

# 2022 Annual Report to the School Community

School Name: Hurstbridge Primary School (3939)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 25 April 2023 at 05:22 PM by Kate Hodgson (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 02 May 2023 at 02:10 PM by Narelle Bozinis (School Council President)

## How to read the Annual Report

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### 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.

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### 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)

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### 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.

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### 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.

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### 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

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## School context

Hurstbridge Primary is a friendly, happy and caring school community that values diversity, curiosity respect and balance. We provide a safe supportive learning environment, which focuses on the individual child and their learning needs. Wide, open spaces provide students with varied opportunities for social interaction and play choices. At HPS, we value each child as an individual and understand that education occurs beyond the curriculum, so we undertake to cater for their social, emotional and academic needs. We provide our students with a diverse curriculum catering for varied talents, abilities and learning styles. We are proud of our community links and the many opportunities students have to be engaged, curious and proactive in their learning.

### WHAT WE BELIEVE

- All children should develop the skills to become global citizens and life long learners.
- Learning is continuous for all of the school community and we actively encourage a learning partnership between parents, teachers and the students.
- Children have the right to learn in a safe and inclusive environment in which they have opportunities and strive to become confident risk takers.

### WHAT WE WILL DO

- We will deliver an engaging, well-balanced education based on the Victorian Curriculum.
- We will foster a positive approach to learning in a supportive and encouraging environment.
- Using explicit programs and collaboration, we will develop the skills required for our community to be resilient, confident and independent.
- We will engage staff and students by delivering an enriched learning program, assuring that they experience success and develop a sense of belonging and satisfaction.

### VALUES

In consultation with students, staff and parents the following values were created for Hurstbridge Primary School:

- Respect
- Diversity
- Curiosity
- Balance

Students were asked what the values mean to them, and this information was shared with everyone. The information is on posters in every classroom around the school.

- Respect is how you feel about someone and how you treat someone.
- Diversity is understanding and accepting differences.
- Curiosity is wanting to know more about someone or something.
- Balance is keeping things fair and reasonable.

Values posters are displayed around the school that also demonstrate how these values will be shown in various sections of the school.

### COMPOSITION

Hurstbridge Primary School in 2022 comprised 8 classes from Prep to Year 6. Our students also received specialist classes in Music, PE, LOTE (Italian) Art, Digital Technologies and Library. We have a Principal and part-time Leading Teacher in our office. In 2022 we had 11.6 EFT teaching staff and 2.2 EFT Educational Support Staff. None of our staff identified as Aboriginal or Torres Straight Islanders, we also did not have any international students. We are located centrally in the township of Hurstbridge and work very closely with members of the local community.

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## Progress towards strategic goals, student outcomes and student engagement

### Learning

From the 2022 AIP (Annual Implementation Plan) Hurstbridge Primary School was focusing on the FISO initiatives of, Excellence in Teaching and Learning, Community Engagement and Positive Climate for Learning.

In 2022 we continued to focus on student learning and supporting our students and families as we moved out of remote learning. We acknowledge that some of our students thrived during remote learning, others have maintained their learning progress and some required extra learning and wellbeing support. We increased our focus on numeracy and student wellbeing, teaching and supporting each student at their point of need and in line with FISO.

Our key improvement strategies for this goal were:

To continue work with those students who needed extra support and those who have thrived during remote learning and to continue to extend their learning, especially in numeracy. We have focused on deepening the consistency of teacher practice to support learning catch up and extension by continuing to develop teacher capability to undertake accurate assessment of student needs and to use this information to inform and determine targeted practices that meet students point of need. We did this by using data and the PLC inquiry process to complete 3 cycles focusing on different numeracy skills and the creation of uniform planning documents that emphasised differentiated and explicit teaching and learning. We also continued with the Tutor Learning Initiative, supporting students with reading comprehension skills and numeracy skills in line with DE guidelines and FISO 2.0.

## Wellbeing

The 2022 AIP Wellbeing focus was to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

This year, Hurstbridge Primary School has chosen the following Actions in order to continue to support students wellbeing and mental health of our students. The school has also continued its work with other organisations to deliver wellbeing programs or initiatives to the students. Our Student Wellbeing Officer, employed through the National Schools Chaplaincy Program worked one on one with students, in the classrooms and ran social skills groups. The school continued its relationship with Monash and LaTrobe Universities hosting their counseling and psychology students who were able to provide one on one support to a large number of students across the school and our school support dog program continued, providing assistance to many students during class time, break times and while on camps outside of the school.

