

2016 Annual Report to the School Community



School Name: Hartwell Primary School

School Number: 4055



Name of School Principal:

Kris Moore

Name of School Council President:

Kylie Bloch

Date of Endorsement:

March 27 2017

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 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 - language program' minimum standards until 31 December 2016.

This school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.



Education and Training



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, in the maintenance and development of our school grounds 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 46 teachers, 3 Principal Class and 10.0 ESS staff. We offer 678 students an attractive, safe, stimulating learning environment. Our rebuilding program 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.

Framework for Improving Student Outcomes (FISO)

The first initiative from FISO that we implemented was **'Excellence in Teaching and Learning- Building Practice Excellence'**. At Hartwell we believe this is the most important aspect of our work. We have a large focus on collaboration and teacher teaming and this emphasis continued in 2016. Effective team meetings held during school hours continued and each teaching team set goals to improve their practice and therefore student outcomes at each of these meetings. We also initiated and participated in a series of Instructional Rounds with neighbouring schools, which involved the participants sharing best practice.

Our second was based on **'Curriculum Planning and Assessment'**. We used external consultants for Writing and Number to lead, role model and give critical feedback with the ultimate goal of improving teacher knowledge in teaching Writing and Number and to ensure a consistent approach across the school. Continuums for Writing and Number were a focus and Learning Community Mentors (LCMs) supported teams across the school to plan and implement the curriculum in these two areas.

Our third initiative- **'Professional Leadership - Building Leadership Teams'** centered on the creation of a coaching culture at Hartwell. This involved all teachers, LCMs, level leaders, aspirant leaders, curriculum and pedagogical leaders in a coaching program designed to improve their teaching and leadership skills. A Hartwell Coaching and Mentoring Model, based on the GROWTH Coaching philosophy was developed and implemented.

The final FISO initiative implemented in 2016 was **'Creating a Positive Climate for Learning – Empowering Students and Building School Pride'**. As part of this initiative we revisited and consolidated our Restorative Practices program and explicitly built strategies into this program to promote resilience and optimism. We also implemented a whole school cyber-safety program and a social skills program for each year level. However, one of our most successful initiatives in 2016 was the P-6 'Resilience Project' with strategies to promote resilience, empathy and optimism within the students. This was done via Parent Education sessions, staff training and student weekly lessons. The feedback from all sections of the community was overwhelmingly positive.

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 Reading and Numeracy are excellent, both in 2016 and for the 2012-2016 period. Year 5 Reading and Numeracy results are also particularly strong, higher than in similar schools. They 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, Numeracy, Writing, Spelling 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 2016 we 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 for some students, identified by teachers.



In 2017 we will continue to focus increasingly on personalising student 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.

Curriculum Framework implemented in 2016

Victorian Early Years Learning and Development Framework
 AusVELS
 Victorian Curriculum
 A Combination of these

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 development and 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 introduction of 'three way interviews' for senior students. All have contributed to greater student motivation, interest and commitment to tasks.

In 2017 we will continue to build parent, teacher and student understanding of the core school values, and to promote student leadership and engagement within the learning process as equal partners.

A particular focus will be greater and more active involvement of parents in the educative process. This will be done by 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 understanding of the curriculum, the pedagogy used by teachers, and how they can contribute to their students' progress.

Wellbeing

Hartwell Primary School has developed an approach to student wellbeing which ensures our students are cognitively successful, safe and healthy, have high emotional intelligence and are socially able to experience positive relationships.

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 2016 'Moving On Day', to familiarise students Prep – Year 5, with their next year level was very successful.

Our 2016 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. The Year 6 graduation, together with the strong curriculum emphasis on personal development in term 4, continues to assist with student wellbeing in the final year of primary school, and the development of confidence in each student as he / she moves onto secondary school.

In 2017 we will continue to develop student wellbeing via the use of a social skills program P-6 and through 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. In the senior year levels an awareness of the importance of using emotional intelligence in social situations will also be a focus. In 2017 we will again employ two part-time school nurses to ensure that the wellbeing of all students is a priority.

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

Accessible data tables are available for all schools separately – please refer to 'AR_Appendix_Data_Tables' which can be found on the School Performance Reporting website.

