

## 2015 Annual Report to the School Community



Name of School Principal: **Kris Moore**

Name of School Council President **Scott Taylor**

Date of Endorsement: **21<sup>st</sup> March 2016**

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

This 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 Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2015.

## About Our School

### School Context

Our vision for Hartwell Primary School is to personalise learning for each student and to create a learning community of lifelong learners. We are committed to continuous improvement and maximising achievement levels for all students by developing excellence in teaching and learning throughout the school.

To realise this vision, we have identified Key Improvement Strategies to continue to 'build effective teams and learning relationships' and a curriculum model with a 'focus on student engagement and a personalised curriculum'. Our emphasis is to build a learning community driven by a focus on our school values- Respect, Optimism, Co-operation, Empathy and Integrity, where staff, students and parents have shared understandings and high expectations. By ensuring that each individual student at Hartwell Primary School has every opportunity to learn and succeed, we are preparing them for a lifelong learning experience.

We are proud to have a strong partnership between parents and staff, and a high level of parent participation - on School Council, as classroom helpers and with fundraising and social activities. We believe opportunities for the teachers to develop their skills are essential and so the results of our staff satisfaction survey, which is about school climate and professional learning, were especially pleasing. They put us in the top bracket of schools in the state for staff satisfaction.

Hartwell has 40 teachers, 3 Principal Class and 7.0 ESS staff. We offer 648 students an attractive, safe, stimulating learning environment. Our rebuilding program, now complete with the addition of a new two-storey learning community which houses Year 1, has enabled us to develop more flexible and innovative teaching practices and to use the collective skills and talents of the teachers to improve students' learning opportunities.

### Achievement

At Hartwell Primary School we are very proud of our achievements in student learning. NAPLAN results indicate we have very able students and we are pleased that the school comparison shows that students are demonstrating that ability. Our student results in Year 3 Numeracy are outstanding. In Year 3 Reading, Writing, Grammar and Punctuation and Year 5 Numeracy, Reading & Grammar and Punctuation our results are also particularly strong and put us amongst the top schools in the state. In particular we are pleased that our 'Relative Growth' data from Year 3 to 5 is extremely high in Reading, Writing, Numeracy, and Grammar and Punctuation. This shows that our students continue to improve as they transition through the school.

Our Key Improvement Strategies ensure that we strengthen teaching and learning for all students and staff at Hartwell. In 2015 we have used a wide variety of assessment and diagnostic tools to support each individual student at their point of learning. We have targeted differentiated groups of students for intervention and extension in literacy and numeracy. In addition our inquiry studies have provided a personalised curriculum catering for a range of learning styles, interests and student ability, often incorporating the use of ICT. Individual Learning Plans are provided across the school for specific short-term learning focuses identified by teachers.

In 2016 we will continue to focus on personalised learning within a collaborative team teaching model. We will enhance teacher knowledge of content, assessment practices and methodologies to achieve this. We will further develop and display continuums for each of the main curriculum areas, so students and teachers can clearly identify the next learning focus for each child.

### Engagement

At Hartwell Primary School our Years 5 and 6 students show a sense of belonging which is consistent with other schools across the state. Overall student attendance is very good and we continue to promote the "Every Day Counts" concept. The most common reasons for non-attendance include illness and extended family holidays. The continued use of "Restorative Practices" by all teachers has contributed significantly to the maintenance of positive relationships with students, and between staff and students.

One of our Key Improvement Strategies is to improve student engagement by further developing effective learning relationships. We do this through building teacher empathy and rapport and by giving students greater involvement in, and ownership of the learning process. This is being developed through increased student voice, student goal setting and reflective practices, and the use of "three way interviews" for senior students. In 2016 we will continue to build parent, teacher and student understanding of the core school values and to promote student leadership and engagement.

A particular focus will be the more active involvement of parents in the educative process through continuing to offer parent education sessions, bringing parents into the classroom environment for 'Parent Walk Throughs' and the further development of Individual Learning Plans and parent / student interviews. The emphasis of these activities will be on building parent knowledge and capacity to understand and contribute to their students' progress.

## Wellbeing

Hartwell Primary School has developed a strong program to support the various elements of student wellbeing. Our Prep "Ready, Set, Go" program continues to be highly successful for our students and positively received by parents. It prepares our youngest students for their first term of schooling. Through 'Discovery Learning' our Prep children have the opportunity to learn problem solving, independence, values & responsibility and build on their preschool experience. We continue to maintain strong links with our feeder pre-schools. The Prep / Year 6 buddy system also contributes to developing the social confidence of both the Prep and Year 6 students.

The 2015 "Moving On Day", to familiarise students with their next year level, was very successful.