The School Wide Positive Behaviour (SWPBS) Initiative continued with our school being successful in being selected as a demonstration school. This means that we can continue to receive coaching, training, and evaluation through the VIC SWPBS initiative. As we continue to work towards implementing SWPBS with fidelity, we will be able to share our journey and experiences so far with other schools who are looking to learn about best practice implementation of SWPBS at our school. Tracking was continued through Compass to monitor student wellbeing and behaviour issues, focusing on major and minor events. This is allowing the school to use data to focus on where any incidents are occurring and prevent future incidents. SWPBS practices are becoming embedded in learning and shared spaces and SWPBS will continue to be a priority for the school during 2023.

## Engagement

In 2022 we continued to work to improve the social and emotional engagement of every student.

The actions in our 2022 AIP were to develop and document a whole school learner agency strategy to empower students to be more engaged and connected with their learning; to develop a more consistent approach to communicating and working with the parent community. We continued with a sub committee of school council which focused on parental and community engagement. This committee looked at ways of promoting and communicating with the local school community. Parent opinion data is now showing a steady increase. A number of students experienced challenges during remote learning, some of whom had a drop in terms of their engagement with school. Our Wellbeing Team and Classroom teachers continued to work with these students to re-engage them with their learning. Teachers have been using data provided by the Attitudes to Schools survey to empower students to become more engaged in their learning and have made individual learning goals more visible for students. The instructional model has been used as a focus to promote student engagement in learning with a slowing down and going deeper into the why of students learning and then allowing real world links and application. This has been successful as evidenced in the 2022, Attitudes to Schools survey results data showing an increase in students sense of connectedness, resilience, teacher effectiveness and student motivation and support.

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## Other highlights from the school year

While the school community enjoy a return to a relatively normal year, including 5/6 Canberra Tour, 3/4 Adventure Camp and the Year 1/2 sleepover and BBQ evening. The highlight of the 2022 year was the whole school production of 'The Lion King Jr.' held at George Woods Performing Arts Centre, Yarra Valley Grammar School. Students, staff and parent volunteers prepared sets, costumes and assisted with the backstage running of the production with all students having an onstage role in the production. The production was a fantastic success and a wonderful experience to bring everyone back together post COVID.

## Financial performance

Hurstbridge Primary School has maintained a sound financial position throughout 2022. The School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. Indicative Budgets were presented to our School Council at the end of 2021 and then approved in 2022 once our final SRP was released after school census day. The Financial Performance and Position report shows an end of year surplus. This surplus occurred through community grants and donations to camps, excursions and targeted teaching areas in 2022. The School received a very small amount of Equity Funding and funding under the Program for Students with Disabilities, which contributed towards the employment of Education Support Staff to provide support across the school as required. The school was successful in obtaining several grants. The most significant grant was the Bushfire grant of \$25,261.16 which was used to assist with the clearance and maintenance of vegetation, proximate to the school's shelter in Place, other school buildings, egress routes and secondary assembly point.

**For more detailed information regarding our school please visit our website at**  
<https://www.hbridge.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 192 students were enrolled at this school in 2022, 97 female and 95 male.

NDP 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).

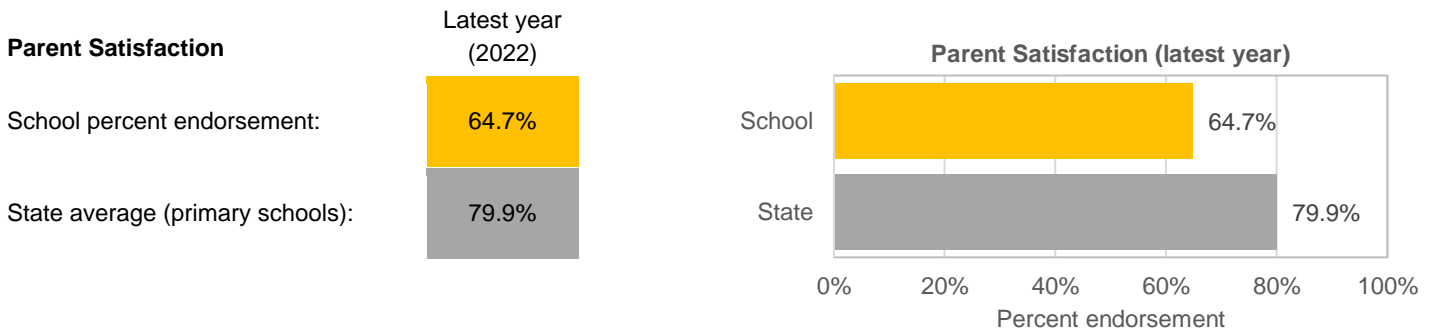
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

