

2022 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 of the previous calendar year 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 17 March 2023 at 02:21 PM by Lisa Banks (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 21 March 2023 at 03:26 PM by Jenny Martin (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, 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 his or her first eleven 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 Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

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 disabilities or students who may have additional learning needs. These levels 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').

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 realize 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 successful lifelong learning experience.

We are proud to have a strong partnership with our community (staff/students/parents) where the learning is highly valued by all. We continue to promote school connections and involvement through activities such as School Council, 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 (2022) 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 Primary School comprises of 31 Teachers, 10 Specialist Teachers, 3 tutors, 10 ESS staff (Administration, Integration Aides and School Nurses) and 3 Principal Class. We offer 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, engaging consultants to ensure our teachers have the most up to date skills and understanding to teach the curriculum and a range of modern furniture and equipment to improve students' learning opportunities.

We pride ourselves on excellence in the core subjects of Literacy and Numeracy. By incorporating a strong inquiry program in all other curriculum areas, our students develop their skills and understandings through the learning assets of collaboration, self-management, thinking, communication and research. Students at Hartwell participate in the specialist teaching areas of Science, Visual Arts, Physical Education and Health, Performing Arts, LOTE (Language Other than English) and Library. As a school and community we are strongly committed to developing the whole child (academically, socially, emotionally and physically) and utilize programs such as Restorative Practices, Social Skills, ESmart (Cybersafe), Respectful Relationships and The Resilience Project to promote and develop strong health and wellbeing for our students, staff and community.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 we continued to focus on personalising, individualising and differentiating the curriculum for all students. Literacy and Numeracy specialists worked with the teaching teams to support the use of data in each year level to construct learning at point of need. High level teacher practice was developed through the use of in school consultants and professional learning opportunities. We believe this is crucial to ensuring the best learning environment for our students. Our aim is to optimize student learning growth in literacy and numeracy and to build the capability of students to be active learners - to create an environment that empowers learners to be actively engaged and connected to their learning - to strengthen the capabilities of students necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

NAPLAN results indicate we have very able students and we are pleased that the school comparison data in 2022 clearly showed that students are demonstrating their ability. Our student results in Year 3 and Year 5 Reading and Numeracy are exceptionally strong and above similar schools. Historically, our results in all areas are well-above the state average. This shows that our students continue to maintain their learning and improve their skills and understandings of the curriculum as they transition through school. An outstanding achievement in 2022 was the significant number of students in Year 3 who made high gains (growth) indicating that their learning continued to progress at or above the expected rate.

Individual Education Plans and Learning Support Plans were provided across the school for specific short-term learning foci for some students and to provide strategies to students to positively engage them in learning and the school environment. The Tutor Learning Initiative, implemented by four teachers provided targeted support across the school to assist with students who were identified as impacted in learning during remote and flexible learning. This highly successful program supported over 120 identified students in the 2022 school year, all of whom made excellent growth in their learning and re-engaged positively with school and the curriculum. Hartwell Primary School will implement three key improvement strategies, identified as our School's Strategic Plan

(2021-2025). These three initiatives will continue to build on the successful teaching and learning model in the school. Our aims for the next four years are: - to optimize student learning growth in literacy and numeracy and to build the capability of students to be active learners - to create an environment that empowers learners to be actively engaged and connected to their learning - to strengthen the capabilities of students necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

In 2023 we will continue to focus on personalizing student learning and increasing student agency within our collaborative team teaching model; building on our successful practices from 2022. Our shared goal is to ensure that all students reconnect and achieve in their learning. We aim to 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. This year we are using a number of strategies to further personalize the learning program in areas of extension (Program for Individual Enrichment), for students whose English is a Second Language, to further support students on the PSD program and again provide small group tutoring for students whose learning needs focused support. Teachers will continue the development of learning goals through student conferencing and seeking feedback from other teachers and the students on their lessons and teaching strategies

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-schools and kindergartens. The Prep/Year 6 buddy system also contributes to developing the social confidence of both Prep and Year 6 students. The 2022 program for transition for our Prep 2022 students was highly successful and well attended. One-to-one meetings, small transition groups and a combination of onsite and online virtual information sessions were held to ensure a positive start for school and provide familiarity for new families. A 'Moving On Day', to familiarize students from Prep to Year 5 with their next year level was very successful and allowed a smooth start to their continuing education and a sense of confidence when returning to school in 2023. Our 2022 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.

