

**2014 Annual Report to  
the School Community**

Hurstbridge Primary School

School Number: 3939



Name of School Principal: Chris Tatnall (Acting)  
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Name of School Council President: Sandie Arnel  
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Date of Endorsement: 17/3/15  
\_\_\_\_\_

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

This school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform Act 2006, inclusive of those schools granted an exemption by the VRQA under the 'Student enrolment numbers' and/or 'Curriculum framework for schools - languages program' minimum standards until 31 December 2014.

## About Our School

### School Context

Hurstbridge Primary School was first established in 1916 and since then has occupied four different sites. It moved to its current location in 1982 where it was completely destroyed by fire in 2003 only to be re-built and opened again in 2005. The state of the art building, designed to blend in with the natural environment, continues to provide students with an open, light and engaging environment to grow in.

In 2014 the student enrolment was 389 and the school was organised into 16 classes. Specialist programs included Art, Physical Education, Music, Science and LOTE (Italian). In addition to the general curriculum, there are intervention and extension programs, which are run across the school. There is also a Before and After School Care program. All staff are dedicated to provide the very best for our students.

### Achievement

We are proud of our student learning outcomes, most of which are consistently at or above state averages. Our staff are committed to continuing to improve the learning outcomes for all of our students and strive to ensure that they reach their full potential, preparing them for their futures. Professional Learning Teams (PLT's) meet weekly and are lead by a Leading Teacher. These PLT's focus on teaching and learning as well as improving practice across the school. Students are all encouraged to achieve at the best of their abilities.

### Engagement

Hurstbridge Primary School is a Tribes Learning Community with the agreements of; Attentive Listening, No Put Downs, Right to Pass and Mutual Respect. Tribes is a goal-orientated process designed to maximise the academic, social and emotional development of each child. All staff, both teaching and non-teaching, are Tribes trained.

Along with having a Junior School Council there are also roles for School and House Captains which forge students with a sense of responsibility and encourage the development of leadership skills.

### Wellbeing

Along with Tribes we also have an Emotional Intelligence Program in years 3 & 4 and social groups across various year levels. The school offers the service of a chaplain three days a week and a child psychologist two days a week.

Our senior students are trained in peer mediation and help out in the playground assisting with minor incidents and making sure that all students have someone to play with. Students are involved in leadership activities, camps and many other extra-curricular activities.

Student attendance continues to be an important focus at Hurstbridge. All new parents receive the "Its not ok to be away" brochure. Attendance raffles are conducted at assembly each week and staff are proactive at following up when students are not at school. This is helping reduce our non-attendance rates.

### Productivity

The school staffing profile allowed us to deliver 16 classroom programs as well as specialists in the areas of LOTE, Science, Art, Music and Physical Education during 2014. We have successfully used our resources – eg people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is performing and how it compares to all 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 foster engagement and collaboration to support further gains and positive learning experiences for all students.

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

### School Profile

#### School Enrolments

A total of 389 students were enrolled at this school in 2014, 178 female and 211 male.

#### Overall socio-economic profile

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



#### Proportion of students with English as a second language.



#### 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 80% of Victorian government schools: Result for this school: Median of all Victorian government schools:




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"> <li>English</li> <li>Mathematics</li> </ul> <p>The grades are the same as those used in your child's end of year report.</p> <p>A 'C' rating means that a student is at the standard expected at the time of reporting.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 3</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 3 assessments are reported on a scale from Bands 1-6.</p> <p>Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.</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><b>NAPLAN Year 5</b></p> <p>Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.</p> <p>Year 5 assessments are reported on a scale from Bands 3-8.</p> <p>Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.</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 schools: ■  
Result for this school: ● Median of all Victorian government schools: ◆




Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></p> <p>Learning gain of students from Year 3 to Year 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25%, their gain level is categorised as 'High', middle 50%, is 'Medium' and bottom 25%, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>69%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>62%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>55%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>45%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>67%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	69%	17%	Numeracy	22%	62%	16%	Writing	24%	55%	21%	Spelling	21%	45%	34%	Grammar and Punctuation	16%	67%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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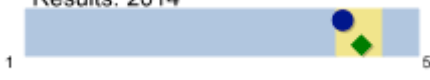



## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Student Attendance</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning. A school comparison rating of 'lower' indicates that the absence rate in this school is greater than what we would estimate, given the background characteristics of their students.</p> <p>Average 2014 attendance rate by year level:</p> <table border="1" data-bbox="566 824 1037 918"> <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>93 %</td> <td>94 %</td> <td>92 %</td> <td>94 %</td> <td>95 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	94 %	95 %	92 %	91 %	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	94 %	95 %	92 %	91 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School</b></p> <p>Measures the Connectedness to School factor derived from the <i>Attitudes to School</i> survey completed annually by Victorian government school students in Years 5 to 12. The school's average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.</p>	<p><b>Results: 2014</b></p>  <p><b>Results: 2011 - 2014 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>

# How to read the Performance Summary

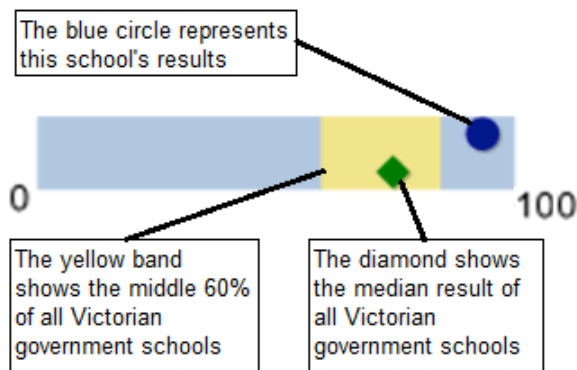
## What are student outcomes?

*Student outcomes* show the achievements of students in this school in English and Mathematics. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

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

The Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.



## 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 Indigenous 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.

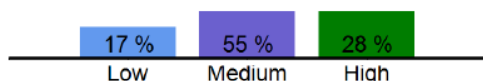
The *School comparison* measures show that most schools are doing well and are achieving results that are 'similar' to what we would estimate given the background characteristics of their students. Some schools are doing exceptionally well with the students they have, and have 'higher' performance. Some 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.

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'.

Percentage of students from this school in the High, Medium and Low NAPLAN learning gain categories.



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, 2014

### Financial Position as at 31 December, 2014

Revenue	Actual
Student Resource Package	\$2,526,761
Government Provided DE&T Grants	\$280,473
Government Grants Commonwealth	\$39,643
Revenue Other	\$32,872
Locally Raised Funds	\$354,947
<b>Total Operating Revenue</b>	<b>\$3,234,696</b>

Funds Available	Actual
High Yield Investment Account	\$291
Official Account	\$8,690
Other Accounts	\$34,702
<b>Total Funds Available</b>	<b>\$43,683</b>

Expenditure	
Student Resource Package	\$2,506,849
Books & Publications	\$3,094
Communication Costs	\$10,958
Consumables	\$43,317
Miscellaneous Expense	\$166,307
Professional Development	\$21,456
Property and Equipment Services	\$154,816
Salaries & Allowances	\$209,636
Trading & Fundraising	\$65,534
Travel & Subsistence	\$2,483
Utilities	\$42,070
<b>Total Operating Expenditure</b>	<b>\$3,226,520</b>

Financial Commitments	
Operating Reserve	\$43,683
<b>Total Financial Commitments</b>	<b>\$43,683</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$8,176</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

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.

### Financial performance and position commentary

The school has managed its resources well over the year, remaining in a surplus at the end of 2014.