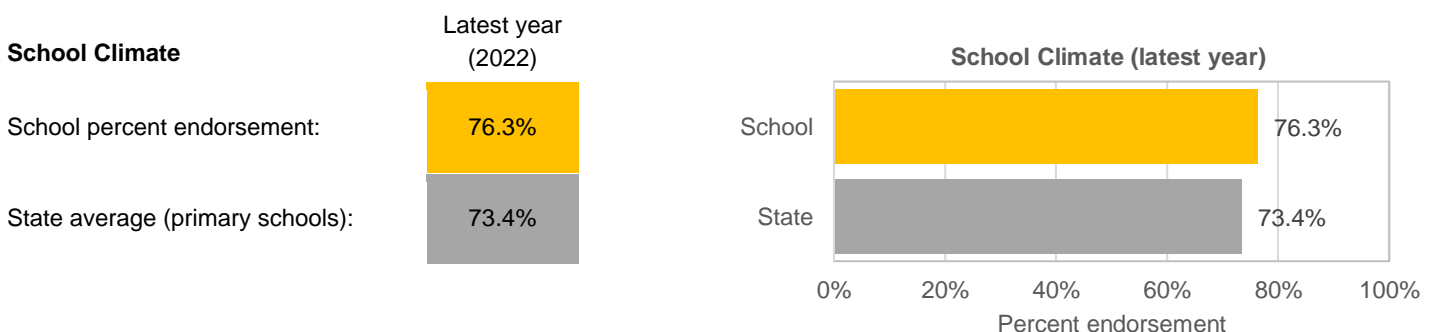


### School Staff Survey

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:

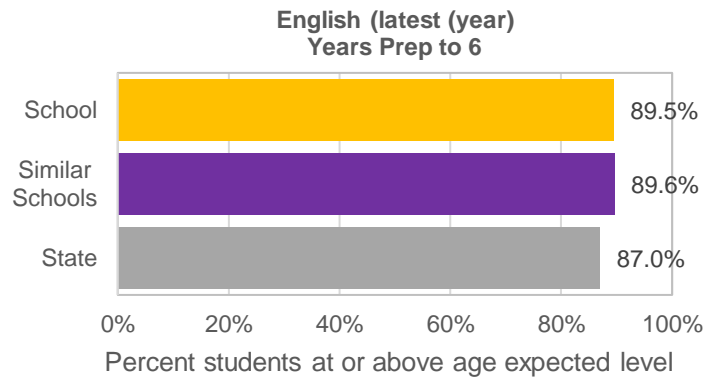
89.5%

Similar Schools average:

89.6%

State average:

87.0%



#### Mathematics Years Prep to 6

Latest year  
(2022)

School percent of students at or above age expected standards:

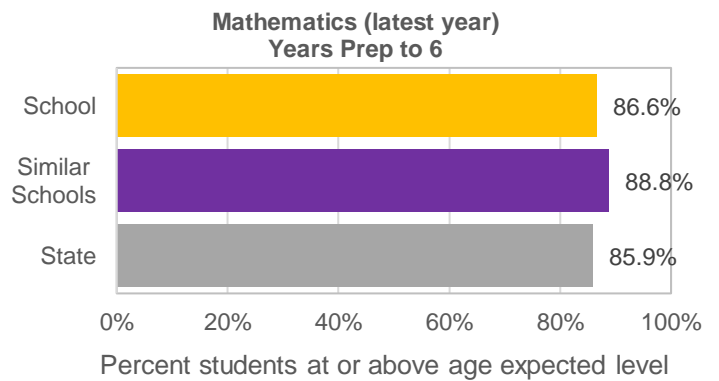
86.6%

Similar Schools average:

88.8%

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.