Our school values and 'school wide positive behaviour system' continue to provide a consistent and high standard of student expectation to support the learning program. In turn our Wellbeing Curriculum and our continued participation in 'The Resilience Project', implementation and use of the Social Skills Program, Restorative Practices and work in the area of Respectful Relationships provide a strong framework for developing the 'whole child'. 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 2022 we again employed two part-time trained nurses to assist in providing first aid and support to those students with medical conditions and support the physical and emotional wellbeing of all students.

Across the school we have a strong focus on building social skills and a sense of connection. Collaboration is an area we highly value at our school and deem as a necessary skill for the 21st century. With our focus on developing 'student voice and agency' we are able to see high levels of collaborative practice across the school - student to student, teacher to teacher, student to teacher and parent, student and teacher partnerships. Circle time in each home group (class) enables discussion and problem solving and provides experiences and collaborative activities that continue to support the connectedness of the students and build their social skills throughout the school year.

Engagement

At Hartwell Primary School our Years 4, 5 and 6 students show a strong sense of connectedness. Our data from 2022 showed that 86% of our students felt positive and engaged whilst at school and 88% of students showed a strong sense of inclusion at our school. This was well above state and similar schools indicating that our school environment was highly successful in continuing to provide a strong connections with the learning environment.

Our student attendance is very good and we continue to promote the 'Every Day Counts' concept. In 2022 every effort was made to ensure all students were participating in learning and we have been delighted to see that our Student Absence Data is lower than the state and similar schools average and lower than our four year average. Overall attendance percentage is 97% for 2022; the most common reasons for non-attendance at Hartwell in 2022 were students who travelled or remained overseas due to Covid-19

restrictions and sickness. 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 and as a whole student agency at Hartwell. In 2022 we continued 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. With the return to a full school year we continued to prioritise the strong partnerships between school, student and family.

We have developed systems of communication to provide quality information in the areas of teaching and learning at Hartwell to encourage positive involvement and community connection. These systems considerably strengthened our parent partnership process for learning after the two years of Covid and disrupted school life. A particular focus in 2023 will be greater and more active involvement of parents in the educative process. This will be done by continuing to offer parent education sessions and by continuing regular communication about teaching and learning in all year levels and specialist programs. We hope to reconnect with our community by bringing parents into the learning environment through 'Parent Walk Throughs', parent information sessions and the further development of Individual Education 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 children's progress.

Other highlights from the school year

In April 2022, Hartwell Primary School celebrated its centenary. The children and community were fascinated to learn about the 100 year history of school, meet past students and teachers and look at artefacts that were collated in our newly developed archive room. We engaged an Indigenous artist to focus the children on acknowledging and learning about the significance on the land on which we gather and together created a mural where iconography represents through the children's eyes what makes our school special. The students identified: connection and belonging, learning, selfcare, friendships, identity, communication, wisdom and own voice as the foundation for our school. A mural was developed and is proudly part of our school environment. Our celebrations concluded with a special assembly, school tours and our '100 Year Great Fete'. A huge thank you to everyone who assisted with our centenary celebrations, this was a very special year for our school community.

Financial performance

When taking into consideration the 2022 school year, Hartwell Primary School proved to be financially stable and effectively utilized the budgets to ensure the teaching and learning programs and school buildings and grounds were well-resourced and managed. The 2022 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. With the support of our community our fundraising activities went ahead and we were delighted that our schools 'Great Fete' (our major fundraiser for this year) went ahead and together the community raised \$45,000. As a result of well managed budgets, we were able to upgrade the school playground areas, promote inclusion and Koorie Education with our indigenous mural, held events that acknowledged our school's centenary, renewed and increased devices through leases for our ICT equipment, maintained the upkeep of the school buildings and grounds and put in place a program for the extension of students. A total of more than \$120,000 was spent on staff professional learning, which is more than the amount detailed in this report. 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 specialized learning resources, both physical and human for our PSD students.

Finally, I would like to thank the School Council and in particular the Finance Committee for their support in 2022, especially David Tregoweth (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 Performance Summary for government schools 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 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 605 students were enrolled at this school in 2022, 301 female and 304 male.