Our 2015 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. The Year 6 graduation, plus the strong curriculum emphasis on personal development in term 4, continues to assist with student wellbeing in the final year of primary school and a feeling of confidence as each student moves onto secondary school. Student data tells us that our students feel safe at school and are well-connected to the school environment.

In 2016 we will continue to develop student wellbeing through the introduction of a social skills program P-6 and by our school-wide participation in Hugh Van Cuylenberg's program - 'The Resilience Project'. The focus will be on developing problem solving skills, gratitude and resilience, and in the senior year levels an awareness of the importance of using emotional intelligence in social situations. In 2016 we will again employ two part-time school nurses to ensure that the wellbeing of all students.

## Productivity

At Hartwell we have a focus on building teacher capacity to improve student learning by embedding professional learning using internal and external experts who focus on shared learning, mentoring, coaching, peer observation and feedback. To do this we have created budgets enabling us to employ the following external 'experts'-Lyn Watts (English-Writing in particular); Sue Fine (Mathematics) and Kath Murdoch (Inquiry Learning). These people work in the classroom modelling lessons, assist teachers with their planning and observe teachers teaching lessons and then give them feedback. These strategies are a great support to the teachers and are having an impact on the quality of teaching and therefore also on student learning outcomes. In 2016 we will also be working with Hugh Van Cuylenberg to introduce his pilot program called 'The Resilience Project' from p-6 to all students and their parents.

As well we have provided internal support through the provision of an extra teacher for each section of the school, who is not a home-group teacher. The role of these teachers whom we call 'TaLCs' (Teaching and Learning Coaches) is four-fold: - to coach the teachers in their section of the school; present data from teacher assessments and lead discussions about how the students can best be catered for; co-ordinate either Mathematics, English, Inquiry Learning or ICT from Prep-6 and to team teach in their area of the school.

All year level teams are allocated in-school time together each week, to plan the curriculum for the following week and once per term are provided a full day to plan for the next term. Each term, time is also allocated for each year level to meet and discuss how they are using their flexible learning spaces and how they can best address the learning needs of their cohort. The overwhelmingly positive response in the 2015 Staff Survey indicates that the teachers feel they are working collaboratively and that the professional learning we are providing is high quality, effective and timely. Staff operate with a high level of energy and enthusiasm and contribute positively to the to the achievement of whole school goals and initiatives.

In 2016 we will continue with these strategies to ensure we focus on providing the best learning opportunities for all Hartwell students.

A further focus in 2016 will be to set up the outdoor learning spaces with indoor-outdoor blinds, weatherproof carpets and whiteboards to make the spaces usable all year. Budgets will be allocated to provide these resources.

For more detailed information regarding our school please visit our website at <http://www>



## 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 will help to deliver community engagement in student learning in the school, which is a state-wide priority of the Framework for Improving Student Outcomes.

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

### School Profile

#### Enrolment Profile

A total of 648 students were enrolled at this school in 2015, 345 female and 303 male. There were 9% of EAL (English as an Additional Language) students and < 10% ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### 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.






#### School Staff Survey





Measures the percent endorsement by staff on school climate derived from the annual *School Staff survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on school climate from staff at the school.

Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.







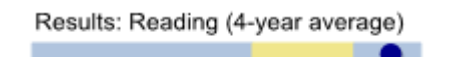
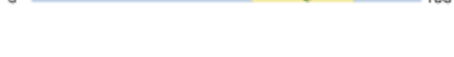






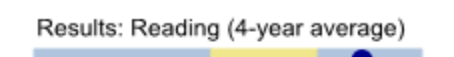
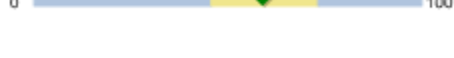





## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</b></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"> <li>English</li> <li>Mathematics</li> </ul> <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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</p>
<p><b>Towards Foundation Level AusVELS</b></p> <p>Learning gain of students, relative to expectation in a year, for all students working within Towards Foundation Level AusVELS (AusVELS A to D).</p> <p>Data will not be displayed where less than 10 student assessments were provided.</p>	<p><b>English</b></p> <p>No Data Available</p> <p><b>Mathematics</b></p> <p>No Data Available</p>	<p>Towards Foundation Level AusVELS is not used for the School Comparison.</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Similar</p> <p> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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 year levels:   
 Result for this school: ● Median of all Victorian government primary year levels: ◆

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>45%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>37%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>45%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	15%	45%	39%	Numeracy	14%	60%	26%	Writing	19%	37%	44%	Spelling	23%	49%	28%	Grammar and Punctuation	15%	45%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	15%	45%	39%																							
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## Performance Summary