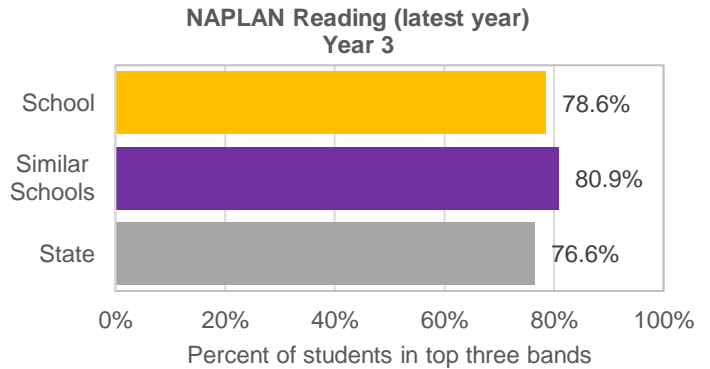
### NAPLAN

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.

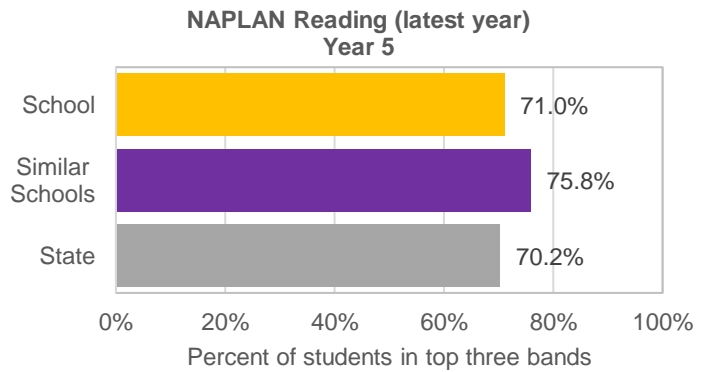
#### Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.6%	81.4%
Similar Schools average:	80.9%	81.3%
State average:	76.6%	76.6%



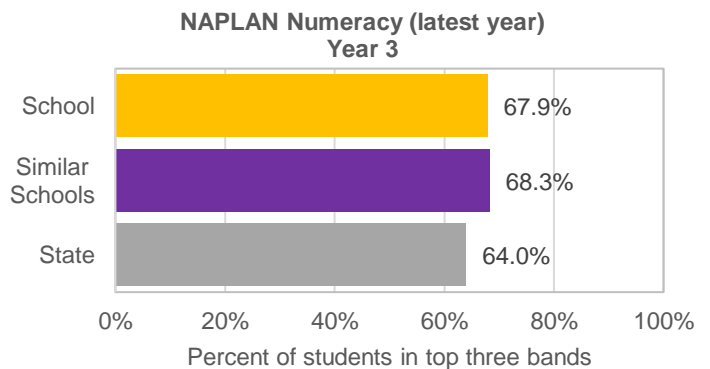
#### Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	71.0%	70.6%
Similar Schools average:	75.8%	74.5%
State average:	70.2%	69.5%



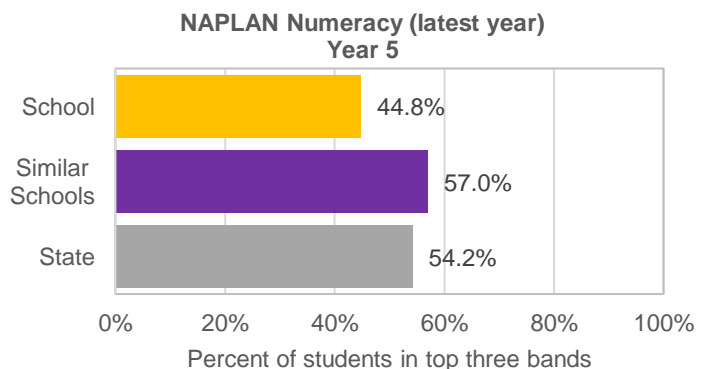
#### Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.9%	78.2%
Similar Schools average:	68.3%	71.3%
State average:	64.0%	66.6%



#### Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	44.8%	60.5%
Similar Schools average:	57.0%	61.0%
State average:	54.2%	58.8%



