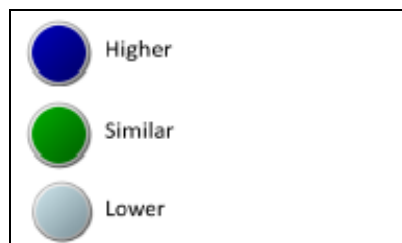


What does *School Comparison* refer to?

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 summary

The Operating Statement, generated by DET, includes the total financial Revenue and Expenditure for the School's Global Budget. The Financial Position indicates the finances held in the school's accounts as at the end of December 2017 have remained stable. Equity funding was used to build staff efficacy, increase student opportunities and embed student learning programs and resourcing decisions have aligned with the School Strategic Plan and Annual Implementation Plan goals and learning priorities.

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	\$256,877	High Yield Investment Account	\$29,003
Government Provided DET Grants	\$41,627	Official Account	\$4,383
Government Grants Commonwealth	\$8,200	Other Accounts	\$40,000
Revenue Other	\$7,695	Total Funds Available	\$73,387
Locally Raised Funds	\$32,963		
Total Operating Revenue	\$347,361		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$258,193	Operating Reserve	\$12,659
Books & Publications	\$25	Asset/Equipment Replacement < 12 months	\$10,000
Communication Costs	\$1,512	Maintenance - Buildings/Grounds incl SMS<12 months	\$10,000
Consumables	\$5,491	School Based Programs	\$3,000
Miscellaneous Expense ³	\$17,110	Other recurrent expenditure	\$27,728
Professional Development	\$1,702	Asset/Equipment Replacement > 12 months	\$10,000
Property and Equipment Services	\$19,423	Total Financial Commitments	\$73,387
Salaries & Allowances ⁴	\$28,592		
Trading & Fundraising	\$10,984		
Utilities	\$3,668		
Total Operating Expenditure	\$346,701		
Net Operating Surplus/-Deficit	\$660		
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.