

2019 Annual Report to The School Community



School Name: Hartwell Primary School (4055)



- 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 Registration 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 2019 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 26 October 2020 at 11:15 AM by Lisa Banks (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 27 October 2020 at 01:47 PM by Jenny Martin (School Council President)

About Our School

School context

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

To realise this vision, we have identified Key Improvement Strategies that continue to 'build effective teams and meaningful relationships' and a curriculum model with a focus on 'student engagement through a personalized curriculum'. Our emphasis is to build a learning community driven by a focus on our school values of: Respect, Optimism, Co-operation, Empathy and Integrity. Thus enabling students, staff and parents to have a shared understanding 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 with our community (staff and parents), and a high level of participation – on School Council, as classroom helpers, in the maintenance and development of our school grounds, 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 particularly pleasing. This puts us in the top bracket of schools in the State for staff satisfaction.

Hartwell has 46 Teachers, 3 Principal Class and 10 ESS staff. We offer 687 students an attractive, safe, stimulating learning environment. We have developed innovative and flexible teaching practices in our refurbished, modern school environment and take pride in using the collective talents of the teachers, a range of furniture and equipment to improve students' learning opportunities.

Framework for Improving Student Outcomes (FISO)

The first initiative from FISO that we continue to implement is '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 2019. Effective team meetings held during school hours continued with a focus on student engagement, student outcomes and goal setting. We also initiated and participated in a series of sessions with neighbouring schools, which involved middle leaders undertaking professional learning and sharing best practice.

Our second based on 'Curriculum Planning and Assessment' ensured we continued to engage external consultants for Writing and Number to lead, role model and give critical feedback and to ensure consistency with the ultimate goal of improving teacher knowledge in teaching Writing and Number and importantly to ensure consistency in teaching across the school. Continuums to guide the teaching of Writing and Number have been developed and a clear Instructional model is in use to guide 'best practice' with the implementation of the Victorian Curriculum. Two learning specialists teachers in Literacy and Numeracy have been established and oversee the already strong English and Maths curriculum. A strong focus on developing 'Student Voice and Agency' with the students was implemented.

Our third initiative, "Professional Leadership – Building Leadership Teams" centred on the continued development of a coaching culture at Hartwell. This involved all the teachers, specialists and leading teachers, level leaders, aspirant leaders, curriculum and pedagogical leaders in a coaching program designed to improve their teaching and leadership skills. Professional learning took place from a consultant to continue to build our skills in coaching and giving and receiving feedback – teacher to teacher, student to teacher and student to student.

The final FISO initiative implemented 'Creating a Positive Climate for Learning – Empowering Students and Building School Pride' continued to evolve with our focus on student wellbeing and the development of the whole child – academically, socially, emotionally and physically. We have continued to implement programs to promote resilience and optimism, with one of our most successful programs being the P-6 Resilience Project. We continue to connect with the school wide programs of Restorative Practices, Social Skills and Respectful Relationships.

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 2019 and for the 2015 – 2019 period. Year 5 Reading and Numeracy results are exceptionally strong. We are pleased that once again our results in all areas are well-above the state average. This shows that our students continue to maintain their improvement as they transition through school.

Our Key Improvement Strategies ensure that we strengthen teaching and learning for all students and staff at Hartwell. In 2019 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 for students for intervention and extension in literacy and numeracy. In addition our inquiry program provides a personalised curriculum catering for a range of learning styles, interests, cross-curricular learning and the incorporation of ICT. Individual Learning Plans are provided across the school for specific short-term learning focuses for some students, identified by teachers.

In 2020 we will continue to focus increasingly on personalising student learning and increasing student agency within our collaborative team teaching model. We will enhance teacher knowledge of content, assessment practices and methodologies to achieve this. We will further develop our practices and resources so students and teachers can clearly identify the 'next' learning focus. Two particular focus areas for teachers will be the development of learning goals through student conferencing and seeking feedback from other teachers and the students on their lessons and teaching strategies.

Engagement

At Hartwell Primary School our Years 5 and 6 students show a good 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 extended family holidays and illness. 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 encouraging students to have greater involvement in, and ownership of the learning process. This is being developed through increased student voice and agency, involving student goal setting and reflective practices, and the continuation of 'three way interviews' for senior students. All continue to contribute to greater student motivation, interest and commitment to tasks.

In 2020 we will continue to build parent, teacher and student understanding of the core school values, and to promote student leadership and engagement in the learning process as equal partners. We also continue our commitment to student leadership by ensuring all Year 6 students have a realistic and meaningful leadership role.

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 learning environment through '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 equipped to experience positive and respectful relationships.

Our Prep 'Ready, Set, Go' program continues to be highly successful for our students and is positively received by our 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 and responsibility and continue to build on their pre-school experience. We continue to maintain strong links with our feeder pre-school. The Prep/Year 6 buddy system also contributes to developing the social confidence of both Prep and Year 6 students.