## WELLBEING

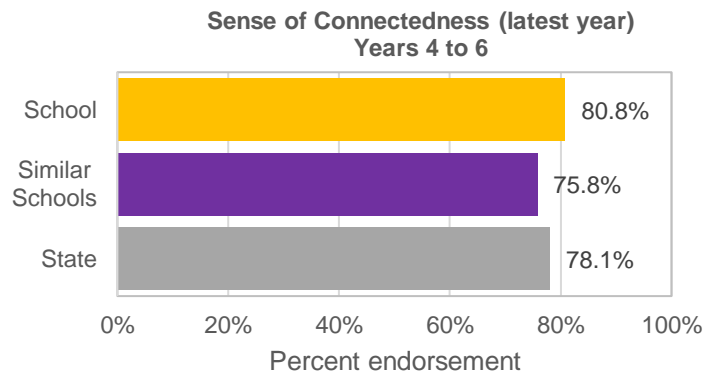
**Key:** *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

### 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:	80.8%	72.2%
Similar Schools average:	75.8%	77.5%
State average:	78.1%	79.5%

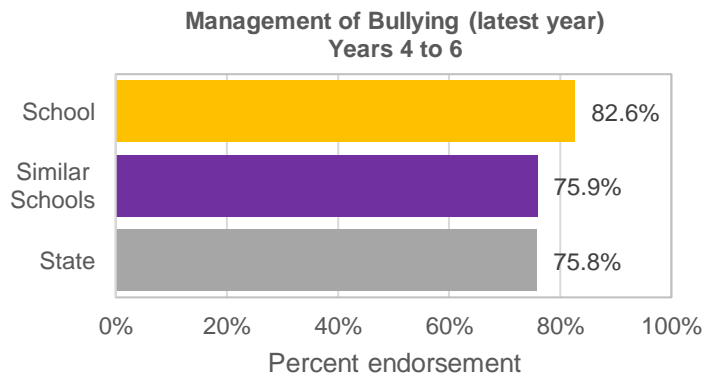


### Student Attitudes to School – Management of Bullying

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:	82.6%	72.7%
Similar Schools average:	75.9%	78.3%
State average:	75.8%	78.3%



## ENGAGEMENT

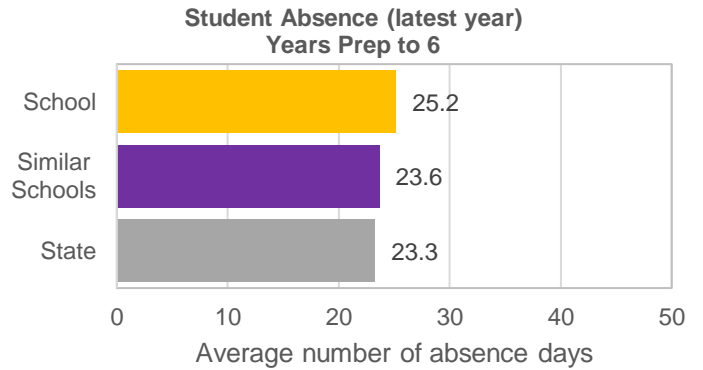
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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:	25.2	19.0
Similar Schools average:	23.6	16.8
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):	88%	87%	89%	87%	85%	88%	89%

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,944,320
Government Provided DET Grants	\$296,544
Government Grants Commonwealth	\$3,426
Government Grants State	\$8,295
Revenue Other	\$3,789
Locally Raised Funds	\$231,625
Capital Grants	\$25,000
<b>Total Operating Revenue</b>	<b>\$2,512,998</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$15,802
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$15,802</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,993,675
Adjustments	\$0
Books & Publications	\$926
Camps/Excursions/Activities	\$104,423
Communication Costs	\$3,329
Consumables	\$52,697
Miscellaneous Expense <sup>3</sup>	\$9,224
Professional Development	\$5,399
Equipment/Maintenance/Hire	\$40,704
Property Services	\$80,578
Salaries & Allowances <sup>4</sup>	\$111,320
Support Services	\$49,727
Trading & Fundraising	\$29,164
Motor Vehicle Expenses	\$647
Travel & Subsistence	\$111
Utilities	\$24,256
<b>Total Operating Expenditure</b>	<b>\$2,506,180</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$18,181)</b>
<b>Asset Acquisitions</b>	<b>\$10,900</b>

- (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**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$133,349
Official Account	\$73,096
Other Accounts	\$31,624
<b>Total Funds Available</b>	<b>\$238,070</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$73,741
Other Recurrent Expenditure	\$0
Provision Accounts	\$9,862
Funds Received in Advance	\$0
School Based Programs	\$27,310
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$7,744
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,342
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$184,000</b>

*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.*