20 percent of students had English as an additional language and NDP percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

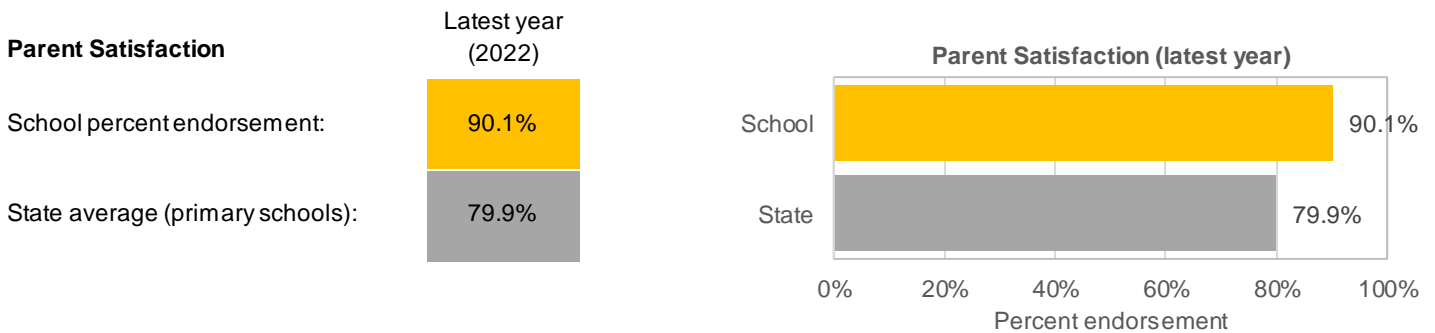
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

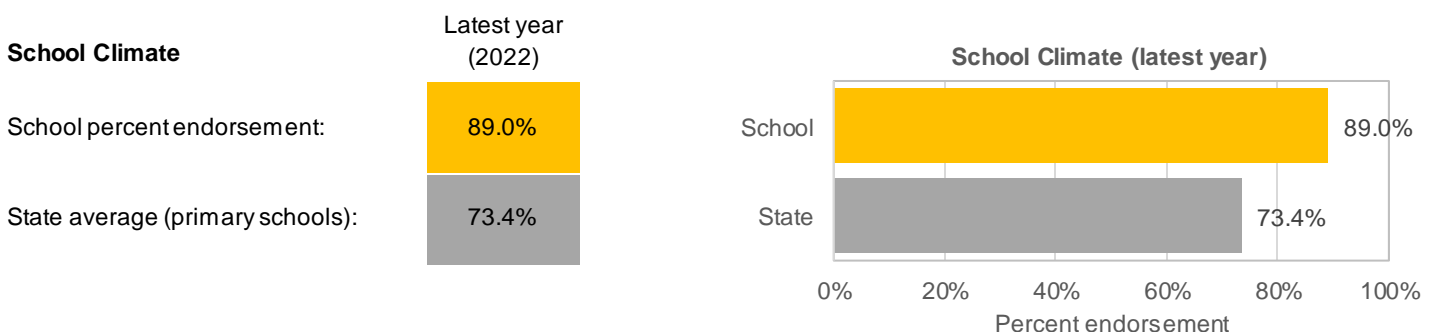


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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



LEARNING

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

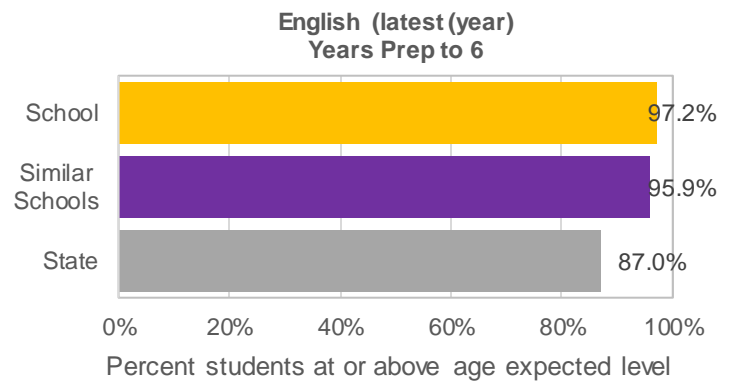
97.2%

Similar Schools average:

95.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

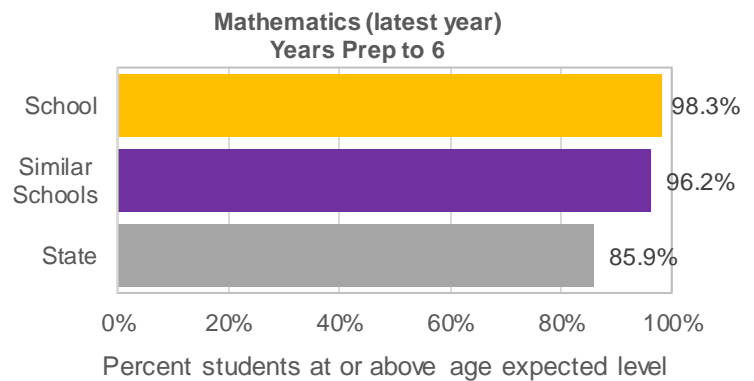
98.3%

Similar Schools average:

