

2015 Annual Report to the School Community

Hurstbridge Primary School

School Number: 3939



Name of School Principal: Chris Tatnall (Acting)

Name of School Council President: Ivan Carter

Date of Endorsement: 19 April 2016

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 - languages program' minimum standards until 31 December 2015.

About Our School

School Context

Hurstbridge Primary School is situated in the semi-rural town of Hurstbridge that is 32 kilometres northeast of Melbourne. The picturesque setting is set amongst the gumtrees along the Diamond Creek and provides a magnificent environment for the members of the school's community.

In 2015, the EFT staffing profile consisted of a Principal, Assistant Principal, two Leading Teachers, 12 classroom teachers and specialist teachers in the areas of Music, Art, Physical Education and Italian along with 2 Educational Support Staff. The staff is highly committed and dedicated to their children's learning and highly involved in the community, as well as at school level. The student enrolment of 342 students in 2015 was drawn from a richly diverse community featuring a broad socio-economic profile, but the student profile remains predominantly English speaking. The school is a hub of the local community. Community involvement at the school is very high, with parents enriching the curriculum in a variety of formal and informal ways. These include School Council and its sub committees, Parents' Association, Wattle Festival, helping in classrooms, at working bees, concerts and other school events.

Achievement

The student achievement results have shown that in NAPLAN the school is achieving results that are similar to schools that are like Hurstbridge in all areas except the 4 year average for Year 3 Numeracy. Teacher judgements have the school slightly lower in English and Mathematics.

The school has most of our students achieving medium to high growth from Year 3 to 5 in NAPLAN. There is still a need to improve here particularly in the areas of spelling and writing. The results have shown continued improvement with the school outperforming the state median in all areas of the curriculum. Numeracy is our lowest, and an area to continue to work on. After our school review in 2015 the focus is on continuing to improve student outcomes, with a focus on numeracy across the school.

Engagement

The school's overall attendance rate for 2015 was 92.5%. Our results here are similar to that of Victorian Government Primary Schools.

The school has been working with parents to increase attendance levels. We have a regular attendance raffle, certificates and awards for students with full attendance. Teachers follow up with parents who have students absent from school on a regular basis. In 2016 the school will introduce Compass computer software which will send parents messages when their students are absent asking for explanations.

Wellbeing

Through our startup program the school has continued to implement the Tribes process. We have continued to focus on the four agreements; Attentive Listening; No Put Downs, The right to Pass/participate and Mutual Respect.

Student leadership was promoted through our school with the captains attending a leadership conference and our Junior School Council actively working on a variety of issues across the school.

Grade 6 students are trained to be peer mediators to work in the playground to assist younger students to solve minor conflicts.

The wellbeing team continues to work with the school chaplain, psychologists, speech and other agencies discussing all issues relating to student wellbeing.

Results from the Attitudes to School Survey indicate that these programs are having a positive effect on our student wellbeing, our results in 2015 being higher than like schools.

Productivity

The school staffing profile allowed us to deliver successful classroom programs as well as specialists in the areas of LOTE, Science, Art, Music and Physical Education. The school has used the resources available to best support continued improvement in student outcomes. Our parents are heavily involved in sharing their expertise with the students through parent run clubs, lunchtime activities and out of school programs. Our school facilities are used outside of school hours by community groups for various regular and special events.

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 342 students were enrolled at this school in 2015, 153 female and 189 male. There were 1% of EAL (English as an Additional Language) students and 1% 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>Teacher Assessments from the Australian Curriculum/Victorian Essential Learning Standards (AusVELS)</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"> English Mathematics <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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Lower</p> <p> Lower</p>
<p>Towards Foundation Level AusVELS</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>English</p> <p>No Data Available</p> <p>Mathematics</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>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> Lower</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> <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 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" 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>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>52%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>44%</td> <td>12%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>34%</td> <td>37%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>51%</td> <td>24%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	58%	21%	Numeracy	25%	52%	23%	Writing	44%	44%	12%	Spelling	29%	34%	37%	Grammar and Punctuation	24%	51%	24%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	21%	58%	21%																							
Numeracy	25%	52%	23%																							
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Spelling	29%	34%	37%																							
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Performance Summary

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Result for this school:  Median of all Victorian government primary year levels: 

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

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.

Average 2015 attendance rate by year level:

Student Outcomes

Results: 2015



Results: 2012 - 2015 (4-year average)



Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	93 %	93 %	94 %	92 %	92 %









School Comparison

 Similar

 Similar

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: 2015</p>  <p>Results: 2012 - 2015 (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: 2015</p>  <p>Results: 2012 - 2015 (4-year average)</p> 	<p> Higher</p> <p> Similar</p>

How to read the Performance Summary

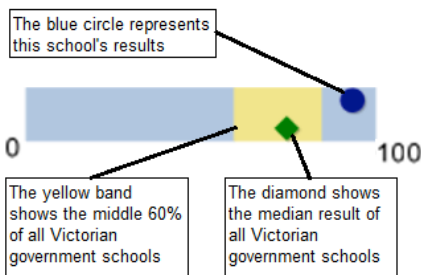
What are student outcomes?

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 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.



What is a School Comparison?

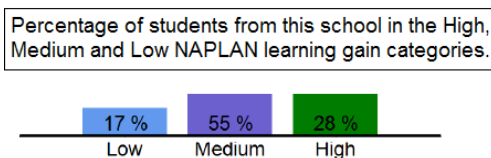
The *School comparison* is a way of comparing school performance that takes into account the different student intake characteristics of each school.

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.

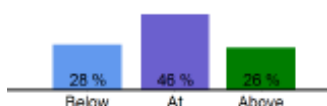
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some schools have 'lower' performance after taking into account their students' characteristics – these schools will receive targeted support to ensure that there is improvement.

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.



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	Funds Available	Actual
Student Resource Package	\$2,320,822	High Yield Investment Account	\$16,779
Government Provided DET Grants	\$349,312	Official Account	\$20,517
Government Grants Commonwealth	\$38,515	Other Accounts	\$39,704
Revenue Other	\$79,495	Total Funds Available	\$77,000
Locally Raised Funds	\$317,486		
Total Operating Revenue	\$3,105,630		
Expenditure		Financial Commitments	
Student Resource Package	\$2,329,918	Operating Reserve	\$77,000
Books & Publications	\$6,851	Total Financial Commitments	\$77,000
Communication Costs	\$8,092		
Consumables	\$75,837		
Miscellaneous Expense	\$143,961		
Professional Development	\$29,722		
Property and Equipment Services	\$144,453		
Salaries & Allowances	\$257,208		
Trading & Fundraising	\$65,025		
Travel & Subsistence	\$3,726		
Utilities	\$40,483		
Total Operating Expenditure	\$3,105,275		
Net Operating Surplus/-Deficit	\$354		
Asset Acquisitions	\$6,975		

Student Resource Package Expenditure figures are as of 21 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

The schools financial position has remained steady throughout 2015. There have been no surplus funds available to the school. Careful budget management has been put into place to ensure that the school commits the maximum funds to educational programs to increase student learning outcomes.