The 2019 'Moving On Day', to familiarise students Prep to Year 5, with their next year level was very successful and allowed a smooth start to their continuing education.

Our 2019 exiting Year 6 students were well prepared for secondary school through targeted activities and experiences throughout the year. The Year 6 graduation, together with a strong curriculum emphasis on personal development in terms 3 and 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 2020 we will continue to develop student wellbeing with the development and implementation of a 'school wide positive behaviour system'. This will support our Wellbeing Curriculum and our continued participation in 'The Resilience Project', our Social Skills Program, Restorative Practices and work in the area of Respectful Relationships. The focus will be on developing an understanding of the school values of 'respect, co-operation, optimism, empathy and integrity'. We continue to build students' skills in problem solving, gratitude and resilience and in the senior school year levels continue to build awareness of the importance of developing and using emotional intelligence. In 2020 we will again employ two part-time school nurses to ensure that the wellbeing of all students is a priority.

Financial performance and position

2019 was another successful year for Hartwell Primary School. The 2019 Financial Position includes the Student Resource Package (staff salaries). All figures are consistent with those in recent years and the school has a credit surplus due to steady enrolments and the careful management of the employment of staff. The fundraising activities in 2019 were extremely successful due to parent involvement and support. The included our bi-annual Lapathon (\$21,700), our very successful Hart Art Show and Sale (\$12,000) and numerous smaller events which raised a total of \$37, 500. Parents also contributed to the Building and Library Funds. As a result in 2019, the top playground synthi-turf was replaced, the gym interior and exterior repainted, a multi-media system installed in the gym, school signage was installed in the school grounds, carpets were replaced in offices in the gym, rubberised soft-fall was installed under all play equipment, a new phone system was installed, canteen facilities upgraded, library resources were updated and new furniture purchased.

A total of more than \$120,000 was spent on staff professional learning, which is more than the amount detailed below. School Council and the parent community continue to support teacher development, as they believe this is vital if we are to improve our students' learning opportunities. The school received \$5,000 equity funding which was used to provide specialised learning resources for some of our students.

Finally I would like to thank the Finance Committee for their support in 2019, especially Andrew Major (Treasurer) and Jenny Martin (School Council President).

For more detailed information regarding our school please visit our website at
<https://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 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

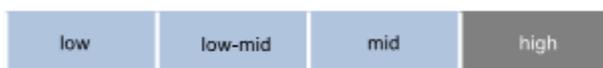
Enrolment Profile

A total of 702 students were enrolled at this school in 2019, 351 female and 351 male.

16 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Achievement	Student Outcomes	Similar 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>Below </p> <p>Above </p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar </p> <p>Similar </p>

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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin-top: 10px;"> <caption>Student Outcomes 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>40%</td> <td>38%</td> </tr> <tr> <td>Numeracy</td> <td>30%</td> <td>52%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>49%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>45%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>52%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	40%	38%	Numeracy	30%	52%	18%	Writing	19%	49%	32%	Spelling	26%	45%	29%	Grammar and Punctuation	12%	52%	36%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</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>91 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	93 %	94 %	94 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	93 %	94 %	94 %	94 %	94 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Above ●</p>
<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>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$5,064,490	High Yield Investment Account	\$385,389
Government Provided DET Grants	\$581,875	Official Account	\$36,563
Government Grants Commonwealth	\$15,667	Other Accounts	\$17,027
Revenue Other	\$28,853	Total Funds Available	\$438,980
Locally Raised Funds	\$1,087,659		
Total Operating Revenue	\$6,778,544		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,848,160	Operating Reserve	\$252,804
Books & Publications	\$6,968	Funds Received in Advance	\$77,287
Communication Costs	\$7,119	School Based Programs	\$14,433
Consumables	\$181,835	Funds for Committees/Shared Arrangements	\$9,552
Miscellaneous Expense ³	\$505,765	Asset/Equipment Replacement < 12 months	\$60,800
Professional Development	\$78,848	Maintenance - Buildings/Grounds < 12 months	\$24,104
Property and Equipment Services	\$459,375	Total Financial Commitments	\$438,980
Salaries & Allowances ⁴	\$281,250		
Trading & Fundraising	\$137,283		
Utilities	\$51,487		
Total Operating Expenditure	\$6,558,090		
Net Operating Surplus/-Deficit	\$220,454		
Asset Acquisitions	\$36,820		

- (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 26 February 2020 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.

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)

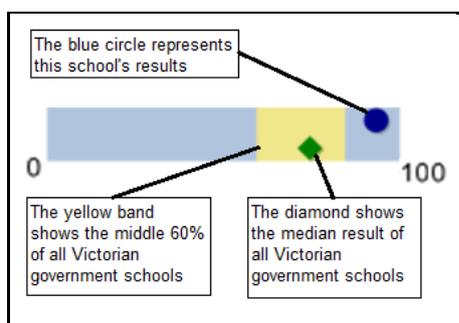
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*ND*' 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').