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	
<p>Enrolment Profile</p> <p>A total of 678 students were enrolled at this school in 2016, 344 female and 334 male. There were 10% of EAL (English as an Additional Language) students and < 10% 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>Average level of parent satisfaction with the school, as derived from the annual <i>Parent Opinion</i> survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate derived from the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree) on School Climate from staff at the school.</p> <p>Data are suppressed for schools with fewer than three respondents to the survey for confidentiality reasons.</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>Teacher judgment 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 Performance Summary</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 year levels:
 Result for this school: Median of all Victorian government primary year levels:

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> Similar</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> Higher</p> <p> Higher</p> <p> Higher</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>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%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>12%</td> <td>49%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>51%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>47%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>49%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>4%</td> <td>57%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	12%	49%	39%	Numeracy	8%	51%	41%	Writing	14%	47%	39%	Spelling	7%	49%	45%	Grammar and Punctuation	4%	57%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Writing	14%	47%	39%																							
Spelling	7%	49%	45%																							
Grammar and Punctuation	4%	57%	39%																							



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>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. 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 2016 attendance rate by year level:</p>	<p>Results: 2016</p> <p>Low absences <-----> high absences</p> <p>Results: 2013 - 2016 (4-year average)</p> <p>Low absences <-----> high absences</p> <table border="1" style="width: 100%; text-align: center;"> <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>95 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	95 %	94 %	94 %	94 %	95 %	94 %	<p>● Similar</p> <p>● Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	95 %	94 %	94 %	94 %	95 %	94 %										



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>Students Attitudes to School - Connectedness to School</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Student Perceptions of Safety</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>Results: 2016</p> <p>Results: 2013 - 2016 (4-year average)</p>	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

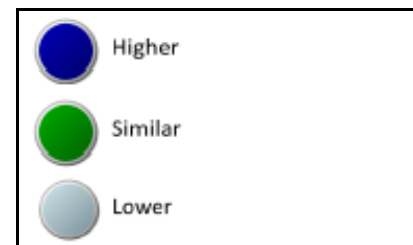
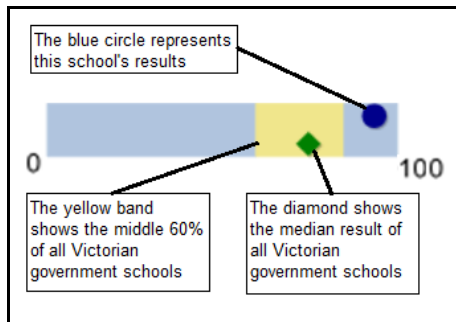
What are student outcomes?

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, P-12 and specialist schools, 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.

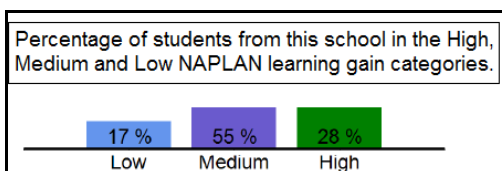
You can see these results for the latest year, as well as the average of the last four years (where available).

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'.



What are the changes in student achievement?

The Victorian Curriculum F-10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including, students with disabilities.

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

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 and position commentary

2016 was another very successful year for Hartwell Primary School. The 2016 Financial Position includes the Student Resource Package (teacher salaries). All figures are generally consistent with those in 2015. The fund raising activities in 2016 were extremely successful and included the bi-annual Great Fete (\$89,000), Movie Night (\$6,214) and numerous other smaller events which together raised a total of \$113,000. Parents continued to support all of these activities. Parents also contributed to the Building and Library Funds and this money will once again be used for new furniture and library resources. A total of more than \$110,000 was spent on staff professional learning which is more than the amount detailed below. School Council and the parent community believe that the staff is our most valuable and important resource and therefore that the continued development of our teachers is important if we are to improve our students' learning opportunities. Finally, I would like to thank the Finance Committee for their support throughout 2016 especially Andrew Major (Treasurer) and Kylie Bloch (School Council President).

Financial Performance - Operating Statement Summary for the year ending 31 December, 2016

Financial Position as at 31 December, 2016

Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,491,826	High Yield Investment Account	\$329,461
Government Provided DET Grants	\$494,292	Official Account	\$86,313
Government Grants Commonwealth	\$14,653	Other Accounts	\$8,105
Revenue Other	\$16,668	Total Funds Available	\$423,880
Locally Raised Funds	\$1,078,195		
Total Operating Revenue	\$6,095,632		
Expenditure		Financial Commitments	
Student Resource Package	\$4,259,647	Operating Reserve	\$218,956
Books & Publications	\$4,956	Maintenance - Buildings/Grounds incl SMS<12 months	\$65,000
Communication Costs	\$8,534	Revenue Received in Advance	\$101,122
Consumables	\$150,447	School/Network/Cluster Coordination	\$10,421
Miscellaneous Expense	\$379,194	Asset/Equipment Replacement > 12 months	\$28,381
Professional Development	\$74,290	Total Financial Commitments	\$423,880
Property and Equipment Services	\$389,341		
Salaries & Allowances	\$222,573		
Trading & Fundraising	\$197,631		
Utilities	\$33,080		
Adjustments	\$5		
Total Operating Expenditure	\$5,719,698		
Net Operating Surplus/-Deficit	\$375,934		
Asset Acquisitions	\$61,977		

Student Resource Package Expenditure figures are as of 03 March 2017 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.