96.2%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

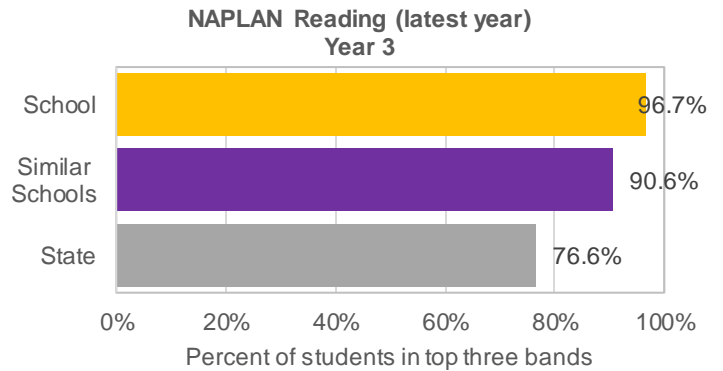
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

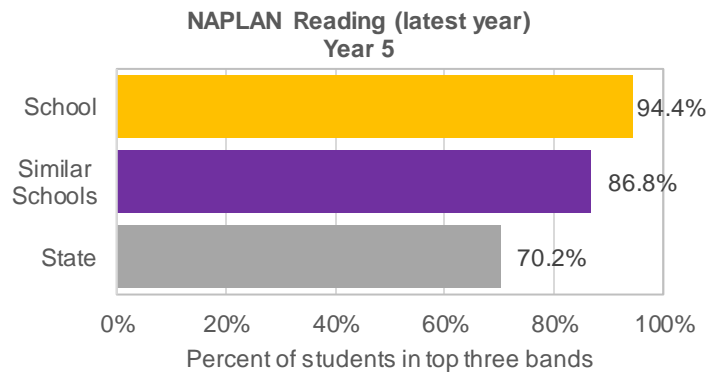
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	96.7%	93.1%
Similar Schools average:	90.6%	90.6%
State average:	76.6%	76.6%



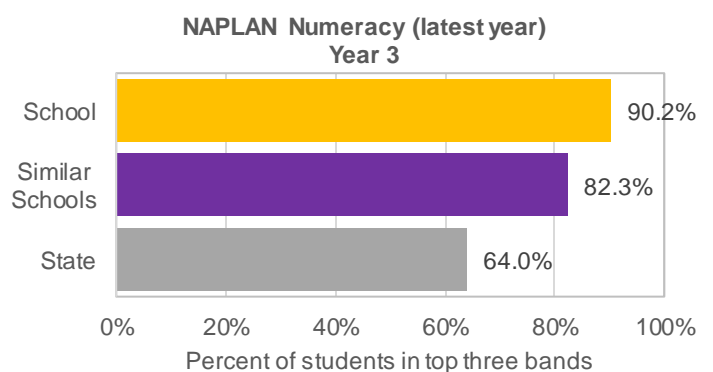
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	94.4%	90.0%
Similar Schools average:	86.8%	85.6%
State average:	70.2%	69.5%



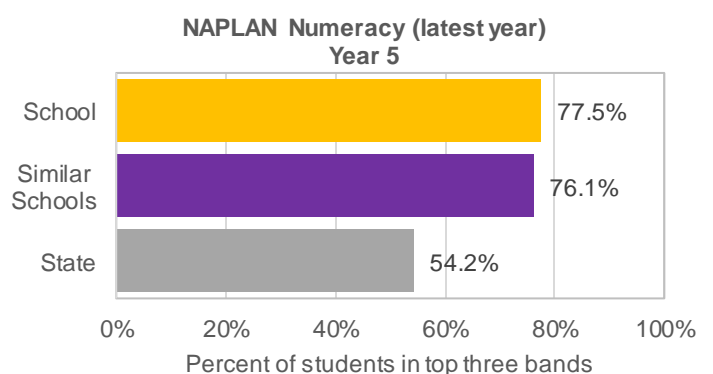
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	90.2%	89.9%
Similar Schools average:	82.3%	85.0%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	77.5%	80.7%
Similar Schools average:	76.1%	79.5%
State average:	54.2%	58.8%