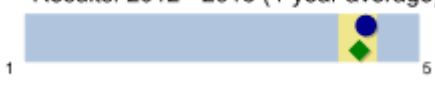


Key: Range of results for the middle 60 % of Victorian government primary year levels: Result for this school: Median of all Victorian government primary year levels:

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2015 attendance rate by year level:</p> <table border="1" data-bbox="564 824 1043 920"> <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>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	95 %	94 %	95 %	94 %	96 %	<p><b>Results: 2015</b></p> <p><b>Results: 2012 - 2015 (4-year average)</b></p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	95 %	94 %	95 %	94 %	96 %										



## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Connectedness to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Student Perceptions of Safety</b></p> <p>Measures the Student Perceptions of Safety factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2015</b></p>  <p><b>Results: 2012 - 2015 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

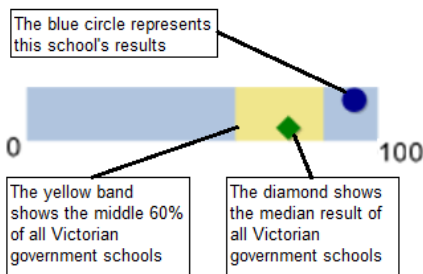
## What are student outcomes?

*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.

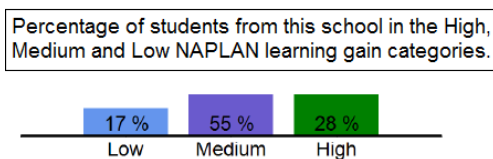
You can see these results for the latest year, as well as the average of the last four years (where available).

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.

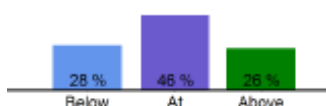


Additionally, NAPLAN learning gain charts are provided for each of the NAPLAN domains. These compare a student's current year NAPLAN result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same NAPLAN score two years prior).

If the current year result is in the top 25% their gain level is categorised as 'High', the middle 50% is categorised as 'Medium' and the bottom 25% is categorised as 'Low'.



Results for students working within Towards Foundation Level AusVELS (AusVELS A-D) show the percentages of these students making progress below, at and above the expectations of their 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 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* 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.

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 31 December, 2015

### Financial Position as at 31 December, 2015

Revenue	Actual
Student Resource Package	\$4,180,789
Government Provided DE&T Grants	\$417,523
Government Grants Commonwealth	\$6,020
Revenue Other	\$31,867
Locally Raised Funds	\$1,017,396
<b>Total Operating Revenue</b>	<b>\$5,653,595</b>

Funds Available	Actual
High Yield Investment Account	\$302,782
Official Account	\$33,559
Other Accounts	\$7,105
<b>Total Funds Available</b>	<b>\$343,447</b>

Expenditure	
Student Resource Package	\$3,915,218
Books & Publications	\$18,303
Communication Costs	\$8,648
Consumables	\$105,626
Miscellaneous Expense	\$362,448
Professional Development	\$56,197
Property and Equipment Services	\$329,608
Salaries & Allowances	\$205,509
Trading & Fundraising	\$213,459
Utilities	\$30,843
<b>Total Operating Expenditure</b>	<b>\$5,245,859</b>

Financial Commitments	
Operating Reserve	\$208,695
Capital - Buildings/Grounds incl SMS<12 months	\$52,467
Revenue Received in Advance	\$78,673
School/Network/Cluster Coordination	\$3,612
<b>Total Financial Commitments</b>	<b>\$343,447</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$407,736</b>
<b>Asset Acquisitions</b>	<b>\$6,945</b>

Student Resource Package Expenditure figures are as of 01 March 2016 and are subject to change during the reconciliation process.

Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

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.*

### Financial performance and position commentary

2015 was another very successful year for Hartwell Primary School! The 2015 Financial Position includes the Student Resource Package [teacher salaries], which is the reason for the net operating surplus. All figures are fairly consistent with those in 2014 and differences are due to the increased enrolment. The fundraising activities in 2015 were extremely successful and included a lap-a-thon (\$27,161), Hart Art Show (\$13,190), Movie Night (\$4,191), Market Night (\$6,653) and numerous other smaller events which together raised a net total of \$63,938. Parents continued to support all of these activities. Parents also contributed to the Library and Building Funds and this money will again be used for new furniture and library resources in early 2016. A total of more than \$110,000 was spent on staff professional learning – more than the amount detailed above, as School Council and the parent community realize how important this is if we are to improve our students' learning opportunities. I would like to thank the Finance Committee for their support during 2015 especially Andrew Major [Treasurer] and Scott Taylor [S/C President].