WELLBEING

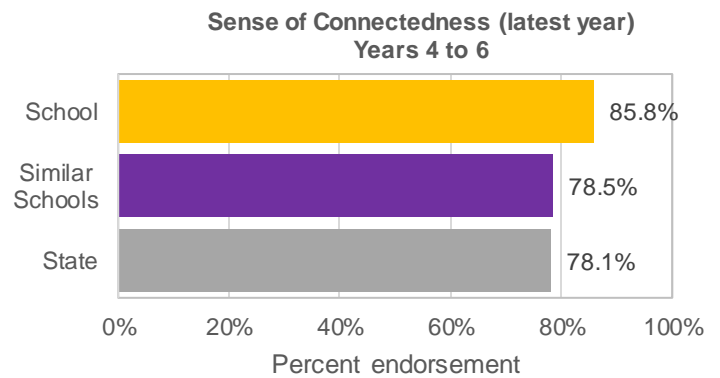
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	85.8%	86.4%
Similar Schools average:	78.5%	80.0%
State average:	78.1%	79.5%

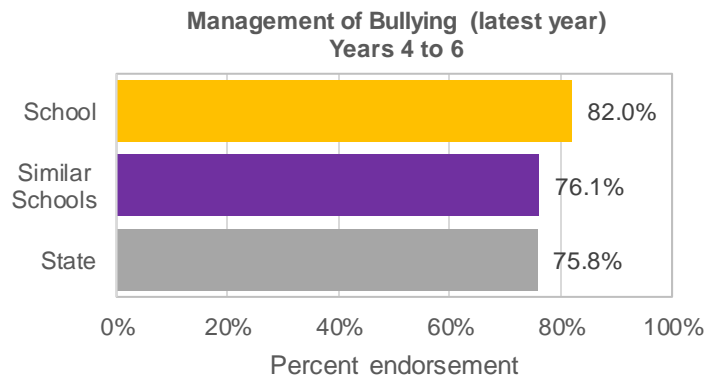


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	82.0%	81.4%
Similar Schools average:	76.1%	78.4%
State average:	75.8%	78.3%



ENGAGEMENT

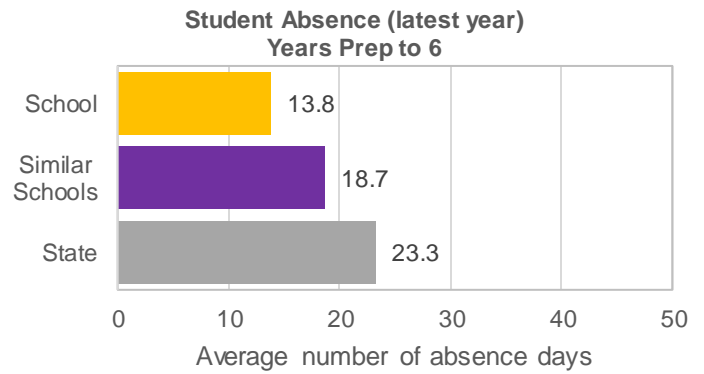
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	13.8	10.8
Similar Schools average:	18.7	12.5
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	93%	93%	93%	93%	93%	94%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$5,160,623
Government Provided DET Grants	\$371,304
Government Grants Commonwealth	\$9,781
Government Grants State	\$0
Revenue Other	\$19,782
Locally Raised Funds	\$834,211
Capital Grants	\$0
Total Operating Revenue	\$6,395,701

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$5,048,415
Adjustments	\$0
Books & Publications	\$1,002
Camps/Excursions/Activities	\$286,461
Communication Costs	\$3,913
Consumables	\$155,287
Miscellaneous Expense ³	\$28,439
Professional Development	\$53,241
Equipment/Maintenance/Hire	\$110,438
Property Services	\$249,113
Salaries & Allowances ⁴	\$335,029
Support Services	\$88,426
Trading & Fundraising	\$76,481
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$57,783
Total Operating Expenditure	\$6,494,029
Net Operating Surplus/-Deficit	(\$98,328)
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$502,651
Official Account	\$22,621
Other Accounts	\$21,918
Total Funds Available	\$547,190

Financial Commitments	Actual
Operating Reserve	\$209,069
Other Recurrent Expenditure	\$2,025
Provision Accounts	\$0
Funds Received in Advance	\$71,655
School Based Programs	\$218,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$9,907
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$30,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$540,656

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.